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INTRODUCTION TO ANALYSIS
OF CRIME AND THE CRIMINAL JUSTICE SYSTEM

Administrative

Plan

IMPACT PROGRAM FOR IMPROVING ECONOMIC AND SOCIAL CONDITIONS OF POOR URBAN AND RURAL COMMUNITIES. EVALUATION OF FIFTEEN COMMUNITY DEVELOPMENT CORPORATIONS MEASURING EFFECTIVENESS VIS-A-VIS OWN GOALS. IDENTIFYING STRATEGIES FOR SUCCESSFUL GENERATING POSITIVE ECONOMIC AND SOCIAL BENEFITS FOR POOR AND MINORITY RESIDENTS. EVALUATION OF ASSISTANCE FOR LOWERING BARRIERS TO EMPLOYMENT OF THE POOR, TO CITY, COUNTY, AND STATE CIVIL SERVICE SYSTEM, INDUSTRY. ASSISTANCE TO MODEL CITIES AGENCY. DESIGN OF EVALUATION SYSTEM TO ASSESS HOUSING, EDUCATION, AND IDENTIFYING GAPS IN OBJECTIVE-SETTING, PROVIDING FEEDBACK TO POLICYMAKERS TO REVISE OBJECTIVES OR RESOURCE ALLOCATION. DEFINING DATA REQUIREMENTS, COLLECTION METHODS DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT SIMULATIONS DEMONSTRATING PROBLEMS AND POSSIBILITIES OF COMPREHENSIVE PLANNING BY MODEL CITIES, PLAYERS REPRESENT PROCESSING RESIDENTS, AGENCY PERSONNEL—UTILIZING AVAILABLE RESOURCES, LOCAL AND FEDERAL, FOR DEVELOPMENT OF MANAGEMENT TECHNICAL ASSISTANCE IN COMPREHENSIVE CITY DEMONSTRATION PLAN IN EDUCATION, EMPLOYMENT, ECONOMIC DEVELOPMENT. TRAINING MBA PEACE CORPS VOLUNTEERS IN SMALL BUSINESS CONSULTING IN SOUTH AMERICA. MODULAR MANAGEMENT IN SYSTEM FOR NEWARK MODEL CITIES EDUCATION DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: OFFICE OF EDUCATION, CASTING EDUCATION PERSONNEL IN 1980S. COMPUTER SIMULATION FOR RELEVANT SCENARIOS UNESCO MODEL PLANNING METHOD FOR MINISTRY OF EDUCATION INDONESIA, TRAINING INDONESIANS IN EDUCATION SYSTEMS ANALYSIS, DATA BANK FOR INDONESIA.

ROCKEFELLER FOUNDATION PUBLIC HEALTH TRAINING SIMULATION COMPUTER MODEL FOR RURAL DISTRICT IN DEVELOPING COUNTRIES. TRAINING TO HEAD DISTRICT PUBLIC HEALTH TEAMS. GAIN SIMULATED EXPERIENCE TEXAS EDUCATION MANAGEMENT ASSESSMENT SYSTEM FOR STATE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: OFFICE OF PLANNING AND ADMINISTRATION. OPERATIONS ASSESSMENT OF PROGRAM EVALUATION BY SUMMER INTERNS OECD STATE OF INTERDISCIPLINARY RESEARCH IN AMERICAN UNIVERSITIES VISITING NURSE SERVICE NEW YORK SIMULATIONS OF EFFECTIVE NURSING CITY UNIVERSITY OF NEW YORK EDUCATION ADMINISTRATION SIMULATIONS CENTER FOR STUDY OF PUBLIC POLICY ADVANCE TESTING OF EDUCATION TRIANGLE PUBLICATIONS TAPED MATERIALS INSTRUCTING SUPERVISORS IN INTERPERSONAL RELATIONS IN SIMULATED SITUATIONS. PARIS SIMULATION TO TRAIN EDUCATION PLANNERS FROM DEVELOPING NATIONS. LESLEY COLLEGE EDUCATIONAL GAMES BANKERS TRUST COMPANY FOR URBAN GROWTH PLANNING GAME ON COSTS AND BENEFITS OF LAND DEVELOPMENT DEPARTMENT OF LABOR / PROGRAM FOR MIGRATORY WORKERS. ASSISTANCE FOR MIGRANTS OBTAINING WELFARE AND EMPLOYMENT SERVICES. INTERIOR BUREAU OF INDIAN AFFAIRS DEVELOPMENT OF K-12 SOCIAL STUDIES CURRICULUM FOR INDIAN AMERICAN STUDENTS. CLASSROOM MATERIAL WORKSHOP TRAINING IN CURRICULUM DEVELOPMENT FOR 200 TEACHERS AND DESIGN OF PROTOTYPE VEHICLES OF AUTOMATIC SHORT-RANGE TRANSPORTATION SYSTEM, TAPED ACCESS RECORDING.

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ACQUISITIONS

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PREFACE

This Administrative Plan is intended to assist the directors and faculty of Training Centers in planning for and delivering the Analysis Course. The suggestions contained in this plan are a result of experience gathered during the initial presentation of the Analysis Course and in similar training programs. Much of the material related to the logistics of training was adapted from the experiences of the University of Southern California and the Criminal Justice Training Centers at Northeastern University, University of Wisconsin/Milwaukee, Florida State University, and Washburn University in preparing for the delivery of the Criminal Justice Planning Course originally developed by USC's Criminal Justice Planning Institute. There is no substitute for careful planning of any training program. This Administrative Plan attempts to emphasize that fact and assist those who are responsible for the preparation necessary to coordinate all the administrative details required to deliver a high quality training program.

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1.0 INTRODUCTION

The Analysis Course is a five-day introductory course in the analysis of crime, designed to increase the competencies of staff members at state and local criminal justice planning agencies in analyzing the crime problems within their jurisdictions. The course is designed for those individuals, such as budget analysts, community program coordinators, data and policy analysts, program monitors, and others holding criminal justice planning positions, who need basic skills for an awareness and understanding of the processes and tools used in the analysis of crime.

As an introductory course, it is limited in the scope and sophistication of statistical/analytical techniques. Thus, participants must be familiar only with commonly used math and introductory statistical methods such as averages and percentages.

The course is divided into six broad topics or modules scheduled to be delivered starting Monday morning at 9:00 a.m. through Friday noon. Each day consists approximately of six hours of instruction, excluding time necessary for breaks and meals:

- Module 1: Problem Formulation (1/2 day)
- Module 2: Data Collection (1/2 day)
- Module 3: Data Interpretation-Crime (2 days)
- Module 4: Data Interpretation-System (1/2 day)
- Module 5: Implementation (1/2 day)
- Module 6: Presentation of Findings (1/2 day)

The approach taken in delivering the materials is to provide participants with brief lectures (20 minutes) and numerous practical exercises structured to allow maximum participation and practice in the application of skills to real problems. At the conclusion of the five days, trainees should come away with a view of analysis as a process that can be an invaluable tool in criminal justice planning and with some basic tools in quantitative analysis.

Planning is as much a key to providing an effective training course as it is a means of providing effective criminal justice programming. The best materials can be wasted if ineffectually presented. Thus, care must be taken not only with developing and

organizing the material, but also with the process of delivering the material. In short, attention must be paid to program administration, which includes such factors as:

- Participant Population. The course is geared toward a specific audience; therefore, an important administrative task is to identify that audience and facilitate its enrollment.
- Staffing. A critical issue for program administrators is identifying staffing needs; matching module content with instructor skills. In addition, pilot offerings have indicated that certain approaches have fared better than others in presenting the materials. Therefore, staff must be further screened for particular teaching techniques and then instructed in the overall theme and atmosphere which they must present as a team.
- Logistics. In addition to physical needs and equipment, timing and scheduling are critical factors that the administrative must consider.
- Monitoring and Evaluation. These tasks are also necessary because they ensure, for current and future sessions, that the proper audience is present, and that the material is being effectively presented.

The Analysis Course has been carefully designed to integrate the three course themes: (1) analysis as a process involving problem identification and formulations, data collection and interpretation and the persuasive presentation of information; (2) analysis as a set of tools used to convert data into useful information; and (3) analysis as a set of skills used by the planner to meet agency objectives within the organization's social, political and economic environment. In addition for each of the course's modules a detailed set of behavioral objectives have been specified (see Appendix G for Module Abstracts which identify module goals and objectives). Altering the themes, goals and objectives of the training course may adversely effect the impact of the material.

However, there is provision made for localizing some of the material. Instructors may use local examples and illustrations where pertinent and may use local data to accomplish the specific module objectives. For example, in presenting graphical techniques,

instructors might develop local examples, highlighting them with individually prepared charts and graphs.

In addition, in Module 4 and Module 5 there are three places where local case studies are suggested in place of those supplied in the Instructors Guide. The instructors of these modules may choose to utilize the prepared case material or develop case studies illustrating the same subject matter more familiar to him or her.

2.0 PARTICIPANT POPULATION

The target group for each course offering should be carefully identified as a first step in planning for the training program. This is particularly important when going about the process of advertising the availability of the course. The Training Center should be clear as to what skill and knowledge areas are to be developed. In selecting the course participants, it is important to recruit a group of people whose needs match most closely the set of issues addressed by the course and whose skills do not exceed those anticipated by the instructors. Many training programs have failed because they were not delivered to the most appropriate target audience and because the audience came to the training program with a set of expectations that were not met during training.

2.1 Target Audience for Analysis Course

One goal of the developmental and pilot stages of the Analysis Course was to identify, as precisely as possible, the most appropriate target audience for the course. A number of data sources were utilized during the process of identifying the target audience, including:

- A survey of training needs;
- Assessments made during the development of the pilot course;
- Pilot course participant evaluations; and
- Curriculum Revision Advisory Committee.

The findings that these efforts produced served to emphasize the importance of proper audience identification. The participants in the pilot courses were much more heterogeneous than anticipated. Some of the participants in the pilot course needed basic introduction to the analytical process and application of basic tools, while others were interested in more advanced applications and innovative uses of analysis. The results of such a mismatch between materials and participant skills and expectations were dissatisfaction and ineffectual training for both groups. The

experienced participants reported that they received little or no new information, while the inexperienced group were often "left behind" in discussions and group activities.

Our analysis suggests that the variable most affecting the perceived level of benefit is prior quantitative skill level, not experience in the field, size of agency, rural or urban location. This suggests that the Analysis Course could be appropriate for veteran criminal justice personnel who are less skilled quantitatively. However, because the course does approach the applications of techniques to the system at a relatively elementary level, senior staff may find the course too basic in the treatment of the system. In sum, the following definition can be applied to the process of target audience selection:

The Analysis Curriculum is an introductory course in basic criminal justice analysis techniques and their application to the criminal justice planning and evaluation process. The course was developed primarily for staff who are responsible for producing such analysis, have limited broad-based work experience in the criminal justice field, and have no more than a basic (high school math and one statistics course) background in quantitative skills.

2.2 Participant Selection

As the above discussion clearly indicates, the first critical task facing the Training Center administrator is the solicitation of appropriate participants. Since the ultimate course audience will be made up of staff from SPAs, LPUs, RPU's and various related criminal justice service agencies, top level management staff at these agencies should be contacted to announce the forthcoming course. That discussion should not only clearly indicate the target audience but should also stress the fact that overqualified persons might hinder those for whom the course is designed from deriving the full benefit. The result of these preliminary contacts should be the development of a mailing list of potential participants who have gone through one level of screening (by their supervisor). An additional benefit of this approach is that supervisors will be aware of the course when invitees request time to attend and may even plan in advance for their absence.

Potential invitees should be sent two documents--a brochure which briefly describes the course and a background questionnaire. The mailing should result in a determination of the level of interest and a second screening opportunity. The brochure (see Section 2.3 for a sample) should indicate not only the when and where of training but also the nature of the course. This should include a brief description of each module, the overall course theme, its relevance and those who are most likely to benefit from attending. The brochure should also indicate that those interested in attending should fill out and return the pre-attendance questionnaire (see Appendix A and Section 5.0). At the very least, the questionnaire should include inquiries concerning: job title and description, agency, area served, sources and types of data used, content of analytic activities, use of computers, educational background, and prior related training.

2.3 Pre-Attendance Materials

Pre-attendance materials are important for two reasons: first, they are useful in identifying the most appropriate audience, and second, they help set participant expectations about the training. It is as important that the participants understand exactly what will (or will not) take place during training as it is to identify the best audience to participate in the training.

In general, the pre-attendance materials should consist of two items: a letter of introduction and a brochure explaining the program. The brochure functions as a general training course availability announcement, and the letter provides details about the upcoming training program to those individuals who have been identified as participants. Depending on the identification and selection process adopted by the Training Center, the pre-attendance questionnaire developed to obtain a participant "profile" might also be included as pre-attendance material if an individual has already been identified as a participant. (The pre-attendance questionnaire is described in Chapter 5.0 Evaluation.) The pre-attendance materials are designed:

- To capture the attention and interest of the reader about the availability of training;
- To provide information sufficient to enable the reader to decide if he/she could benefit by the training;
- To give some detail about the objectives and content of the training to indicate what will and what will not be covered in the training;
- To offer some idea about the scheduling and time requirements necessary to commit to participation in the training; and
- To provide information on who to contact about the training, either to ask further questions or to register.

It is important, therefore, that the wording and formatting of both the introductory letter (welcoming participants to training and confirming their participation) and the information brochure announcing the training be clear and interesting. Exhibit 1 is a sample text for a pre-attendance brochure which is to be circulated within the region to announce the Analysis Course.

The letter of introduction sent out to potential participants in the course should provide considerable detail about the training schedule and events that can be anticipated. The format of the letter is at the discretion of the Training Centers, but experience has shown that a memorandum covering all the details is most effective. At a minimum, the memo should cover information on the following:

- Living accommodations (types of accommodations available);
- General setting (recreational facilities, guest privileges);
- Meals (group meals and restaurants in the area);
- Participant costs (which expenses are to be paid by the Training Center and which by the participants);
- Transportation (how to get to the training site and local transportation);
- Registration (how to register at arrival and registration tasks (like obtaining Text) that must be completed in advance);

EXHIBIT 1
PRE-ATTENDANCE BROCHURE

What is the overall purpose of the course?

The Analysis Course is designed to increase the capacity of staff at State and local criminal justice planning agencies in analyzing the crime problems within their jurisdictions.

Who is the course for?

The Analysis Curriculum is an introductory course in basic criminal justice analysis techniques and their application to the criminal justice planning and evaluation process. The course was developed primarily for staff who are responsible for producing such analysis, have limited broad-based work experience in the criminal justice field, and have no more than a basic (high school math and one statistics course) background in quantitative skills.

Are there any prerequisites?

Yes, familiarity with commonly used math and introductory statistical techniques such as averages and percentages is necessary. Knowledge of these techniques can be obtained through experience or formal training. In addition, participation in LEAA's Criminal Justice Planning Course is recommended because the Analysis Course builds on the planning framework presented in the planning course.

How long is the course?

This course will take 5 days.

Approach:

Brief lectures (20 minutes) and numerous practical exercises structured to allow maximum participation and practice in the application of skills to real problems.

Content:

The course is divided into six broad topics or modules. These include

Module 1 (½ day): Problem Formulation
Module 2 (½ day): Data Collection
Module 3 (2 days): Data Interpretation — Crime
Module 4 (½ day): Data Interpretation — System
Module 5 (½ day): Implementation
Module 6 (½ day): Presentation of Findings

Where will the course be offered?

When will the course be offered?

To be filled in by the individual Training Centers

How are travel and subsistence expenses covered?

Who do I contact to register or obtain more information?

- Dress (what types of clothes are appropriate for the setting and climate); and
- Special needs (participants should be informed that calculators are to be provided by the Training Centers).

Participants are to be requested to consider in advance of training at least five crime or system problems which their jurisdiction has either been concerned with or has conducted analyses of during the past year. This request should be specified in the pre-attendance memo to participants.

The letter should be as short as possible without leaving out crucial information. Always give the participants a name and telephone number they can call if they need further information.

3.0 STAFFING

There are three staff positions required for the Analysis Course presentations:

Program Director is to provide the course with both control and direction. The director provides instructors and participants technical and administrative assistance prior to and during the Analysis Course.

Instructors are responsible for module presentations including delivery of short lectures, facilitating group discussions, and participating in and debriefing module exercises. In addition, instructors are responsible for achieving module objectives, providing continuity with prior and subsequent modules, and keeping to schedule.

Administrative Staff are to provide support for module presentations and exercises and aid in the administration of the program.

3.1 Role of the Director

As stated above, the two primary responsibilities of the director are control and assistance. It is recommended that in opening the session, the director should maintain a professional but friendly posture so that he establishes an expectation that the training program will be taken seriously and that the group will respond courteously when it is time to start sessions. All

administrative announcements should be cleared with the director; no announcement should be made by instructors until the director has cleared it. This controls the shotgun requests or comments that make the program appear very disorganized.

The director should introduce each of the instructors. However, to reinforce the requirement of integration the instructor should begin the module by referring to its relationship to other modules, stating module objectives, and reviewing the module outline. At the end of each presentation or exercise, the instructor should summarize what has been discussed and should turn the program back to the director for administrative announcements and introduction of the next instructor at the end of the module. The director should use a consistent format for introducing faculty members throughout the week. Information about faculty members' relevant experience in the criminal justice field should be noted.

Finally, the director should return the podium to close the session for each day, reminding participants when to return to the sessions. At the end of the program the director should summarize the weeks' activities, review the main objectives of the program, and indicate ways in which participants can begin to utilize the course. In addition, the director has overall responsibility for all planning and logistics related to course delivery. Exhibit 2 provides a list of program direction tasks to be used in planning and delivering the Analysis Course.

3.2 Instructors

Selecting and training instructors are basic components of the overall administration of the Analysis Course and a primary responsibility of the Program Director. Exhibit 3 is a recommended staff plan for conducting the analysis course which identifies the criteria to be used in selecting instructors. These include for each of the specified instructors:

Instructor NumberSelection Criteria

- | | |
|---------|---|
| 1 | <ul style="list-style-type: none">• Criminal justice administrative experience• Strong communications and interpersonal skills• Applied criminal analysis experience |
| 2 | <ul style="list-style-type: none">• Criminal justice and survey research experience• Adult training experience |
| 3 and 4 | <ul style="list-style-type: none">• History of successfully instructing introductory statistics courses in the social sciences• Applied criminal justice research background |
| 5 | <ul style="list-style-type: none">• Management and administrative research experience in criminal justice• Producers knowledge of criminal justice information systems, OBTS and MAS |

In addition to these criteria all instructors must express a willingness to use the standard curriculum and a concurrence with the module objectives and the course themes. The emphasis in selecting instructors for the course is to be first on practical crime analysis experience, second, strong communications and interpersonal skills and third, substantive knowledge and prior training.

Once selected, it is important that the instructor team be properly prepared to deliver the course. This preparation involves a series of tasks and events which are outlined below. Exhibit 4 summarizes the preparation objectives of new instructors.

Once the instructors have been selected, an initial orientation should be held to brief faculty and distribute course materials. This briefing should cover in detail instructor delivery responsibilities, and the types and limits to instructor localization of their module material.

Exhibit 2
PROGRAM DIRECTOR ANALYSIS COURSE TASKS

I. Pre-Delivery Phase

A. Management and Organization Plan

- Formalize project organization
- Confirm staff assignments
- Establish course budget (for each session)
- Prepare schedule of training sessions
- Prepare Pre-Attendance Memo and Brochure

B. Assimilation and Transfer Process

- Review Text, Instructor Guide and Administrative Plan
- Prepare Process Schedule to include:
 - (1) closing date for identification and selection of participants and mailing of pre-attendance memo
 - (2) closing date for identification and selection of Instructors
 - (3) data and location for orientation of instructors
 - (4) date and location for "dry run" of Analysis Course
 - (5) production schedule of course-related materials including slides, view-graphs, and Text
 - (6) briefing and finalizing of process with Planning Committee
- Assess pre-attendance questionnaire information and distribute results to instructors prior to dry run
- Prepare participant test

C. Facilities Management and Operations

- Conduct survey of potential sites
- Submit to advisory committee list of facilities and finalize
- Designated site activities:
 - (1) establish hotel contact
 - (2) block rooms (sleeping)
 - (3) confirm meeting room requirements
 - (4) prepare pre-registration package

- (5) establish food and beverage requirements
- (6) Establish support material needs
- (7) design meeting room layouts
- (8) prepare locality information package for participants
- (9) identify special needs
- (10) confirm hotel staff support

II. Delivery Phase

A. Registration

- Coordinate local transportation arrangements
- Prepare and provide course-related material at registration
- Conduct brief evening meeting of participants and instructors to answer questions and make sure all materials are properly distributed
- Conduct briefing of faculty prior to training to address last minute issues and problems

B. Course Delivery

- Monitor and assess the delivery of the course
- Participate in exercises
- Facilitate instructor activities by supervising administrative staff
- Record observation form on each module

III. Post-Delivery Phase

A. Evaluation

- Review all evaluative comment and prepare post-session report
- Conduct post-session briefing of instructors to review observations on the training course
- Administer post-session participant evaluation form

B. Administration

- Finalize billing and payment arrangements for participants, and instructors
- Brief planning committee on session

Exhibit 3

ANALYSIS COURSE, STAFFING PLAN

<u>Instructor Number</u>	<u>Requisite Skills</u>	<u>Primary Responsibilities</u>
Training Center Director	Overall Administration of Course and Presentation of Introduction.	Introduction
1	Experienced criminal justice practitioner knowledgeable about state/local political processes.	Module 1
2 and 5	Experienced criminal justice justice researcher with strong background in survey research.	Module 2
3 and 4	Academic background with experience in teaching introductory statistics and applied criminal justice research.	Module 3
5	Management and administrative research experience in the criminal justice field with a working knowledge of OBTS and MAS.	Module 4
2, 3 or 4	Person should be experienced in project management with a strong social science/research methods background.	Module 5
1	Emphasis should be on an individual with communication-research background along with practical criminal justice management experience.	Module 6

Exhibit 4

TRAINING NEEDS OF NEW INSTRUCTORS

Objectives	TRANSFER OF COURSE CONTENT	PREPARE FOR COURSE DELIVERY
COGNITIVE	<ul style="list-style-type: none"> • Develop understanding of the content and objectives of each teaching segment • Develop understanding of course purposes, mechanics and outcomes of workshop activities and exercises • Develop understanding of expectations under terms of "localization" 	<ul style="list-style-type: none"> • Develop presentation style for each teaching segment • Understand the overall course and delivery requirements and relate the roles and responsibilities of each instructor to them • Identify salient characteristics of trainee population for each of the evaluation "courses"
AFFECTIVE	<ul style="list-style-type: none"> • Reduce resistance to pre-developed standard curriculum • Develop commitment to course goals and behavioral objectives of each teaching segments • Develop "ownership" of course and teaching segments 	<ul style="list-style-type: none"> • Develop confidence in presenting content and handling workshop activities • Develop effective working relationship with other faculty and staff
SKILL	<ul style="list-style-type: none"> • Be able to deliver content of each teaching segment • Be able to produce appropriate local examples and cases • Be able to administer exercises • Be able to work as a team with other instructors 	<ul style="list-style-type: none"> • Deliver clear, organized module presentation • Elicit appropriate participant interaction during delivery • Give instructions and facilitate small group work • Integrate use of visuals into presentations

Following this briefing instructors should interact with the Program Director to receive approval on proposed localizations. These will be finalized at a dry-run of the course during which instructors and staff will dress rehearse the entire week of instruction.

On Sunday evening at the start of the instructional week, Instructors and the Project Director are to meet to address last minute issues.

3.3 Administrative Staff

While each module's instructor is responsible for all aspects of its delivery, and the instructor team is, collectively, to facilitate group discussions and exercises, staff assistance is necessary to accomplish the following tasks:

- Keep track of time for presentations, exercises, and breaks;
- Fill-in course observation form to aid determining, from a participant's perspective, whether module objectives have been accomplished; and
- "Housekeeping chores" of assuring all needed equipment is available, such as slide projector and newsprint, and the training area decorum is maintained (i.e., free of noise and clutter).

4.0 LOGISTICS

4.1 Scheduling

Organization is important, not only for the time and energy it saves, but also for the continuity and confidence it engenders. Lag time between modules or breaks, waiting for projects or flip charts, or poor time estimates can each cause attention to wander and manifest an atmosphere of disorganization not conducive to learning. There are a variety of measures that can be taken by the administrator to prevent such occurrences. Some have been discussed above, such as coordination among instructors, and assigning support responsibilities for the purpose of attending and maintaining all equipment and materials associated with the course. In addition to these tasks, certain scheduling techniques can impose organization.

It is critical to allow for proper "break time." Working lunches, over-running modules into each other thus preventing breaks, continuing beyond the scheduled time can detract from the overall learning process. It is suggested that ten minutes be allotted per hour for such breaks. A full hour should be allowed for lunch. One important point to be kept in mind in scheduling is logistics. If the schedule requires participants to move locations, transit time ought to be separate from break time. It must be pointed out that it is equally possible to err in the other direction. Just as no or too little break time can result in inattention and discomfort, overly long breaks can disrupt scheduling and continuity. Two points need to be remembered in this regard. First, break areas (except for lunch) ought to be in immediate proximity and confined so that wandering will be prevented. Second, a clear method for indicating that the break has ended is necessary. Finally, instructors should refrain from trying to shout over crowd noise as it gives the appearance of poor organization.

Two final scheduling notes: it is possible that modules will become sidetracked by questions or lively discussion. Usually, competent instructors can allow for this when it is productive and still keep to schedules. However, at times it will be necessary to cut off extraneous or tangential discussions to keep schedules. One technique that has been successful in keeping those occurrences from appearing to stifle the learning process and participant interest is to have instructors available at designated times and places in the evening to continue such discussions. Finally, it should be kept in mind that participants will have made travel plans for Friday evening.

Orientation for participants is important. It is necessary to have them together once, as a group, prior to beginning formal instruction, ideally on the evening before the first session for the following reasons:

- Registration;
- Introductions with staff and fellow participants and developing a sense of group activity;

- Clarification and exchange of participant expectations;
- Setting of a participative tone for the forthcoming week;
- Clarification and review of program plan and schedule; and
- Review of the facility, materials and equipment.

By providing this type of participant orientation on the evening prior to beginning instruction, participants will arrive on the first morning knowing where to go, what to bring, what they can expect to experience and who they can expect to work with. In short, the orientation will allow the participant to be immediately comfortable in the learning process.

4.2 Facilities

Training Site

The quality of the training site is very critical to the success of your program; therefore time and money expended in the selection process is well spent. The three major factors that a training site should be rated on are the physical facilities, the psychological comfort for the participants, and the geographical location. Specifically, the following eight aspects should be evaluated: the staff, the conference rooms, the sleeping facilities, the meal options, the location, the billing arrangement, the availability of informal socializing areas, and the setting. Of course, all potential sites should demonstrate extensive experience with conferences. The following discussion of facilities and environment has been in part adapted from materials prepared by CJPI-USC for transfer of the Planning course.

Staff

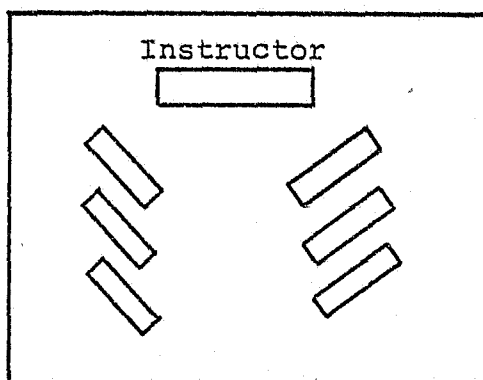
The attitude of the training site's staff toward you as an individual, the training program in general, and the participants is a key factor in the success of your program. Although close working relations in terms of personal contact are beneficial, it is very important that the business and professional relationship always be apparent. If a problem arises that must be handled

immediately, you should have no reservations about confronting the staff and seeking quick action. It is beneficial to the program if you address problems and resolve them quickly, as well as making it very clear to the facility staff what you expect. One staff person should be designated as liaison with facility staff.

Conference Rooms

The two primary concerns for the conference rooms are comfort and that they facilitate interaction between participants and instructor. For the large conference room the following factors should be considered:

- Size: Criteria for room size are a minimum of nine square feet per person plus 15% for walkway and 10% for instructor space. In addition, each participant is to have sufficient desktop space to perform various exercises.



The purpose of this configuration is threefold. One, it allows maximum visibility for the participants of the instructor and other participants. Two, it allows the instructor easy access to each participant. Three, it facilitates small group discussion between participants during miniclass exercises.

- Seating: It is important to have both instructors, observers, the evaluator, staff, and participants seated in a mixed configuration to avoid isolating either of these groups and to develop a group sense.
- Lighting: The lighting in the room should be adjustable on a dimmer. This is important in order to maximize visibility of the visual aids. Ample light should be provided to the participants in order to facilitate note taking.

- Temperature: Temperature should be easily adjusted, and you should have accessibility to it. It is best to start with the room a little cool because, over time, it will warm up from the bodies present and the cigarette smoke.
- Ventilation: The conference room should have multiple doors to facilitate ventilation. These doors should provide easy access to the outside for use during class breaks. An adequate number of tables should be designated nonsmoking tables. These should be located away from the doors so that the smoke will not be drawn past them.
- Distractions: Background noise and other distractions (busy corridors) are to be avoided.
- Accessibility: The conference room should be easily accessible to the participants. If the season weather is bad, walks outside should be avoided. You should have easy access to a house phone to facilitate communication with your office and the facility's staff. Restrooms should be nearby.
- Equipment: The room should have a P.A. system for use by instructors if desired. Calculators are to be distributed to participants at the beginning of each day, and collected at the end of the day.

Four small conference rooms may be desired for the conduct of some of the exercises. These rooms should be very close together to facilitate the exercise coordination and preferably should be close to the large conference room to minimize break time between general sessions and exercise work. These rooms should be set up in conference style to seat eight people each.

Socializing Area

It is important that there be an area in which staff/faculty and participants can informally socialize. This provides comfort as well as the opportunity for participants to discuss individual problems with instructors in a nonstructured setting. An area such as this is very important in order to create a sense of group solidarity and to open communication channels between participants and staff/faculty and among participants.

Meals

Cost of dining facilities should be an important consideration, given the \$12-\$14 participants have for meals each day. It would be beneficial if the facility had several restaurants--formal and casual dinner restaurants and a coffee shop and snack bar for lunch. The food should be of good quality, and the restaurants should have rapid service to facilitate timely return to sessions on the part of participants.

Setting

Setting is defined as the general atmosphere of the facilities as well as types of activities available. Your setting should be an informal one. This should suggest that you stay away from any type of private club where there are a variety of formal and implied rules that fit the behavioral expectations of the club members.

Location

There are three considerations in selecting the geographic location of your training site: 1) utility for training purposes; 2) accessibility; and 3) LEAA limitations.

Billing

To reduce the participants' financial burden, training centers should pay lodging costs directly. The Program Director should request from the facility separate billings for personal expenses of participants, but single billing on authorized expenses.

A separate account should be established for conference room and related charges (i.e., equipment rental).

Sleeping Rooms

In almost all cases, participants should have private rooms, and if at all possible, participants should be housed in a common structure. This facilitates participant interactions. Do not house the participants in one big block of rooms. Have them spread around the facility in groups of four to six rooms. The rooms should be clean, pleasant and well kept.

Depending on the availability of a general socializing area, one faculty/staff room may be set aside in a suite arrangement. The living room area would be used for informal interaction between instructors and participants.

Site summary

In summary the following factors should be considered before finalizing facility arrangements:

- training rooms;
- location and setting;
- sleeping rooms and meals;
- staff and billing; and
- special factors (i.e., socializing areas).

5.0 TRAINING EVALUATION*

There are two main issues related to the effect of the course on the target audience. First, how suitable was the course for the participants who attended? The level of sophistication of the content in relation to audience need has been a major concern in other training programs of this type and will be especially important here given the potential for diversity in participant backgrounds and experiences.** The evaluation should include an analysis of the relationship between demographic data (by audience type) and other job variables that may affect suitability for the different course offerings. Second, what effects did the course ultimately have on participants? The most important aspect of any training program is how it affects the skills, behaviors, and attitudes of participants.

In order to assess the suitability of the course to the needs of the target audience it is necessary to collect basic

*All Appendices pertaining to evaluation are attached to the end of this chapter for the reader's convenience in referring to them.

**In selecting participants every effort should be made to obtain as homogeneous a group as is possible in terms of analytic skill levels and statistical training.

data on trainees.* This data should be collected at the time of invitation and reservation in the program rather than waiting until the course begins. The instructors frequently find this type of biographical data helpful in preparation for delivery of their respective teaching segments. The specific data elements to be collected should be guided by the need to:

- Build a profile of the characteristics of a criminal justice analyst and planner;
- Determine the key demographic, educational, or experiential (job) variables that seem to weigh into the level of sophistication required in the topic and demanded of the participant; and
- Compare audience profile (for each session) with the intended target group.

With respect to the question of the impact of training on participants, there are three aspects that need to be measured:

1. The content clarity, comprehensiveness, and validity as reflected in the course materials (e.g., training segments and module texts, lecture topics for instructors) and the effectiveness and viability of the course design.
2. The effectiveness of the instructors in building content, administrative, and training capabilities for the Training Centers, as measured by examining both the instructor team's implementation of the course; and
3. The effect of the course on students, in terms of their pre-attendance perceptions, their views on the appropriateness of the content/structure/sequencing during the course, and their perception of the experience after its completion.

The ability of the Training Center to prepare new instructors is obviously critical to successful delivery of the course. Exhibit 2 specified each new instructor's cognitive, affective, and skill needs. In order to establish a sense of how well instructors have been prepared, two forms may be used: 1) An Instructor Comment Form (Appendix B) and 2) Course Observation

⁸
*Appendix A contains an example of the type of pre-attendance questionnaire that might be used to collect profile information on participants.

Form (Appendix C). The Instructor Comment Form should be filled out by each instructor following delivery of the course. These should be analyzed to identify weaknesses and possible trouble spots in the program. In addition, comparison of the instructor's assessment with the observations of an independent observer can often pinpoint problems which are easily remedied if identified early. Whether an independent evaluation is contracted or a Training Center staff member performs the observation, the Course Observation Form should prove useful.

Participant evaluations can be completed by use of either a Section/Module Evaluation, an End of Course Evaluation, or some combination of the two. Appendix D illustrates the major elements which should be contained in a Section/Module Evaluation, and Appendix E contains a sample End of Course Evaluation form. By providing participants with an opportunity to rate the overall quality of the modules, patterns can be identified which highlight specific weaknesses in the program. Finally, Appendix F presents a followup questionnaire which can be used three to four weeks following the training course to assess the course's impact.

The exhibit on the following page is an example of how participant evaluations can be quantified and frequency distributions, mean and mode score identified. The use of evaluation instruments of the types identified here is of the highest utility during the first four or five times the course is delivered. As the "bugs" in the course are identified and corrected, less comprehensive evaluation is necessary.

Training Centers that have evolved a strong delivery and training package should continue to evaluate the training, but the emphasis should shift from identifying effectiveness of specific modules to attempting to determine whether or not the knowledge and skills are being applied when participants return to their jobs and to identify how the content might be enriched to better meet participants' changing needs over time.

2

Exhibit 6

PARTICIPANT EVALUATIONS

Module	N	Question	<u>Frequency Distribution</u>					Mean	Mode
			5	4	3	2	1		
Introduction									
Module 1: Problem Formula- tion									
Module 2: Data Collection									
Module 3: Data Interpreta- tion-Crime									
Module 4: Data Interpreta- tion-System									
Module 5: Implementation									
Module 6: Presentation of Findings									

Appendix A

Informational Questionnaire to Participants in the Training Course, Introduction to Analysis of Crime and the Criminal Justice System*

This brief questionnaire has been developed in order to provide instructors and staff with a better understanding of participants for the up-coming Introduction to Analysis of Crime and the Criminal Justice System training course.

1. NAME: _____
2. TITLE: _____
3. AGENCY: _____
4. TITLE OF YOUR IMMEDIATE SUPERVISOR: _____
5. PLEASE DESCRIBE YOUR DUTIES AND RESPONSIBILITIES: _____

6. HOW MANY STAFF MEMBERS DO YOU SUPERVISE? _____
7. SIZE OF AGENCY STAFF: Professional _____
Clerical _____

*Adapted from a questionnaire prepared by the State University of New York, Albany, New York.

8. DESCRIBE YOUR PLACEMENT IN THE AGENCY IN A BRIEF ORGANIZATIONAL CHART:
(if a published organizational chart is available, please attach it to
this questionnaire and go on to number 9)

9. PLEASE DESCRIBE THE GEOGRAPHIC REGION SERVED BY YOUR AGENCY: _____

Name (city, county, region)

Area (square miles)

Population

10. APPROXIMATELY HOW MUCH OF YOUR TIME (and your agency's time) IS SPENT IN
THE FOLLOWING ACTIVITIES:

Program/Project planning activities
Program/Project evaluation activities
Data analysis activities

% of agency time	% of your time
100%	100%

11. DOES YOUR AGENCY CURRENTLY RECEIVE STATISTICS DIRECTLY FROM:

- a) law enforcement agencies
- b) District attorney's offices
- c) courts
- d) probation departments
- e) local jails .
- f) parole agencies
- g) correctional institutions
- h) other agencies (please specify)

yes	no

12. OF THE DATA THAT YOU WORK WITH, WHAT PERCENTAGE IS. . . .

- a) summary data?
- b) individual record data?

%
100%

13. OF THE DATA THAT YOU WORK WITH, WHAT PERCENTAGE IS. . . .

- a) received from other agencies?
- b) generated by your agency?

%
100%

14. WHAT PERCENTAGE OF THE DATA ANALYSIS CONDUCTED IN YOUR AGENCY IS DONE BY COMPUTER? _____%

15. WHAT IS YOUR AGE? _____

16. EDUCATIONAL BACKGROUND: (Please check the box representing the highest level achieved)

_____ High School

_____ Ph.D.

_____ Some College

_____ other _____

_____ BA/BS

_____ Some graduate work

_____ MA/MS

17. COLLEGE MAJOR: _____

18. COLLEGE MINOR: _____

19. HAVE YOU TAKEN A COLLEGE LEVEL COURSE IN STATISTICS AND/OR RESEARCH
METHODOLOGY?

yes _____ no _____

IF YES, HOW MANY CREDIT HOURS? _____

20. WAS YOUR LAST PREVIOUS EMPLOYMENT IN A CRIMINAL JUSTICE AGENCY?

yes _____ no _____

IF YES, BRIEFLY DESCRIBE THE POSITION:

21. DID YOU HAVE ANY PREVIOUS FORMAL PLANNING EXPERIENCE PRIOR TO YOUR CURRENT
EMPLOYMENT?

yes _____ no _____

IF YES, PLEASE DESCRIBE:

22. HAVE YOU ATTENDED OTHER RELATED TRAINING COURSES?

yes _____ no _____

23. IF YES, PLEASE ANSWER THE FOLLOWING:

<u>TITLE</u>	<u>CONTENT</u>	<u>SPONSOR</u>	<u>DURATION</u>	<u>WHEN HELD</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

24. HOW MANY YEARS HAVE YOU BEEN EMPLOYED IN YOUR CURRENT POSITION? _____

Appendix B*

Instructor Comment Form

INSTRUCTOR'S NAME _____

MODULE _____

(If you gave more than one module, fill out a separate form for each.)

TIME ALLOTTED TO PRESENTATION	EXERCISES
10:00-10:15	1. Introduction
10:15-10:30	2. Review of previous session
10:30-10:45	3. Presentation of new material
10:45-11:00	4. Exercises
11:00-11:15	5. Summary
11:15-11:30	6. Questions and answers
11:30-11:45	7. Evaluation
11:45-12:00	8. Conclusion

TIME ACTUALLY SPENT ON PRESENTATION	EXERCISES
10:00-10:15	1. Introduction
10:15-10:30	2. Review of previous session
10:30-10:45	3. Presentation of new material
10:45-11:00	4. Group discussion
11:00-11:15	5. Individual work
11:15-11:30	6. Group discussion
11:30-11:45	7. Presentation of new material
11:45-12:00	8. Group discussion
12:00-12:15	9. Individual work
12:15-12:30	10. Group discussion
12:30-12:45	11. Presentation of new material
12:45-1:00	12. Group discussion
1:00-1:15	13. Individual work
1:15-1:30	14. Group discussion
1:30-1:45	15. Presentation of new material
1:45-2:00	16. Group discussion
2:00-2:15	17. Individual work
2:15-2:30	18. Group discussion
2:30-2:45	19. Presentation of new material
2:45-3:00	20. Group discussion
3:00-3:15	21. Individual work
3:15-3:30	22. Group discussion
3:30-3:45	23. Presentation of new material
3:45-4:00	24. Group discussion
4:00-4:15	25. Individual work
4:15-4:30	26. Group discussion
4:30-4:45	27. Presentation of new material
4:45-5:00	28. Group discussion
5:00-5:15	29. Individual work
5:15-5:30	30. Group discussion
5:30-5:45	31. Presentation of new material
5:45-6:00	32. Group discussion
6:00-6:15	33. Individual work
6:15-6:30	34. Group discussion
6:30-6:45	35. Presentation of new material
6:45-7:00	36. Group discussion
7:00-7:15	37. Individual work
7:15-7:30	38. Group discussion
7:30-7:45	39. Presentation of new material
7:45-8:00	40. Group discussion
8:00-8:15	41. Individual work
8:15-8:30	42. Group discussion
8:30-8:45	43. Presentation of new material
8:45-9:00	44. Group discussion
9:00-9:15	45. Individual work
9:15-9:30	46. Group discussion
9:30-9:45	47. Presentation of new material
9:45-10:00	48. Group discussion
10:00-10:15	49. Individual work
10:15-10:30	50. Group discussion
10:30-10:45	51. Presentation of new material
10:45-11:00	52. Group discussion
11:00-11:15	53. Individual work
11:15-11:30	54. Group discussion
11:30-11:45	55. Presentation of new material
11:45-12:00	56. Group discussion
12:00-12:15	57. Individual work
12:15-12:30	58. Group discussion
12:30-12:45	59. Presentation of new material
12:45-1:00	60. Group discussion
1:00-1:15	61. Individual work
1:15-1:30	62. Group discussion
1:30-1:45	63. Presentation of new material
1:45-2:00	64. Group discussion
2:00-2:15	65. Individual work
2:15-2:30	66. Group discussion
2:30-2:45	67. Presentation of new material
2:45-3:00	68. Group discussion
3:00-3:15	69. Individual work
3:15-3:30	70. Group discussion
3:30-3:45	71. Presentation of new material
3:45-4:00	72. Group discussion
4:00-4:15	73. Individual work
4:15-4:30	74. Group discussion
4:30-4:45	75. Presentation of new material
4:45-5:00	76. Group discussion
5:00-5:15	77. Individual work
5:15-5:30	78. Group discussion
5:30-5:45	79. Presentation of new material
5:45-6:00	80. Group discussion
6:00-6:15	81. Individual work
6:15-6:30	82. Group discussion
6:30-6:45	83. Presentation of new material
6:45-7:00	84. Group discussion
7:00-7:15	85. Individual work
7:15-7:30	86. Group discussion
7:30-7:45	87. Presentation of new material
7:45-8:00	88. Group discussion
8:00-8:15	89. Individual work
8:15-8:30	90. Group discussion
8:30-8:45	91. Presentation of new material
8:45-9:00	92. Group discussion
9:00-9:15	93. Individual work
9:15-9:30	94. Group discussion
9:30-9:45	95. Presentation of new material
9:45-10:00	96. Group discussion
10:00-10:15	97. Individual work
10:15-10:30	98. Group discussion
10:30-10:45	99. Presentation of new material
10:45-11:00	100. Group discussion
11:00-11:15	101. Individual work
11:15-11:30	102. Group discussion
11:30-11:45	103. Presentation of new material
11:45-12:00	104. Group discussion
12:00-12:15	105. Individual work
12:15-12:30	106. Group discussion
12:30-12:45	107. Presentation of new material
12:45-1:00	108. Group discussion
1:00-1:15	109. Individual work
1:15-1:30	110. Group discussion
1:30-1:45	111. Presentation of new material
1:45-2:00	112. Group discussion
2:00-2:15	113. Individual work
2:15-2:30	114. Group discussion
2:30-2:45	115. Presentation of new material
2:45-3:00	116. Group discussion
3:00-3:15	117. Individual work
3:15-3:30	118. Group discussion
3:30-3:4	

IS TEACHING PART OF YOUR REGULAR DUTIES? yes _____ no _____

If no, when is the last time you taught? _____

(Use back of this form or additional pages, if necessary.)

1. DID YOU HAVE ENOUGH TIME TO PRESENT YOUR MATERIAL?

Yes, just right () No, not enough time () Too much time ()

PLEASE COMMENT IF YOU NEED MORE OR LESS TIME. (WHY, FOR WHAT, WHAT WOULD CUT OR ADD) BE SPECIFIC, USING THE GUIDE AS A REFERENCE, RECOMMENDING ADDITIONS OR DELETIONS AND INDICATE YOUR RECOMMENDED TIMING OF THE MODULE.

2. DID TRAINEES HAVE A CHANCE TO PARTICIPATE DURING THE LECTURE?

yes _____ no _____

DID THEY PARTICIPATE? () Yes, a lot.

 () Some, but not as much as I had hoped.

 () Very little.

*Adapted from a questionnaire prepared by the American Institutes for Research, Washington, D.C.

3. WAS THERE A DISCUSSION IMMEDIATELY AFTER THE PRESENTATION?

yes _____ no _____

WAS THE DISCUSSION USEFUL/RELEVANT? () Yes () No

EXPLAIN _____

4. WERE THE SLIDES USEFUL AND APPROPRIATE?

() Yes, no changes

() No. COMMENT ON SPECIFIC CHANGES YOU WOULD MAKE OR NEW SLIDES YOU WOULD ADD (OR DELETE EXISTING SLIDE (s))

5. WAS THE DISCUSSION AFTER THE EXERCISE(S) USEFUL AND RELEVANT?

() Yes () No EXPLAIN _____

6. WOULD YOU RECOMMEND ANY CHANGES IN THE EXERCISES OR THE WAY THE EXERCISE WAS CONDUCTED?

yes _____ no _____

IF YES, SPECIFICALLY WHAT WOULD YOU CHANGE? _____

7. DID YOU FEEL THAT YOUR PRESENTATION AND EXERCISES WERE "PITCHED" AT THE RIGHT LEVEL? THAT IS, WAS THE BACKGROUND, KNOWLEDGE, SKILLS BROUGHT TO THE COURSE BY TRAINEES AT THE LEVEL YOU EXPECTED?

yes _____ no _____

IF NO, EXPLAIN WHAT THE PROBLEM WAS. WERE TRAINEES MORE KNOWLEDGEABLE, LESS KNOWLEDGEABLE OR MORE MIXED THAN YOU ANTICIPATED?

8. WAS YOUR PRESENTATION GIVEN THE APPROPRIATE INTRODUCTION SO THAT ITS CONTEXT WITHIN THE COURSE WAS CLEAR TO THE PARTICIPANTS?

yes _____ no _____

IF NO, COMMENT ON WHAT THE PROBLEM WAS AND HOW IT COULD BE CORRECTED.

9. IN CONSIDERING THE CONTENT OF YOUR MODULE, PLEASE IDENTIFY FOUR OR FIVE INSTRUCTOR SELECTION CRITERIA THAT COULD BE USED IN IDENTIFYING FUTURE INSTRUCTORS OF THE MATERIAL AT OTHER TRAINING CENTERS (i.e. STRONG SOCIAL STATISTICS TEACHING BACKGROUND)

1. _____
2. _____
3. _____
4. _____

10. IN YOUR REVIEW OF THE TEXT MATERIALS RELATED TO YOUR MODULE PLEASE ANSWER THE FOLLOWING:

WHAT ARE THE STRENGTHS OF THE EXISTING TEXT MATERIALS?

WHAT ARE ITS WEAKNESSES?

WHAT SPECIFIC CHANGES IN THE TEXT WOULD YOU RECOMMEND (i.e. DIFFERENT EXAMPLES)

WHAT REFERENCES WOULD YOU ADD OR DELETE FROM THE SELECTED BIBLIOGRAPHY:

11. PHYSICAL FACILITIES: WERE THEY ADEQUATE? () Yes () No

IF NO, DESCRIBE SPECIFIC DEFICIENCIES. _____

12. PLEASE ADD ANY ADDITIONAL COMMENTS YOU WOULD CARE TO MAKE?

THANK YOU FOR YOUR ASSISTANCE AND COOPERATION.

Appendix C
Course Observation Form*

DATE _____ DAY OF COURSE _____

OBSERVER _____ MODULE _____

(Have objectives and topic outlines for this module available for comparison purposes.)

For each presentation, provide the following information:

1. TITLE _____

2. NUMBER OF PARTICIPANTS PRESENT: _____

3. INSTRUCTOR: _____

4. DURATION: PLANNED _____ ACTUAL _____

5. WERE OBJECTIVES DEFINED/EXPLAINED? () Yes () Not well () No

COMMENT _____

6. WAS THE CONTENT OF THE PRESENTATION RELATED TO, AND PLACED IN CONTEXT WITH, THE OTHER PARTS OF THE COURSE?

() Not at all () Not very well () Very well

7. WERE QUESTIONS ENCOURAGED? () Yes () No

8. WERE THEY ASKED BY PARTICIPANTS DURING PRESENTATIONS?

() None () Few () Many

*Adapted from a questionnaire prepared by the American Institutes for Research, Washington, D.C.

9. DID PARTICIPANTS TAKE NOTES?

☐ None ☐ Few ☐ Many ☐ All

10. DID INSTRUCTOR USE NOTES? ☐ Extensively ☐ Some ☐ Not at all

11. DID THE INSTRUCTOR FOLLOW THE GUIDE? ☐ Yes ☐ No

IF NO, SPECIFICALLY, WHERE DID HE/SHE DEPART FROM THE GUIDE?

12. WAS THERE A GENERAL DISCUSSION AFTER THE PRESENTATIONS?

☐ Yes ☐ No

DURATION _____

13. WAS IT RELATED TO PRESENTATION? ☐ Yes ☐ No

COMMENT _____

14. WHAT WAS THE LEVEL OF CLASS PARTICIPATION DURING DISCUSSION?

☐ Low ☐ Medium ☐ High

15. WERE VISUAL AIDS USED? ☐ Yes ☐ No

IF YES, WERE THEY EFFECTIVE/RELEVANT? ☐ Yes ☐ No

COMMENT _____

16. WERE THE PHYSICAL FACILITIES SATISFACTORY? ☐ Yes ☐ No

COMMENT _____

17. WAS THE EXERCISE(S) EXPLAINED AND ITS RELEVANCE TO THE MODULE CLARIFIED?

() No exercise for this module

() Yes

() Not very well

() Not at all

COMMENT _____

18. ANY OTHER COMMENTS ON PRESENTATIONS SHOULD BE MADE HERE.

For each Exercise, provide the following information:

19. TITLE _____ 20. INSTRUCTOR _____

21. DURATION: PLANNED _____ ACTUAL _____

22 SPLIT OR WHOLE CLASS? _____

IF SPLIT, HOW DONE? _____

23. TRAINING AND/OR QUALIFICATIONS OF INSTRUCTOR LEADING EXERCISE SEEMED TO BE SATISFACTORY:

() Yes () No

COMMENT _____

24. DID THE EXERCISE FOLLOW THE GUIDE? () Yes () No

SPECIFICALLY, WHERE DID IT DEPART FROM THE GUIDE? _____

25. LEVEL OF PARTICIPATION: () Low () Medium () High

26. WERE VISUAL AIDS USED? () Yes () No COMMENT: _____

27. WAS FEEDBACK PROVIDED TO PARTICIPANTS AT APPROPRIATE TIMES (e.g., AT THE END OF PROBLEM SOLVING)?

() Yes () No

28. COULD INSTRUCTOR ANSWER QUESTIONS AND OTHERWISE DEAL WITH ISSUES/PROBLEMS RELATED TO THE EXERCISE?

() Yes () Not entirely

COMMENT: _____

29. FOR THE DEBRIEFING SESSION AFTER THE EXERCISE

- LEVEL OF PARTICIPATION

() Low () Medium () High

- WHAT ISSUES/PROBLEMS WERE RAISED AND HOW WERE THEY DEALT WITH?

a. _____

b. _____

c. _____

d. _____

e. _____

- WAS THE DISCUSSION RELEVANT TO THE OBJECTIVES OF THE MODULE?

() Yes () No COMMENT: _____

30. WERE EXERCISE INSTRUCTIONS AND DATA IN TEXT ADEQUATE FOR PARTICIPANTS USE?

() Yes () No

COMMENT _____

ADDITIONAL COMMENTS ON EXERCISE(S) _____

Appendix D

Participant Module Evaluation Form

MODULE # _____ TITLE _____ DAY _____

INSTRUCTOR _____

(Circle the number closest to your feeling)

1. HOW WOULD YOU RATE THE QUALITY OF THE CONTENT OF THE TEXT FOR THIS MODULE?

<u>Very poor</u>	<u>poor</u>	<u>average</u>	<u>good</u>	<u>very good</u>
1	2	3	4	5

2. RATE THE CLARITY IN WHICH THE INSTRUCTOR PRESENTED THE MATERIAL.

<u>Very poor</u>	<u>poor</u>	<u>average</u>	<u>good</u>	<u>very good</u>
1	2	3	4	5

3. RATE THE INSTRUCTIONAL STYLE IN WHICH THE INSTRUCTOR PRESENTED THE MATERIAL.

<u>Very poor</u>	<u>poor</u>	<u>average</u>	<u>good</u>	<u>very good</u>
1	2	3	4	5

4. TO WHAT EXTENT IS THE CONTENT OF THIS MODULE APPLICABLE TO YOUR WORK AS A PLANNER?

<u>Not at all</u>	<u>very little</u>	<u>some</u>	<u>more than average</u>	<u>a great deal</u>
1	2	3	4	5

5. WAS TOO LITTLE OR TOO MUCH TIME ALLOCATED TO THIS MODULE OR SECTION?

<u>Much too much</u>	<u>too much</u>	<u>about right</u>	<u>too little</u>	<u>much too little</u>
1	2	3	4	5

COMMENTS:

HOW COULD THIS MODULE OR SECTION BE IMPROVED?

WHAT PARTS WILL BE MOST HELPFUL TO YOU?

RATER'S LEVEL OF OPERATION: (CHECK ONE)

_____ FEDERAL

_____ SPA

_____ RPU

_____ MPU

_____ LPU

_____ OPERATIONAL AGENCY (STATE)

_____ OPERATIONAL AGENCY (LOCAL)

_____ OTHER

PRIMARY FUNCTION OF RATER: (CHECK ONE)

_____ JJ PLANNER

_____ EVALUATOR

_____ PLANNER, GENERAL

_____ COURTS PLANNER

_____ CORRECTIONS PLANNER

_____ POLICE PROGRAM PLANNER

_____ COORDINATOR

_____ STATE REPRESENTATIVE

_____ ADMINISTRATIVE AIDE

_____ TECHNICAL ASSISTANCE

_____ MONITOR

_____ PROGRAM/POLICY ANALYST

_____ STATISTICAL

Appendix E

Participant End of Course Evaluation Form

When filling out this evaluation form, we would like you to consider the program as a total experience and answer the questions accordingly. Candid and thorough responses to these questions would be appreciated as we do use this information to continually change and improve the program.

1. List three specific techniques or knowledge areas that you have been exposed to in this program which you will take back to your job and try to implement.

1) _____

2) _____

3) _____

2. List three specific techniques or knowledge areas that you have been exposed to in this program which you feel are irrelevant to your job and planning, and which you think might be dropped from the course.

1) _____

2) _____

3) _____

3. Excluding those items you listed in question #1, what do you consider to be the outstanding elements of the program?

1) _____

2) _____

3) _____

*Adapted from a course evaluation form prepared by the Criminal Justice Planning Institute, USC.

4. Excluding those items you listed in question #2, what do you consider to be the weakest elements of the program?

5. Would you recommend that others take this course? If no, why?

Yes _____

No _____

6. Text

- A. How much of the Text did you read?

None _____ 1/4 of it _____ 1/2 of it _____

3/4 of it _____ All of it _____

- B. The quality of the Text as a reference after the program is likely to be:

1	2	3	4	5
Minimally Useful				Very Useful

7. I give the program an overall rating of:

1	2	3	4	5
Poor	Fair	Satisfactory	Good	Excellent

8. Please provide any comments or suggestions you have concerning needed improvements in the training program, e.g., faculty, content, instructional method, facilities, visual aids, etc. Please be specific.

Appendix F

Participant Follow-up Evaluation Form*

1. What state do you work in? _____

2. Which type of agency do you work for? (Check One)

☐ Federal Agency
☐ State Planning Agency
☐ Regional Planning Unit
☐ Local Planning Unit
☐ State Operating Agency

☐ Local Operating Agency
☐ Other, Specify _____

3. Check the best description of your job.

☐ J J Planner
☐ Evaluator, Data Collection
☐ Director, Supervisor, Administrator
☐ Planner, C J Planner
☐ Coordinator
☐ State Representative
☐ Administration Aide
☐ Courts Planner
☐ Corrections Planner
☐ Technical Assistance
☐ Police Program Planner
☐ Project Monitoring
☐ Statistician
☐ Program/Policy Analyst

4. How many years of criminal justice planning experience do you have? _____

5. Since the training course have you consulted the Text?

_____ Yes

_____ No

6. If yes, which Modules and Sections were the ones you used?

7. What was your purpose in consulting the Text?

*Adapted from a questionnaire prepared by the Criminal Justice Training Center, The University of Wisconsin, Milwaukee. The questionnaire is to be sent to participants approximately one month following the training course.

8. Implementation of new ideas depends on a number of factors besides knowledge. One of these is the general atmosphere of the agency. Considering your agency as a whole, would you say the general attitude is supporting what you learned at the workshop?

☐ generally supportive
☐ neutral or indifferent
☐ generally not supportive

9. Aside from direct implementation, one way some people have used what they learned in the training course is to pass on information to people they work with. Have you had occasion to give others information you learned at the workshop?

☐ Yes

☐ No

If yes, please list the topics about which you have attempted to convey information, and for each, specify the purpose you had in mind, and how successful you felt each attempt was.

10. Please add any additional comments on the Text and other materials associated with the training course.

11. Please add any additional comments on the delivery of the materials (ie. visual aids, quality of instructors)

APPENDIX G

MODULE ABSTRACTS

MODULE ABSTRACT

Title: Module 1: Problem Formulation

Lecturer:

Objectives:

There are two major purposes of the first module: 1) to provide a context for and definition of analysis as used in this course; and 2) to elaborate procedures for developing problem statements and identifying the major characteristics of good problem statements.

After completing this module, participants should be able to:

- Define analysis and identify its significance.
- Reconstruct the general planning process model and identify where and how analysis is used in criminal justice planning.
- Identify two major functions common to most criminal justice planning agencies and explain, in terms of these functions, the uses of analysis.
- Reconstruct the detailed model of the analysis process.
- Identify barriers to and facilitators of analysis in planning.
- Name and explain the criteria for adequate problem formulation.
- Distinguish between inadequate and adequate problem statements.
- Formulate an original problem statement.
- Identify trends in the origins of problems about crime and the criminal justice system.

MODULE ABSTRACT

Title: Module 2: Data Collection

Lecturer:

Objectives:

The purposes of this module are to provide 1) a working knowledge and understanding of the range and types of data needed for criminal justice analysis, and 2) a procedure to be used in identifying and selecting appropriate data given a specific problem area.

After completing this module trainees should be able to:

- Identify and define six types of secondary data;
- Cite at least two local applications of each type of secondary data;
- Specify the major problems or limits of each secondary data type;
- Distinguish between secondary and primary data;
- Identify the principal sources of each secondary data type;
- Describe the major uses of locally conducted surveys;
- Identify the uses of National Crime Panel data for local and state planning;
- Identify and explain four types of random samples;
- Describe two types of survey instruments, their major uses and limitations;
- Identify the major obstacles to the development of computerized criminal justice information systems; and
- Identify and describe at least four national information systems used in criminal justice planning.

MODULE ABSTRACT

Title: Module 3: Data Interpretation - Crime

Lecturer:

Objectives:

A major theme of this training program is to develop tools and skills essential for criminal justice analysis. Descriptive and inferential statistics are a traditional starting point for the interpretation of crime data, and, thus, are the focus of this module.

The emphasis throughout is on practical, useful and readily understood methods. Mathematical theory is not dealt with; instead, demonstrating problem-solving using the statistics is the primary goal. In going over the following material, the reader should focus on: (1) how the results of the various calculations are used to interpret crime data; and (2) when the use of a specific analytic tool is appropriate.

In the second portion of the module inferential tools are presented which have wide application to two generic problems encountered by analysts of crime. The first involves inherent problems of explaining crime. Two methods which have application to crime data and that aid in examining the relationships between crime and other variables are presented. The second problem generic to crime analysis and planning is prediction. In this module the emphasis is on easy to use and interpret prediction methods deemphasizing theory but covering the limits and strengths of the prediction methods.

After completing this module, participants should be able to:

1. Identify and distinguish between:
 - measures of central tendency and measures of variation
 - mode, mean, and median
 - index of qualitative variation, range and average deviation
 - pie charts, bar graphs, time charts, and frequency histograms
 - descriptive and inferential statistics
2. Calculate and interpret the following:
 - rates, percentages, percent change
 - mode, median and median
 - range, index of qualitative variation, and average deviation
 - a percentaged cross classification table
 - scatter diagrams

3. Define, calculate and interpret the following:
 - chi square statistic
 - correlation coefficient
 - regression coefficients
4. Be able to explain and utilize the following concepts:
 - central tendency
 - variation
 - distributions
 - association
 - independence/dependence
 - prediction
 - time series model
 - causal model
5. Be able to explain the purpose and outline the general process of statistical tests.

MODULE ABSTRACT

Title: Module 4: Data Interpretation - System

Lecturer:

Objectives:

The major goal of this module is to provide participants with information and tools used to analyze system performance and resource utilization. After completing this module, participants should be able to:

- Interpret transaction statistics for their jurisdictions.
- Interpret a disposition tree.
- Identify four benefits of using transaction statistics.
- Demonstrate a knowledge of how to correlate demographic and environmental data to offender flow statistics.
- Prepare and interpret a system flow chart for their jurisdictions incorporating the law enforcement, courts and corrections subsystems.
- Identify resource data in assessing system capabilities.

MODULE ABSTRACT

Title: Module 5, Implementation

Lecturer:

Objectives:

The major goal of this module is to provide participants with a method for rationally organizing the analysis tasks through use of an Analysis Plan.

After completing this module, participants should be able to

- identify and describe all the major components of an analysis plan;
- cite the purposes and uses of these various components;
- list three techniques (Gantt chart, manpower allocation schedule, PERT diagram) which can assist the planner in developing a realistic analysis plan; and
- develop an original analysis plan.