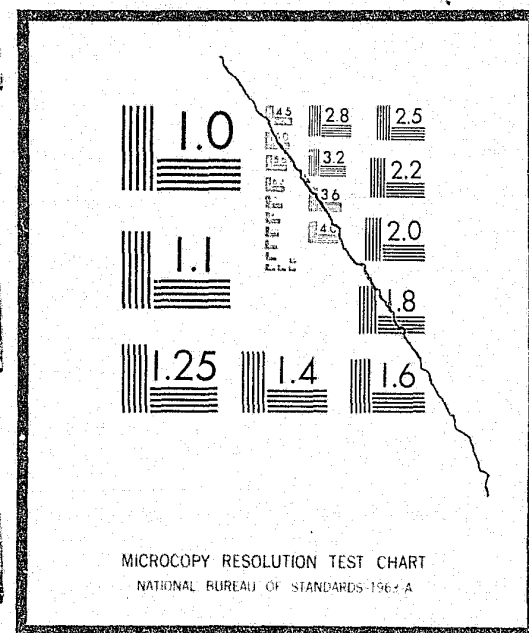


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LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
POLICE TECHNICAL ASSISTANCE REPORT

SUBJECT: Massachusetts, Curriculum Development for  
Criminal Justice Training

REPORT NUMBER: 76-163

FOR: Massachusetts Criminal Justice Training Council

NCJRS

APR 12 1977

ACQUISITIONS

CONTRACTOR; Westinghouse National Issues Center

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## CONTENTS

Foreword . . . . .	iii
1. Introduction . . . . .	1-1
2. Understanding of the Problem . . . . .	2-1
3. Analysis of the Problem . . . . .	3-1
3.1 Curriculum Design . . . . .	3-1
3.2 Curriculum Development Process . . . . .	3-3
4. Findings and Conclusions . . . . .	4-1
4.1 Curriculum Design . . . . .	4-1
4.2 Curriculum Development Process . . . . .	4-1
4.2.1 Phase I - Articulation of Context within which Needs Assessment Occurs. . . . .	4-2
4.2.2 Phase II - Inventory Existing Personnel Development Needs . . . . .	4-3
4.2.3 Phase III - Program Identification . . . . .	4-4
4.2.4 Phase IV - Assessment of Learning Needs . . . . .	4-4
4.2.5 Phase V - Design Training Programs . . . . .	4-6
4.2.6 Phase VI - Assessment of Resource Needs . . . . .	4-7
4.2.7 Phase VII - Assessing Organizational, Administrative Staffing, and Policy Needs . . . . .	4-7
5. Recommendations . . . . .	5-1
5.1 Curriculum Design . . . . .	5-1
5.2 Curriculum Development Process . . . . .	5-1

## TABLE

3-1 Curriculum Design Models . . . . .	3-4
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## FOREWORD

The Massachusetts Criminal Justice Council was established in March 1975 to coordinate the training efforts for all criminal justice personnel throughout the Commonwealth. Technical assistance was requested to advise on currently accepted methods of curriculum development in the areas of criminal justice training and education.

Requesting Agency: Massachusetts Criminal Justice Training  
Council; Mr. Gary F. Egan,  
Executive Director

State Planning Agency: Massachusetts Committee on Criminal Justice;  
Mr. Clifford L. Karchmer,  
Police Program Specialist

Approving Agency; LEAA Region I (Boston);  
Mr. John Keely,  
Police Specialist

## 1. INTRODUCTION

As the result of reform legislation (Chapter 241, Acts and Resolves of 1974), the Massachusetts Criminal Justice Training Council (MCJTC) was established to replace the old Massachusetts Municipal Police Training Council in March 1975. Features of the new agency that were not characteristic of the old council included:

- An enlarged and expanded training responsibility, from that of merely overseeing the training of police officers to coordinating the training efforts for all criminal justice personnel throughout the Commonwealth.
- An ongoing fiscal means of support through the imposition of a 25 percent surcharge on all criminal fines.
- In keeping with the increased scope of its training responsibility, membership of the Council was enlarged and expanded from law enforcement personnel to include representatives from other segments of the criminal justice system (e.g., Commissioner of Corrections, Commissioner of Probation, Chairman of the Parole Board, and the like).

For a little more than a year after its inception, the MCJTC continued to be staffed by the personnel held over from the old Municipal Police Training Council. During this period, the activities of the MCJTC consisted merely of maintaining the status quo of existing police training programs without any substantial effort to assume and carry out its new responsibilities. This was primarily due to political and fiscal constraints that were compounded by the fact that the agency was searching for a new Executive Director. However, in April 1976, the MCJTC began to assume its expanded training role with the appointment of an Executive Director.

For all practical purposes, the MCJTC was starting from scratch in undertaking its statewide criminal justice training responsibilities. With the possible exception of police training, the legacy of the old Municipal Police Training Council did not provide the MCJTC with a modicum of organizational basis, administrative structure, staff, facilities, experience, or philosophy that was minimally necessary to effectively undertake criminal justice training. As a new agency, the MCJTC found itself in an unenviable situation in that it was faced with a substantial mandate for training without having yet reached organizational maturity. It was within a context of an imbalance between supply and demand -- great demand for training without sufficient organizational resources -- that the request for technical assistance was made.

The MCJTC's request for technical assistance touched upon three different subject areas. The specific request pertaining to curriculum development was stated as follows;

"To summarize currently accepted methods of curriculum development in the areas of criminal justice training and education and to make recommendations to the council staff regarding the utilization of these various methods."

MCJTC staff with whom the Consultant worked were Mr. Leo Galizio and Mr. Donald Dahlstrom.

## 2. UNDERSTANDING OF THE PROBLEM

An understanding of the problem set forth in the request for technical assistance can best be gained by an appreciation of the context out of which it arose. Indeed, it may not be inaccurate to say that the technical assistance problem is but symptomatic of several more basic unresolved issues confronting the Massachusetts Criminal Justice Training Council (MCJTC). While technical assistance was rendered in direct response to the stated problem, it was the perception of the Consultant that the following issues generated the problem and should be briefly discussed to better understand the manner in which the technical assistance was rendered.

First, and perhaps most fundamentally, there appears to be a lack of understanding as to the real role of the agency in terms of training. Although the MCJTC may be considered as being part of the Commonwealth's criminal justice system, it does not have a criminal justice function (i.e., its responsibility is not the prevention of crime, the arrest of suspects, the adjudication of offenders, nor the rehabilitation of inmates). Its function is training. As such, the agency's primary orientation should be toward the development of its competence in the area of training and education, and the development of an organizational capability to deliver educational and training services and programs.

The lack of agency staff with educational background or work experience or both in such areas as human resource development, education, learning psychology, and the like is indicative of the need for greater professional educational input into program development. People with the requisite knowledge of the substantive aspects of the criminal justice system abound and are available as resource people to those whose competencies lie in the designing, implementing, and administration of training programs without necessarily attending to their learning effectiveness. While the efficiency and effectiveness of such a strategy may be questioned from a professional educational point of view, it is, realistically speaking, a practical strategy undertaken in an effort to convey a sense of movement and accomplishment in responding to a myriad of organizational demands and pressures arising throughout the criminal justice system.

A third problem, again stemming from the embryonic state of the agency, is the lack of an organizational structure that has survived the test of time in efficiently and effectively delivering services to meet the training needs of the criminal justice system. Concomitant is the lack of an adequate permanent, full-time staff, both in terms of size as well as requisite skills, due to limited financial resources as well as insufficient time to properly recruit and screen potential candidates.

It was against this background of organizational inexperience and a need for programmatic action that technical assistance was requested. More specifically, the request for technical assistance in the area of curriculum development was an attempt by the MCJTC staff, through discussions and brainstorming, to begin to better understand and appreciate the value and need for educational resources and competence on MCJTC staff and the role they should play in program development.



### 3. ANALYSIS OF THE PROBLEM

To respond most appropriately to the MCJTC's needs regarding curriculum development, the problem was divided into two components; (a) Conceptualization of curriculum design, and (b) the process for curriculum development. The approach undertaken to provide onsite assistance consisted primarily of four half-day discussion sessions with MCJTC staff members Leo Galizio and Donald Dahlstrom.

The purpose of this approach was twofold. First, the sessions were to generate a greater awareness and better understanding of different ways in which curriculum design could be conceptualized as alternatives to the traditional subject matter approach. Second, the sessions were to suggest and outline a viable process for curriculum development.

#### 3.1 Curriculum Design

The standard mode of criminal justice curriculum design reflects the traditional organization of content by subject matter areas or topics. That is to say, the various topics included in any given training program are organized according to the similarity of the nature of the subject matter area or academic fields of study (e.g., first aid, criminal law, report writing, psychology, case preparation, and the like). On the basis of this organization of the content of the training program, a schedule is devised allotting blocks of time devoted specifically to the teaching or learning of each subject. Similarly, methods of instruction, learning objectives, and tests are developed and employed according to degree of uniqueness of the nature of each subject matter area.

The net effect of such a curriculum design is the tendency toward the compartmentalization of learning whereby each subject is treated as an entity unto itself. Very infrequently is an effort made, particularly as a function of the design of a curriculum, to integrate the various subjects or topics and show their interrelationship with each other. In police training, for example, interrogation and report writing are frequently treated as separate and distinct topics, each with its own time schedule, learning objectives, and teaching methodology. It is assumed or hoped that the trainee will somehow automatically be able to effectively integrate the two skills he has learned and write a clear, concise, and well-organized report based upon the information he gained from his interrogation. Such an assumption is not necessarily warranted.

~~...~~The subject matter approach to curriculum design leaves too much to chance in terms of producing a qualified, competent policy officer. The trainee is left to his own devices, aptitude, and ability to make



the necessary connections between the various subjects or topics he has learned. As translated into expected and required professional behavior, the integration of knowledge and skills, then, will occur sooner or later and will be more or less competent, depending upon the individual motivation, intelligence, and ability of each trainee. The satisfactory completion of tests for each subject or topic is no assurance that the trainee can necessarily perform police functions in a highly competent and professional manner.

In response to this very traditional and -- from an educational perspective -- questionable approach to curriculum design, another approach was outlined and discussed to demonstrate the feasibility of developing new and creative curriculum designs for criminal justice training programs. The approach that was discussed utilized the notion of "process" as the organizing theme. The selection of this theme reflects a concern for a more active and dynamic organizational basis for learning and curriculum design, as opposed to the more passive and static concept of the subject matter theme.

By employing the notion of process, concern is focused on the integrated and contextual nature of the learning process itself, whereby the design of the curriculum purposely encourages -- indeed facilitates -- the integrated learning of individual skills and knowledge into overall competent professional police behavior. The difference between the two approaches is the manner in which the substantive content of the training program is organized or designed. In the process design, subject matter areas or topics per se are not dispensed with but, rather, are broken down and taught piecemeal as they relate to various processes. The net effect at the termination of a training program is the same, regardless of the design, in that the identical content has been incorporated and covered in both programs. The difference is in the manner in which the content has been put together and organized for the purpose of learning. The process approach is suggested as being the more effective and efficient from the point of view of facilitating learning and retention.

The notion of process can be specified in several different ways for the purpose of curriculum design. With regard to police training, those discussed were: (a) Tasks faced by the police officer, and (b) assignments of police officers. For example, by tasks was meant the various types of activities that a police officer was expected to perform in carrying out his duties and responsibilities as a police officer (e.g., caring for an injured person, investigating a crime, or arresting, searching, and transporting a prisoner). Under the process approach to curriculum design, for example, the subject matter of departmental rules and regulations would be taught piecemeal as they applied to each task rather than being taught as an entity in-and-of themselves, as would most likely be the case under the subject matter or topic approach. Likewise, report

writing would be taught as it related to each task when each task was being taught rather than being isolated and treated as a separate topic in-and-of itself. Table 3-1 depicts the difference between the subject matter approach to curriculum design and the process approach.

The idea behind the process approach is to teach the various components of a task at the same time to demonstrate their inter-relationship and emphasize what activities should be done when, how, and for what reason. With this approach, the trainee begins to learn and understand how and to what extent the various components of the task (e.g., report writing, criminal law, departmental rules and regulations, and the like) are important in performing that particular task at a required level of performance. This approach greatly facilitates learning, both in terms of ease of learning and retention, as opposed to the subject matter approach (which treats report writing, for example, as an isolated entity, thereby making it more difficult to effectively demonstrate the functional relationship of report writing to the various tasks that happen to include the preparation of reports).

In utilizing the assignment of police officers under the process approach to curriculum design, the curriculum could be designed around the various functions of a police department to which a police officer would be assigned. Under this scheme, the content of the training could be organized around the various assignments, such as traffic, general patrol, dispatching/communications, investigation, juvenile, crime prevention, and the like. Again, rather than discussing departmental rules and regulations as a separate subject or topic, under this scheme they would be discussed as they pertained to each type of assignment at the time when that assignment was being taught. Again, such timing helps to emphasize the relevance of the particular rules and regulations to each assignment, and generally facilitates the overall learning process.

### 3.2 Curriculum Development Process

Too frequently, training programs are designed, administered, and evaluated by so-called experts who -- by virtue of their educational background and work experience -- are considered to be particularly qualified in certain matters. While experts may have much to contribute and offer as to the nature and scope of a training program, there are others whose needs, interests, perceptions, and the like must not only be recognized but somehow incorporated into the development of a training curriculum. The inclusion of such groups is best accomplished by having them participate in the curriculum development process itself. The necessity of including what may appear to be seemingly desperate groups is the fact that the results of a training program impinge upon different groups of people in different ways with different effects. These groups can be classified into basically three types.

TABLE 3-1

Curriculum Design Models

<u>Traditional Academic Approach by Subject Matter or Topic</u>	<u>Process Model* Problems or Tasks of Officer</u>
A. Criminal Law	A. <u>Investigate Crime</u>
B. Interviewing	1. Criminal Law
C. Evidence	2. Interviewing
D. Report Writing	3. Evidence
E. Policy and Procedures, etc.	4. Report Writing
	5. Policy and Procedures
	B. Crisis Intervention
	1. Criminal Law
	2. Interviewing
	3. Evidence
	4. Report Writing
	5. Policy and Procedures
	C. Accident Investigation
	1. Criminal Law
	2. Interviewing
	3. Evidence
	4. Report Writing
	5. Policy and Procedures

\* Reflects some aspect of world of work

Note;  
Both models are identical in terms of content or subject matter. However, both models are different as to how this identical content is arranged or "packaged" for purposes of learning more effectively. Also note, just because criminal law appears in all three sections of the process model *does not* mean that it receives equal emphasis in all three sections.

First, is the group consisting of the individual trainees themselves, who will enter a training situation with certain expectations, interests, needs, anxieties, abilities, and the like. In order that a training program can proceed effectively and efficiently, such concerns of the trainees must be accommodated by the training program in such a manner that learning is enhanced rather than inhibited.

The second group consists of the agencies or organizations for whom the training is being conducted. This group has an obvious stake in the outcome of the training program since the trainees are supposedly being trained to carry out the goals and objectives of a particular organization or agency. Therefore, the extent to which a training program is able to adequately train individuals to meet organizational or agency needs and expectations and to properly perform required functions is very important -- indeed crucial -- to the success or failure of the organizations and agencies concerned.

The third group consists of the consumers of the training program (i.e., those people who will somehow, in some way, benefit from or be the recipients of the outcomes of the training program). Most certainly, those who feel the ultimate effects or impact of a training program should have the opportunity to suggest how effective or ineffective the training appears to be. It is within this context of interests that the training expert finds his niche as a facilitator and mediator in eliciting and reconciling the various concerns, interests, needs, and problems that arise between different interest groups.

As previously noted, the MCJTC is confronted with very real pressures and demands for developing training programs without a sufficient staff or organizational basis. However, despite this seemingly unenviable situation, there appears to be a number of interest groups, representing the various segments of the criminal justice system throughout the State, who are willing -- even anxious -- to become involved in the development of training curricula. The MCJTC could easily capitalize on this resource by cultivating and developing a participatory grassroots approach to curriculum development. In addition to obtaining more reliable and valid data and information by broadening the base of input, a grassroots participatory process for curriculum development would also serve to increase the credibility of the MCJTC, as well as to generate support and elicit commitment for its overall training effort.

#### 4. FINDINGS AND CONCLUSIONS

##### 4.1 Curriculum Design

The MCJTC did not anticipate or expect any specific or particular conclusions to be reached regarding the matter of curriculum development. In part, this was due to the complex nature of curriculum development that could hardly be touched upon in the short time allotted for this technical assistance assignment except at the most general level. It was also due to the fact that the MCJTC did not have any curriculum development specialist on its staff who could articulate specific areas where assistance was needed. However, the primary motivation for inquiring into this area was MCJTC's perception of the need to seek ways for improving criminal justice training and recognition of the fact that perhaps curriculum design might be worthy of exploration.

As a result of the Consultant's discussion with Messrs. Galizio and Dahlstrom, it appears that they have gained a substantially better understanding and appreciation of: (a) The complexity of the scope and nature of curriculum design, and (b) the fact that curriculum design is both a feasible and a viable approach to improve the effectiveness of the learning process involved in criminal justice training programs. Of particular importance is the recognition of the fact that the principles of curriculum design are independent of the nature of the subject matter around which a curriculum is constructed. As such, curriculum design is the province of the professional educator. However, the nature of the subject matter around which a curriculum is constructed influences the way and the extent to which the principles of curriculum design are employed. In view of this interrelationship, the best or most ideal criminal justice training curriculum would appear to be the product of the collaboration and creative efforts of both the training/educational specialist and the criminal justice expert.

Thus, due to its recent origin and the fact that it is not encumbered with a great number of traditionally designed training curricula, the MCJTC has a very enviable and unique opportunity -- as compared to other established training agencies -- to investigate and experiment with new and creative curriculum designs and, thereby, to make a substantial contribution towards improving criminal justice training not only within Massachusetts but throughout the country.

##### 4.2 Curriculum Development Process

Building again upon the short history of the MCJTC, the Council has a unique opportunity to establish and institutionalize a grassroots process for curriculum development that ensures the participation of

all parties in the criminal justice system as well as of the community at large who would be effected, directly or indirectly, by the quality of services provided by the personnel of the various segments of the criminal justice system,

Such a process is suggested and set forth below in seven phases, with each phase including one or more steps and procedures. This process has been so designed as to have general applicability -- with slight modification -- for several aspects of the overall curriculum development process, including: Needs assessment, revision of existing programs, development of new programs, preparation of training goals and objectives, and evaluation. As set forth below, the process is described in terms of a comprehensive needs assessment for a new training program. While designed to be comprehensive in scope with general applicability, the curriculum development process outlined below can be easily expanded or condensed to meet the exigencies of various planning situations.

4.2.1 Phase I - Articulation of Context within which Needs Assessment Occurs

- Step 1 - Articulation of Agency Goals and Objectives --  
The first step would be to identify, define, and articulate the general, overall goals of the Council in terms of the purpose for which it was established. The purpose of this step is to provide direction and guidance for program development by defining the parameters and establishing the context within which programs are to be developed.
  - Procedure -- The staff should prepare a written statement of agency goals to be approved by the Council.
- Step 2 - Identification of Learner Population --  
The purpose of this step is to assist the agency in attracting clients by focusing its efforts and energies on those individuals whom the agency is to serve. In terms of the Council, the learner population is pretty much identified by statute as including all police, probation, parole, corrections, and court personnel in the Commonwealth. The statute should be reviewed for ambiguity in identifying the learner population (e.g., are Registry personnel to be considered law enforcement personnel?; are judges included as court personnel?, etc.).



• Procedure -- Clarification should be made by the Council, with an opinion from the Attorney General if necessary.

- Step 3 - Establish Policy of Program Development -- In addition to recruit or preservice training, a variety of in-service training programs (management, promotional, supervisory, specialized training, etc.) are possible approaches to upgrading personnel skills. The purpose of this step is to tentatively identify the types of programs which the Council wishes to undertake in establishing a policy of program development.

- Procedure -- The Council should prepare a written policy statement on this matter.

The purpose of Phase I is to provide direction for conducting a needs assessment program.

#### 4.2.2 Phase II - Inventory Existing Personnel Development Needs

- Step 1 - Determine Potential Size of Learner Population -- An inventory should be undertaken to determine the number of personnel at each position or level of employment for each individual agency in all segments of the criminal justice system. Information should also be obtained as to the annual turnover rate of personnel at each position or level of employment in the individual agencies, as well as any information as to any known or anticipated increases of personnel that will be made. The purpose of this step is to attempt to quantify and assess the magnitude of potential training needs in terms of the number of personnel who may be the beneficiaries of a training program at some point in time.

• Procedure -- Questionnaires should be mailed to and completed by all the various agency and department heads of all criminal justice agencies.

- Step 2 - Determine Training/Educational Backgrounds -- Another inventory should be undertaken to determine the educational/training background of all criminal justice personnel in terms of the nature of the training they received, the length of training, the agency by whom

it was conducted, and when the training was received. With this information, a profile of previous training should be developed for each position or level of employment in each segment of the criminal justice system. The purpose of this inventory is to make a rudimentary comparative assessment of training needs by contrasting the training deficiencies of one segment of the criminal justice system with the others.

- Procedure -- Questionnaires should be mailed to and completed by all criminal justice personnel.

#### 4.2.3 Phase III - Program Identification

Within the context established and articulated in Phase I and the data base provided in Phase II, the Council should identify the types of programs that it will implement for each agency, based on an assessment of the comparative needs of each segment of the criminal justice system. The Council might wish to go as far as to establish a long-range, multiyear plan for program development and implementation.

- Procedure -- The assessment and identification of the types of programs to be conducted should be made by the staff. Recommendations should then be made to the Council for its approval.

#### 4.2.4 Phase IV - Assessment of Learning Needs

An assessment of learning needs should be made from three perspectives; (a) That of the learner (personnel of the various criminal justice agencies); (b) that of the particular segment of the criminal justice system; and (c) that of the recipients of the services of the various segments of the criminal justice system (probationers, inmates, community, etc.). This threefold approach would tend to ensure a comprehensive perspective for determining learning needs and should be followed in developing training programs for each segment of the criminal justice system.

- Procedure -- Assuming sufficient time and resources, the staff should undertake the following;

- Learner --

1. Prepare questionnaires to be completed by potential trainees to determine their learning needs and interests.
2. Followup questionnaires with an interview of a sample of respondents for further clarification and specification of needs.

- Organization --

3. Follow the same procedures as described immediately above, with the questionnaires being sent to the administrators of the criminal justice agencies being surveyed.

- Community/Clients --

4. Where feasible, meetings might be held with community/client groups to determine their perceptions of training needs. Also included in this group might well be any criminal justice agency personnel who are specifically assigned to deal with the community.

- Analyze Data --

5. Analyze the data as to the frequency with which particular learning needs occur, as well as identifying those needs commonly perceived to be important by the three groups (learner, organization, community/client).

- Establish Task Force --

6. Establish a task force for each segment of the criminal justice system for which programs are to be developed. Each task force should be comprised of representatives from all levels (top to bottom) of the particular segment of the criminal justice system in question. Where feasible, representatives of community/client groups should also be included.

7. The task forces should then review and evaluate the data and information on learning needs compiled in item 5 above. Through the use of this information -- as well as other resources material such as job analyses, other training curriculum, and the like -- the task forces should then recommend subjects to be included in the curriculum for various training programs. With the assistance of the staff, they may also wish to participate in establishing learning objectives for each of the various training programs.

#### 4.2.5 Phase V - Design Training Programs

- Step 1 - Design Training Programs -- On the basis of program needs identified in Phase III and the learning needs identified in Phase IV, training programs should be designed.
  - Procedure -- The staff should design the programs and have them reviewed by the appropriate task force. After revisions or modifications -- if any -- have been made, the Council should then approve the programs.
- Step 2 - Identify Number of Potential Trainees -- Poll the various agency and department heads to determine the number of individuals they would anticipate sending to each of the training programs over the next 12 to 18 months.
  - Procedure -- The staff should mail a letter of inquiry to each agency and department head in question.
- Step 3 - Determine the Number of Programs to be Scheduled -- On the basis of the information obtained in Step 2, determine how many training programs of the various types will be required over what period of time.
  - Procedure -- The staff should recommend the number and type of training programs to be conducted and obtain the approval of the Council.

Phase V does not directly concern an assessment of needs. However, it does provide a basis upon which the Council can continue its needs assessment as to whether or not it has adequate resources to conduct the number and types of training programs proposed.

#### 4.2.6 Phase VI - Assessment of Resource Needs

Given the type and number of training programs to be conducted, as determined in Phase V, an assessment of resource needs can now be undertaken. This assessment should be made on the basis of difficiencies that exist between those required to adequately conduct the proposed programs and those resources which the Council either possesses or has access to. Such resources can be viewed as falling into one of the four following categories:

(a) Facilities; (b) instructors; (c) materials and equipment; and (d) support services.

- Procedure -- The staff should take an inventory of existing resources available to the Council. On the basis of this inventory, an assessment of resource needs should be made with recommendations to the Council for meeting those needs.

#### 4.2.7 Phase VII - Assessing Organizational, Administrative, Staffing, and Policy Needs

Having made the foregoing assessments (Phases I through VI), the Council is now in the advantageous position to realistically assess its organizational, administrative, staffing, and policy needs for it to most effectively and efficiently administer and oversee the training programs that it was mandated to conduct.

The assessment is particularly important where the Council is a relatively new agency, with little organizational and administrative structure and inadequate staffing. Too frequently, an educational or training agency's existing organizational and administrative structure and policies -- or lack thereof -- impose unnecessary constraints and limitations on the type and quality of training it provides. It would seem likely that more efficient and effective training programs could be conducted where an agency's organizational and administrative structure and its policies were purposively designed with a view towards meeting training needs and objectives rather than have those needs and objectives be dictated by such matters. The Council is presently in a position to develop and establish an efficient organizational and administrative structure, provide adequate staffing, and implement sound policies if it so desires.

- Procedure -- The staff should make this assessment and make recommendations to the Council regarding: (a) Table of organization; (b) administrative procedures to be established; (c) positions to be established and the qualifications of personnel to be hired, and (d) policies concerning the administration and conduction of the training programs.



## 5. RECOMMENDATIONS

The following recommendations suggest ways whereby the Massachusetts Criminal Justice Training Council (MCJTC) can begin to exert itself as an innovative leader in the field of criminal justice training. Towards this end, the MCJTC should give serious consideration to the following recommendations:

### 5.1 Curriculum Design

- *Seek to upgrade its competency in training matters by hiring full-time professional staff with schooling and work experience in the fields of education and training, personnel development, and similar disciplines --* The design of training curricula is not a static phenomenon but a continuing, ongoing process, with modifications and revisions being made in response to differences in the types of trainees, changes in the nature of the content, or the development of new training techniques. Such modifications are best achieved by full-time professional educators who can provide continuity and perspective to curriculum revisions over time.
- *Take advantage of its lack of traditionally designed curricula to develop new, innovative and creative training curriculum designs --* Curriculum design is related directly to the effectiveness of a training program as well as to the speed and ease with which learning occurs. In view of increasing costs for the operation of criminal justice agencies, training programs will increasingly come under closer scrutiny in terms of their cost effectiveness. Curriculum design, then, will be crucial in determining the cost effectiveness of training programs.
- *Seek to establish the proper balance of organizational resources between training competence and substantive expertise --* There is no formula or rule of thumb for determining the proper balance of staff resources. Most likely, the proper balance is more or less unique to each organization or agency. However, the point to bear in mind is that the extent to which an imbalance occurs, is the degree to which the quality of the training program is affected.

### 5.2 Curriculum Development Process

- *Identify all interest groups (criminal justice agencies, organizations, associations, as well as the general public) that may have a stake in the*

*outcomes of particular training programs, and include them in a participatory curriculum development process --* Aside from the substantive benefits of this process, the timing of such an effort could be very important to the MCJTC. The sooner that the process was established, the sooner would the MCJTC generate support throughout the criminal justice system that would be invaluable to it, particularly during its formative years.

- *Establish standing task forces composed of these various interest groups to participate in the development of new, and the revision of existing, training programs --* The existence of standing task forces would be beneficial in two ways. First, they would lend stability to the curriculum development process. Second, they would provide a means for quick and easy access to important resources on short notice.
- *In addition to developing training curricula, use these task forces to identify training needs, as well as to generate new ideas and solutions to meet on-going training problems --* The curriculum development process is amenable to tasks and problemsolving beyond curriculum development per se. The extent to which the standing task forces participate in training tasks and problemsolving beyond curriculum development concerns will determine how much they appreciate and understand the larger picture of criminal justice training in its entirety. Such a perspective would appear to be most advantageous to improved criminal justice training.

END