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Evaluation of the Wisconsin
Juvenile Justice Personnel

Development Center

FINAL REPORT

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Juvenile Justice Personnel

Development Center

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Technical Report 3a

Submitted to

Wisconsin Council on Criminal Justice
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Madison, Wisconsin 53703

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SECTION 1

EXECUTIVE SUMMARY

The Wisconsin Juvenile Justice Personnel Development Center project was initiated in September, 1976 following an extensive planning effort by the Wisconsin Special Study Committee on Criminal Justice Standards and Goals, the Wisconsin Council on Criminal Justice and the University of Wisconsin-Extension, Criminal Justice Institute. The program concept was considered sufficiently innovative as to warrant consideration as an exemplary project. Evaluation was viewed as a necessary component in order to establish project effectiveness for the purposes of LEAA review for designation as an exemplary project. The Juvenile Justice Personnel Development Center is also unique in that the evaluation effort was conducted by combining the resources of the Center, the Wisconsin Council on Criminal Justice and MetaMetrics Inc., the external evaluator.

The evaluation effort was initiated on May 16, 1977, and data collection and a final draft was completed on April 20, 1978. An interim report was prepared by November 18, 1977 and covered Center activities to June, 1977. Formal project briefings were conducted throughout the evaluation and a presentation was made to the Office of Juvenile Justice and Delinquency Prevention of the Law Enforcement Assistance Administration. The revised final report was completed on August 15, 1978.

1.1 CENTER PROGRESS

On September 1, 1976, a discretionary grant for an 18 month period was awarded by the Law Enforcement Assistance Administration through the Wisconsin Council on Criminal Justice to establish and operate the Wisconsin Juvenile Justice Personnel Development Center (WJJPDC). The goal of the Center is to improve services delivered to juveniles through the provision of organized and coordinated training and education of juvenile justice personnel. Emphasis is placed on training personnel who are involved in alternative programs for juveniles. The Center has three major components:

- o Personnel Development Courses
- o Technical Assistance
- o Resource Program

The Center has a core staff of four persons. It is aided by an Advisory Board and a Standards and Curriculum Committee. In the conduct of the training program the Center uses instructors and consultants on a contract basis.

The Center has implemented its plan according to its major milestones. Staffing was completed within the first month of the project, a needs assessment was conducted, the Spring

training program was implemented, and initial planning for the Fall Semester was completed by June, 1977. Technical assistance in juvenile justice training related matters has been rendered and the resource unit is operational. Fall/Winter Session courses have been completed and the second Spring Session is underway as of this report date.

1.1.1 Personnel Development Courses

The training approach taken by WJJPDC is to have a small Center staff for management, administration and technical assistance purposes. The required training faculty is assembled by recruiting teachers, trainers, consulting specialists, and practitioners in juvenile justice. This model for training keeps the full-time professional staff to a minimum and allows the Center to draw on a wide pool of expert resources. One potential drawback is that trainers and expert consultants may not be sufficiently knowledgeable concerning the Center's training objectives and/or the needs of the juvenile justice participants. The Center staff has addressed this problem through involvement with the instructors through the process from design to actual implementation of the training.

During the Spring Session of 1977 and the Fall/Winter Session through December 14, 1977, a total of 23 training sessions and a two-day workshop were conducted. The training sessions consisted of the following six basic courses:

- o Problems Youth Face
- o Human Services Management Course
- o Human Services Course
- o Strategies in Community Organization
(Human Services Community Work)
- o Recruitment and Training Strategy
- o Decision-Making in Juvenile Justice

Five advanced workshops on the following topics were presented during the Fall/Winter Session, 1977-78:

- o Alcohol and Other Drug Abuse
- o Parenting Skills
- o Law and the Juvenile Justice System
- o In-Service Continuing Education Programs
- o Reality Therapy

The courses and advanced workshops are conducted over a three-day period at residential facilities of the University of Wisconsin in Madison and Wausau. Thirteen were presented at Wausau and ten were presented at Madison. A total of 55 instructors and trainers were used to conduct the 23 training sessions. The average teaching team consisted of five members.

A total of 409 persons were trained in these courses with an average of 18 participants per course. Pre and post tests regarding knowledge to be addressed during the training were administered. A final assessment form was completed by participants at the end of each training session. Follow-up questionnaires were mailed to 196 participants of the Spring Session and a follow-up telephone survey was conducted with 133 participants of the final seven courses given in the Fall/Winter Session.

Of the 409 training participants, more than half came from shelter home, group home and foster parent situations. The next largest group at 20% was court services personnel. Youth Services Bureau personnel constituted approximately one-eighth of the trainee population.

1.1.2 Technical Assistance Program

The Center's Technical Assistance program was developed in response to the State's Youth Service personnel and agencies' need for professional consultative assistance in operational and programmatic aspects of juvenile justice training and related planning and administration matters.

As of December, 1977, the Technical Assistance program had provided five basic forms of technical assistance as ranked below:

- o Program Planning and Development
- o Develop In-Service Training Program
- o Information Sharing on Center Activities
- o Conference/Workshop Presentation
- o Conference Planning

A total of 68 technical assistance sessions, involving nearly 250 hours of direct Center staff resources, were provided during the first 12 months of the program. Approximately 1,300 individuals benefitted from the Center's Technical Assistance program.

1.1.3 Resource Unit Program

The Center's Resource Unit was developed to meet the varied informational and educational needs of individuals and agencies concerned with juvenile justice programming efforts. The Resource Unit also serves as the State or regional distributors for two national organizations:

- o The National Education and Training Program
(developed through Volunteers in Probation - VIP)
- o The National Council on Crime and Delinquency (NCCD)

The Resource Unit information collection of over 800 items consists of reading materials, films and audio cassettes that are available on an on-load basis and are categorized into 18 subject areas. The major areas requested include:

- o Juvenile/Criminal Justice
- o Social Services
- o Training
- o Juvenile Court Intake
- o Volunteers
- o Community Services

The Resource Unit program's information dissemination activities began in late March, 1977. As of December, 1977, the Center had responded to 90 requests for resource materials.

1.2 EVALUATION PROCESS

Evaluation of the Juvenile Justice Personnel Development Center was a cooperative effort. The Wisconsin Council on Criminal Justice provided resources and staff for data collection, form development, design, review, data impact and computer analysis. The Center provided approximately half of the time of one of the staff members to external evaluation data and analysis needs. The MetaMetrics team consisting of the Project Director, Senior Analyst, Juvenile Justice Consultant and Training Consultant was responsible for the overall conduct of the external evaluation and preparation of all reports. Emphasis was placed on impact of the Center, identification of key contributing factors and analysis of alternative approaches.

From May, 1977 to August 18, 1977, MetaMetrics staff, Center staff and assigned WCCJ personnel were involved in the evaluation design. This design resulted in a definition of roles, procedures and evaluation forms. Site visits were conducted in May, August, September and October. An interim report was completed and reviewed. Follow-up questionnaires were mailed and follow-up telephone interviews were conducted by February, 1978. Computer analysis of forms was completed by April, 1978.

1.3 EVALUATION FINDINGS

The Wisconsin Juvenile Justice Personnel Development Center because of pre-planning efforts and the cooperation of the necessary juvenile justice and community institutions has maintained itself on schedule and is accomplishing its objectives towards the goal of improving services to juveniles through the training function. The core staff of the Center is dedicated and has demonstrated the ability to coordinate a complex program which includes training courses, resource program, and technical assistance. In all of its activities, the core staff has shown sensitivity to juvenile justice issues and a dedication to accomplishing the Center's objectives.

1.3.1 Training Courses

The Center's target was 24 courses to be attended by 710 participants. By the Summer of 1978, a total of 600 will have participated in the 33 courses for an achievement of 85% of the target. The Center experience showed that large training groups (36 enrolled in Course No. 3) were unweildy and resulted in a high number of drop-outs. Course completions ranged from 12 to 25 during the Fall/Winter Session and averaged 18 participants.

The "client" outcome targets for the training courses were:

- o Have clients utilize the knowledge and expertise gained through project training in such a manner as to improve the quality of youth service delivery.
- o Provide training of such quality that 70% of the participants render a favorable reaction to the program and to the information gained in terms of utility of youth service delivery and extent of knowledge, and quality of knowledge.

Of the participants of the first 17 courses, 78.2% stated that the course content was useful to their work situation and 73.7% stated that there was a positive change in their daily work effectiveness. Only a third, however, felt that the training affected their agency operations.

Of these same participants, the follow-up surveys indicated that 78.2% rendered a favorable overall reaction to the Center program.

The Center developed and implemented a set of internal evaluation forms consisting of pre/post tests and participant evaluations of the training before the selection of an external evaluator. MetaMetrics analyzed this data for the Spring Session and developed, with the assistance of the Wisconsin Council on Criminal Justice, additional and revised forms to be used in subsequent training courses.

During the Spring Session, participants of two of the 11 courses registered less than a 70% positive response to the training. A review of the courses revealed that selected instructors had higher levels of positive responses and that court services personnel and administrators tended to have more negative responses to the training. The Center acted to assure that trainers used in subsequent courses were better informed of program objectives and remove several instructors from their faculty list. MetaMetrics recommended that more attention be paid to requirements of court services personnel and administrators.

Table 1-1 contrasts overall participation responses for the two sessions. As a result of Center efforts, there was a dramatic increase in all categories except for "agency changes as a result of training."

Table 1-1

Session Performance Summary

	<u>Spring</u>	<u>Fall/Winter</u>
Pre/Post Tests (% increase in scores)	21.9	45.9
n	152	191
Participant Assessment (% positive responses)	78.0	86.7
n	193	222
Follow-Up (% positive responses)	65	112
n		
Survey Average	67.3	83.8
Content useful to work situation	64.7	84.3
Training more useful than expected	56.9	76.0
Change in daily work effectiveness	56.2	84.3
Would recommend course to others	68.2	87.5
Have used training information	66.7	87.1
Agency changes as result of training	33.3	34.3

1.3.2 Technical Assistance

The objective of the Center's Technical Assistance program was to provide consultative services to at least 10 different training programs, agencies or schools, representing five various components of the juvenile justice system. The Center, by December, 1977, had provided 68 technical assistance contacts to 25 separate juvenile justice or related social service programs. The Center has successfully fulfilled their stated objectives in providing technical assistance to interested State agencies and groups.

By December, 1977, 19 follow-up evaluation reports on the Technical Assistance program were received. A total of 95% of the respondents indicated that the assistance was beneficial and 73% said they would use the Center again for technical assistance.

1.3.3 Resource Unit Program

The Center Resource Unit program objectives were to collect and provide, upon agency/organization request, training resource materials; and to have clients utilize resource materials through request to enhance their own training program efforts.

The Center's Resource capability corresponds, both in depth and range, to the resource submitted requests. Courts and Justice accounts for one-third of all requests and is well represented with nearly 28% of the Center's Resource material concentrated on this subject area.

In early December, 1977, the Center's Resource Assistance Coordinator mailed out 75 Resource Assistance evaluation assessments to individuals and agencies that had utilized the Center's services during the preceeding year. Of the 75 forms mailed out, 50 were returned for an overall 67% return rate. Based on responses, approximately 90% of the agencies receiving information from the Center ultimately used the information and 80% indicated they found the material to be either very useful or of maximum usefulness. All of the respondents indicated that they would use the Resource Unit again.

1.3.4 Center Staff Allocation and Training Costs

An analysis of staff allocation of time to training, technical assistance and Resource Unit activities was conducted and salaries were distributed as follows:

- o Training - 78%
- o Technical Assistance - 13%
- o Resource Unit - 9%

The training courses constitute the major program thrust of the Center. Technical assistance and the Resource Unit, while identifiable entities, are largely supportive of the training function.

On the basis of 25 training courses presented in the first year of Center operations and an average of 18 participants per course, the following cost per participant for a three-day course was derived from Center budget figures:

Center Staff	\$104
Contract Instructors	49
Lodging and Meals	60
Trainee Travel	29
Center Operations	36
University Indirect Costs	<u>14</u>
Total per Participant	\$292

The Center covers all of the above costs for training. Similar length training courses are presented at approximately \$100.00 per day and often exclude lodging and meals. Travel is very seldom covered under training budgets.

1.4 EXEMPLARY PROJECT CONSIDERATIONS

The Wisconsin Center for Juvenile Justice Personnel Development, in its one year of operations, has demonstrated the efficacy of a university-based, community-oriented training program to address the diverse requirements of traditional and non-traditional juvenile justice agencies. MetaMetrics recommends that an application for exemplary project recognition be submitted by the Wisconsin Council on Criminal Justice to the Law Enforcement Assistance Administration.

The Center has been responsive to participant requirements and has made course, trainer and content changes to increase the value of the training to the participants. The Center has reached a segment of juvenile justice -- the non-traditional alternatives of group homes, shelter homes and foster homes -- that has been neglected by juvenile justice training agencies. The core staff approach provides a program continuity and access to qualified consultants and trainers to deliver training in a cost effective manner. The technical assistance and Resource Unit activities are valuable complements to the training program. The Center essentially achieved its goals and objectives in providing training, technical assistance and resource materials.

1.4.1 Replicability

The Center program configuration is replicable on a state-wide and multi-state regional basis. Access to a faculty of experienced trainers and juvenile justice consultants is required. Faculty members do not necessarily have to be located in the same area as the Center as shown by the delivery of the Center program at two locations.

The Center approach is adaptable to needs of the participants. The continuing internal evaluation review process assures that relevant adjustments can be identified and implemented.

1.4.2 Measurability

The external evaluation which focussed on the training participants identified the participants perceptions of the value of the training. The data base was extensive and included elements from participant profile forms, pre and post tests, participant final assessments and a follow-up survey.

The Center's objectives were stated in a manner conducive to measuring the extent of achievement. Linkages to reduction of crime, while difficult in training programs, can be made and pertain to changing the knowledge, skills and attitudes of juvenile justice personnel.

1.4.3 Efficiency

The costs for providing the training, including residential expenses, were comparable to similar training programs. Since developmental costs were included and the Center's approach has built-in mechanisms for upgrading the quality of training, there is a slight cost advantage to the core staff concept at the scale at which it operates. A drawback, which is less of a problem as a program matures, was the possibility of selecting unqualified instructors.

1.4.4 Accessibility

The staff of the Center were cooperative and active in the conduct of the evaluation. They understood the value of such review and incorporated evaluation information and analysis into their system of upgrading and changing the training courses.

Any subsequent review of the Center program should be received with the same interest and dedication as was shown to the MetaMetrics evaluation team.

1.5 PROGRAM ISSUES

The Center has played and can continue to play an important role in juvenile justice. The conditions that stimulated the planning and implementation of the Center program still exist. A major issue is the source of financial support for the Center. Since the Center addresses training needs of both the traditional and non-traditional agencies, organizational responsibility is not a relevant factor. The community orientation of the Center, while in keeping with recent trends to shift responsibility for juvenile justice back to the community, does not at this time translate into sufficient support to obtain continuing funding from the State. Time lags in the budget process for the University of Wisconsin would mean a hiatus or substantial reduction of the Center program until proper approvals can be obtained.

1.5.1 Juvenile Justice Priorities

The Center has demonstrated that it can provide training to personnel in the emerging non-traditional alternatives in juvenile justice. The Center could play a role in recent program initiatives in de-institutionalization, diversion, youth advocacy and restitution

1.5.2 Target Populations

In keeping with juvenile justice priorities, the Center may identify other personnel categories for training or may change emphasis. Elected officials who set community policy in juvenile justice may become an important segment. Public defenders and prosecuting attorneys are potential participants with respect to diversion programming. Turnover in non-traditional personnel may require a continuing emphasis on group homes, shelter homes and foster parents.

1.5.3 Continuity and Center Objectives

The community orientation of the Center and the support of the Advisory Board and Standards and Curriculum Committee should aid in keeping the Center responsive to changing juvenile justice personnel requirements. The structure of the Center for continuing financial support should retain this flexibility.

The alternative of State agency support, accordingly, should be weighed carefully to assure that there is a responsiveness to non-State agency needs. Major support from the University, in a similar vein, should not come at the expense of this responsiveness. Joint funding and a strong role for the Advisory Board, while as complex an approach as the juvenile justice "system," is another alternative to be considered.

SECTION 2

EVALUATION ACTIVITIES

A proposal was submitted by MetaMetrics in February, 1977 in response to a request for proposals from the Wisconsin Council on Criminal Justice to conduct an evaluation of the Wisconsin Juvenile Justice Personnel Development Center. This proposal was the initial document for the conduct of the evaluation.

Upon WCCJ recognition that the Juvenile Justice Personnel Development Center had potential to be designated an LEAA exemplary project, a revision and increase in the evaluation contract amount was undertaken. The revision included a more intensive design and design review phase for the conduct of the evaluation and attention to LEAA requirements for evaluation. In addition, increased resources on the part of WCCJ staff and WJJPC staff were structured into the revised evaluation effort.

2.1 EVALUATION RESOURCES

MetaMetrics Inc. has utilized the services of a training consultant and a juvenile justice consultant to support MetaMetrics staff efforts. Over 200 hours of effort were expended by WCCJ staff. The Center assigned a staff person at approximately half time to conduct internal and external evaluation activities.

MetaMetrics had full responsibility for the conduct of the external evaluation. Emphasis was placed on impact and the identification of key program and other contributing factors. Close cooperation was maintained with WCCJ and Center personnel.

2.2 EVALUATION DESIGN

An Evaluation Design Draft was completed on July 25, 1977. This report was reviewed with WCCJ personnel and the Evaluation Design was finalized on August 18, 1977.

The Evaluation Design included the majority of the evaluation forms to be utilized in the collection of data for the second half of 1977. These forms were developed with input and review of WCCJ staff. The Design reviewed evaluation objectives and the roles to be played by MetaMetrics, WCCJ and the Center. LEAA exemplary project criteria were listed and a revised work schedule was presented.

The evaluation was conducted in two stages. The Center's activities and training program for the start-up period and the Spring Semester of 1977 were evaluated and presented in the Interim Report. Data for the first half of 1977 on the training sessions was obtained basically from forms that were completed by participants. Subsequent Center activities were evaluated with the developed evaluation forms which included:

- o Participants Profile Form
- o Final Participant Assessment Form
- o Participants Daily Form
- o External Observers Form
- o Instructors Profile Form
- o Instructors Daily Form
- o Final Instructor Assessment Form
- o Resource Assistance Evaluation Form
- o Follow-up Interview Questionnaire for Course Participants

The data derived from the participants profile forms and final participant assessment forms were computer stored for analysis.

2.3 EVALUATION WORK PROGRAM

MetaMetrics site visits, evaluation activities and reports were accomplished according to the following schedule:

	<u>Week of</u> <u>Completion</u>	<u>Dates</u>
1. Begin Evaluation Project	1	May 16, 1977
2. Initial Meetings, Center Orientation	2	May 23-25
3. Evaluation Design Draft	11	July 25
4. Final Design	14	Aug. 18
5. Review Data Collection Forms	15	Aug. 23-24
6. Training Program, Participant Observer	19	Sept. 12-14
7. Interim Report Draft	22	Oct. 4
8. Training Program, Participant Observers	23	Oct. 10-13
9. Project Briefing	23	Oct. 14
10. Project Review	25	Oct. 28
11. Interim Report	28	Nov. 18
12. Project Review	30	Nov. 30
13. Follow-up Telephone Interviews	30	Dec. 1-2
14. Final Report Draft	48	Apr. 20
15. Final Report Review	62	Aug. 1
16. Final Report, Revised	64	Aug. 15

SECTION 3
PROGRAM DEVELOPMENT

In response to recommendations of the Wisconsin Special Study Committee on Juvenile Justice Standards and Goals, the Wisconsin Council on Criminal Justice and the University of Wisconsin-Extension, Criminal Justice Institute developed the application concepts for the establishment of a Juvenile Justice Personnel Development Center. On September 1, 1976 a discretionary grant for an eighteen month period was awarded by the Law Enforcement Assistance Administration.

3.1 GOAL AND OBJECTIVES

The Wisconsin Juvenile Justice Personnel Development Center has the following goal:

"To improve the services delivered to juveniles by providing organized, coordinated training and education to community-based treatment staff, probation and intake staff, shelter care and detention staff, youth service bureau staff, and volunteers in probation or counseling projects."

The Center is addressing this goal through a sequencing of objectives. Objectives categories are:

- o establishment of capability
- o project efforts
- o client outcomes

The goal/objectives structure indicates milestones in the conduct of the project which are directed to achievement of the overall goal. Under the three categories, the following objectives have been identified:

Capability

- o Identify the nature and extent of selected traditional and non-traditional youth service education and training needs.

- o Develop a state-wide education, training and technical assistance plan for selected, non-traditional and traditional youth service personnel.
- o Identify and assess the availability of existing instructional resource materials for youth service personnel in areas related to education, training and technical assistance.

Project Efforts

- o Provide 24 multi-disciplinary personnel development courses to 910 juvenile justice personnel.
- o Provide technical assistance in the development of juvenile service training programs by providing consultation to at least 10 different training programs, agencies or schools, representing at least 5 various components of the juvenile justice system.
- o Collect and provide, upon agency/organization request, training resource materials.

Client Outcome

- o Have clients utilize the knowledge and expertise gained through project training in such a manner as to improve the quality of youth service delivery.
- o Provide training of such quality that 70% of the participants render a favorable reaction to the program and to the information gained in terms of utility of youth service delivery and extent of knowledge, and quality of knowledge.
- o Have clients utilize the information obtained through provision of technical assistance to their own training efforts.
- o To have clients utilize resource materials obtained through request to enhance their own training program efforts.

3.2 CENTER ORGANIZATION

The Center Project Director started operations in September of 1976. The Center office is located in the University Bay Center of the University of Wisconsin, Madison Campus. The University Bay Center is also a training site for the Center.

Staffing was completed by October 1, 1976. The Advisory Board and the Standards and Curriculum Committee were formed by the end of October. Figure 3-1 shows the organization of the Center.

The 17 member Advisory Board represents youth and youth serving agencies. At least one-third of the total membership are persons under the age of 26. Board membership reflects community and agency interests with persons representing an alternative living facility, shelter care or home detention program, detention facility, intake workers, probation personnel, a Youth Service Bureau, volunteers, a juvenile judge, a juvenile officer, county social service staff member, a regional Department of Social Services employee and a member from the Wisconsin Council on Criminal Justice.

The Standards and Curriculum Committee consists of 13 committee members selected to provide input from state agencies currently engaged in education and training efforts in the area of criminal and juvenile justice. Represented are the University of Wisconsin, Vocational-Technical and Adult Education, a private institution of higher education, Division of Family Services, Division of Corrections, State Court Administrator's office, State Department of Justice and the Wisconsin Council on Criminal Justice.

3.3 SUMMARY OF CENTER ACTIVITIES

From September, 1976 to December, 1977 the Juvenile Justice Personnel Development Center was engaged in the following activities:

September, 1976

- o Hiring of staff
- o Furnishing and equipping offices

October, 1976-December, 1976

- o Center staff orientation and training
- o Identifying potential training target groups

Juvenile Justice Personnel
Development Center

Organizational Chart

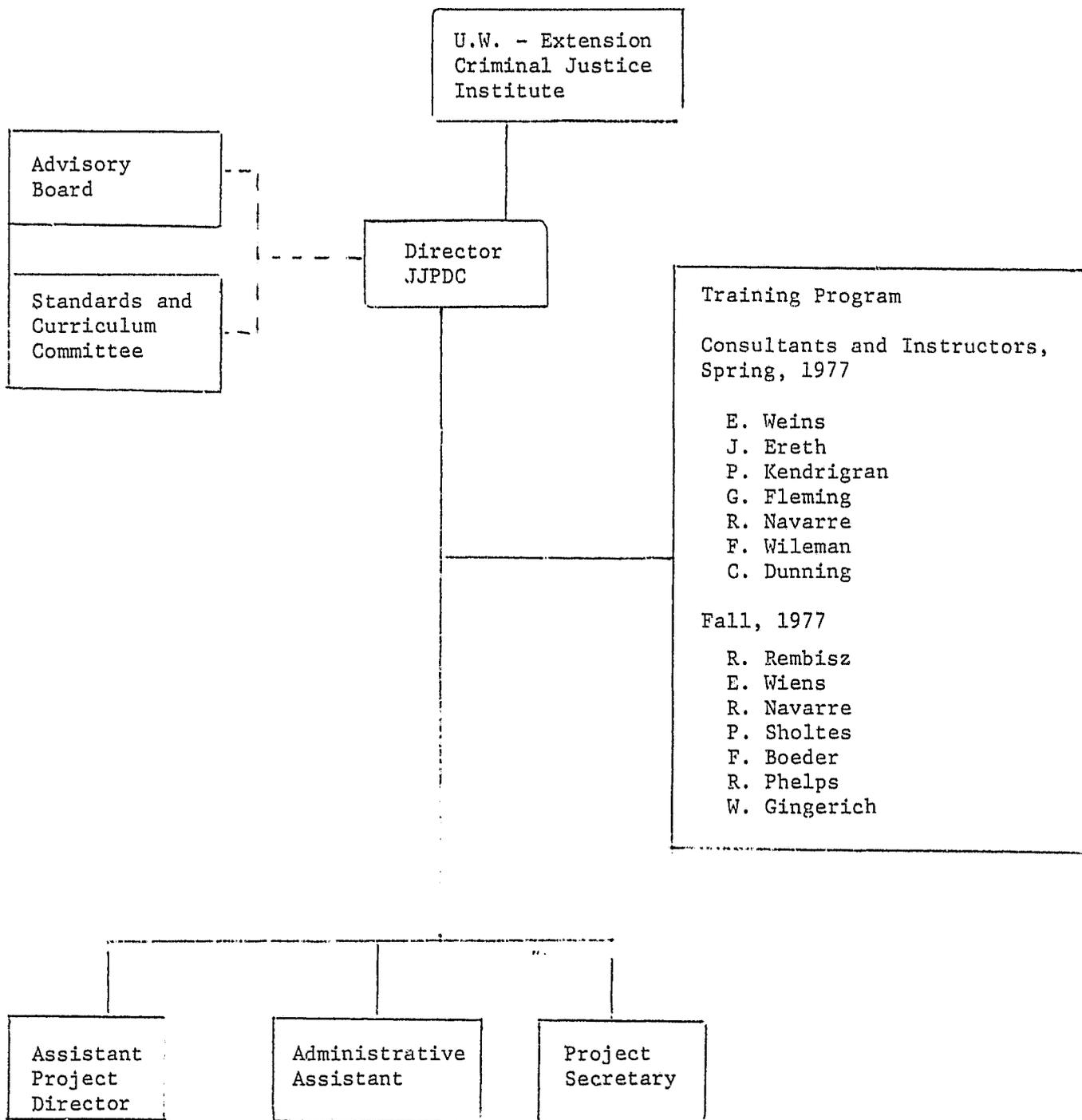


Figure 3-1

- o Printing and distributing an information brochure describing the Center's program and services
- o Identifying and assessing instructional resource materials for youth service personnel
- o Developing a training needs assessment model
- o Conducting a state-wide survey to determine future training needs of community-based juvenile justice personnel

January, 1977-March, 1977

- o Completion and write-up of the training needs survey
- o Meetings with the Advisory Board and the Standards and Curriculum Committee
- o Collection of educational and training materials
- o Initial meetings with consultants and instructional staff for the training sessions
- o Planning of training sites and schedule
- o Implementation of the training program, three training sessions
- o Technical assistance to the youth service agencies
- o Completion of three booklets describing the Center programs -- the Direct Instruction Program, Technical Assistance Program, and Resource Unit Program
- o Development of instruments to evaluate the training program
- o Development of specifications for request for proposals to conduct evaluation
- o Selection of an alternative training site at Wausau, Wisconsin

April, 1977-June, 1977

- o Implementation of the training program, eight training sessions
- o Meeting with the Advisory Board
- o Contracting with ad hoc instructors

- o Development of Resource Unit Program capabilities
- o Provision of technical assistance to youth service agencies
- o Initial meeting with the external evaluation team
- o Sponsorship of a state-wide workshop, "Volunteers in Juvenile Criminal Justice"

July, 1977-September, 1977

- o Implementation of the training program, two training sessions
- o Meetings with the Advisory Board
- o Meetings with the Standards and Curriculum Committee
- o Contracting with training instructors
- o Implementation of new evaluation forms
- o Provision of technical assistance

October, 1977-December, 1977

- o Implementation of the training program, 11 training sessions
- o A meeting with the Advisory Board
- o Further development of the Resource Unit Program
- o Provision of technical assistance
- o Development of training standards in cooperation with other training programs

3.4 PROGRAM EXTENSION

The Center was originally scheduled to operate from September, 1976 through February, 1978. The actual rate of program funds expenditure will permit the Center to operate through August, 1978. Approval for an extension was been requested by the Center.

SECTION 4

NEEDS ASSESSMENT AND DEVELOPMENT OF TRAINING COURSES

The major program emphasis of the Center is on the delivery of personnel development courses as structured by the needs assessment and, to date, the Center has provided two semesters of training courses.

4.1 TRAINING NEEDS ASSESSMENT

In February, 1977 the Center published a state-wide training needs assessment report on community-based corrections programs serving Wisconsin youth. The Center mailed out 1,528 questionnaires to persons and agencies throughout the state representing the target groups of the proposed training efforts. A total of 411 questionnaires were returned, representing a 27% response.

The questionnaire embraced three areas of inquiry: the socio-demographic characteristics of each target group that might bear on the training courses to be developed, the attitudes of the nine target groups toward training and the types of training courses desired by youth service personnel. The Center viewed the report as a preliminary study that was merely the beginning of a continuous process to develop the information required to conduct the training program.

The needs assessment survey was an important step in a comprehensive needs assessment effort. Customarily, such efforts also involve job analysis and the identification of the skills and knowledge already possessed by the potential training recipients. Job analysis serves to identify the skills and knowledge required in the various job classifications of the persons to be trained. A thorough analysis of the required job skills can then be compared to the skills and knowledge already possessed by the potential trainees in order to identify the skills and knowledge areas in which the trainees require

training assistance. It is this body of skill and knowledge that should constitute the scope of proposed training programs.

In place of the job analysis identification of required skills which ordinarily requires a more traditionally structured work situation with experienced supervisors and closely defined job descriptions, the Center has utilized a developmental approach. This approach builds upon the needs assessment through a sensitivity to job requirements as voiced by the training participants themselves. Existing courses were re-fined, less-than-effective instructors have not been contracted for additional courses and new courses have been designed and implemented based on participant comments, Center staff interviews and evaluation information and analysis.

4.2 TRAINING CENTER CONCEPT

There are two conceptual approaches to the organization of a Center in support of a training program. The approach taken by the WJJPDC is to have a small Center staff for management and administrative purposes and to construct the required training faculties by recruiting university professors, expert practitioners in the field, and consulting specialists and trainers. The other basic model calls for a Center staff that includes a full-time training faculty with the members representing the various specialties required; e.g., experienced practitioners in the fields to be trained, program managers, training designers and trainers.

Obviously there are advantages and disadvantages to both models and the choice in any given program depends on a number of variable factors and circumstances including budget, other resources, training philosophy, size of training population, and diversity of training requirements.

The theoretical advantage to the Center's model is that it keeps the full-time professional staff to a minimum while enabling the Center to draw on a wide pool of expert resources as needed to conduct the various and diverse training programs. Principle disadvantages are that the visiting experts may not be sufficiently

knowledgeable concerning the Center's training objectives and the specific needs of the participants. Also, experts in the field may not be equally expert as trainers.

4.3 CENTER TRAINING COURSE PROCEDURES

The disadvantages of not having in-house trainers have been countered by a monitoring process which has a Center staff person attending each training session. Evaluation forms are administered by Center staff and the Center Director conducts reviews with instructors during the training and after the course has been conducted.

Following the experiences of the training courses that were delivered during the Spring of 1977, the Center staff developed a manual of procedures. Where the instructor has previously been briefed, some of the procedures are omitted. Three phases are utilized and include pre-session, during workshop and post-session as outlined below:

Phase I: Pre-Session

- o Review training needs survey data
- o Selection of session instructors
- o Preliminary meeting between Center Program Coordinator and Senior Session Instructor
- o Meeting with training team members
- o Final pre-session meeting with Senior Session Instructor
- o Review of related evaluation data

Phase II: During Workshop

- o Administer pre-session questionnaires to participants
- o Record session activities
- o Hold review meetings with training team as required

Phase III: Post-Session

- o Administer post-session questionnaires to participants
- o Conduct evaluation review with training team
- o Tabulate results of questionnaires
- o Describe course activities
- o Develop statement of costs
- o Send certificates to participants

SECTION 5
TRAINING PROGRAM

The Wisconsin Juvenile Justice Personnel Development Center presented the first training course, a three-day session on Human Services Management to Administrators in Alternative Youth Services, in late March of 1977. In the Spring of 1977 a total of 11 two or three-day courses were conducted. No courses were presented during the Summer of 1977.

From September, 1977 through January, 1978, a total of 14 training sessions were conducted. This report covers training conducted through December 14, 1977 (12 sessions) in order to compile evaluation data for analysis.

5.1 TRAINING SESSIONS, SPRING 1977

A total of 11 training sessions covering six different courses were provided to a total of 196 trainees. Center staff worked with instructors to design the workshops (teaching objectives, course outline, course materials). Center staff hired resource specialists, assisted in activities related to the presentation of training sessions, and administered pre and post-test questionnaires and the Participant Evaluation form. Table 5-1 shows the training sessions for Spring, 1977.

In addition to the 11 training sessions, a two-day workshop was presented on April 15-16, 1977 entitled "Volunteers in Juvenile Criminal Justice." There were 80 participants at that workshop.

The 11 training sessions conducted in the Spring of 1977 consisted of six basic courses as outline below:

- o Problems Youth Face: This course was presented to alternative living group line staff including group homes, shelter care programs and foster parents. Major topics addressed by the training program included nature of adolescents, youth and the law, values and role clarification, personal communications, alcohol and drug abuse, power and feedback in relationships.

Table 5-1

Training Sessions, Spring, 1977

<u>Number of Sessions</u>	<u>Course Title</u>	<u>Type of Participants</u>	<u>Instructors</u>
3	Problems Youth Face	Alternative Living Group-Line Staff	Ellyn Wiens (3 sessions)
3	Human Services Management Course	Alternative Youth Services-Administrators	Ellyn Wiens (2 sessions)
2	Human Services Course	Court Services Supervisors	Chris Dunning
		Court Services Line Staff	Gary Fleming
1	Strategies in Community Organization	Court Services Line Staff	Janice Ereth & Peggy Kendrigan
		Youth Service Bureau Line Staff	Janice Ereth & Peggy Kendrigan
1	Recruitment and Training Strategy	Recruiters & Trainers of Volunteers and Foster Parents	Ralph Navarre
1	Decision Making in Juvenile Justice	County Board Members	Fred Wileman

- o Human Services Management Course: Topics covered in the training session were problem identification within agencies, roles of staff, feedback and power in management and problem solving.
- o Human Services Course: Topics included personal communications, power structures of organized systems, community approaches to problem solving, and community resource development.
- o Strategies in Community Organizations: Topics included coordination of community services, identifying community resources, community approach to problem solving, legal rights and responsibilities to youth, and programs within the juvenile justice system.
- o Recruitment and Training Strategy: Topics included motivation of volunteers and foster parents, public relations, recruitment procedures, and procedures for placement of volunteers and assignment of children to foster homes.
- o Decision Making in Juvenile Justice: County boards were not included in the training needs assessment survey and course content was determined by Center staff and the Session Instructor. Major topics included description of community-based juvenile justice programs, comparative program costs and overview of the juvenile justice system.

5.1.1 Sessions Instructors

A total of 34 instructors were used to present the 11 training sessions. An average of 4.5 persons were used for each teaching team. Table 5-2 shows the education, agency and experience background of the instructors.

5.1.2 Participants

Table 5-3 shows the agency affiliation of session participants. The alternative living group constituted the largest group. In terms of achieving the targeted number of participants, the alternative living group indicates the highest achievement.

Table 5-4 shows the regional origin of the training session participants. The State was divided into a northern region for Vausau and a southern region for Madison. The final six sessions indicated an increase in the proportion of participants from the same region, 71.3% as compared to 64.5% for the first six sessions.

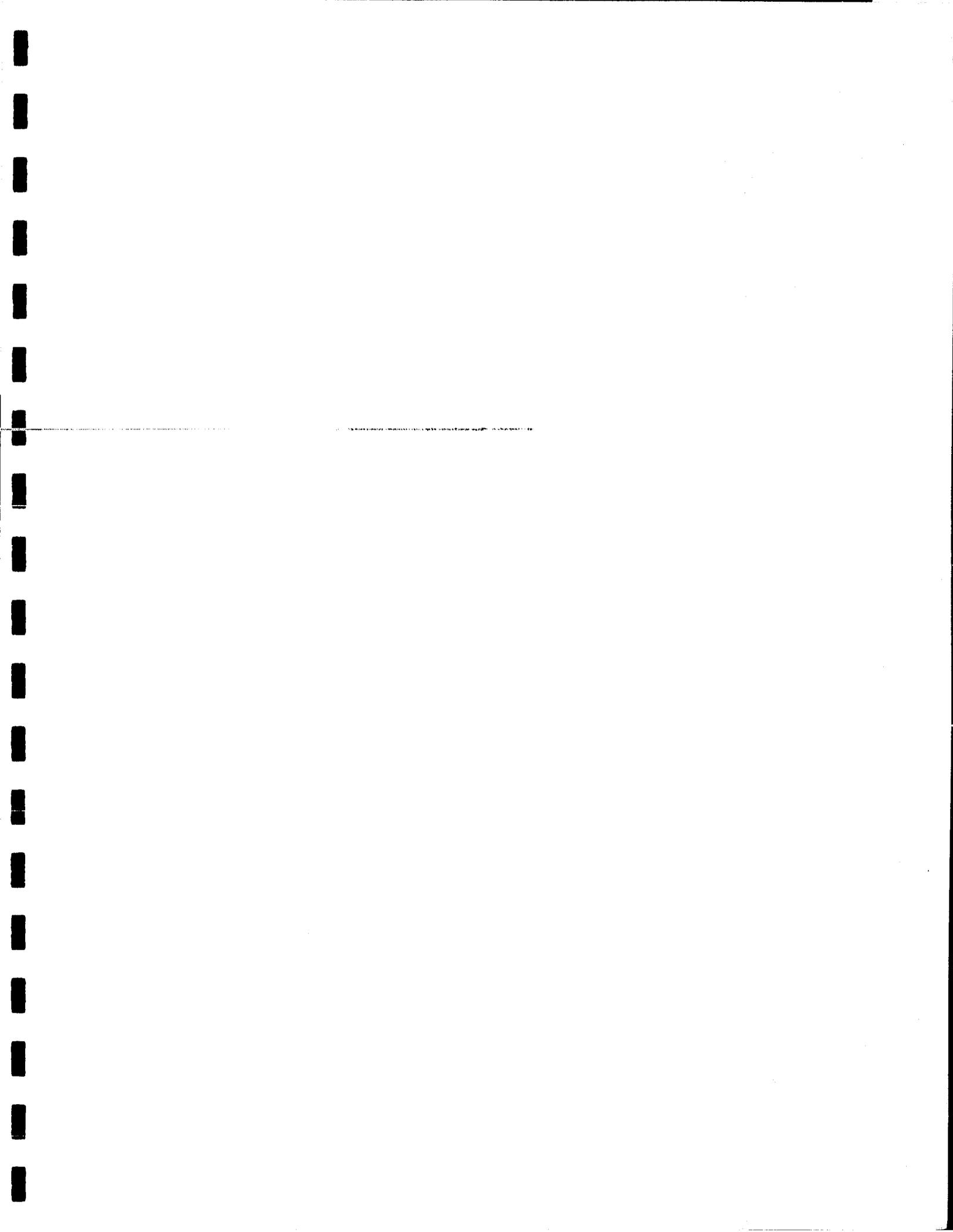


Table 5-2

Characteristics of Training Instructors,
Spring, 1977

Name	Degree	Agency/Profession	Time Allocation (%)			
			Academic Teaching Related to Juv. Justice	Training	Juv. Justice or Related Activities	Other
E. Wiens	MS	Self-Employed Trainee		100		
B. Armstrong	MA	Minister		10	90	
M. Nelson	MS	E. Wiens		100		
R. Russo	BS	Graduate Student		5	95	
L. Siewert	-	Inner City Development		5	95	
J. Ereth	MSEd.	Inner City Development		10	90	
P. Kendrigan	MSEd.	Dir., Alt. H.S.		10	90	
J. Dannenberg	JD	Youth Policy & Law Center		10	90	
S. Coin	MS	E. Wiens		100		
B. Metzger	MS	Minister		10	90	
G. Flemming	BS	UWEX		100		
L. Weiss	-	Center for Conflict Resolution		40		60
M. Shankin	-	Center for Conflict Resolution		40		60
C. Skinner	MS	De Paul Rehabilitation Hospital		20	80	
L. Bartell	MS	Y.M.C.A.		10	90	
B. Bliss	Ph.D	UW and Self-Employed	10	5	85	
R. Navarre	MSW	UW-Dept. of Social Welfare	85	15		
M. McGattry	MS	Salvation Army		30	70	
B. Emmons	MSW	Dept. of Social Service		10	90	
J. Palmer	MS	Voluntary Action Center		50	50	

Table 5-2 Continued

<u>Name</u>	<u>Degree</u>	<u>Agency/Profession</u>	<u>Time Allocation (%)</u>			
			<u>Academic Teaching Realted to Juv. Justice</u>	<u>Training</u>	<u>Juv. Justice or Related Activities</u>	<u>Other</u>
I. Miller	MSW	UW-Dept. of Social Work	50	10	40	
K. Koneazny	BA	St. Mary's Hospital		10	50	40
F. Wileman	JD	UWEX		100		
S. Ettenheim	MS	UWEX		100		
C. Dunning	Ph.D	UWEX		100		
P. Towers	MSW	Milwaukee Co. Children's Court		20	80	
B. Franks	BS	WCCJ		10	90	
P. Guillemette	BS	Tri-City Youth Bureau		10	90	
E. Keena	MSW	Tri-City Youth Bureau		10	90	
R. Phelps	JD	Dir., Youth Policy & Law Center		10	90	
W. Feyerherm	Ph.D	UW, Dept. of Criminal Justice	95	5		
P. Pekora						
G. Kryshak	JD	Attorney		10	90	
T. Michael	MSEd	Shalom Alt. H.S.		10	90	

Table 5-3

Agency Affiliation of Training Session Participants,
Spring, 1977

<u>Training Session</u>	<u>Title of Session</u>	<u>Total Participants</u>	<u>Agency Affiliation</u>				
			<u>Alt. Living</u>	<u>Temp. Detention</u>	<u>Court Services</u>	<u>Prevention (YSB's)</u>	<u>Decision- Makers</u>
1	Human Services Management	21	14	2	1	4	
2	Community Organization	18				18	
3	Human Services Management	23	13		3	7	
4	Human Services	10			10		
5	Problems Youth Face	22	22				
6	Recruitment and Training	13	5	1	7		
7	Problems Youth Face	24	23	1			
8	Decision in Juvenile Justice	15					15
9	Problems Youth Face	19	19				
10	Human Services Management	12			12		
11	Human Services	<u>19</u>	—	—	<u>19</u>	—	—
Total		196	96	4	52	29	15
Targeted Participants (Objective I-D)		710	240	100	160	160	50
Per Cent Achievement June, 1977		27.6	40.0	4.0	32.5	18.1	30.0

Table 5-4

Regional Origin of Training Session Participants,
Spring, 1977

<u>Training Session</u>	<u>Site</u>	<u>Participants from Northern Region (Wausau)</u>	<u>Participants from Southern Region (Madison)</u>	<u>Per Cent From Same Region</u>
1	Madison	7	14	66.7
2	Wausau	9	9	50.0
3	Wausau	17	6	73.9
4	Madison	3	7	70.0
5	Madison	9	13	59.1
6	Madison	4	9	69.2
7	Wausau	20	4	83.3
8	Wausau	13	2	86.7
9	Wausau	12	7	63.2
10	Wausau	10	2	83.3
11	Wausau	<u>8</u>	<u>11</u>	42.1
Totals		112	84	67.3 (132/196)

5.2 TRAINING SESSIONS, FALL/WINTER 1977-78

A total of 12 training sessions covering nine different courses were provided to a total of 213 trainees. Table 5-5 shows the training sessions for Fall/Winter, 1977-78. Advanced workshops were designed to respond to training recommendations of previous training.

The 12 training sessions consisted of nine basic courses as outlined below:

- o Problems Youth Face: This course, presented to Alternative Living Group Line Staff (non-traditional juvenile justice workers), consisted of the following topics: parenting styles, adolescence, law, role and value clarification, communication and parenting, substance abuse, problem solving and the juvenile justice system. Course content differed from the Spring program in the addition of "parenting styles."
- o Human Services Management: Administrators in non-traditional service settings were provided with the following topics: services and functions of agencies, goals and objectives, problem solving, fiscal management, management styles, administrative functions, transactional analysis, roles and gamesmanship. This course was conducted in Spring of 1977 and changed with respect to instructor and increased management-oriented content.
- o Recruitment and Training Strategies: Recruiters/ Training for Foster Parent and Volunteer programs were presented topics which included: volunteerism and motivation, public relations, program development, law, and coordinating community resources.
- o Human Services Community Work: Court Services personnel and youth service bureau line staff were provided training in the following topics: models of community work, law, facilitative skills, problem solving, and group processes.

The following five advanced workshops were presented by the Center for the first time. Trainees were drawn from all segments, traditional and non-traditional, of the juvenile justice services delivery system:

- o Alcohol and Other Drug Abuse: Topics included history of drug abuse, pharmacology, legal aspects, youth and health life styles, counseling and communications, community problem solving and developing community resources.

Table 5-5

Training Sessions, Fall/Winter, 1977-78

<u>Number of Sessions</u>	<u>Course Title</u>	<u>Type of Participants</u>	<u>Instructor</u>	<u>Presented Course in Spring, 1977</u>
3	Problems Youth Face	Alternative Living Group - Line Staff	E. Wiens	Yes
2	Human Services Management	Alternative Living Group - Admin.	R. Rembisz	No
1	Recruitment & Training Strat.	Foster Parent & Volunteers Recruiters & Trainers	R. Navarre	Yes
1	Human Services Community Work	Court Services & YSB Line Staff	E. Wiens	Yes
1	Advanced Workshop: Alcohol & Other Drug Abuse	Youth Service Workers	F. Broeder	No
1	Advanced Workshop: Parenting Skills	Youth Service Workers	E. Wiens	Yes
1	Advanced Workshop: Law & Juvenile Justice System	Youth Service Workers	R. Phelps	No
1	Advanced Workshop: Developing In-Service Ed.	Youth Service Workers	E. Wiens	Yes
1	Advanced Workshop: Reality Therapy	Youth Service Workers	W. Gingerich	No

- o Parenting Skills: Topics included definition and roles of parenting, values clarification, listening to kids, assertive communication, problem solving and group process.
- o Law and the Juvenile Justice System: Topics included development of the system, detention, juvenile court intake, and civil liability.
- o In-Service Continuing Education Programs: Topics included experiential learning, data gathering, team building, needs, feedback, training purposes and planning, redesign and evaluation.
- o Reality Therapy: Topics included client outcome objectives, criteria for measuring outcomes, reality therapy concepts, practice, role playing, charting changes and assessing impact of intervention.

5.2.1 Sessions Instructors

Each training session was headed by an instructor. There was a total of six different instructors for the 12 sessions. The session instructors were assisted by 23 other instructors and specialists. The average training team consisted of 3.8 members. In addition, Center personnel coordinated each of the sessions and participated, at times, as specialists or instructors.

5.2.2 Participants

Each participant in a training course during the Fall/Winter, 1977-78 completed a participant profile form. The following information on characteristics was derived largely from these forms.

Agency Affiliation and Alternative Living Categories

Table 5-6 shows the agency affiliation of the training participants for Fall/Winter, 1977-78. The alternative living group target of 240 participants had almost been met by December, 1977. The 12 training sessions are numbered 12 through 28. Sessions 13, 17, 25, 26, and 27 were originally planned, but not delivered.

Table 5-7 shows a breakdown of the Alternative Living participants. The largest group was involved in recruitment/training. Foster parents constituted only 4% of that total.

Table 5-6

Agency Affiliation of Training Session Participants
Fall/Winter, 1977-78

Training Session	Title of Session	Total Participants	Agency Affiliation					Other
			Alt. Living	Temp. Detention (Home)	Court Services	Prevention (YSB's)	Decision Makers	
12	Human Services Mgt.	17	8	2		5		2
14	Problems Youth Face	19	18					1
15	Recruit. & Trng. Strat.	25	24				1	
16	Human Services Comm. Work	22			11	10		1
18	Alc. & Other Drug Abuse	18	9	2	3	1		3
19	Parenting Skills	18	14		3			1
20	Law & Juv. Just. System	18	6	3	8	1		
21	Human Services Mgt.	12	9	1		1		1
22	Problems Youth Face	14	10	1				3
23	Developing In-Service Ed.	12	5		1	1		5
24	Reality Therapy	23	11	2	5	1		4
28	Problems Youth Face	15	13					2
Total		213	127	11	31	21		23
Total Including Spring, 1977		409	223	15	83	50	15	23
Targeted Participants (Objective I-D)		710	240	100	160	160	50	--
% Achievement December 14, 1977		57.6	92.9	15.0	51.8	31.2	30.0	--

Table 5-7

Alternative Living Positions
Per Cent Distribution
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>12</u>	<u>15</u>	<u>18</u>	<u>5</u>	<u>8</u>	<u>11</u>	<u>6</u>	<u>9</u>	<u>5</u>	<u>13</u>	<u>11</u>	<u>10</u>	
Group House Parent	8.4	40.0	--	--	37.5	9.1	--	--	--	--	81.8	40.0	19.5	
Foster Parent	--	--	--	--	12.5	9.1	--	--	--	7.7	9.1	10.0	4.1	
Group House Coordinator	25.0	13.5	--	--	25.0	18.2	--	33.3	--	15.3	9.1	20.0	13.0	
Shelter House Parent/Coordinator	8.4	33.3	--	--	--	18.2	16.7	11.1	--	30.8	--	10.0	12.2	
Recruitment/Training	49.8	13.5	100.0	40.0	12.5	45.4	66.6	44.5	100.0	23.1	--	20.0	43.1	
School Counselor	8.4	6.7	--	60.0	12.5	--	16.7	11.1	--	23.1	--	--	8.1	
Number Not Responding	6	7	7	18	11	7	12	4	7	10	4	8	101	

Job Categories and Level of Responsibility

Table 5-8 shows the general job categories of the participants. Social Workers constituted 39.6% of the total.

Table 5-9 shows the job level of responsibility of the participants. Of the total, 51.5% were line staff with some management responsibilities. Only 20.6% had no management responsibilities.

Enrollment Factors

Table 5-10 shows the reason indicated for enrollment. Participation was largely (72.9%) voluntary.

Table 5-11 shows other factors affecting the decision to attend the training courses. Improving knowledge and personal contacts are the most important factors.

Educational and Work Experience

Table 5-12 summarizes educational background of the participants. Most of the participants (76.0%) had a college degree. Social Work was the major of 56.9% of the participants and Psychology was next at 14.4%. Of the total, 21.9% were currently enrolled in school with a Master's or Bachelor's degree being pursued equally.

Table 5-13 shows previous training received by the participants. A total of 59.6% had previously attended training. Of the group, 38.8% had previously attended training at the Center.

Table 5-14 shows the work experience of the participants. As a group, they averaged 5.1 years in juvenile work with 15.4% not working with juveniles. Almost half (48.2%) worked with delinquents.

Table 5-15 shows the demographic characteristics. In age, the participants ranged from 17 to 55 with the mean almost 30 years. Participants were almost half and half, male and female and were predominately (95.1%) white.

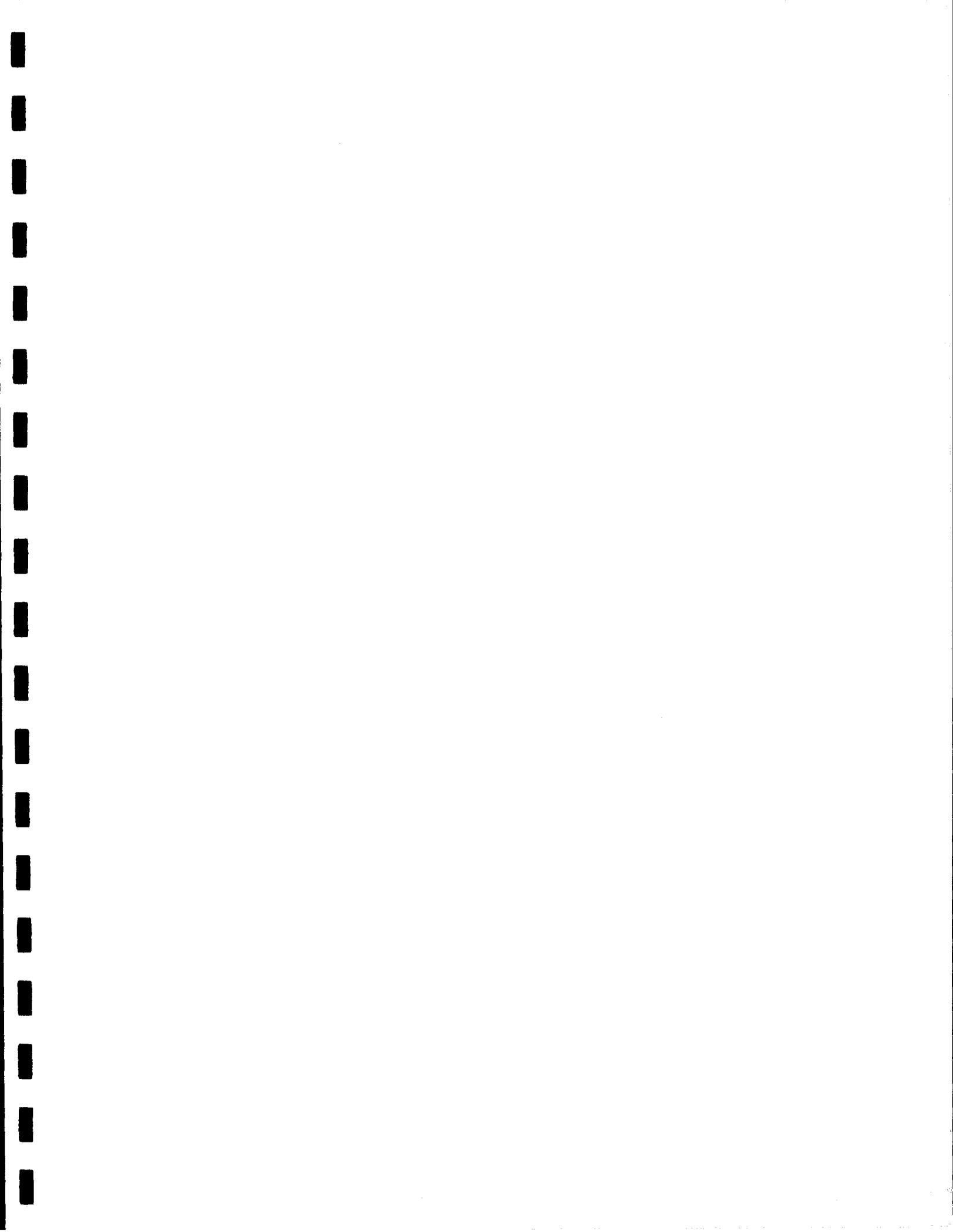


Table 5-8

General Job Categories
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>13</u>	<u>1</u>	<u>12</u>	<u>15</u>	<u>10</u>	<u>5</u>	<u>13</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>7</u>	<u>8</u>	
Court Worker	7.7	--	16.7	6.7	--	--	23.0	--	25.0	9.1	--	12.5	9.4	
Social Worker	53.8	100.0	58.3	46.7	10.0	40.0	15.4	28.6	25.0	36.4	57.1	50.0	39.6	
Social Service/ County Board Worker	--	--	16.7	33.4	20.0	40.0	15.4	--	50.0	18.2	--	--	17.0	
Treatment Institution Staff	7.7	--	--	--	30.0	--	15.4	14.3	-	--	--	7.5	9.4	
Other	30.8	--	8.3	13.2	40.0	20.0	30.8	57.1	--	36.3	42.9	--	24.6	
Number Not Responding	5	21	13	8	9	13	5	6	8	11	8	10	118	

Table 5-9

Job Level of Responsibility
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>14</u>	<u>11</u>	<u>19</u>	<u>17</u>	<u>14</u>	<u>10</u>	<u>17</u>	<u>11</u>	<u>10</u>	<u>21</u>	<u>13</u>	<u>10</u>	
Administrator/ Supervisor		42.9	9.1	15.8	11.8	7.1	--	11.8	54.5	20.0	9.5	15.4	--	16.4
Middle Management		7.1	9.1	21.0	5.9	14.3	--	11.8	9.1	40.0	28.7	--	--	11.5
Line Staff Only		14.3	81.8	47.4	76.4	64.3	40.0	47.1	9.1	40.0	42.9	84.6	75.0	20.6
Management/ Line Staff		35.7	--	15.8	5.9	14.3	60.0	29.3	27.3	--	18.9	--	25.0	51.5
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5-10

Reason for Enrollment
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>21</u>	<u>24</u>	<u>21</u>	<u>16</u>	<u>14</u>	<u>17</u>	<u>12</u>	<u>10</u>	<u>22</u>	<u>15</u>	<u>15</u>	
Asked to Attend	--	--	4.2	--	--	--	--	--	4.6	--	--	--	--	5.3
Encouraged to Attend	5.6	4.8	--	--	6.3	7.1	--	8.3	--	--	--	--	--	6.3
Told to Attend	--	4.7	12.5	14.3	--	--	17.7	8.3	10.0	9.1	13.3	6.7	15.5	
Volunteered	55.7	71.5	66.8	76.2	75.1	78.5	64.8	58.3	50.0	72.8	66.7	73.3	72.9	
Number Not Responding	0	1	1	2	3	4	0	1	2	1	0	1	18	

Table 5-11

Factors Affecting Decision to Attend
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>22</u>	<u>25</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>	
Per Cent Indicating Factor														
- Improving Knowledge		83.3	81.8	76.0	87.0	78.9	72.2	94.4	84.6	66.7	95.7	93.3	77.8	83.0
- Ability to Carry Out Planning/Supervisory Functions		88.9	63.6	64.0	56.5	47.4	33.3	41.2	92.3	75.0	39.1	40.0	38.9	55.4
- Ability to Affect Agency		77.8	54.5	52.0	78.3	52.6	33.3	83.3	92.3	83.3	34.8	46.7	38.9	58.9
- Personal Contacts		66.7	86.4	76.0	73.9	63.2	55.6	61.1	53.8	58.3	69.6	86.7	55.6	68.3
Training is Free of Cost		44.4	36.4	48.0	43.5	42.1	33.3	33.3	46.2	16.7	52.2	40.0	22.2	39.3

Table 5-12

Educational Experience
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>23</u>	<u>22</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>	
<u>Number of Years</u>														
Mean		16.4	14.6	16.8	16.4	13.8	14.1	16.0	16.9	15.9	16.3	15.3	14.6	
Median		16.0	15.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	15.0	
<u>Per Cent with Degree</u>		88.3	50.0	88.0	95.2	61.5	61.5	72.2	91.7	90.0	78.3	84.5	50.0	76.0
<u>Per Cent with Graduate Degree</u>		44.4	20.0	28.0	23.8	--	7.7	27.8	33.3	50.0	13.0	15.4	--	22.0
<u>Major (%)</u>														
Social Work		50.0	22.2	66.7	45.0	21.1	22.2	50.0	53.8	50.0	62.5	36.4	71.4	56.9
Counseling		11.1	33.3	--	5.0	--	--	--	7.7	--	--	--	--	4.8
Law		--	--	--	10.0	--	11.1	5.6	--	--	--	9.1	--	4.1
Psychology		--	44.4	4.8	25.0	11.1	14.3	15.4	9.1	--	18.8	27.3	--	14.4
Education		7.1	--	--	5.0	22.2	--	--	--	25.0	--	9.1	--	6.2
<u>Current Education</u>														
Per Cent Currently in School		11.1	19.0	30.4	26.3	21.1	--	22.2	38.5	8.3	33.3	8.3	16.7	21.9
Per Cent in Associate Program		50.0	--	--	--	--	--	--	--	--	--	--	--	--

Table 5-12 (Continued)

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>23</u>	<u>22</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>	
<u>Current Education</u> (cont.)														
Per Cent in Bachelor's Program	--	75.0	57.1	--	75.0	--	50.0	20.0	100.0	28.6	100.0	33.3	43.9	
Per Cent in Master's Program	--	--	42.9	100.0	25.0	--	25.0	80.0	--	42.9	--	33.3	43.9	
Per Cent in Law Program	--	--	--	--	--	--	25.0	--	--	--	--	--	9.8	
Per Cent in Doctoral Program	--	25.0	--	--	--	--	--	--	--	28.6	--	--	2.4	

Table 5-13

Previous Training
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>23</u>	<u>22</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>	
Per Cent with Prior Training		55.5	38.1	64.0	30.4	52.6	55.6	72.2	84.6	50.0	78.3	46.7	44.4	59.6
Per Cent with One Training Session		40.0	50.0	20.0	--	30.0	20.0	38.5	9.1	16.7	11.8	14.3	25.0	23.1
Average Length of Session (days)		2.6	3.3	2.1	2.6	2.8	3.3	3.5	3.1	2.7	3.9	2.7	2.0	2.9
Per Cent Attending Center Training		33.3	4.8	40.0	21.7	47.4	72.2	55.6	22.2	66.7	87.0	6.7	11.1	38.8

Table 5-14

Work Experience
Fall/Winter, 1977-78

	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	All Courses
Course No.:	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>		
Number Responding:		<u>23</u>	<u>22</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>		
Average Years in Present Job	2.6	1.9	2.8	1.6	3.2	2.7	3.0	2.2	5.6	3.4	6.2	4.2		3.1
Average Years in Juvenile Work	6.8	2.3	6.5	2.5	6.7	5.3	5.5	5.1	4.9	4.8	5.9	5.5		5.1
Per Cent Working With Category of Juveniles														
- Non-Offenders	21.0	32.2	27.3	18.8	21.3	29.3	15.9	42.8	62.6	52.2	53.3	42.8		30.2
- Status Offenders	49.2	53.7	31.8	46.8	39.4	40.8	46.5	34.5	29.4	78.3	60.0	40.6		47.1
- Delinquents	30.5	49.2	36.4	41.5	46.6	39.8	51.4	33.8	35.0	91.3	73.3	38.1		48.2
Per Cent Not Working with Juveniles	27.8	8.7	64.0	13.0	10.5	5.6	5.6	15.4	33.3	0.0	0.0	0.1		15.4

Table 5-15

Demographic Characteristics
Fall/Winter, 1977-78

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All</u> <u>Courses</u>
	<u>Number</u>													
	<u>Responding:</u>	<u>18</u>	<u>23</u>	<u>22</u>	<u>23</u>	<u>19</u>	<u>18</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>23</u>	<u>15</u>	<u>18</u>	
Age														
- Per Cent Under 25		12.5	42.9	32.0	47.6	35.3	14.3	26.7	16.7	20.0	31.8	46.7	50.0	32.7
- Mean		32.4	27.0	31.3	26.3	33.5	31.8	30.4	29.4	30.4	29.8	29.4	27.6	29.9
- Median		31.0	26.0	28.5	26.0	30.0	30.5	30.0	29.0	29.0	29.0	25.5	25.0	29.0
- Range		24-55	20-37	21-51	22-38	17-53	22-52	21-47	22-47	24-39	22-47	22-50	22-42	17-55
Sex														
- Per Cent Male		70.6	57.1	28.0	61.9	47.1	57.1	64.7	41.7	63.6	60.9	40.0	35.7	47.8
Race														
- Per Cent Black		6.3	--	4.0	--	5.9	--	11.8	--	10.0	4.4	6.7	--	3.4
- Per Cent Native American		--	--	--	--	--	--	5.9	8.3	--	--	--	--	1.5

SECTION 6

TRAINING SESSIONS EVALUATION

The Center provided training during the Spring Semester, 1977 and the Fall/Winter Semester, 1977-78. No training was conducted during the Summer of 1977.

Initial outcome information for the Spring Semester was derived from pre and post-tests and a final participant evaluation. Additional participant characteristics data and participant evaluation information was obtained from the Fall/Winter training sessions.

6.1 TRAINING SESSIONS, SPRING 1977

Two evaluation instruments were initially completed by training participants for each of the 11 training sessions except for training session number 8 in which no pre-post-test was given. The instruments were an evaluation form and a designed pre and post-test which included questions on items of knowledge to be addressed by the training session.

Follow-up questionnaires were mailed to the 196 Spring Semester trainees in December, 1977.

6.1.1 Pre/Post Tests

Table 6-1 summarizes the pre and post-tests for each of the training sessions. The third and fourth columns show the combined correct answers by percentage for both the pre-test and the post-test. For example, the 71.7% indicated for the pre-test per cent correct for training session 1 means that of all of the questions that could have been answered by the total participants, 71.7% were answered correctly. The same test was given at the end of the training session and for training session 1 the per cent correct overall was 81.0%. The resulting score increase was 9.3 percentage points for training session 1 and the increase over the pre-test score was 13.0%.

Table 6-1

Pre/Post-Test Summary

<u>Training Session</u>	<u>Number Completing Test</u>	<u>Combined % Correct</u>		<u>Score Increase</u>	<u>Per Cent Increase</u>
		<u>Pre-Test</u>	<u>Post Test</u>		
1	21	71.7	81.0	9.3	13.0
2	17	65.9	78.8	12.9	19.6
3	21	65.7	75.5	9.8	14.9
4	10	54.5	69.1	14.6	26.8
5	21	71.9	92.1	20.2	28.1
6	13	54.6	69.0	14.4	26.4
7	24	60.7	79.0	18.3	30.2
8	No Test				
9	17	57.3	76.1	18.8	32.9
10	11	63.0	74.5	11.5	18.3
11	18	71.1	80.2	9.1	12.8
Averages	17	63.6	77.5	13.9	21.9

For the combined sessions the average pre-test was 63.6% and the average post-test was 77.5%. The 63.6% average test would indicate that some of the material on the test is already understood and known by the participants. However, in tests relying heavily on true/false questions, approximately half of the answers can be answered correctly on a strictly random selection basis. Accordingly, the 63.6% figure is somewhat misleading.

The lowest score increase was 9.1 percentage points for training session 11. This also resulted in the lowest percentage increase from the pre-test score. The training session with the highest score increase was training session 5. The training session with the highest per cent increase, however, was training session 9.

Since the per cent increase is dependent upon the magnitude of the pre-test score, there can be substantial difference in ranking for actual score increases and per cent increases. By inspection, the score increase and the per cent increase appear to be correlated. Linear correlation analysis resulted in a correlation coefficient of .945. This shows a very high correlation between both of those scores and the score utilized for further analysis is the per cent change from the pre-test.

6.1.2 Participant Evaluations

Table 6-2 shows the participant evaluation by the percentage of participants responding positively to the questions. The evaluation form is included as Appendix A. The average score for all the questions shown by session are an indicator of the overall value of the training session to the participants.

The evaluation questions were categorized with respect to overall evaluation, relation of training to job, course design, presentation of the course, and the specialty workshops. Table 6-3 shows average scores for these categories of questions. The sessions rating the four highest scores and the four lowest scores are also indicated by question category.

Sessions 5, 6, 7 and 9 are ranked the four highest in all five question categories. Sessions 1 and 8 are in the mid-range and Sessions 2, 3, and 4 tend to rank low. Sessions 10 and 11 ranked the lowest in all five question categories.

Table 6-4 divides the 12 questions into three categories: primary index of utility of the course, secondary index of the degree of interestingness and participant expectations and explanatory-design and presentation of the course. Again there is a consistency with the high and low rankings which may indicate that course utility may be related to design and presentation of the courses.

Table 6-2

Participant Evaluation
Percentage Responding Positively

Questions	<u>Sessions</u>										
	1	2	3	4	5	6	7	8	9	10	11
1	90	74	100	90	100	93	96	93	100	25	33
2	90	79	72	90	100	100	96	86	95	25	22
3	90	58	80	30	95	86	83	67	89	25	50
4	65	74	48	60	95	100	88	100	100	0	11
5	90	79	76	80	100	100	100	93	95	34	44
6	90	58	81	30	100	93	92	87	95	25	33
7	65	79	86	50	95	100	92	80	85	67	44
8	90	79	76	90	100	93	96	80	89	58	45
10	85	100	90	91	95	93	96	94	100	83	88
11	95	90	75	90	95	93	96	80	100	92	55
12	75	79	85	90	95	100	96	67	100	92	34
13	50	16	33	50	76	86	71	53	63	0	50
Session Average	81	72	75	70	96	95	92	82	93	44	42

Table 6-3

Participant Evaluation
Question Categories and High-Low Rankings

		Sessions										
		1	2	3	4	5	6	7	8	9	10	11
Overall												
1 and Session	Average Score	86	73	88	80	98	94	94	88	97	35	38
Average	Rank		Lo		Lo	Hi	Hi	Hi		Hi	Lo	Lo
Relation to Job	Average Score	82	77	65	77	98	100	95	93	97	20	26
2, 4, 5	Rank			Lo	Lo	Hi	Hi	Hi		Hi	Lo	Lo
Course Design	Average Score	82	65	82	37	97	93	89	78	90	39	42
3, 6, 7	Rank		Lo		Lo	Hi	Hi	Hi		Hi	Lo	Lo
Presentation	Average Score	86	87	84	90	96	95	96	80	97	81	56
8, 10, 11, 12	Rank			Lo		Hi	Hi	Hi	Lo	Hi	Lo	Lo
Specialty												
Workshop	Score	50	16	33	50	76	86	71	53	63	0	50
13	Rank		Lo	Lo		Hi	Hi	Hi		Hi	Lo	Lo

Table 6-4

Participant Evaluation
Question Function Averages and High-Low Rankings

		<u>Session</u>										
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
Primary Index												
2. Utility of Course Content	Average	90	79	74	85	100	100	98	89	95	30	33
5. Assist Job Efforts	Rank		Lo	Lo		Hi	Hi	Hi		Hi	Lo	Lo
Secondary Index												
1. Overall Interest	Average	77	74	74	75	98	97	92	97	100	13	22
4. Expectations	Rank		Lo	Lo		Hi	Hi		Hi	Hi	Lo	Lo
Explanatory												
Question 3, 6-13	Average	80	70	76	65	95	93	91	77	91	53	49
	Rank		Lo		Lo	Hi	Hi	Hi		Hi	Lo	Lo

6.1.3 Follow-up Questionnaires

Questionnaires were mailed to all of the participants of the Spring training sessions. A total of 65 of the 196 enrolled completed the questionnaires for a 33.2% response rate.

Section 9 deals with the questionnaires and telephone interviews in more detail. Selected questions are covered in this Section for the purpose of impact on trainees and comparative effectiveness of the Spring courses.

Utility of Training

Table 6-4a shows responses to four questions dealing with content, usefulness, application of information or skills and trainee recommendations to others. Responses per course varied widely. Courses 2, 8 and 9 with less than five responses each should be interpreted with care.

Working Effectiveness

Table 6-4b indicates trainee perceptions of change in daily working effectiveness as a result of the training. Overall, more than half felt that there had been a positive change although the range of positive responses were from 0.0% to 100.0%. Overall, the tendency was toward indicating that the changes that occurred were important.

Agency Changes

In contrast to impact on individual trainee working effectiveness, a third of those responding felt that their agency had changed as a result of their training as shown in Table 64-c. Changes were largely considered to be important.

Summary

Table 6-4d summarizes the positive responses and presents an average positive response for all 11 courses. The combined positive response for all courses is 67.3% which impacts favorably with the Center's target of 70.0% trainee satisfaction.

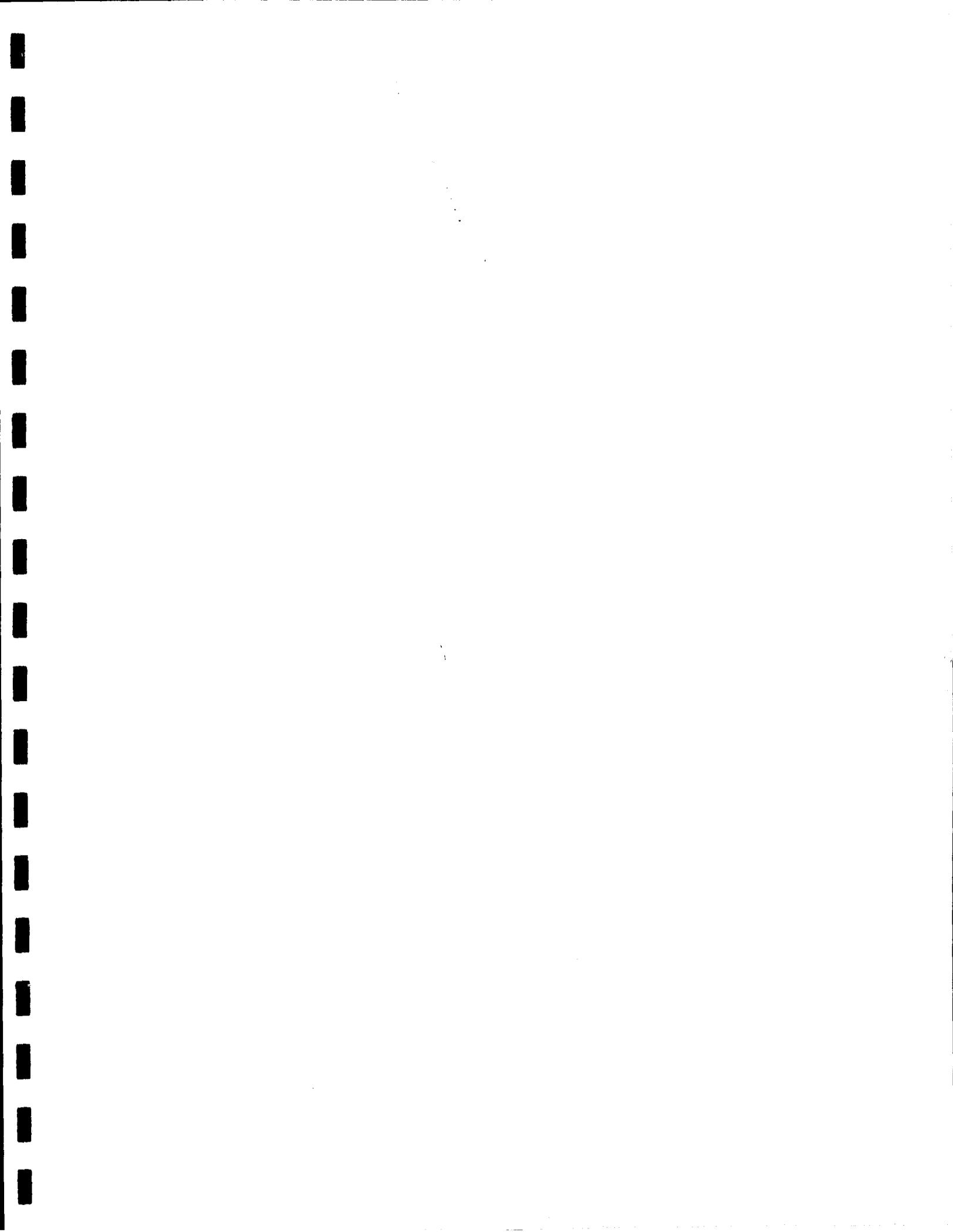


Table 6-4a

Responses to Selected Questions on
Follow-Up Questionnaire

How useful have you found the content of the course to your work situation? (%)

	<u>Course No.:</u> n =	<u>1</u> 6	<u>2</u> 4	<u>3</u> 8	<u>4</u> 5	<u>5</u> 6	<u>6</u> 7	<u>7</u> 6	<u>8</u> 3	<u>9</u> 1	<u>10</u> 6	<u>11</u> 11	<u>Combined</u> 63
Very useful		33.3	21.0	-	-	40.0	42.9	30.0	-	-	-	-	16.9
Mostly useful		50.0	75.0	50.0	20.0	60.0	28.6	16.7	33.3	-	-	9.1	29.3
Moderately useful		-	-	25.0	20.0	-	14.3	33.3	33.3	-	-	27.3	18.5
Of limited use generally		-	-	12.5	60.0	-	14.3	-	33.3	100.0	16.7	18.2	16.9
Of very limited use		-	-	-	-	-	-	-	-	-	30.0	18.2	7.6
Of almost no use at all		16.7	-	11.5	-	-	-	-	-	-	33.3	27.3	10.7

Compared to how useful you thought the training was going to be, have you found it to be: (%)

	<u>Course No.:</u> n =	<u>1</u> 6	<u>2</u> 4	<u>3</u> 8	<u>4</u> 5	<u>5</u> 5	<u>6</u> 7	<u>7</u> 6	<u>8</u> 3	<u>9</u> 1	<u>10</u> 6	<u>11</u> 10	<u>Combined</u> 61
A great deal more useful		33.3	30.0	12.5	-	40.0	42.9	-	-	-	16.7	-	13.8
Mostly more useful		50.0	-	-	-	60.0	28.6	33.3	33.3	-	-	10.0	15.3
A little more useful		-	30.0	12.5	20.0	-	14.3	50.0	33.3	100.0	-	10.0	27.7
A little less useful		-	-	25.0	40.0	-	14.3	16.7	-	-	-	-	7.6
Mostly less useful		16.7	-	37.5	20.0	-	-	-	-	-	33.3	40.0	18.6
A great deal less useful		-	-	12.5	20.0	-	-	-	33.3	-	50.0	40.0	17.0

Table 6-4a (Continued)

Would you recommend the Center course to others if it were given again?

	<u>Course No.:</u> n =	<u>1</u> 6	<u>2</u> 4	<u>3</u> 8	<u>4</u> 5	<u>5</u> 6	<u>6</u> 7	<u>7</u> 6	<u>8</u> 3	<u>9</u> 1	<u>10</u> 4	<u>11</u> 10	<u>Combined</u> 60
Yes		66.7	100.0	75.0	60.0	100.0	71.4	100.0	33.3	100.0	-	40.0	68.2
No		33.3	-	25.0	40.0	-	28.6	-	66.7	-	100.0	60.0	31.8

Have you used any of the information or skills you obtained in the Center Course? (%)

	<u>Course No.:</u> n =	<u>1</u> 6	<u>2</u> 4	<u>3</u> 7	<u>4</u> 5	<u>5</u> 5	<u>6</u> 7	<u>7</u> 4	<u>8</u> 3	<u>9</u> 1	<u>10</u> 6	<u>11</u> 11	<u>Combined</u> 59
Yes		83.3	100.0	57.1	40.0	100.0	100.0	100.0	100.0	-	16.7	45.5	66.7
No		16.7	-	42.9	60.0	-	-	-	-	100.0	83.3	54.5	33.3

Table 6-4b

Course Impact on Daily Working Effectiveness (%)

Response to Question: As a result of your experiences in the course, have there been any changes in your daily work effectiveness?

	<u>Course No.:</u> n =	<u>1</u> 6	<u>2</u> 4	<u>3</u> 8	<u>4</u> 5	<u>5</u> 6	<u>6</u> 7	<u>7</u> 6	<u>8</u> 3	<u>9</u> 1	<u>10</u> 6	<u>11</u> 11	<u>Combined</u> 63
No		16.7	-	75.0	60.0	-	-	33.3	33.3	100.0	100.0	63.6	43.8
Yes		83.3	100.0	25.0	40.0	100.0	100.0	66.7	66.7	-	-	36.4	56.2
A few minor changes		33.3	-	-	20.0	33.3	14.3	33.3	66.7	-	-	-	15.6
Many minor changes		16.7	25.0	-	20.0	-	14.3	16.7	-	-	-	-	7.8
A few important changes		33.3	75.0	25.0	-	66.7	71.4	16.7	-	-	-	36.4	35.9

Table 6-4c

Course Impact on Agencies

Response to agency changes as a result of the training (%):

	<u>Course No.:</u> n =	<u>1</u> 5	<u>2</u> 4	<u>3</u> 8	<u>4</u> 5	<u>5</u> 6	<u>6</u> 7	<u>7</u> 6	<u>8</u> 3	<u>9</u> 1	<u>10</u> 5	<u>11</u> 10	<u>Combined</u> 60
No		60.0	25.0	75.0	80.0	33.3	28.6	83.3	100.0	100.0	100.0	80.0	66.7
Yes		40.0	75.0	25.0	20.0	66.7	71.4	16.7	-	-	-	20.0	33.3
A few minor changes		40.0	25.0	-	-	-	-	-	-	-	-	10.0	7.9
Many minor changes		-	25.0	12.5	-	16.7	14.3	-	-	-	-	-	6.3
A few important changes		20.0	25.0	12.5	20.0	30.0	57.1	16.7	-	-	-	10.0	19.1

Table 6-4d

Summary of Selected Questions and Course Rankings
Per Cent Positive Responses

No. of Questionnaires Received	Course No.:											Combined 63
	1 6	2 4	3 8	4 5	5 6	6 7	7 6	8 3	9 1	10 6	11 11	
Course content was useful to work situation	83.3	100.0	75.0	40.0	100.0	85.7	100.0	66.7	0.0	0.0	36.4	64.7
Training was more useful than originally thought	83.3	50.0	25.0	20.0	100.0	85.7	83.3	66.7	100.0	16.7	20.0	56.9
Daily work effectiveness enhanced as a result of the training	16.7	100.0	25.0	40.0	100.0	100.0	66.7	33.3	0.0	0.0	36.4	56.2
Would recommend course to others	66.7	100.0	75.0	60.0	100.0	71.4	100.0	33.3	100.0	0.0	40.0	68.2
Have used information or skills obtained in training	83.3	100.0	57.1	40.0	100.0	100.0	100.0	100.0	0.0	16.7	45.5	66.7
Average positive response	80.0	90.0	51.4	40.0	100.0	88.6	90.0	60.0	40.0	6.7	35.7	67.3 ¹
Ranking (Course 2, 8 & 9 not included because less than 5 responses received)	4		5	6	1	3	2			7	8	

¹Excluding Courses 2, 8 & 9 and using averages weighted on number of participants completing courses.

6.1.4 Training Sessions Performance, Spring, 1977

Table 6-5 summarizes the training sessions in terms of characteristics and performance. The last two columns rank the training sessions with respect to the evaluation and to pre/post test percentage change.

By inspection there appears to be a correlation between the evaluation rankings and the pre/post test ranking. A linear regression coefficient analysis on actual evaluation scores and percentage change in pre/post tests shows a correlation coefficient of .664. The same data were subjected to a rank correlation and the coefficients indicated a positive correlation between the participants' evaluation of the training and the changes in knowledge as reflected by the pre and post tests.

Positive responses were tabulated for selected questions in the follow-up questionnaire. Table 6-5a shows the ranking of eight of the sessions (less than five responses were received for each of three sessions) and compares them with the combined ranking derived from the pre/post tests and participant evaluations. Again, the rankings are correlated with changes taking place only between the second and third places and the seventh and eighth places.

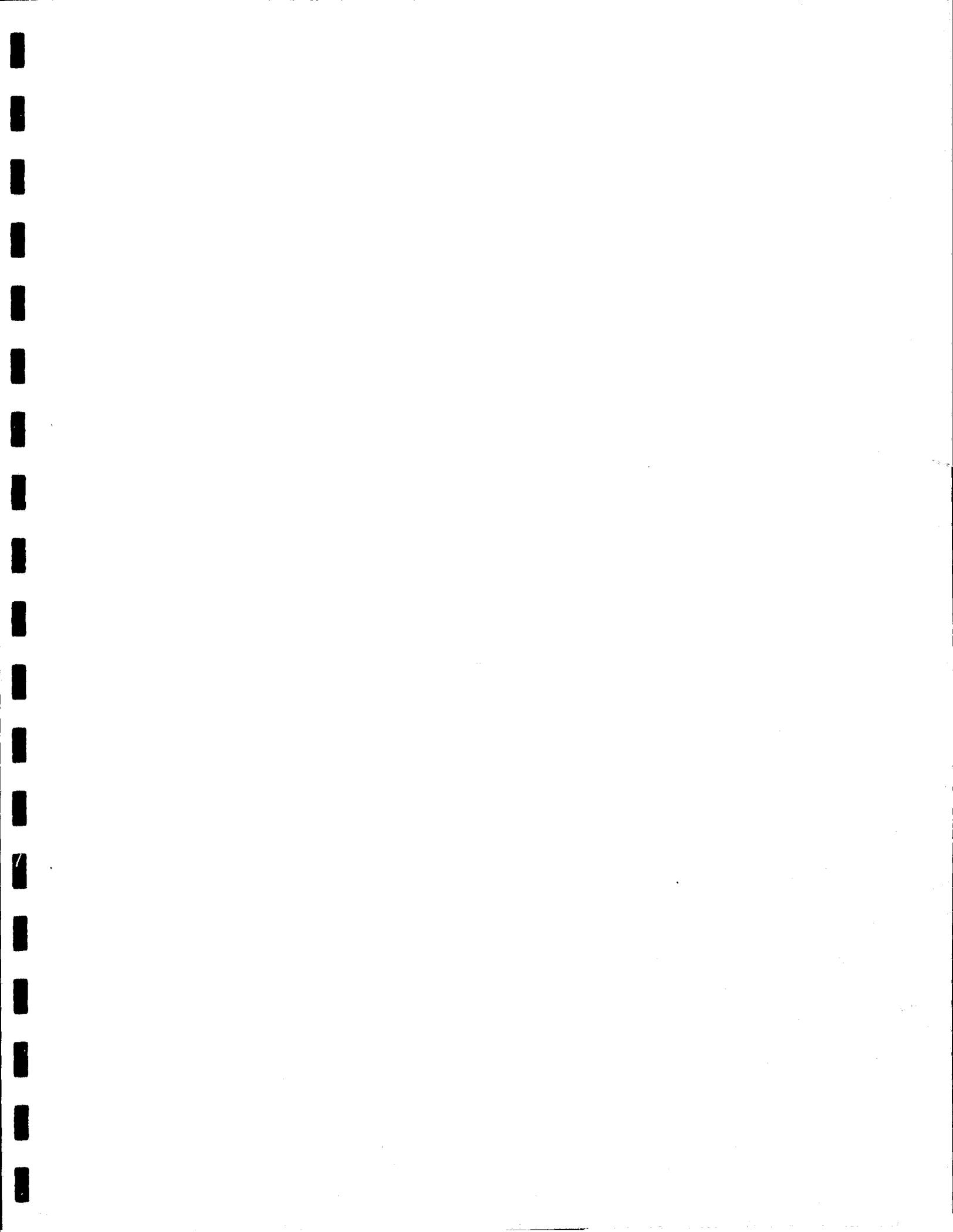


Table 6-5
Summary of Training Sessions
Characteristics and Performance

<u>Training Session</u>	<u>Date</u>	<u>Course Title</u>	<u>Type of Participant</u>	<u>Instructors</u>	<u>Number Completing Course</u>	<u>Participant Evaluation Ranking</u>	<u>Pre-Post Test Ranking</u>	<u>Combined Ranking</u>
1	3/22-24	Human Services Mgt. Course	Alt. Youth Services Admin.	Ellyn Wiens	21	6	9	7
2	4/5-6	Strategies in Community Organization	Y.S.B. Line Staff	Janice Ereth Peggy Kendrigan	18	8	6	6
3	4/12-14	Human Services Mgt. Course	Alt. Youth Services Admin.	Ellyn Wiens	23	7	8	8
4	4/19-21	Human Services Course	Court Services Line Staff	Gary Fleming	10	9	4	5
5	5/3-5	Problems Youth Face	Alt. Living Grp.	Ellyn Wiens	22	1	3	1.5
6	5/10-11	Recruitment & Training Strat.	Recruit. & Train. Fost. Par. & Vol.	Ralph Navarre	13	2	5	4
7	5/17-19	Problems Youth Face	Alt. Living Grp. Line Staff	Ellyn Wiens	24	4	2	3
8	5/24-25	Decision Making in Juv. Justice	County Board Members	Fred Wileman	15	5	No Test	
9	5/25-27	Problems Youth Face	Alt. Living Grp. Line Staff	Ellyn Wiens	19	3	1	1.5
10	6/14-16	Human Services Mgt. Course	Court Services Supervisors	Chris Dunning	12	10	7	9
11	6/21-23	Human Services Course	Court Services Line Staff	Janice Ereth Peggy Kendrigan	19	11	10	10

Table 6-5a

Session Rankings, Follow-up Questionnaire
and Combined Pre/Post Test
and Participant Evaluations

<u>Training Session</u>	<u>Course Title</u>	<u>Combined Ranking</u>	<u>Follow-up Questionnaire Ranking</u>
1	Human Services Management	4	4
3	Alternative Youth Services - Admin.	5	5
4	Court Services - Line Staff	6	6
5	Alternative Living Living Group	1	1
6	Recruit. & Training Foster Parents & Volunteers	2	3
7	Alternative Living Group	3	2
10	Court Services - Supervisors	7	8
11	Court Services - Line Staff	8	7

The number of participants completing the courses for the 11 sessions ranged from a low of 10 to a high of 24 or almost double the lower amount. A correlation analysis was conducted on the number of participants completing the course and the per cent change in their pre and post tests. The correlation coefficient was .049 indicating essentially no relationship between the size of the training session number of participants and the realized change in pre and post tests.

Table 6-6 shows the ranking of the training sessions according to trainer. Essentially there were six separate training teams involved with providing the 11 training sessions. Ellyn Wiens whose courses ranked consistently highest shows a combined evaluation score rank of 2 and a combined average test improvement increase rank of 3. The combined rank would place her sessions as tied for the number 2 (2.5) place. For training sessions overall, Ellyn Wiens course on Problems Youth Face presented early in May ranked the highest in participants evaluation and her Problems Youth Face presented again later in the month rated highest in the change in pre and post tests.

Table 6-6

Performance by Trainers

<u>Trainer</u>	<u>Number of Sessions</u>	<u>Average Participant Evaluation</u>		<u>Average Test Improvement</u>		<u>Combined Rank</u>
		<u>Score</u>	<u>Rank</u>	<u>% Increase</u>	<u>Rank</u>	
EW	5	87	2	24	3	2.5
JE	2	57	5	16	5	4.5
GF	1	70	4	27	1	2.5
RN	1	95	1	26	2	1.0
FW	1	82	3	No Test		
CD	1	44	6	18	4	4.5

CONTINUED

1 OF 3

The high rankings of the courses conducted by E. Wiens may be due to her background and experience. From Table 5-2 information, Table 6-7 was derived which shows training experience (as indicated by allocation of work time) of the team leader and the combined experience of the training team members. No clear pattern can be determined and results could well be distorted by the fact that E. Wiens (100% training) was the session instructor of five of the courses.

The training site may have had an effect on the participant evaluations and increases in knowledge. Table 6-8 compares both sites. Madison (4 of the 11 sessions) showed a higher evaluation, but no statistically significant difference in increase in knowledge.

Controlling ofr instructor and looking only at the sessions increase in knowledge gained at Wuasau over Madison of the remaining six sessions (Table 6-9a) showed substantial improvements of Madison over Wausau in both measures.

Table 6-7

Participant Evaluations as Related to
 Session Team Time Previously
 Allocated to Training
 (High and Low)

<u>Training Session</u>	<u>Participant Evaluations Percent Responding Favorably</u>	<u>Time Allocated to Training</u>	
		<u>Team Leader</u>	<u>Team</u>
1	81	100	46 Hi
2	72 Lo	10 Lo	10 Lo
3	75	100	55 Hi
4	70 Lo	100	48 Hi
5	96 Hi	100	34 Lo
6	95 Hi	15 Lo	23 Lo
7	92 Hi	100	35
8	82	100	45 Hi
9	93 Hi	100	36
10	44 Lo	100	38
11	42 Lo	10 Lo	12 Lo
Average	78	76	35

Table 6-8

Comparison of Participant Evaluations
and Participant Knowledge Increase (Weighted Averages)
Madison and Wausau

	<u>Madison</u>	<u>Wausau</u>
Per Cent Increase Pre-Post Tests	22.6	21.9
Participant Evaluations Per Cent Positive Responses	87.2	73.7

Table 6-9

Comparison of Selected Sessions
(Ellyn Wiens, Instructor)
Participant Evaluations and Knowledge Increase
(Weighted Averages), Madison and Wausau

	<u>Madison</u>	<u>Wausau</u>
Per Cent Increase Pre-Post Tests	20.6	25.8
Participant Evaluation Per Cent Positive Responses	88.7	86.7

Table 6-9a

Comparison of Sessions Excluding E. Wiens
Participant Evaluations and Knowledge Increase
(Weighted Averages)

	<u>Madison</u>	<u>Wausau</u>
Per Cent Increase Pre-Post Tests	26.4	17.7
Participant Evaluation Per Cent Positive Responses	84.4	59.6

Table 6-10 indicates the characteristics of the five lowest ranked sessions. Four of the five were conducted at Wausau and again, Wausau appears less favorable than Madison. Size of training staff, team experience and size of class appear to have no relationship to participant evaluations. Court services personnel were highly involved in three of the courses. Two of the three administrative courses were low ranked as compared to three of the six line staff courses.

In its grant application, the Center proposed to develop 24 separate sessions. By the end of June, 11 sessions were presented. Compared to other training programs in support of a variety of agencies and programs, this is an ambitious undertaking for the first year of operation. Setting such an objective is understandable, given the fact that the Center wishes to prove itself as quickly as possible in relation to its diverse training population. A result of the program scope and the diversity and number of training teams (6) may be the range of session evaluation scores from the low of 42% to the session high of 96%.

In addressing Program Objective 1-H "to provide training of such quality that 70% of the participants render a favorable reaction..." only two of the 11 sessions fell below the standard. Overall, an estimated total of 152 of the 196 participants or 77.6% responded positively to the training sessions.

Table 6-10

Characteristics of Five Lowest Ranked Sessions
Participant Evaluations

Session Number	Title of Session	Training Site	Instructor	Size of Training Staff	Team Time Previously in Training (%)	Size of Class	Per Cent Court Services Personnel	Admin. or Line Staff	Participant Evaluation % Positive
2	Strategies in Community Organization	Wausau	J. Ereth P. Kendrigan	3	10	18	0	Line	72
3	Human Services Management	Wausau	E. Wiens	4	55	23	13	Admin.	75
4	Human Services	Madison	G. Glemming	4	43	10	100	Line	70
10	Human Services Management	Wausau	C. Dunning	4	38	12	100	Admin.	44
11	Human Services	Wausau	J. Ereth P. Kendrigan	5	12	19	100	Line	42
11 Sessions		4 Madison 7 Wausau		4.5 Average	35 Average	18	27	6-Line 3-Admin. 1-Both 1-Decision-Makers	78 overall

6.2 TRAINING SESSIONS, FALL/WINTER, 1977-78

Evaluation of the Fall/Winter Semester was based on pre/post tests, participant final evaluations and follow-up telephone interviews with participants.

6.2.1 Pre/Post Tests

Table 6-11 shows the results of the pre and post tests administered to the participants. This information is used to derive the pre/post test rankings as shown in Table 6-12.

6.2.2 Final Assessment

Participants completed a final assessment form which was somewhat comparable to the participant evaluation form used in the Spring of 1977.

Teaching Team Characteristics

Table 6-13 shows the participants' assessment of the teaching teams. The overall category was derived from eight questions pertaining to the teaching teams. The proportion responding "very or mostly high" was 90.0% for the courses combined.

Course Dynamics

Table 6-14 shows the participants' assessment of the dynamics of the course. Overall dynamics is derived from five related questions and all courses combined received an 87.8% positive response.

Table 6-11

Pre/Post Test Summary
Fall Semester, 1977

<u>Training Session</u>	<u>Number Completing Test</u>	<u>Combined % Correct</u>		<u>Score Increase</u>	<u>Per Cent Increase</u>
		<u>Pre-Test</u>	<u>Post-Test</u>		
12	16	33.3	57.8	24.5	73.5
14	19	60.2	77.1	16.9	28.0
15	22	46.6	70.6	24.0	51.5
16	18	58.1	68.0	9.9	17.0
18	18	61.8	72.5	10.7	17.3
19	16	53.2	86.6	33.4	62.7
20	16	25.7	53.5	27.8	108.1
21	8	47.0	78.9	31.9	67.8
22	14	57.1	72.9	15.8	27.6
23	11	36.1	68.3	32.2	89.1
24	18	49.2	77.7	28.5	57.9
28	15	59.3	74.6	15.3	25.8
Averages	16	49.0	71.5	22.5	45.9

Table 6-12

Pre/Post Test Rankings
Fall, 1977

<u>Training Session</u>	<u>Score Increase Rank</u>	<u>Per Cent Increase Rank</u>	<u>Total of Ranks</u>	<u>Combined Ranking</u>
12	6	3	9	5
14	8	8	16	8
15	7	8	14	7
16	12	12	24	12
18	11	11	22	12
19	1	5	6	2.5
20	5	1	6	2.5
21	3	4	7	4
22	9	9	18	9
23	2	2	4	1
24	4	6	10	6
28	10	10	20	10

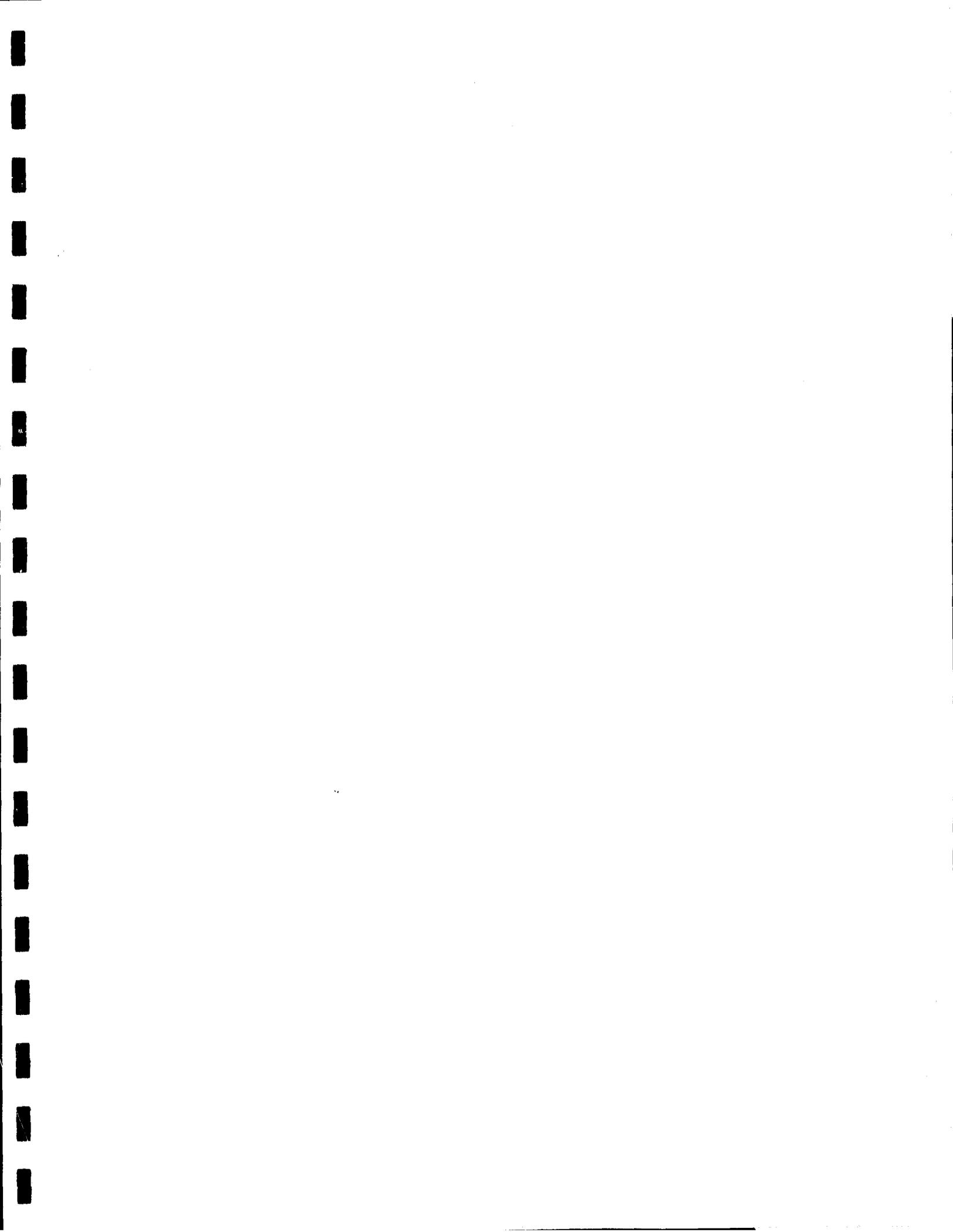


Table 6-13

Final Assessment
 Characteristics of Teaching Team
 Fall/Winter, 1977-78

Course No.:	12	13	Per Cent Responding "Very or Mostly High"									All Courses	
			15	16	18	19	20	21	22	23	24		28
Knowledge	87.5	94.7	90.9	84.2	100.0	100.0	100.0	100.0	54.5	100.0	86.7	100.0	92.8
Organization	81.3	78.9	54.5	73.7	88.2	88.2	66.7	100.0	18.2	72.7	53.3	92.9	74.4
Teaching Ability	81.3	94.7	50.0	78.9	100.0	100.0	83.3	100.0	36.4	90.9	86.7	92.9	85.4
Overall	70.0	84.2	45.5	63.2	100.0	100.0	81.3	85.7	27.3	95.5	100.0	92.9	90.0

Table 6-14

Final Assessment
Course Dynamics

Course No.:	12	14	15	Per Cent Positive Responses								All Courses	
				16	18	19	20	21	22	23	24		28
Per Cent at Every Session	87.5	57.9	65.2	26.3	77.8	88.2	72.2	42.9	90.9	90.0	86.7	71.4	71.8
Discussion Very or Most Useful	75.0	89.5	81.6	73.7	94.4	100.0	77.8	100.0	63.6	68.2	86.7	92.9	83.4
Reading Materials Very or Mostly Useful	73.3	61.1	45.0	15.8	100.0	94.1	44.4	100.0	45.5	94.1	73.3	75.0	68.6
Physical Setting Highly Useful or Mostly Useful	68.8	68.4	65.2	47.4	72.2	73.3	55.6	85.7	45.5	81.8	53.3	71.4	64.4
Overall Dynamics	68.8	89.5	60.9	68.4	100.0	100.0	75.0	100.0	54.5	90.9	86.7	100.0	87.8

Work Situation

Table 6-15 shows the responses to question: "Relating to my work situation, the context (of the training) was very useful, mostly useful, moderately useful and limited or of no use." The combined positive response for all courses (very and mostly useful) was 82.9%.

Final Assessment Summary

Table 6-16 shows a summary of positive responses for the final assessment. The Overall Utility category combines responses for three related questions and the Combined Assessment reflects positive responses for three key questions and three combined categories. For all the courses, there was a 90.4% positive combined assessment.

Final Assessment Course Rankings

Table 6-17 shows the rankings of the courses according to several categories. The rankings were totaled to derive a combined ranking. Courses numbered 18, 19 and 28 were very close in the rankings and the designation 1-3 is not significant. The next four courses ranked through 7 are also close.

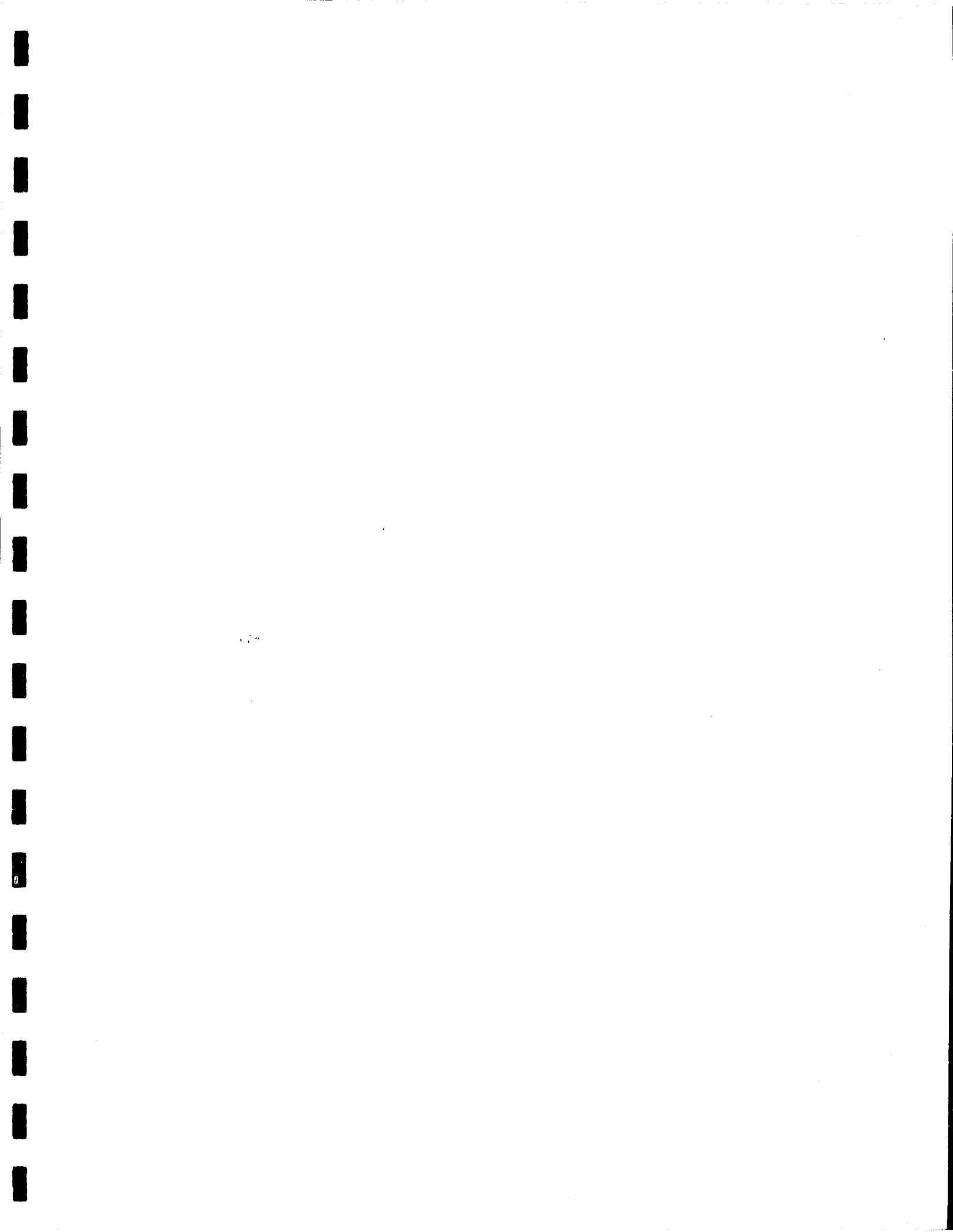


Table 6-15
 Final Assessment
 Work Situation
 Fall/Winter, 1977-78

Per Cent Response to Question: "Related to my work situation, the content was":

	<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	<u>All Courses</u>
Very Useful		12.5	31.6	26.1	29.4	52.9	41.2	66.7	50.0	20.0	40.9	46.7	50.0	40.3
Mostly Useful		62.5	57.9	30.4	41.2	35.3	52.9	66.7	33.3	30.0	45.5	40.0	28.6	42.6
Moderately Useful		25.0	10.5	30.4	17.6	11.8	5.9	22.2	16.7	20.0	13.6	13.3	14.3	16.5
Limited or No Use		--	--	13.0	11.8	--	--	11.1	--	30.0	--	--	7.1	5.7

Table 6-16

Final Assessment Summary
Fall/Winter, 1977-78

<u>Course No.:</u>	<u>Per Cent Positive Responses</u>												<u>All Courses</u>
	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>	
Teaching Team Characteristics (%)	70.0	84.2	45.5	63.2	100.0	100.0	81.3	85.7	27.3	95.5	100.0	92.9	90.0
Course Dynamics (%)	68.8	89.5	60.9	68.4	100.0	100.0	75.0	100.0	54.5	90.9	86.7	100.0	87.8
Overall Utility (%)	62.5	94.7	56.5	72.2	100.0	100.0	94.1	87.5	45.5	100.0	86.7	100.0	78.5
Combined Assessment (%)	75.0	95.0	69.6	89.5	100.0	100.0	87.5	100.0	54.5	95.5	93.3	100.0	90.4
Average Positive Response (%)	69.1	90.9	58.1	73.3	100.0	100.0	84.5	93.3	45.5	95.5	91.7	98.2	86.7

Table 6-17
 Final Assessment
 Course Rankings
 Fall/Winter, 1977-78

<u>Course No.:</u>	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>28</u>
Teaching Team	9	7	11	10	2	2	6	6	12	4	2	5
Course Dynamics	9	6	11	10	2.5	2.5	8	2.5	12	5	7	2.5
Overall Utility	10	5	11	9	2.5	2.5	6	8	12	2.5	7	2.5
Combined Assessment	<u>10</u>	<u>6</u>	<u>11</u>	<u>8</u>	<u>2.5</u>	<u>2.5</u>	<u>9</u>	<u>2.5</u>	<u>12</u>	<u>5</u>	<u>7</u>	<u>2.5</u>
Total of Rankings	38	24	44	37	11.5	11.5	31	19		16.5	23	12.5
Combined Ranking	10	7	11	9	1.5	1.5	8	5	12	4	6	3

6.2.3 Follow-Up Questionnaires

A total of 112 telephone interviews on seven of the 12 Fall/Winter courses were conducted. Table 6-18 shows the training courses and response rate.

Table 6-19 shows a summary of responses to key questions. Overall, 83.8% of the participants had positive responses to the training.

6.2.4 Training Sessions Performance, Fall/Winter, 1977-78

Table 6-20 summarizes the performance of the courses for Fall/Winter, 1977-78. Unlike the Spring Session, the pre/post tests are not well correlated with the final assessment rankings. The follow-up survey of the first seven courses corresponds well with the final assessment. The final assessment, accordingly, is selected as the best indicator of comparative performance for all 12 courses.

The number of participants ranged from 12 to 25. There is no correlation between size of class and final assessment rankings. Ellyn Wiens, whose courses ranked consistently high in the Spring Session, had rankings of 1.5, 3, 4, 6, 9 and 12 for the six courses she instructed. She had both the lowest and the highest ranking courses.

Table 6-21 shows ranked performance by trainers as indicated by average final assessment positive response. The average positive response for E. Wiens and R. Rembisz is a weighted average for their combined courses. The wide range of rankings for E. Weins results in a combined rank of four out of six instructors.

Table 6-18

Follow-Up Survey Courses

<u>Training Session</u>	<u>Course Title</u>	<u>Number Completing Course</u>	<u>Number Contacted</u>	<u>Per Cent of Total</u>
12	Human Services Management Course	17	15	88.2
14	Problems Youth Face	19	17	89.5
15	Recruitment and Training Strategies	22	19	86.4
16	Human Service Community Work Course	22	17	77.3
18	Drug Abuse	19	16	84.2
19	Parenting Skills	17	14	84.2
20	Advanced Law Course	<u>17</u>	<u>14</u>	<u>84.2</u>
	TOTAL	133	112	84.9

Table 6-19

Summary of Selected Follow-Up Questions
and Course Rankings
Fall/Winter, 1977 - 78

	<u>Course No.:</u> <u>Number Contacted:</u>	<u>12</u> <u>15</u>	<u>14</u> <u>17</u>	<u>15</u> <u>19</u>	<u>16</u> <u>17</u>	<u>18</u> <u>16</u>	<u>19</u> <u>14</u>	<u>20</u> <u>14</u>	<u>Overall</u> <u>112</u>
Course content was useful to work situation (%)		86.7	88.2	79.0	64.6	100.0	92.9	78.5	84.3
Training was more useful than expected (%)		60.0	88.2	82.4	58.7	100.0	78.6	64.3	76.0
Change in daily work effectiveness (%)		86.7	88.2	79.0	64.6	100.0	92.9	78.5	84.3
Would recommend course to others (%)		80.0	88.2	100.0	47.1	100.0	100.0	100.0	87.5
Have used information or skills obtained in training (%)		73.3	88.2	94.7	89.2	100.0	100.0	64.3	87.1
Average positive response (%)		77.3	88.2	87.0	64.9	100.0	92.9	77.1	83.8
Ranking		5	3	4	7	1	2	6	

Table 6-20
Summary of Training Session
Characteristics and Performance

Training Session	Date	Location	Course Title	Type of Participant	Instructor	Number Completing Course	Pre/Post Test Ranking	Final Assessment Ranking		Follow-Up Survey ¹
								12 Courses	7 Courses	
12	9/12-14	Wausau	Human Services Management	Alternative Living Group - Admin.	R. Rembisz	17	5	10	6	5
14	9/28-30	Wausau	Problems Youth Face	Alternative Living Group - Line Staff	E. Weins	19	8	7	3	3
15	10/4-6	Wausau	Recruit. & Training Strategies	Foster Parent & Volunteer Recruit. & Training	R. Navarre	25	7	11	7	4
16	10/11-13	Wausau	Human Services Community Work	Court Services YSB Line Staff	E. Weins	22	12	9	5	7
18	10/24-26	Madison	Advanced Work-Shop on Alc. & Other Drug Abuse	Youth Service Workers	F. Broeder	18	11	1.5	1.5	1
19	10/32 - 11/2	Madison	Advanced Work-Shop on Parenting Skills	Youth Service Workers	E. Weins	18	2.5	1.5	1.5	2
20	11/7-8	Madison	Advanced Work-Shop on Law & Juv. Justice System	Youth Service Workers	R. Phelps	18	2.5	8	4	6
21	11/15-17	Wausau	Human Services Management	Alternative Youth Services - Admin.	R. Rembisz	12	4	5		

¹Telephone interviews with participants from the first 7 of the 12 courses.

Table 6-20
(Continued)

<u>Training Session</u>	<u>Date</u>	<u>Location</u>	<u>Course Title</u>	<u>Type of Participant</u>	<u>Instructor</u>	<u>Number Completing Course</u>	<u>Pre/Post Test Ranking</u>	<u>Final Assessment Ranking</u>		<u>Follow-Up Survey¹</u>
								<u>12 Courses</u>	<u>7 Courses</u>	
22	11/21-23	Madison	Problems Youth Face	Alternative Living Group - Line Staff	E. Weins	14	9	12		
23	11/28-30	Madison	Advanced Work-Shop on Developing In-Service Education	Youth Services Workers	E. Weins	12	1	4		
24	12/7-9	Wausau	Advanced Work-Shop on Reality Therapy	Youth Services Workers	W. Gingerich	23	6	6		
28	12/12-14	Madison	Problems Youth Face	Alternative Living Group - Line Staff	E. Weins	15	10	3		

¹Telephone interviews with participants from the first 7 of the 12 courses.

Table 6-21

Performance by Training
Fall/Winter, 1977-78

<u>Trainer</u>	<u>Number of Sessions</u>	<u>Average Participant Final Assessment % Positive Response</u>	<u>Rank</u>
FB	1	100.0	1
WG	1	91.7	2
RP	1	84.5	3
EW	6	83.6	4
RR	2	79.1	5
RN	1	58.1	6

6.3 TRAINING SESSIONS COMPARATIVE PERFORMANCE

Table 6-22 arrays summary information on pre/post tests, final assessments (participant evaluations) and follow-up surveys for both the Spring Session, 1977 and the Fall/Winter Session, 1977-78.

The Fall/Winter Session showed an increase in all categories except one. The difference is statistically significant. A third of the participants of both sessions felt that their agencies would change as a result of the training.

Table 6-22
Session Performance Summary

	<u>Spring</u>	<u>Fall/Winter</u>
Pre/Post Tests (% increase in scores)	21.9	45.9
Participant Assessment (% positive responses)	78.0	86.7
Follow-Up (% positive responses)		
Survey Average	67.3	83.8
Content useful to work situation	64.7	84.3
Training more useful than expected	56.9	76.0
Change in daily work effectiveness	56.2	84.3
Would recommend course to others	68.2	87.5
Have used training information	66.7	87.1
Agency changes as a result of training	33.3	34.3

6.4 PARTICIPANT COMMENTS

The final assessment form which was completed by the participants of the Fall/Winter 1977-78 Training Session contained open-ended questions on the teaching team, physical setting, usefulness of the course content and final comments.

6.4.1 Teaching Team

The participants were asked, "What could the teaching team do to improve their teaching in this course?" The participant was allowed space for four comments. Of the 222 participants who completed the form, 137 provided a total of 171 comments.

For Courses No. 14 and 15, responding participants felt there should have been more group interaction (9 of 23 for Course No. 14 and 9 of 25 for Course No. 15). Excluding these two courses, 23 of 174 participants or 13.2% felt there should have been more group interaction.

Of the total 222 participants, 29 or 13.1% felt that the teaching team could have imparted more specific and relevant information. A total of 21 participants or 9.5% commented that lectures could have been better and more enthusiasm could have been shown by the teaching team.

"Better organization" was the response of five of the 25 participants in Course No. 15 (20.0%) and of six of the 21 participants in Course No. 23 (28.6%). Of the remaining 176 participants, only 10 or 5.7% commented that the teaching team needed better organization.

6.4.2 Physical Setting

Of the 222 participants, 96 made comments on the physical setting. These were 58 negative comments of the 96 comments. Courses No. 14, 15, and 19 had a combined large number of negative comments (26).

Negative comments include "no windows" for Courses No. 12, 14, 15 and 16. Chairs uncomfortable and space too confining were also comments made by participants.

The most frequent comment (25 of the 96 comments) was on the relaxed and comfortable environment of the training sessions. Nine of the participants liked the setting being compact and not having to move around to attend sessions.

By and large, the participants were positive about the two sites although there were differences. Of the 90 participants who attended sessions at the Wausau site, 33 or 36.7% had negative comments. Of the 132 participants who attended sessions at the Madison site, 25 or 18.9% had negative comments.

6.4.3 Course Content

Participants were asked to comment on how they would use the content or material presented in the course with respect to their job situation. They were also asked to comment on why the material would not be useful.

Of the responses on the content not being of use, the predominant reason given was that some material was not relevant (19 of 46 negative responses). The next largest number of responses was eight with the comment that the content was not practical.

A total of 160 of the 222 participants commented on how they would use the course content in their jobs. Of the 160 responding, 38 stated that the material would help in dealing with staff and administrators; 31 felt that new ideas, techniques and perspectives would be useful; 26 stated that it would be useful in dealing with clients; and 22 felt that it would be useful in improving overall communication with people in juvenile justice.

6.4.4 Final Comments

Only 85 of the 222 participants made final comments. The length of the final assessment form and the number of preceding questions that required comment may have reduced the potential response to the question: "Do you have any other comments, criticisms, or suggestions about the course?"

The bulk of the 85 responses (40 or 47.1%) was that the course was good, enjoyable and valuable. A total of 10 or 11.8% of those responding stated that they did not like filling out the many required forms.

Other comments included a desire for more time flexibility for sessions (5), more input from participants (3), and advanced follow-up sessions (3).

SECTION 7

TECHNICAL ASSISTANCE PROGRAM

Concurrent with its training activities, the University of Wisconsin Juvenile Justice Personnel Development Center, provides resource materials and technical assistance to state-wide agencies and community-based groups involved or concerned with the administration of juvenile justice.

The Resource Unit Program was developed in recognition of the need to meet the informational needs, and to provide educational materials to persons and agencies concerned with juvenile justice issues and programs in the State of Wisconsin. It is described in Section 8. Similarly, the Technical Assistance Program is the Center's response to the need for professional consultative assistance in operational and programmatic aspects of juvenile justice training, planning and administration.

The Center's Technical Assistance Program has evolved during the past 15 months in response to the changing needs of the user community. In this sense the Technical Assistance Program has been more reactive in nature than the other two programs conducted by the Center (i.e., Training and Resource Units). Initially the Center determined it would provide indirect and direct technical assistance in the following areas:

- o direct consultation services designed to identify changing education and training needs
- o direct consultation services designed to clarify roles in youth service agencies
- o assist youth service agencies in their community relations effort by developing workshops and seminars to demonstrate the impact of delivery of agency service (Report No. 1, prepared 11/1/76 by Center staff)

By the second quarter of operation the Center had refined their technical assistance objectives. The change in orientation is reflected in the Center's publication The Technical

Assistance Program booklet. In that handbook the Center indicated that the program was to provide assistance in two areas: They were:

Grant Related. Agencies requiring the Center's technical assistance services for grant development and procurement procedures

Non-Grant Related. Agencies or community-based groups requiring the Center's technical assistance in such activities as conference planning, coordination efforts and general information sharing.

However, what in fact happened was that the Center's Technical Assistance Program developed into a less structured, but ultimately more responsive vehicle to meet the varied needs of the juvenile justice community. The range of technical assistance services initially identified by the Center turned out to have minimal applicability to the day-to-day realities of the user community. After 15 months of providing technical assistance services, the Center staff have developed a repertoire of programs, informational sources and presentations to meet the needs of their client, but more importantly, they have developed a process that is flexible and that enables them to deal with most of the problems.

MetaMetrics review of the Juvenile Justice Personnel Development Center's Technical Assistance Program consisted of the following activities:

- o Review of Quarterly and Monthly Activity Reports
- o Review of the Quarterly Progress Reports
- o Review of Technical Assistance Progress Report forms
- o Review of Technical Assistance Evaluation forms
- o Review of Technical Assistance Request forms
- o Discussion with Juvenile Justice Personnel Development Center staff

The following analysis largely draws upon the descriptive reports prepared by the Center staff. These reports cover the

technical assistance and resource activities as conducted from October 1, 1976 through December 30, 1977. During that period, 68 separate technical assistance sessions were conducted.

7.1 GRANT/NON-GRANT TECHNICAL ASSISTANCE

Initially, the Center's staff determined that an important distinction of their technical assistance program would be whether the assistance was grant or non-grant related. This distinction ultimately turned out to be less significant than initially anticipated. However, the Center staff continued to indicate on the Technical Assistance forms whether the assistance was grant or non-grant related.

Based on a review of the Center's Technical Assistance Progress Report forms from October, 1976 through December, 1977, 31% of the Center's technical assistance activities have been grant related. However, four of the 21 agencies/groups identified as receiving grant related technical assistance from the Center also indicated that they received non-grant assistance as well. Thus, only four of the Center's technical assistance activities have been in support of grant related activities.

Table 7-1
Grant vs. Non-Grant Technical Assistance

	<u>Grant Related</u>	<u>Non-Grant Related</u>	<u>Both Grant/ Non-Grant</u>	<u>Total</u>
Number of Agencies	17	47	4	68
Per Cent	25.0%	69.1%	5.9%	100%

Nearly 70% of the technical assistance has involved non-grant related areas, while 6% of the agencies reported receiving technical assistance in both grant and non-grant areas.

7.2 SUMMARY OF TECHNICAL ASSISTANCE PROGRAM ACTIVITIES

More meaningful than examining grant/non-grant activities is an analysis of the range of technical assistance services provided by the Center during 1976/1977. A review of the Center's activities during this period suggests that six broad categories of assistance were provided by Center staff in the 68 technical assistance contacts with state-wide agencies and organizations. (Table 7-2 presents the type of technical assistance that was provided by the Center in each quarter of operation.)

The technical assistance provided by the Center's staff included:

- o Fiscal, Budget Preparation. The Center provided information to agencies concerning account usage, various finance strategies and related budgetary preparatory considerations. This form of assistance is more in line with grant related technical assistance the Center initially anticipated in providing to various community-based correction agencies. In fact, few opportunities to utilize Center staff skills in this area presented themselves.
- o Develop In-Service Training. In 1977, the Center staff were involved in several protracted technical assistance contacts with organizations interested in developing in-service training programs. This form of technical assistance directly relates to the objective and purpose of the Center, draws on the expertise and skills of the Center staff and increasingly meets an expressed need of both traditional as well as non-traditional juvenile justice programs and organizations.
- o Information Sharing on Center's Activities. LEAA guidelines designate information sharing as a form of technical assistance. Much of the Center's technical assistance in this area is a form of publicity promotions, however, to the extent that it also informs concerned state-wide agencies and groups of the availability of training programs, it is a form of technical assistance as defined by LEAA. The Center may, however, want to reconsider whether activities related to promoting the Center's training programs should be considered as technical assistance per se.

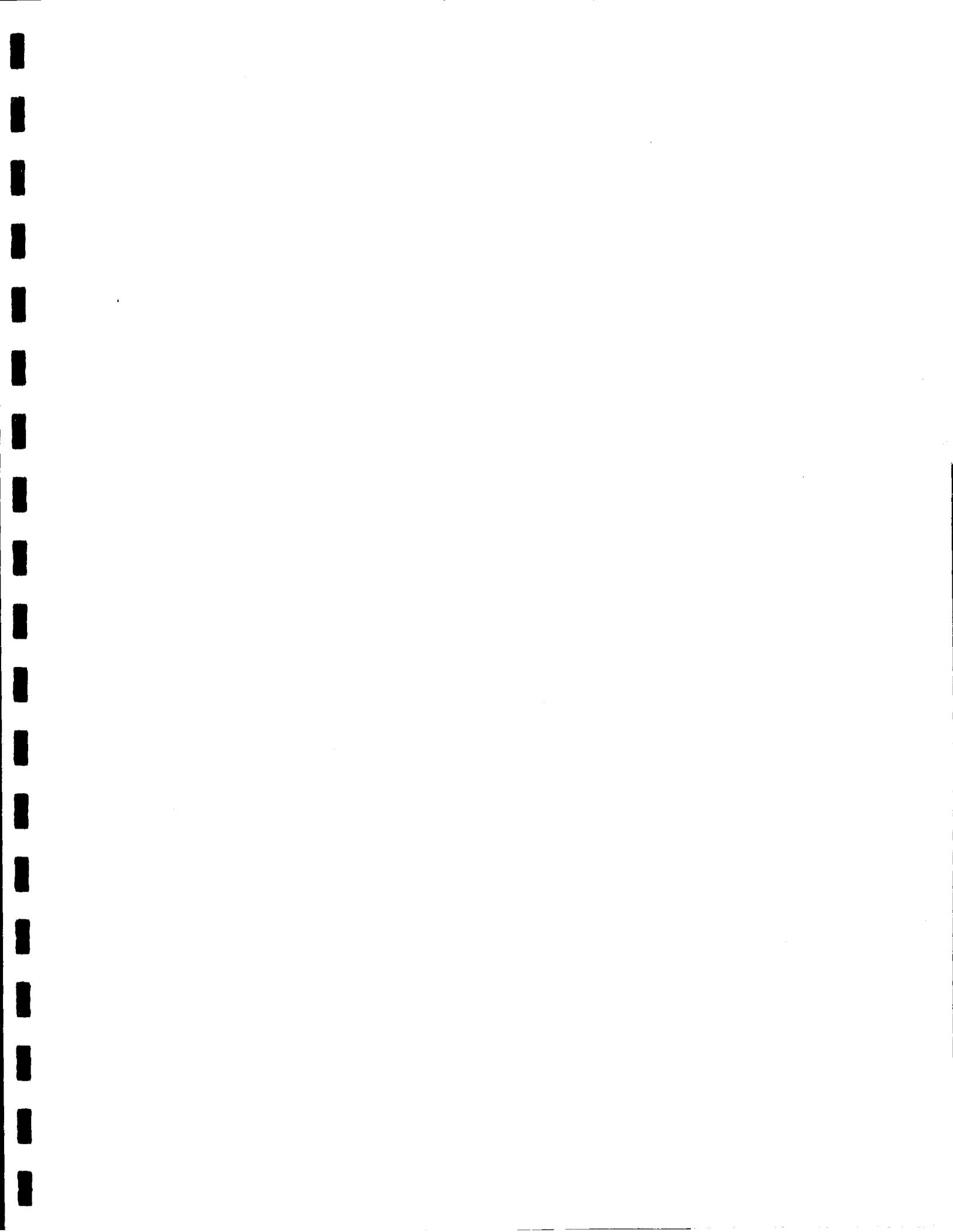


Table 7-2

Technical Assistance Provided
by Number of Contacts per Quarter

<u>Type of Technical Assistance</u>	<u>4th Quarter 1976 Oct-Dec</u>	<u>1st Quarter 1977 Jan-March</u>	<u>2nd Quarter 1977 April-June</u>	<u>3rd Quarter 1977 July-Sept</u>	<u>4th Quarter 1977 Oct-Dec</u>	<u>Total</u>
Fiscal, Budget Preparation	1	-	-	-	-	1
Information Sharing on Center's Activities	4	3	3	2	1	13
Conference/Workshop Presentation	2	5	3	1	1	12
Program Planning and Development	2	5	2	2	9	20
Conference Planning	3	4	1	1	-	9
Develop In-Service Training Program	<u>-</u>	<u>-</u>	<u>1</u>	<u>8</u>	<u>4</u>	<u>13</u>
TOTAL	12	17	10	14	15	68
As Per Cent of Total	17.6	25.0	14.7	20.6	22.1	100.0

- o Conference/Workshop Presentation. Much of the Center's initial technical assistance involved presentation to both large and small groups. Generally, these presentations were in response to a group's/agency's requesting information on a specific juvenile justice related topic or issue. Most of this form of technical assistance has been rendered to university groups.
- o Program Planning and Development. Technical assistance activities in this area consisted of assisting agencies to focus on development of program designs and objectives. Nearly half of the Center's technical assistance in this area consisted of providing input to the Wisconsin Association for Youth Training Committee (WAY).
- o Conference/Workshop Planning. The Center has assisted several agencies interested in conducting conferences. Procedures for developing and implementing a one or two-day conference are provided by the Center staff to interested agencies.

The second quarter of providing technical assistance activities (January-March, 1977) was the Center's most active period, both in scope of assistance provided and in number of client contacts.

In Table 7-3, the range of the Center's technical assistance activities by frequency of contacts is presented. Approximately 50% of the assistance consisted of either planning or participating in conferences and/or workshops. The next highest level of technical assistance consisted of program planning and development (29.4%). Much of this effort was spent in assisting the Wisconsin Association for Youth Training (WAY). However, some of these contacts reported as program planning technical assistance, should be reclassified, as the Center staff resource person was more of an observer than an advisor at these meetings. Information sharing was the next significant level of the Center's technical assistance contacts. This assistance was primarily in the form of providing information about Center's range of programs, particularly training sessions, to prospective client groups. At this same level of intensity -- 20% of all technical assistance contacts -- was the Center's assistance in developing in-service training programs. Most

Table 7-3

Frequency of Contact by
Type of Technical Assistance

<u>Type of Technical Assistance Activity</u>	<u>Technical Assistance Contacts</u>	<u>Per Cent</u>
Program planning and development	20	29.4
Information sharing on Center's activities	13	19.1
Develop in-service training program	13	19.1
Conference/workshop presentation	12	17.7
Conference planning	9	13.2
Fiscal budget preparation	<u>1</u>	<u>1.5</u>
TOTAL	68	100.0

of this effort centered on the development of an in-service training program for the Manitowoc Department of Social Services.

During five quarters of activities the Center has provided six distinct forms of technical assistance consultations. With 20 contacts, program planning accounted for the largest percentage (29.4%) of the Center's technical assistance contacts. Information sharing activities and developing in-service training programs are next with 13 contacts each accounting for approximately 40% of all technical assistance contacts.

7.3 AGENCIES RECEIVING TECHNICAL ASSISTANCE

The objective of the Juvenile Justice Personnel Development Center's Technical Assistance Program is to provide consultation services to at least:

- o 10 different training programs, agencies or schools, representing
- o 5 various components of the juvenile justice system.

The Center, to date, has provided technical assistance a total of 68 times to 12 overall juvenile justice or related social service programs. A total of 25 separate agencies were served. The Center has thus successfully fulfilled their overall objective in providing technical assistance to interested State agencies and groups. Table 7-4 presents a profile of the Center's technical assistance from October through December, 1977. It includes the various agencies and groups, type of assistance provided, number of contacts made, number of participants who have benefitted and the number of hours required by the Center's staff to provide the assistance.

7.3.1 Agencies Affected

A total of 25 juvenile justice agencies and related social service programs and groups were identified as recipients of technical assistance from the Center during 1976 and 1977. Table 7-5 lists these agencies/groups by number of contacts they had with the Center in each quarter. Slightly more than half of the agencies (n=13) only contacted the Center for technical

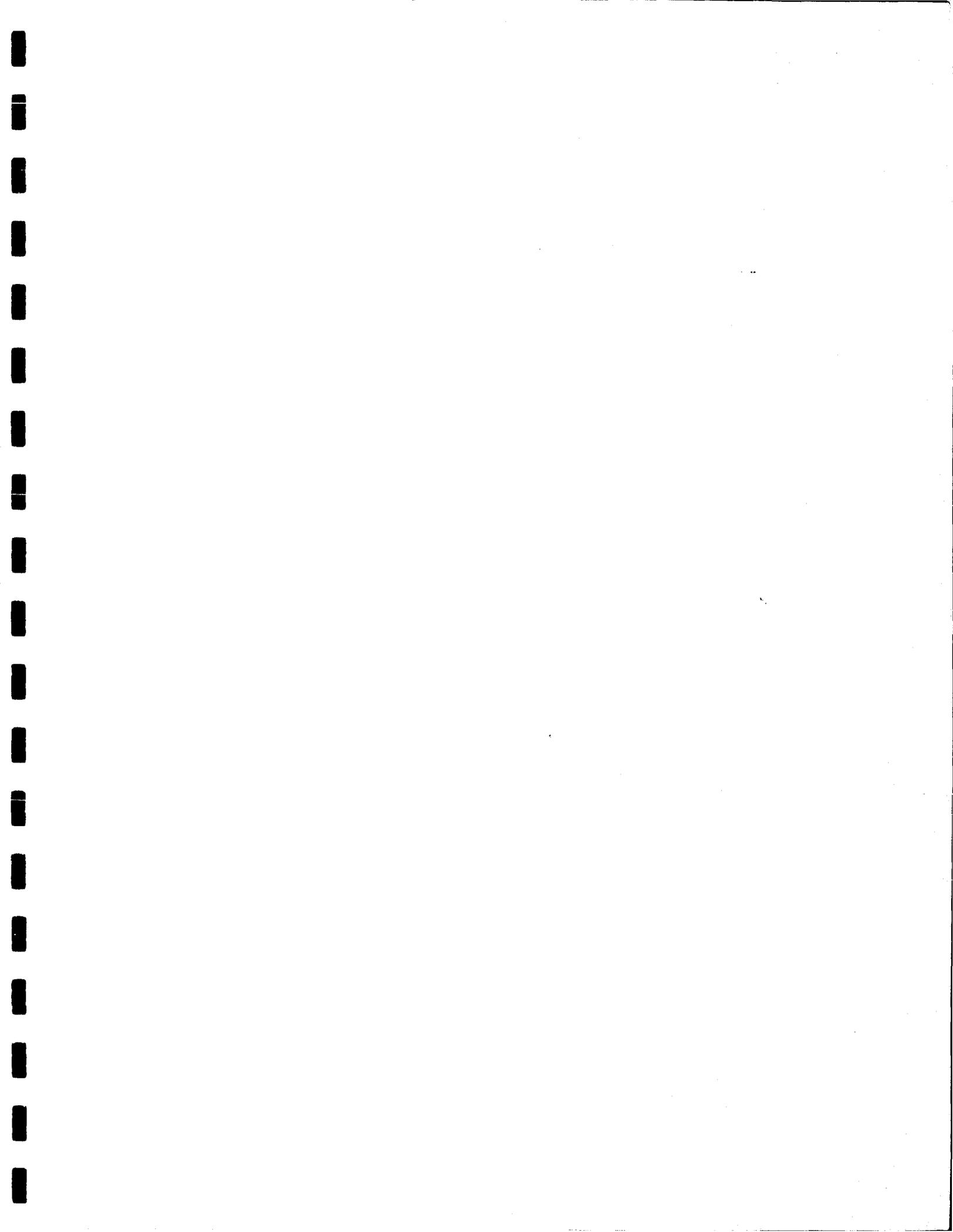


Table 7-4

Technical Assistance Profile
October, 1976-December, 1977

<u>Agency/Group</u>	<u>Type of Technical Assistance Provided</u>	<u>Number of Contacts</u>	<u>Number of Participants</u>	<u>Hours of Technical Assistance</u>
Group Homes	Information sharing	3	14	6.00
State Mental Health	Conference planning	3	45	20.00
Public Interest/ Citizens Group	Consultation on community issue; conference planning, information sharing, program planning and development	7	144	26.00
Youth Service Groups - including Youth Service Bureaus	Budget preparation, program planning, conference planning presentation, information sharing	26	259	100.75
Foster Parents Groups	Workshop facilitator	1	155	8.00
Educational	Conference/meeting presenta- tion, information sharing	9	517	23.50
State Criminal Justice Planning Agency	Conference planning, administra- tive coordination, program planning	3	67	19.00
Social Service Department	In-service training program development	9	58	35.0

Table 7-4 continued

<u>Agency/Group</u>	<u>Type of Technical Assistance Provided</u>	<u>Number of Contacts</u>	<u>Number of Participants</u>	<u>Hours of Technical Assistance</u>
Hospital	Information sharing	1	1	---
Shelter Care	Information sharing, program planning and development	3	3	.75
Volunteer	Workshop planning	1	7	4.00
Probation	In-Service training development	<u>2</u>	<u>8</u>	<u>4.50</u>
TOTAL: 12 agencies/groups		68	1,278	247.50

Table 7-5

Agencies/Groups Receiving Technical
Assistance by Number of Contacts

<u>Agency/Group</u>	<u>C O N T A C T S</u>					<u>Total</u>
	<u>Oct.- Dec. 76</u>	<u>Jan.- March 77</u>	<u>April- June 77</u>	<u>July- Sept. 77</u>	<u>Oct.- Dec. 77</u>	
1. Alumni Club U.W. Marathon Campus		1				1
2. Brown County Youth Resources		1	1	1		3
3. Center for Public Representation	2					2
4. Dane County Youth Service Bureau	1					1
5. Southern Colony	2	1				3
6. Stateline Youth Commission	1					1
7. U. Wisconsin - Eau Claire		1			1	2
8. U. Wisconsin - Parkside		1				1
9. U. Wisconsin - Extension			1	1	3	5
10. Wisconsin Associa- tion for Youth	4	9	3	1	1	18
11. Wisc. Fed. of Foster Parents		1				1
12. Wisc. Group Home Association	2	1				3
13. Adams County Youth Commission			1			1
14. Wisc. Council on Criminal Justice		1	2			3
15. St. Vincent Hospital			1			1

Table 7-5 Continued

<u>Agency/Group</u>	<u>C O N T A C T S</u>					<u>Total</u>
	<u>Oct.- Dec. 76</u>	<u>Jan.- March 77</u>	<u>April- June 77</u>	<u>July- Sept. 77</u>	<u>Oct.- Dec. 77</u>	
16. Manitowoc Department of Social Services			1	4	3	8
17. Kenosha - Bureau of Probation				1	1	2
18. Waukesha - Dept. of Social Services				1		1
19. Central Wisc. Shelter Shelter Care Project				1		1
20. Eau Claire Shelter Care				2	1	3
21. Washington County Dept. Social Services				1		1
22. Wisc. Coordinating Council on Crim. Just.				1		1
23. Rotary Club					1	1
24. Great Lakes Inter. Tribal Group					1	3
25. Technical College - Madison	—	—	—	—	<u>1</u>	<u>1</u>
TOTAL	12	17	10	14	15	68

assistance on one occasion, while 36% of them used the Center three or more times. Repeated use of the Center's Technical Assistance program suggests user satisfaction; a fact that is supported by the follow-up survey results.

In order to simplify analysis, the groups and agencies were classified according to their service function. This effort resulted in 10 agency/group categories being identified. Table 7-6 arrays these agencies/groups by the number of contacts they had with the Center

Table 7-6
Agency/Group Contacts

<u>Agency/Group</u>	<u>Contacts</u>	<u>Per Cent</u>
Youth Service Groups - Including Youth Service Bureaus	26	38.2
Educational	9	13.2
Alternative Living Groups (e.g., Group Homes, Foster Parents, Shelter Care)	7	10.3
State Mental Health Program	3	4.4
Public Interest/Citizens Group	7	10.3
State Criminal Justice Planning Agency	3	4.4
Social Service Department	9	13.2
Hospital	1	1.5
Volunteer	1	1.5
Probation	<u>2</u>	<u>3.0</u>
TOTAL	68	100.0%

The range of contacts by the 10 agencies spans a high of 26 by Youth Service Groups to one contact made by the Volunteer and Hospital organizations. Youth Service Groups, and in particular, one organization - Wisconsin Association for Youth (WAY) - accounted for nearly 40% of all technical assistance contacts.

7.4 PARTICIPANTS

A total of 1,278 participants directly benefitted from the Center's Technical Assistance program. Table 7-4 presents the breakdown of this figure by the various agencies/groups. Education Programs, with 517 participants, accounted for nearly 25% of the total number of individuals receiving the Center's consultative services. This resulted because the technical assistance given to Educational Programs consisted of conference or workshop presentations given to relatively large groups of individuals.

Table 7-7 considers the participants involved in the Center's program by the type of technical assistance they received. In only 12 contacts, the Center provided technical assistance to over 60% (802) of the participants. This was because the form of technical assistance that was provided - Conference/Workshop Presentation - was done in large group settings. By contrast, a form of technical assistance that accounted for nearly 20% of all technical assistance contacts - Developing In-Service Training Programs - only accounted for 5% (66) of the total number of individuals receiving technical assistance from the Center. Excluding the Conference/Workshop Presentation Technical Assistance and Information Sharing activities, which also tended to occur in large group settings, results in 43 technical assistance contacts for the remaining 296 participants. This represents slightly less than seven individuals involved in each technical assistance contact provided by the Center. At that level of participation, the impact of the technical assistance tends to be greater.

Table 7-7

Technical Assistance Contacts by Participants

<u>Technical Assistance</u>	<u>Contacts</u>	<u>% Contacts N=68</u>	<u>Participants</u>	<u>% Participants N=1278</u>
Conference/Workshop Presentation	12	17.7	802	62.7
Conference Planning	9	13.2	93	7.3
Program Planning and Development	20	29.4	135	10.5
Information Sharing	13	19.1	180	14.1
Fiscal Budget Preparation	1	1.5	2	0.2
Develop In-Service Training Program	<u>13</u>	<u>19.1</u>	<u>127</u>	<u>5.2</u>
TOTAL	68	100.0	1278	100.0

7.5 IMPACT ON CENTER'S ACTIVITIES

The Center was most active in the Technical Assistance Program during the second quarter of operation (January-March, 1977). During that period they were involved in 17 technical assistance sessions, requiring 73 hours of direct consultative time which represented 104 person hours of overall effort (Table 7-8). In the third quarter the Center had decreased the overall level of technical assistance efforts. They were involved in fewer contacts and as a result, were requiring less time and effort on their staff in this program area. In the second half of 1977, the Center's efforts in this area stabilized at 14 contacts per quarter, necessitating 24 person hours of work per month.

On an average, the Center spends $3\frac{1}{2}$ hours of staff resource time for each technical assistance contact. This figure is misleading as it represents only direct staff hours spent on

Table 7-8

Technical Assistance Hours/Person Days

	<u>Hours on Direct Technical Assistance</u>	<u>Total Work Hours for Technical Assistance</u>	<u>Technical Assistance Contacts</u>
Oct.-Dec. 4th Quarter 76	54	70	12
Jan.-March 1st Quarter 77	73	106	17
April-June 2nd Quarter 77	32	74	10
July-Sept. 3rd Quarter 77	42	86	14
Oct.-Dec. 4th Quarter 77	<u>39</u>	<u>60</u>	<u>15</u>
TOTAL	240	396	68

providing technical assistance. Because staff time is utilized in traveling to and from the agency requesting the assistance, a more meaningful statistic of staff time expended would be the number of work days devoted to providing technical assistance. The total of 50 days for 68 contacts suggests that the Center spends an average of 4.8 hours of staff time per technical assistance contact.

7.6 RESULTS OF THE FOLLOW-UP SURVEY

To date, 19 follow-up reports have been completed evaluating the Center's Technical Assistance Program. These reports are completed each time the Center finishes providing technical assistance to a group or agency. Table 7-9 shows completed follow-up evaluation forms by quarter.

Table 7-9

Completed Follow-up Evaluation Forms

<u>Quarters</u>	<u>Number Completed</u>	<u>Per Cent of Total</u>
Oct.-Dec. 1976	2	11.0
Jan.-March 1977	5	26.0
April-June 1977	3	16.0
July-Sept. 1977	4	21.0
Oct.-Dec. 1977	<u>5</u>	<u>26.0</u>
TOTAL - 5 quarters	19	100.0

Of the 19 completed technical assistance encounters with a variety of service groups and agencies, 95% (18) felt that the assistance was beneficial. One agency did not respond to this question. However, only three agencies (16%) had plans for the Center to provide additional consultative services. The reasons the agencies gave for no additional assistance varied:

- o 36.8% (7 agencies) felt that their problem was solved.
- o 31.6% (16 agencies) determined the problem did not require the Center's assistance on an on-going basis.
- o 10.5% (2 agencies) decided that no more assistance was required at this juncture of the program development, but indicated that at a later date the need would arise again.

In response to the question, "would you use the Center's Technical Assistance Program again?" 73.1% (14 agencies) responded affirmatively, while 26% (5 agencies) left the question blank. As to specific recommendations, 15.8% (3 agencies) recommended changes, 26.3% (5 agencies) felt the program was "fine as is," and 57.8% (11 agencies) left this response blank.

The reommendations were:

1. That more communication occur between the Center and the agency getting the technical assistance.
2. More oppourtunities are developed for providing technical assistance.

SECTION 8
RESOURCE UNIT PROGRAM

A major objective of the Center is to identify and assess the availability of existing instructional resource materials for youth service personnel in areas related to education, training and technical assistance (Objective 1-c). A second and related objective is to collect and provide training resource material, upon request, to interested individuals, agencies and organizations. Specifically, Objective 1-f states that the Center will develop and provide:

- o a comprehensive bibliography of resource material for specific areas of concern in juvenile justice (e.g., shelter care, volunteerism, juvenile courts, etc.)
- o prescriptive training packages
- o audio-visual materials

In order to achieve these objectives, the Center established the Resource Unit program, with the purpose of the Unit being to meet the varied informational and educational needs of persons and agencies concerned with juvenile justice.

In addition to its stated objectives, the Resource Unit also serves as the state or regional distributors for:

- o The National Education and Training developed through Volunteers in Probation - VIP; and
- o The National Council on Crime and Delinquency (NCCD)

In this capacity, the Center functions as the regional clearinghouse for disseminating information developed and provided by the National Criminal Justice Volunteer Resource Service. In an effort to keep abreast with developments in information sharing procedures as well as extend its possible range of resource services, the Center established and maintains liaison with several Wisconsin-based information centers. They include:

- o University of Wisconsin-Extension Library Services (Madison)
- o University of Wisconsin Criminal Justice Reference and Information Center (Madison)
- o Midwest Parent-Child Welfare Resource Center (Milwaukee)

After five months of planning and developing, the Center's Resource Program became operational in late March of 1977. Promotion of the Center's Resource Program has been accomplished primarily through the publication and distribution of a booklet describing the Center's resource capabilities. All training session participants are given a copy of this booklet (Resource Unit Program). Additionally, extensive listings of the Center's resource materials are periodically revised, updated, printed and distributed. One describes the Center's audio-visual cassette tape library, while the other pamphlet lists the Center's numerous publications available on an on-loan basis.

As of December, 1977 the Center's Resource Unit collection consisted of an extensive list of reading materials arranged by 18 subject areas (see Table 8-2). The audio-visual and cassette tape collection consists of separate tapes covering eight broad areas of the juvenile justice system. Both the tapes and publications are available on an on-loan basis from the Center.

Since the inception of the program in March, 1977, the Center has expanded the initial objectives of the Resource Unit in order to be more responsive to the broader informational needs of individuals and agencies involved with juvenile justice programming. The Resource Unit has increasingly found that its clients' informational needs tended to be more oriented towards factual or background information on issues and topics rather than on training or instructional methods. As a result of this change in user needs, the Center has sought out more background, state-of-the-art books and materials in juvenile justice areas, instead of concentrating completely on developing training resource materials.

8.1 DEVELOPMENT OF THE RESOURCE UNIT

The planning, developing and structuring of the Resource Unit occurred over a five month period, from October, 1976 to March, 1977. Because the Center staff had limited library and information system experience, they relied largely on the advice and practices of other, on-going resource centers. Consequently, during this initial developmental phase of the Unit, the staff sought out the advice and recommendations of various information disseminating agencies to determine the various procedural aspects involved in establishing and maintaining a Resource Center. In this capacity, three major library-reference service agencies were consulted during this period. They were:

- o Criminal Justice Reference and Information Center (University of Wisconsin Law School)
- o University of Wisconsin-Extension Library Service
- o Midwest Parent-Child Resource Center of the University of Wisconsin, Milwaukee School of Social Work

Center staff were particularly interested in several operational aspects of the various reference service agencies they visited. These included:

- o Reviewing the basic, daily functions of a resource/reference service, such as cataloging, indexing and circulation policies.
- o Familiarizing Center staff with the range and extent of services provided by other resource centers. Not only would this minimize the chance of the Center duplicating services and materials available elsewhere, it also provided the Center staff with an opportunity to better acquaint themselves with the role and functions of other resource centers.

This systematic approach taken by the Center in developing the Resource Unit has proven to be a very beneficial and constructive, both to the Center and its users.

8.1.1 Summary of the Development of the Center's Resource Unit

The following monthly synopsis details the operational development of the Center's Resource Unit. It summarizes information contained in the Center's Quarterly Reports to the Law Enforcement Assistance Administration.

September, 1976-December, 1976

- o Staff hired
- o Responsibilities/tasks identified
- o Preliminary identification of resource material
- o Developed form letter describing Center's purpose and need for juvenile justice training related materials sent to all publishers

January, 1977-March, 1977

- o Center staff received orientation at local information and resource service operations
- o Review juvenile justice publications and materials to be part of the Center's Resource Unit
- o Made decisions concerning operational aspects (i.e., cataloging, circulation policy) of Resource Unit
- o Sent for numerous publications and resource material
- o Reviewed and catalogued all materials received by Center
- o Made arrangements to become state distributors of the National Education and Training Program developed through Volunteers in Probation and the National Council on Crime and Delinquency
- o Attended a meeting of the National Criminal Justice Volunteer Resource Service in Alabama
- o Established working relationship with the University of Wisconsin Criminal Justice Reference and Information Center and the Midwest Parent-Child Resource Center (Milwaukee)

April, 1977-June, 1977

- o Continued to expand Resource Unit collection of cassette tapes and published materials
- o Started bibliography by subject category of Resource Unit collection
- o Developed a "Resource Unit Program" booklet describing the Center's resource capabilities
- o Developed resource materials request form
- o Continued to serve individuals/agencies requesting resource materials
- o Continued to publicize the Center's Resource Unit via the Resource Unit Booklet which was given to all training participants and through public presentations by staff members.
- o Established the Resource Unit as the regional distribution center for the National Criminal Justice Volunteer Resource Service
- o Meet with representatives of the National Council on Crime and Delinquency - specifically the developer of the National Education and Training Program (N.E.T.P.)

July, 1977-September, 1977

- o Continued all activities described above related to operating an information/resource center, including procuring new material, servicing requests for information; publicizing the capabilities of the Center, etc. (Publicizing the Center's Resource Unit is accomplished through various means. For example, during this period, Center staff made a presentation of Resource Unit capabilities at the First Annual Workshop on Community-Based Corrections in Juvenile Justice.)
- o Completed initial copy of the bibliography and cassette tape catalog. Staff continued to update listings as new material arrived
- o Disseminated Resource Unit listings to youth service personnel throughout the state
- o Contacted and established a working relationship with the University of Wisconsin-Extension library service (Madison)

- o Attended Child Welfare Resource Information Exchange - Regional Workshop in Chicago (August 10-11) to learn more about information sharing activities and methods

October, 1977-December, 1977

- o Continued all activities described above related to operating a resource unit. Completed a bibliography and audio-visual cassette tape catalog. In late December, a third cassette tape recording listing was completed
- o Disseminated listings to youth service personnel throughout the state
- o Established contact with the Resource and Instructional Media Center, University of Wisconsin, School of Social Work, the Wisconsin Council on Criminal Justice Library, and the Regional Developmental Disabilities Information Center at the University of Wisconsin (Madison)
- o Attended the Seventh National Forum on Volunteers in Criminal Justice (Dallas, Texas) in November. While there, received input concerning Center's Resource Unit. Administrator attended a meeting of the Resource Directors of the National Criminal Justice Volunteer Resource Service

8.2 OPERATIONAL PROCEDURES OF THE RESOURCE UNIT

Based on the site visits and consultation with staff members at the various resource centers, the Center staff developed policy and operational procedures for their Resource Unit.

8.2.1 Cataloging Procedures

All resource materials received by the Center are classified and indexed according to subject (see Table 8-1) and the format of the material (e.g., cassette, book, video-tape, etc.). Subject cards are filled on all acquisitions and, periodically, updates of the resource library catalog are prepared.

8.2.2 Loan Policies

Similar to the loan policy of the University of Wisconsin-Extension Library, the Center decided on a two-week loan period. Individuals and/or agencies may borrow material by either writing,

calling or visiting the Center. A library loan card was developed by the Center to record the name of the borrower and material borrowed. In addition, the Center staff has developed a specialized Resource Assistance Request Form that, utilized as a flyer, is passed or mailed out to potential users of the Unit. The Center assumes all costs in mailing out the materials.

8.2.3 Expanding Center's Resource Capabilities

The Center staff utilized several methods to procure and enlarge the Resource Unit's collection. Early in the program development, a form letter was drafted and sent to all publishers involved in publishing in the criminal justice field. This letter resulted in the Center being put on numerous publisher's mailing lists. Because several staff members had prior experience with juvenile justice programs, they brought with them knowledge of significant works in this area. These materials were identified and procured. Since the Center's inception, it has received numerous unsolicited juvenile justice and related educational and training material for youth service personnel. Unsolicited materials received at the Center are reviewed by the staff and a determination is made to include the material in the collection. Lastly, since the Center serves as the regional distributor of the National Education and Training Program, some of its collection consists of materials produced by this organization.

8.2.4 Publicizing the Resource Unit

Publicizing the Resource Unit has been accomplished primarily through the use of a master mailing list that was developed during the needs assessment conducted by the Center staff. On a periodic basis, individuals and agencies involved with non-traditional, and to some extent, traditional juvenile justice programming are sent bibliographic listings of the Resource Unit collection.

A second major way that individuals are made aware of the Center's Resource Unit capabilities occurs at all training

sessions conducted by the Center. There a booklet describing the Center's Resource Unit - including a Resource Request Form - are passed out to all program participants.

Lastly, through public displays at conventions, both national in scope (i.e., American Correctional Association) or local (i.e., First Annual Workshop on Community-Based Corrections in Juvenile Justice), the Center has materials describing the Resource Unit. Anytime Center staff make a public presentation, the capabilities of the Resource Unit, as well as the Center's other services, are made known.

8.2.5 Monitoring the Resource Unit

During the time that the Resource Unit has been operational, the Center staff has developed procedures to monitor the effectiveness of the resource service they provide. This has been accomplished via internal staff meetings and through the use of an evaluation follow-up form sent to individuals who utilized the Center's Resource Unit.

During 1977, the Center staff conducted 61 separate staff meetings devoted to programming issues and topics involving the Resource Unit. These meetings lasted an average of one hour duration and were conducted on approximately a weekly basis. This compares with the 485 staff sessions conducted during the same time that dealt with overall program and staff development. Nearly 13% of staff sessions involved discussions concerning the Resource Unit, which is substantial considering that the bulk of the Center's effort has been directed towards operating an extensive training program.

The Center staff developed, with assistance from MetaMetrics staff, an evaluation form that was sent to individuals and agencies using the Center's resource facilities. (Results of this follow-up are discussed later in Section 8.4.)

Through both of these means, staff discussion and user feedback, the Center has developed an excellent means to stay current and responsive to user needs.

8.3 THE RESOURCE UNIT CAPABILITIES

The Resource Unit collection consists of journals, books, statistical and research reports from both government and private agencies, handbooks, newsletters, cassettes and audio-visual tapes. It includes material covering all aspects of the criminal justice field. The primary emphasis of the collection is on instructional material.

8.3.1 Printed Materials

The collection is arranged in eighteen subject areas. Table 8-1 considers the Center's Resource Unit printed materials by subject category. It represents the status of the Center's collection as of the end of September, 1977. (The Center is currently in the process of updating the bibliographic listing of its resources. This will be completed in February, 1978.)

Since the second quarter of 1977 the Resource Unit collection of printed materials has expanded by nearly 100% (from 235 to 445). More importantly, Center staff expanded and tailored the acquisition of new materials based on the areas that they had received requests for information (e.g., volunteerism and drugs).

Table 8-1

Resource Unit Collection - Printed Materials

<u>Subject Categories</u>	<u>Number of Publications</u>	<u>Per Cent</u>
Foster Care	10	2.2
Home Detention	3	.7
Group Homes	2	.4
Juvenile Court Intake/Reception	18	4.0
Probation	8	1.8
Secure Detention/Jails	34	7.6
Volunteers	25	5.6
Shelter Care	4	.9
Youth Service Bureaus	18	4.0
Community Services	24	5.4
Juvenile/Criminal Justice	75	16.9
Drugs	15	3.4
Police/Law Enforcement/Crime	37	8.3
Law/Legal Issues	26	5.9
Program Management	26	5.9
Social Sciences/Social Welfare	61	13.7
Training Related Materials	55	12.4
Education/School	<u>4</u>	<u>.9</u>
TOTAL	445	100.0

8.3.2 Cassette/Video Tape Collection

The cassette/video tape resource collection also experienced an increase during 1977 from 31 tapes as of April, 1977 to 140 in December, 1977 as shown in Table 8-2.

Table 8-2
Resource Unit Collection - Cassette/Video Tape

<u>Subject Categories</u>	<u>Number</u>	<u>Per Cent</u>
Foster Care	13	9.3
Group Home	3	2.1
Juvenile Court	5	3.6
Juvenile Justice	8	5.7
Secure Detention	3	2.1
Volunteers	46	32.8
Schools	1	.7
Legal Issues	7	5.0
Program Management	12	8.6
Drugs/Alcohol	1	.7
Community Services	4	2.9
Social Science	32	22.9
Training	1	.7
Law Enforcement	<u>4</u>	<u>2.9</u>
TOTAL	140	100.0

The Center's relationship with other resource/information centers and its responsibility to function as the regional distributor of N.C.C.D National Training Program, account in part for the Center's rapid growth in cassette/video tape collection. More than one-third of the cassette tapes included in the Resource Unit came from the American Child Care Service, Inc., Child Care Information Center, Hampton, Virginia. All of the audio-visual tapes on volunteerism (46) were provided by the National Training Program.

8.4 SUMMARY OF THE RESOURCE PROGRAM ACTIVITIES

Based on data compiled by the Center and reported in the Quarterly Activity Reports, and on review of the request forms submitted to the Resource Unit, there have been 90 requests for resource materials through December, 1977.

In Table 8-3, the small numbers of requests for the first quarter appears misleading when compared with the resource activities in the other quarters, however, the Resource Unit was not operational until the end of March. In fact, the Center's Resource Unit has experienced a steady 20-25% growth in numbers of requests per month. At that continued rate of expansion the Center could reasonably expect to service approximately 250 requests for resource materials in 1978. However, several factors suggest that this will not happen. At issue is the fact that at some point in time the demand for resource material will plateau at a certain level. More importantly, the Center's current resource capabilities would be hard pressed to accomodate such an increase in user demand.

Table 8-3

Resource Request by Quarter

	1977 <u>1st Quarter</u>	1977 <u>2nd Quarter</u>	1977 <u>3rd Quarter</u>	1977 <u>4th Quarter</u>	<u>Total</u>
Number of Requests	6	22	27	35	90
Per Cent of Total	6.7	24.4	30.0	38.9	100.0

8.4.1 Agencies Requesting Resource Information

A review of the Resource Request Forms completed by individuals seeking resource assistance from the Center resulted in identifying the major groups/agencies that utilized the Center's services in 1977. Table 8-4 considers the resource requests received at the Center by the various agencies and groups that submitted the requests.

Examining the agencies/groups that utilized the Center's Resource Unit in 1977 reveals that a surprisingly small percentage of requests came from non-traditional juvenile justice agencies (e.g., alternative living groups and youth service bureaus). A possible explanation for this lies in the fact that the orientation of the Resource Unit is to provide educational/instructional materials. Traditional organizations (e.g., social service departments), with a developed in-service training capability, could reasonably be expected to utilize the Center's resource service to augment their training programming efforts.

Table 8-4

Resource by Requesting Agency/Group

<u>Agency/Group</u>	<u>Resource Contact</u>	<u>Per Cent of Total</u>
Law Enforcement Agencies	8	8.9
Social Service Departments (State and County)	20	22.2
Educational	18	20.2
Juvenile Court Services	7	7.8
Alternative Living Groups (including shelter care/ group homes/foster care services)	7	7.8
Youth Service Bureaus	12	13.3
Volunteer Organizations	6	6.7
Center Session Instructors	2	2.2
State Agencies - Other than D.S.S.	2	2.2
*Other	<u>8</u>	<u>8.9</u>
TOTAL	90	100.0

*Other includes, (1) county board members, (2) rotary, (3) Juvenile Diversion Program, (4) Racine Girl Scouts, (5) Urban Indian Resource Center, (6) Students, (7) Center for Public Representation and (8) Training Education and Manpower.

For basically the same reason it follows that educational institutions would also avail themselves to the Center's resource materials. In the business of educating others, they have an obligation to consider new and innovative teaching materials.

8.4.2 Type of Information Requested

The second half of 1977 witnessed a substantial increase in the number of agencies submitting resource requests to the Center (from 28 to 62), and the total number of requests for material in various subjects (from 33 to 184). Table 8-5 examines the total number requests by subject area received by the Center during the first and second half of 1977. The data utilized for this analysis was provided by the Center staff. It consisted of specifically developed request forms and letters submitted to the Center in 1977.

Although the Center received 62 separate requests for resource material during the last six months of 1977, many of those queries requested information in more than one subject category. Reviewing the request forms received by the Center during that period, MetaMetrics found that 43% (27 of 62) desired information in only one subject area. The remaining 35 forms requested information in three to 15 subject areas. During the first six months of operation the Center received 28 request forms and letters requesting information in 33 subject areas or an average of slightly more than one subject area per form.

An analysis of the subject categories requested by the various agencies reveals approximately 20% of the requests were for information in the Juvenile and Criminal category. Next in popularity was the Training area with 18% per cent of total requests falling into that category. Volunteerism, which was the second most requested category in the first six months of the project, continued to be an area of interest during the second half of 1977. For the year 11% of all requests was for information on Volunteerism.

Table 8-5
Resource Requests by Subject Category

Subject	<u>Number of Requests</u>		<u>Total For Year</u>	<u>Per Cent</u>
	<u>Jan.-July 1977</u>	<u>Aug.-Dec. 1977</u>		
Foster Care	-	8	8	3.7
Group Home	2	3	5	2.3
Juvenile Court/Intake	3	13	16	7.4
Probation	-	1	1	.5
Secure Detention	-	2	2	.9
Shelter Care	2	6	8	3.7
Volunteerism	5	19	24	11.0
Youth Service Bureaus	2	4	6	2.8
Community Services	1	10	11	5.1
Juvenile/Criminal Justice	8	34	42	19.4
Drugs/Alcohol Abuse	2	6	8	3.7
Schools	-	5	5	2.3
Police/Law Enforcement	3	2	5	2.3
Law/Legal Issues	-	4	4	1.8
Program Management	-	5	5	2.3
Social Science	1	21	22	10.1
Training	1	38	39	17.9
Native Americans	1	-	1	.5
Adolescent Day Care	1	-	1	.5
Youth Recreation	1	-	1	.5
General Information on the Center	<u>0</u>	<u>3</u>	<u>3</u>	<u>1.3</u>
TOTAL - 21 Subject Areas	33	184	217	100.0

A factor that may account for the difference between the number of subject categories per request form is that the Center made available during the second half of 1977 was a detailed listing of its resource material collection. Consequently, while none of the request forms in the first half of 1977 specified particular books, audio-visual material, 39 or 63% of all requests submitted to the Center in the second half, utilized the Center's indexing/numbering system in requests. By providing specific listings of the Center's resource materials, the Center has greatly enhanced its delivery of services.

With few exceptions, the Center's resource capabilities largely matches - in both depth and range - the resource requests submitted to the Center. For example, Volunteerism which accounted for 11% of all requests is well represented with 12% of the Center's resource material concentrated on this subject. (See Table 8-6.)

Based on the type of resource information requested during 1977, the Center should consider expanding their resource collection in the following three areas:

- o Shelter Care which accounted for 3.7% of all requests but only accounts for .7% of the collection.
- o Juvenile/Criminal Justice which accounted for 19.2% of all requests but only accounts for 14.2% of the collection.
- o Juvenile Court Intake which accounted for 7.4% of all requests but only accounts for 3.9% of the collection.

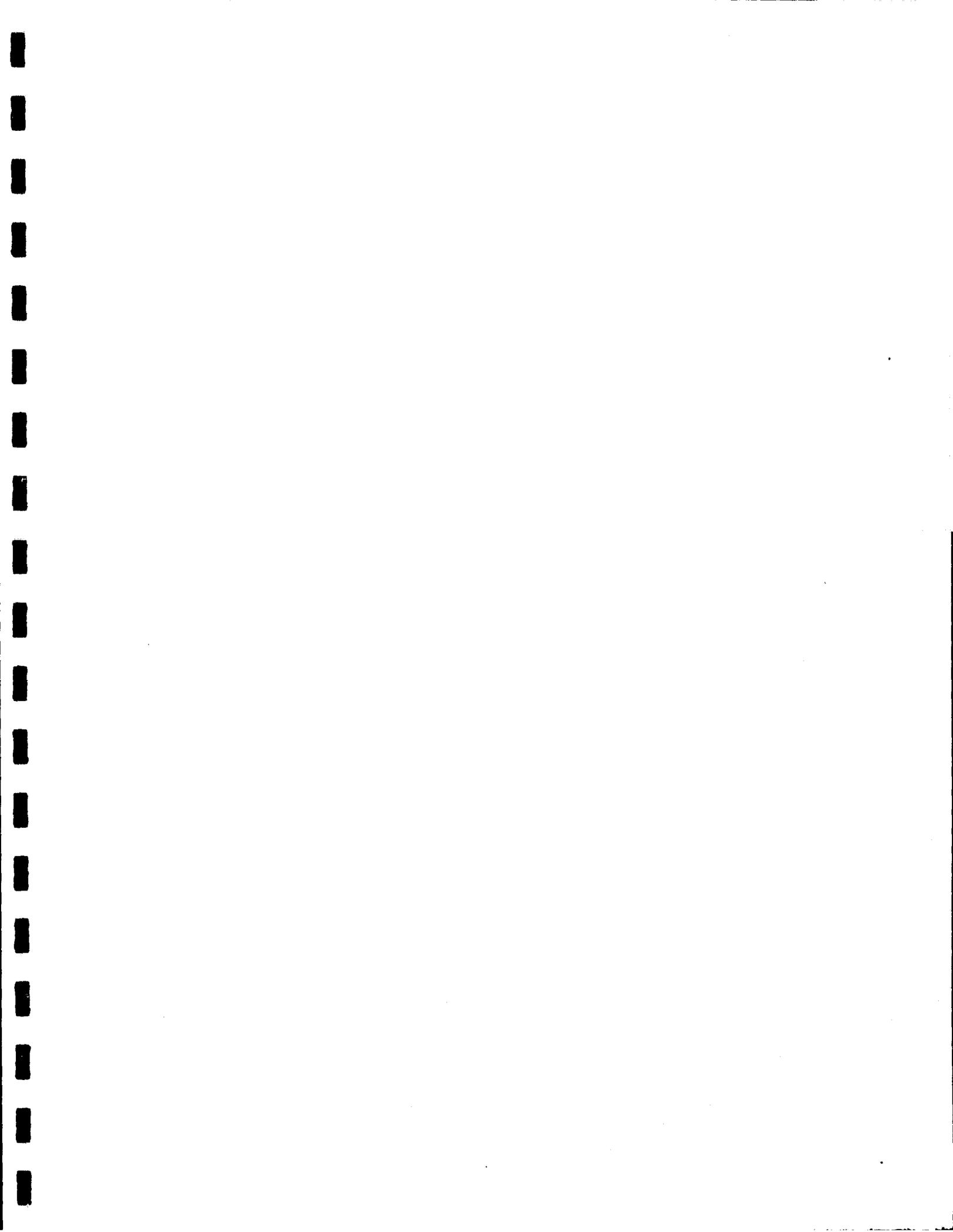


Table 8-6
 Comparison of Center's Resource Collection by Request

	Resource Collection ⁽¹⁾		Requests ⁽²⁾	
	Number	% Total	Number	% Total
Foster Care	23	3.9	8	3.7
Home Detention	3	.5	-	-
Group Homes	5	.9	5	2.3
Juvenil Court Intake	23	3.9	16	7.4
Probation	8	1.4	1	.5
Secure Detention	37	6.3	2	.9
Volunteers	71	12.1	24	11.0
Shelter Care	4	.7	8	3.7
Youth Service Bureaus	18	3.1	6	2.8
Community Services	28	4.8	11	5.1
Juvenile/Criminal Justice	83	14.2	42	19.4
Drugs/Alcohol	16	2.7	8	3.7
Police/Law Enforcement	41	7.0	5	2.3
Law/Legal Issues	33	5.6	4	1.8
Program Management	38	6.5	5	2.3
Social Services	93	15.9	39	17.9
Training	56	9.6	39	17.9
Education/Schools	5	.9	5	2.3
Native Americans	-	-	1	.5
Adolescent Day Care	-	-	1	.5
Youth Recreation	-	-	1	.5
Information on Center ⁽³⁾	-	-	1	.5
	585	100.0	217	100.0

(1) Resource collection includes both printed and audio-visual material.

(2) Requests are all requests submitted to the Center in 1977.

(3) Information on the Center - the Center has both pamphlets describing the resource unit and bibliographic listings of the Center's collection. These are not considered part of the collection however.

The Center should also consider expanding their resource collection in two other areas; Drugs/Alcohol and Education, but neither of these two areas pose as great a difference between request and available resource as do the three discussed above.

8.5 FOLLOW-UP EVALUATION OF THE RESOURCE UNIT

In early December, 1977, the Center's Resource Assistance Coordinator mailed out 75 Resource Assistance evaluation assessments to individuals and agencies that had utilized the Center's services during the preceeding year. Of the 75 forms mailed out, 50 were returned for an overall 67% return rate.

The assessment form (see Appendix A) consisted of six questions aimed at determining how the Resource Unit was utilized and the ability of the Center to successfully respond to the requesting agency/individual's needs. The form also allowed for additional general comments to be included on the back page.

8.5.1 Results of the Follow-Up

The following Table (Table 8-7) examines, by agency affiliation, the 50 follow-up evaluation forms returned to the Center.

Table 8-7

Agencies Responding to
Resource Evaluation Form

<u>Type of Agency</u>	<u>Number</u>	<u>Per Cent</u>
Educational	12	24
Law Enforcement	5	10
Social Service Agencies	18	36
- County	13	26
- State	5	10
Youth Service Bureaus	5	10
Private Social Service Agencies	9	18
Religious Groups	<u>1</u>	<u>2</u>
Total - 6 Agencies	50	100%

Table 8-8

Subject Data

<u>Subject Category</u>	<u>Number of Requests</u>	<u>Per Cent of Total</u>
Foster Care	9	5.1
Group Homes	8	4.5
Home Detention	4	.23
Juvenile Court	15	8.4
Probation	5	2.8
Secure Detention	2	1.1
Shelter Care	7	3.9
Volunteers	8	4.5
Youth Service Bureaus	7	3.9
Community Service	12	6.8
Juvenile Justice/Delinquency	27	15.7
Drug/Alcohol	9	5.1
Education/Schools	7	3.9
Law/Legal Issues	7	3.9
Program Management	8	4.5
Social Science	16	9.0
Training	19	10.7
Other*	<u>7</u>	<u>3.9</u>
TOTAL	178	100.0

*Other included child abuse, teenage pregnancy, assertiveness training, information on Native Americans, victimization studies.

The results of the follow-up evaluation accurately reflect the overall population served by the Center's Resource Unit in 1977. For example, nearly 25% of the responses to the follow-up form came from individuals located in an educational setting. In comparison, 20% of all requests received by the Center came from this group. Similarly, the agency(s) that made the largest number of requests to the Center - Social Service Departments - accounting for 22% of all requests, also accounted for the majority of the follow-up evaluation forms (36%).

The first question on the follow-up form dealt with the type of resource material utilized by the agency. This question allowed for 18 possible responses. Results of this question are tabulated in Table 8-8.

Based on responses, approximately 90% of the agencies receiving information from the Center ultimately used the information. While 5 or 10% of the respondents indicated that they did not use the information. Two reasons were given for not using material provided by the Center. They were:

- o The information provided was not applicable to the existing training situation.
- o Opportunities to utilize the information did not occur either because program component had been discontinued or not yet started.

As to the usefulness of the material provided, 80% of the responses to this question (#36) indicated they found the material to be either very useful or of maximum usefulness.

Table 8-9

Usefulness of Resource Information

	<u>Not Useful</u>	<u>Minimum Usefulness</u>	<u>Very Useful</u>	<u>Maximum Usefulness</u>	<u>Total</u>
Number of Responses	0	9	21	15	45
Per Cent of Total	0%	20%	46.7%	33.3%	100%

The 20% response of "minimum usefulness" deserves a closer examination. At issue is, does this response reflect on the quality of the information provided by the Center, or does it reflect the inability of the agency to utilize the information. The usefulness of the material must be taken in context of whether the agency was equipped or prepared to utilize the material provided by the Center at that time. Based on comments made on the forms, it appears that the latter is the case, that is, most of the agencies dissatisfied with the material felt that the material was not applicable to their current training or informational needs, not that the material itself was of poor quality.

It is significant that 100% (50) of the users responding to the survey indicated they would use the Center's Resource Unit again. It can be assumed that agencies not satisfied with the Resource Unit's material would not indicate a willingness to use the Center again. Given the opportunity to express their "feelings" about the Resource Unit, only two individuals indicated they were dissatisfied with the services offered and one of those was dissatisfied "because the material was not very specific to my needs."

In conclusion, the follow-up evaluation form indicated that people using the Center's services were satisfied and will use it again. The Center should give more careful thought as to how the material they send out will be utilized by the agencies in order to better meet their needs.

The follow-up evaluation form included three open-ended questions. They were:

- o What are your overall reactions to the resource material you received? (Question 5)
- o Do you have any specific recommendations for improving the Resource Unit Program? (Question 6)
- o Any other general comments? (Question 7)

In response to the first open-ended question - overall reaction to the resource material - 12% (6) of the individuals

found the material to be of "excellent quality," 42% (21) found it "very good," 16% (8) found it "average," 4% (2) indicated it was "fair to poor," 20% (10) had other comments and three did not respond (Table 8-10).

Table 8-10

Overall Reaction to Resource Materials

	<u>Excellent</u>	<u>Very Good</u>	<u>Good/Average</u>	<u>Fair/Poor</u>	<u>Other</u>	<u>N/A</u>	<u>Total</u>
Number of Responses	6	21	8	2	10	3	50
Per Cent	12%	42%	16%	4%	20%	6%	100%

What follows is a sample of some of the comments made by the follow-up participants concerning their reaction to the resource material.

Excellent

- o (The Center) is developing an excellent library
- o Found them (material) very useful/valuable
- o Timely, excellent service from Center staff

Very Good

- o Relevant materials covering a wide range of topics useful in community development
- o They (the Center) were great
- o Pleased to have a service available with up-to-date materials
- o Well managed
- o Very positive in response to agencies' expressed needs
- o I was able to obtain materials I couldn't find elsewhere
- o Very positive and supportive
- o I feel it has been a great benefit to my program
- o Some of the most useful source yet
- o Very beneficial - good variety of materials
- o They were very helpful, although some of the National Education and Training Program (VIP) cassettes are a bit dated

Good/Average

- o Not all I borrowed applied
- o Okay
- o Average quality and content

Fair/Poor

- o (Although) the video equipment was excellent - the specific tape was poor in quality and content
- o (Material was) not very specific to my needs

Other

- o Helpful
- o Useful as back-up data, procedures, examples
- o We used some tapes that were well received by the delinquency unit

The second question providing for open-ended responses dealt with specific recommendations for improving the Resource Unit. An analysis of the responses reveals that suggestions were of four general types. Only 22% (or 11 individuals) did not have any recommendations to make. The four areas addressed by the respondents were:

Increased Publicity - 10% (5)

- o Make sure potential users are "kept up to date" on new resources
- o A listing of up-dated materials, as you received them could be sent out periodically
- o If possible, wider publicity so that more people would be aware of the materials and resources available
- o People need to be made more aware of its (Resource Unit) existence and content

Improved Catalog - 10% (5)

- o A (better) description of material offered would be helpful - something along the lines of a brief paragraph or a few sentences
- o Better catalog description (needed) - difficult to review for content
- o Content/pamphlets sent were too vague and more detailed information specific areas available to me

Resource Unit Services - 10% (5)

- o Resource Center (should be) open evening hours for greater access
- o Lending time could be longer - 4 weeks rather than 2 weeks
- o Would like to see video-previewing equipment available (at the Center)

Subject Areas - 10% (5)

- o Need more specific materials on methodology, perhaps video-taped, programmed instructional type of materials. Most of the books and pamphlets are available through other sources. Specific how-to materials would be very helpful
- o (Need) more materials dealing with a broader spectrum of minority juvenile justice literature
- o Greatly expand (material on) community organization and development, with particular emphasis on successful tactics and community-based corrections programs
- o I am always looking for resource material on foster care. It is difficult training foster parents, especially in a rural area, without aids.

No Specific Recommendations - 38% (19)

- o None, at this time
- o Keep up the good work, etc.

No Answer - 22% (11)

The last open-ended question gave an opportunity for those filling out the follow-up form to make any general comments concerning the Resource Unit. Out of the 50 who returned the questionnaire, eight or 16% included some additional comments. The following passages are excerpts from the forms:

- o Resource Center is excellent idea - would like to see it grow. Excellent to have expanding "reference file" showing where other resources are located (on specific topics). Staff was very helpful.
- o The prompt service has been very much appreciated.
- o I found the Resource Center extremely useful. It saved me time by not having to track down current information and resources related to the criminal justice field. Keep up the good work.

- o All staff, but especially Jo Ann, very willing to help. I have many more needs but just don't have the time to do the necessary work.
- o Although I have not made much use of the R.C., it is not because I could not use the materials that are offered. I do plan to make use of many of the materials in the future. They seem to be developing a comprehensive lending library that will be very useful to all of us in foster care and juvenile justice.
- o The material I received was very helpful. According to the list of available materials, it appears you have a great amount of information available. I wish I had more time to take advantage of the books.
- o The information I received from the Resource Center is excellent. The topical areas of the specific books, etc. listed look very comprehensive and I am certain will prove to be an invaluable ally in researching and improving the project I'm in charge of. I am extremely pleased with the information and cooperation I have received to date.
- o Resrouce Unit was a big help. When I was researching J.D.'s - school and parent relationships, the materials were well organized and Jo Ann had a lot of national newsletters and current books, which I would not have been able to find elsewhere. It was very convenient to have so much up-to-date information in one place.
- o Good to know they exist.

8.6 CONCLUSION

The last twenty years has witnessed the growth and development of specialized resource information centers. The Center's Resource Unit activities this past year supports the belief that there is both a need and a place for the type of specialized services they provide to individuals working in the juvenile justice field. Staff at the Criminal Justice Reference and Information Center indicated that as long as the Center continues to focus its resource activities in juvenile justice-related training and instructional material, they will be providing a needed service, not addressed by any other agency in Wisconsin.

This section presents in summary form the findings and recommendations concerning the Juvenile Justice Personnel Development Center's Resource Unit.

8.6.1 Findings

The Resource Unit has been operational for 9 months. A review of its activities during this period release the following:

1. Resource Unit. The Center has developed a fully functioning, responsive informational resource unit. It has developed the necessary managerial tools (request forms, cataloging procedures, follow-up surveys, etc.), and operational expertise (fulfilling requests, ordering new material, etc.) to successfully meet the needs of its users. Much of the credit for the success of the Resource Unit is due to the efforts of Jo Ann Hanson, the Center's Administrative Assistant. Her efforts to organize, maintain and operate the Resource Unit are even more noteworthy, given the fact that this represents only a portion of her overall job responsibilities at the Center.
2. Resource Collection. The Center's resource collection has expanded greatly during this period. As of December, 1977 it included 445 printed materials and 140 audio-visual cassette tapes. The material is organized into 18 subject categories. The emphasis of the collection continues to be in educational and instructional materials, however, some materials particularly in the drug/alcohol area are more informational in content than training oriented.

3. Responsiveness to Client Needs. The Center has exhibited a sensitivity to the changing needs of its clients. It has increased its collection in areas that reflect the needs of its users, e.g., Volunteerism and Drug/Alcohol.
4. Client Follow-Up Survey. A follow-up survey of users of the Resource Unit revealed that:
 - o The majority (80%) of the users were very satisfied to a high degree with the services the Center provided.
 - o Materials provided by the Resource Unit utilized by 90% of the time by the requesting agencies.
 - o The quality of the material was rated highly by 80% of the users.
 - o All (100%) users of the Center's Resource Unit that responded to the follow-up survey would use the Center's services again.

8.6.2 Recommendations

The Center's Resource Unit is successful. It is achieving its desired outcomes in an efficient, timely organized fashion. In making the following recommendations, MetaMetrics has stayed away from selected recommendations that would require the Center devoting more of its fiscal resources to the Unit. Most recommendations center on operational aspects of running the Resource Unit.

1. Expanding the Resource Collection. The Center should expand the collection in several areas in order to remain responsive to user needs. Staffs should expand materials in four areas in particular they are:
 - o Shelter Care
 - o Juvenile/Criminal Justice
 - o Training
 - o Juvenile Court Intake

Two other areas, but lower in priority, should also consider when staff orders new materials for the Center. They are:

- o Drug/Alcohol materials
- o Education

2. User Feedback. Feedback in the form of follow-up surveys of users should be continued. Their suggestions and recommendations about the service provided by the Center are important and should be encouraged.
3. Subject Areas of Interest to the Users. Center staff should continue to monitor subject categories that are requested by users. Efforts to supplement those subject categories with additional materials should be undertaken.
4. Publicity. Publicity continues to be an important issue. Given the apparent high attrition rate of individuals involved in the non-traditional criminal justice field, attempts to reach new people entering this field should be developed. This could take the form of more mailings to such organizations as YSB that experience high turnover rates.
5. Improved Catalog Description. The user survey revealed that users of the Center's Resource Unit catalogs would prefer better descriptive material on the resource collection. To the extent that it is feasible (cost and time) the Center should provide a two or three sentence description of all materials in the resource collection.

At a minimum the Center should initiate this process with all new materials. This effort could potentially result in fewer instances of user dissatisfaction with the material because it was inappropriate to their needs.

6. Recommendations Associated with Expanded Financial Resources. Two recommendations that are contingent on the Center's ability to allocate increased financial assistance to the Resource Unit are:
 - o Purchase of audio-visual and tape recording equipment. Given that 23% of the Resource collection consists of visual and cassette tapes, the Center should consider purchasing the necessary equipment to review this material.
 - o Develop in-house training materials. Because the Center's 18 month experience in developing training programs for juvenile justice personnel, and they established network of training specialists and consultants, the Center has the background and opportunity

to develop in-house training materials - either manuals, or more ambitiously and thus costly, video-taped presentations. These materials would then become part of the Resource Unit collection and could be used to supplement on-going training seminars. (A good example of a training exercise that would lend itself to a video-taped presentation is the Law Session, which was a part of many training seminars. Essentially on lecture, this could be taped and played back to the audience. A possible format for this session could be in the form of questions and answers. If this was done it would save the Center the cost of having the same individual consultant make all the training sessions to give his "canned presentation.")

In their efforts to establish a resource center to meet the informational/educational needs of youth service personnel, the Center's Resource Unit has been very successful. As the collection continues to expand and with increased publicity, the Center should continue to improve and be more active in this area.

SECTION 9

FOLLOW-UP SURVEY

In the Fall of 1977, MetaMetrics staff and WCCJ personnel developed a data instrument to record the impressions and attitudes of the training program participants concerning the training experience. The purpose of the follow-up survey was to determine the extent that the information, knowledge or material presented at the training programs were being utilized by the trainees and with what success. It was felt that allowing for a "cooling off" period would give the trainees an opportunity to utilize the newly acquired skills in real working situations. In this regard, the follow-up evaluation of the training programs might more accurately reflect on the utility and usefulness of the training experience.

The follow-up data instrument was field tested in early December. Refinements were made by WCCJ and the forms were finalized by mid-December. A decision was made to mail out the forms to all Spring Session participants (n=196), and to conduct telephone interviews with participants (n=133) from the first seven courses conducted in the Fall. The telephone interview technique was chosen because of the anticipated resistance from the Fall course participants to completing any additional evaluation forms. In the third week of December, MetaMetrics mailed out the follow-up survey forms to the Spring Session participants and WCCJ staff initiated the telephone interviews with the Fall Session participants. The same data instrument was utilized for both groups of training participants.

9.1 SUMMARY OF FOLLOW-UP SURVEY - SPRING SESSION PARTICIPANTS

A total of 196 follow-up questionnaires were mailed to all Spring training course participants. As of February 25, 1978, MetaMetrics had received 77 responses for approximately a 40% return rate. Not all 77 responses could be used for evaluative purposes, twelve of the responses could not be used for the following reasons:

- o Four of the Spring Session participants were also involved in the Center's Fall training program. Their evaluation and comments were concerned with only the Fall training experience rather than Spring, consequently, their responses were not tabulated.
- o Six individuals either moved or were no longer with the agency they indicated in the Spring of 1977.
- o Two individuals sent back the form anonymously with short caustic remarks on either the training program or the evaluation instrument. They were not included in the survey results.

Table 9-1 presents the 11 courses offered by the Center during the Spring, number of participants that completed the training session and the number of completed evaluation forms received by MetaMetrics.

Table 9-1

Follow-Up Response by Spring
Training Session Participants

<u>Training Session</u>	<u>Course Title</u>	<u>Number Completing the Course</u>	<u>Number Completing the Form</u>	<u>Per Cent of Total</u>
1	Human Services Mgt. Course	21	6	28.6
2	Strategies in Community Organization	18	4	22.2
3	Human Services Mgt. Course	23	8	34.8
4	Human Services Course	10	5	50.0
5	Problems Youth Face	22	7	31.8
6	Recruitment and Training Strategies	13	8	61.5
7	Problems Youth Face	24	6	25.0
8	Decision Making County Board Members	15	3	20.0
9	Problems Youth Face	19	1	5.3
10	Human Services Mgt. Course	12	6	50.0
11	Human Services Course	<u>19</u>	<u>11</u>	<u>57.9</u>
	TOTAL	196	65	33.2

The pattern of responses as shown in Table 9-1 is significant and has an impact in interpreting the overall results of the follow-up survey. The course that ranked second highest in the overall participant evaluation conducted in the Spring, had percentage wise the greatest number (61.5%) of participants responding to the follow-up. (Note: The follow-up evaluation indicated that the participants were still impressed and pleased with the course.) Conversely, the two courses that ranked lowest and next-to-lowest in the Spring Session participant evaluation, had the next significant level of participant response to the follow-up instrument. These two courses were the Human Services Management Course, conducted on June 14-16, and the Human Services Course, conducted on June 21-23. The June 14-16 course ranked next to last in the Spring assessment, however, 50% of the training participants (6 of 12) responded to the evaluation survey. The June 21-23 course ranked last in the Spring assessment but nearly 60% of the participants (11 of 19) responded to the follow-up evaluation. In both of these cases, the follow-up survey supported the initial poor evaluations as reflected in the Spring Training Session assessment.

The impact of these course participants, who ranked the sessions low, both in the Spring and follow-up survey and who also responded in disproportionate numbers to the follow-up, compared to the overall average, is demonstrated with Question 32 on the survey form. This question required the participant to assess the usefulness of the course content in relation to the work situation. Of the seven (out of 63 that responded to this question) that gave the course the lowest rating, "of almost no use at all," five were from those two courses. The five participants that gave a course the next-to-lowest rating, "of very limited use" to this question, were all from these two courses as well. Thus, 10 of the 12 most negative comments received for all 11 courses came, in fact, from only two courses.

There is an upward bias in the follow-up questionnaire.

The following analysis is based on the 65 follow-up survey forms completed by participants of 11 training sessions conducted by the Center in the Spring of 1977. In not all cases will the n=65, as many participants selectively responded to certain data items.

9.1.1 Participant Profile Information

Unlike the Fall Session participants, only a limited amount of information pertaining to the trainee's background, work situation, training experience, etc., was initially collected in the Spring. The follow-up survey instrument provided a means to collect some of this information. Table 9-2 summarizes this information:

Table 9-2

Job Information

Level of Responsibility (n=60)	<u>Number</u>	<u>Per Cent</u>
Administrator	6	10.0
Middle Management	12	20.0
Management and Line Staff	7	11.7
Line Staff Only	<u>35</u>	<u>58.3</u>
TOTAL	63	100.0
Job Category (n=65)		
<u>Traditional Juvenile Justice Agencies</u>	(38)	(58.5)
Court Worker	9	13.9
Social Service Worker	21	32.3
Law Enforcement/Corrections	7	10.8
Board of Supervisors	1	1.5
<u>Alternative Living Group</u>	(27)	(41.5)
Group Home Parent	11	66.9
Foster Parent	4	6.2
Shelter Care	2	3.0
Youth Service Bureaus	6	9.2
Other non-Traditional County Youth Youth Organizations	<u>5</u>	<u>6.2</u>
TOTAL	65	100.0

Job Responsibility and Agency Affiliation

The majority (58.3%) of the participants functioned in a line staff capacity. If those that indicated dual-level responsibilities - both line and management - are included, then nearly 70% of all Spring participants had line staff job responsibilities.

In response to questions about the occupation and agency affiliation, revealed that the majority (58.5%) of the participants responding to the follow-up survey were from traditional (e.g., Juvenile Courts, Department of Social Services) rather than non-traditional juvenile justice agencies.

More than half (63%) of them indicated that they have had their current job position three years or less, while nearly 40% (23) have had their job for four years or more. Those from traditional areas of juvenile justice tended to have had more years at their jobs than those from the non-traditional section.

Training Experience

As a group, the participants that responded to the follow-up survey were experienced in training programs, with three-quarters of them indicating previous training experience. (However, this figure is misleading. Although on 49 participants (75%) responded affirmatively to the specific question enquiring about prior training experience, 64 (98%) in response to another question, indicated that they participated in at least one form of a training program last year.) In fact, slightly more than 40% of them went on to participate in subsequent training sessions sponsored by the Center, while 50% of them went on to take a training course given by some other agency.

In 1977, this group attended a total of 171 training sessions, or an average of 2.6 training sessions per participant. They ranged from a low of one (for 11 participants) to a high of seven courses for one individual. Not only is this a well trained group, it is also a group that enjoys training. Asked "how many training sessions they would attend annually,"

the 61 participants that responded revealed that on an average they would attend four training programs per year.

The participants came from agencies that encouraged training for their employees. Nearly 90% (of 52 that responded) indicated that their agency/organization was "highly encouraging" in allowing them to attend training programs. Only three individuals indicated that their organization did not encourage additional staff training. The valued role of training held by most of these organizations and agencies is reflected by the fact that approximately 60% of them have developed some form of in-service training program.

Factors Influencing Attending Training Sessions

Question 31 of the follow-up survey asked the participants to rank the importance of various factors in their decision to attend training sessions. The results are presented in Table 3-3.

Table 9-3

Factors Affecting Decision to Attend Training Programs

	<u>Per Cent</u>
1. Improve your knowledge of concepts and techniques useful in dealing with juveniles and/or their families.	43.6
2. Improve your ability to carry out planning, supervisory, and other managerial functions.	14.2
3. Improve your ability to affect agency, department or community operations, policies, or structure.	12.5
4. Make valuable personal contacts or acquaintances, and discuss common issues.	16.1
5. The cost of the training.	11.6
6. Other	<u>2.0</u>
	100.0



CONTINUED

2 OF 3

It is significant that the second most important factor affecting the participants' willingness to attend the training program has nothing to do with either the instructional material or training agenda that is to be presented at the session. Instead, it is the opportunity the training session provides for participants to share information with their peers in the field. Given the intensity and job-related pressures to those involved in the Human Services Delivery field, training sessions are often looked upon as an opportunity to "charge up" and get renewed energy. This, in part, accounts for the high degree of actual involvement with training programs, and the even higher level expressed for additional training sessions that these participants, as a group, indicated.

9.1.2 Evaluation of the Spring Training Sessions

The follow-up survey provided the training participant an opportunity to assess the Center's training session in several key areas:

- o Utility of training vis a vis working experience
- o Impact on daily work effectiveness
- o Impact on agency operations
- o Comparison with other training programs
- o Recommendation of courses to others

Utility of Training

The following table (Table 9-4) considers the response of the participants as to the usefulness of the training session concent to their everyday work situation.

Slightly less than 50% of the participants (31 of 63) felt that the training provided by the Center has been very (or mostly) useful relative to their job situations. Some of the comments as to what was especially useful and why included:

- o Problem solving exercises
- o Better understanding of the legal system
- o Improved communication skills
- o Insight in group decision-making processes

Table 9-4

Usefulness of Training Session
Content to Work Situation

<u>Range of Responses</u>	<u>Number of Respondents</u>	<u>Per Cent</u>
1. Very useful	12	19.1
2. Mostly useful	19	30.2
3. Moderately useful	10	15.8
4. Of limited use generally	10	15.8
5. Of very limited use	5	8.0
6. Of almost no use	<u>7</u>	<u>11.1</u>
TOTAL	63	100.0

Ten individuals or 16% felt that the training was moderately useful. If they are included with those that indicated the course content was mostly or very useful, this results in an overall 65% of the participants reporting a positive reaction to the course content relative to their everyday job situation.

Twenty-two participants (35%) found the course content to be not particularly relevant to their job situation. Of these 22 individuals, 12 gave the training program very negative scores ("of very limited use" or "of almost no use"). However, as previously indicated, 10 of these 12 individuals came from two courses - the same two courses that were given the lowest overall assessment in the evaluation conducted initially in the Spring. Table 9-5 considers response to this question by each of the individual Spring training sessions.

Based on a review of participant responses, the training session that had the greatest applicability to the participants'

Table 9-5

Usefulness of Content to Work Situation -
by Individual Course (Per Cent Calculated as
a Percentage of Participants Per Course)

Course Number	Very Useful		Mostly Useful		Mod. Useful		Limited Usefulness		Very Limited Usefulness		No Use		TOTAL
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
1	2	33%	3	50%	-		-		-		1	16%	6
2	1	25%	3	75%	-		-		-		-		4
3	-		4	50%	2	25%	1	12%	-		-		8
4	-		1	20%	1	20%	3	60%	-		1	12%	5
5	3	50%	3	50%	-		-		-		-		6
6	3	43%	2	29%	1	13%	1	13%	-		-		7
7	3	50%	1	16%	2	33%	-		-		-		6
8	-		1	33%	1	33%	1	33%	-		-		3
9	-		-		-		1	100%	-		-		1
10	-		-		-		1	16%	3	50%	2	33%	6
11	-		<u>1</u>	9%	<u>3</u>	27%	<u>2</u>	18%	<u>2</u>	18%	<u>3</u>	27%	<u>11</u>
TOTAL	12		19		10		10		5		7		63

job situation were:

- o Human Services Management Course
- o Strategies in Community Organization
- o Problems Youth Face (both sessions)
- o Recruitment and Training Strategies

It is significant that the participants of these courses come by and large from the non-traditional juvenile justice sector (i.e., alternative youth service administrators, foster parents, etc.). There are two possible reasons for this finding. They are:

1. Non-traditional area of the juvenile justice system historically has experienced a high attrition rate. Consequently, the Center was dealing with many individuals relatively new to this business. The opportunity to utilize training information is greater with an inexperienced group than an experienced one.
2. Traditional juvenile justice departments have well developed in-service training programs. It is less likely that members from this sector are likely to encounter new information to utilize in their job situations. Their jobs also tend to be more defined, and thus less flexible to incorporate new techniques and approaches.

The job situation of the participant also probably explains why both Human Services Courses offered to court service supervisors received the lowest ratings. The average number of years on the job for this group was over four years, and given the fact that they were very experienced in training; their expectations were, in all probability, much higher than many of the other trainees.

Trainee Expectations

Question 33 of the follow-up survey attempted to quantify trainee expectation concerning the training program. Table 9-6 presents the overall response (n=62) of the participants to this question.

Table 9-6

Usefulness of the Training Session
Compared with Pre-Program Expectations

<u>Range of Response</u>	<u>Number of Responses</u>	<u>Per Cent</u>
1. Training was a great deal more useful than anticipated	11	17.7
2. Mostly more useful	13	21.0
3. A little more useful	12	19.4
4. A little less useful	4	6.5
5. Mostly less useful	11	17.7
6. A great deal less useful	<u>11</u>	<u>17.7</u>
TOTAL	62	100.0

Approximately 40% of the participants (24 of 62) found the course substantially more useful than initially anticipated. Sixteen individuals found the course to be either a "little more useful" or "a little less useful," while 22 participants or 35% felt the course was not as useful as they hoped it would be. Again, the majority of these negative comments (13 of 22) came from the court supervisors attending the last two training seminars on Human Services.

Reviewing comments made by participants who were not satisfied with the training program suggests three major reasons for their dissatisfaction.

1. Training participants' understanding as to the content of the course was totally different from what was in fact presented to them. For

example, several court service line staff participants at the June 21-23 session felt the material was oriented more for supervisors than line staff.

2. Instructional materials. Many participants indicated their dissatisfaction had to do with the instructional materials and presentation of the materials. Such descriptions as "poorly prepared," "simplistic," "nothing new," "repetitive," were often cited by the dissatisfied.
3. Personality issues. Several of the dissatisfied trainees singled out the instructors as reasons for their poor rating of the training sessions. Such comments as "instructor was aloof," or "instructors approach topics as if we were college freshmen," were cited by several of the dissatisfied Spring session participants.

Impact on Daily Work Effectiveness

The success or impact of a training program can best be determined by assessing the extent that the training experience has resulted in improved on-the-job effectiveness. In response to the question asking if there had been any change in the participants' daily work effectiveness, 36 individuals or 56% indicated that there had been (Table 9-7). More than one-third of all participants responding to this question indicated that the training experience had resulted in a "few important changes" in the daily on-the-job effectiveness.

These on-the-job changes directly relate to the skills and knowledge presented during the training session. For instance, all seven participants from the Recruitment and Training Strategy course (May 10-11) responded positively as to the impact the training has had on their on-the-job effectiveness. Specifically, they identified the following areas that the training has assisted them in being more effective:

- o Developing recruitment techniques
- o Dealing with the media - formulating contact sources and preparing materials
- o Learning about additional resources
- o Specific training techniques

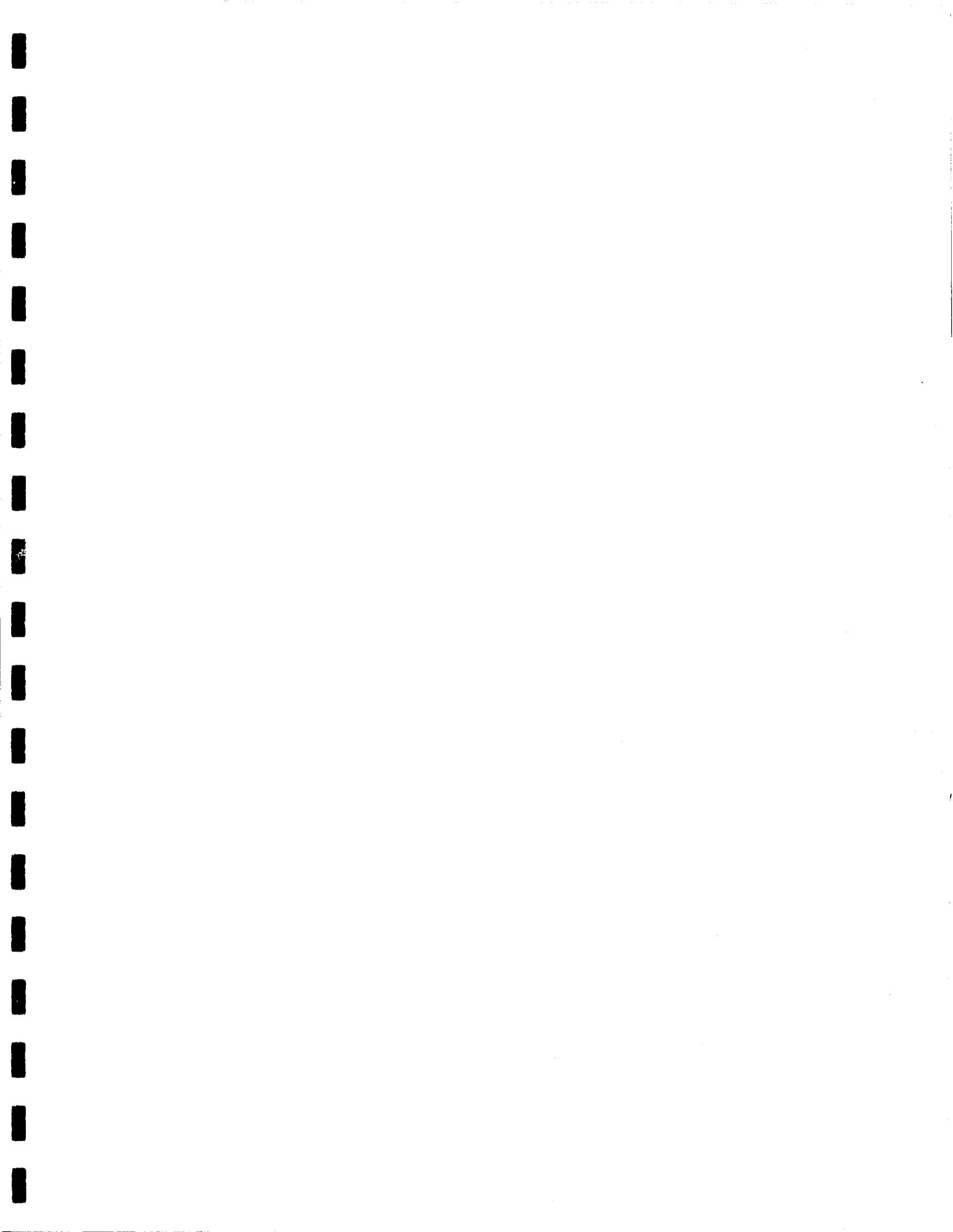


Table 9-7

Course Impact on
Daily Working Effectiveness
(Per Cent)

Responses to question: As a result of your experience in the course, have there been any changes in your daily work effectiveness?

	Course No.:	1	2	3	4	5	6	7	8	9	10	11	All Courses
	n=	6	4	8	5	7	7	6	3	1	6	11	64 =
No		16.7	--	75.0	60.0	--	--	33.3	33.3	100.0	100.0	63.6	43.8
Yes		38.3	100.0	25.0	40.0	100.0	100.0	66.7	66.7	--	--	36.4	56.2
If yes,													
A few minor changes		33.3	--	--	20.0	14.3	14.3	33.3	66.7	--	--	--	15.6
Many minor changes		16.7	25.0	--	20.0	--	14.3	16.7	--	--	--	--	7.8
A few important changes		33.3	75.0	25.0	--	85.7	71.4	16.7	--	--	--	36.4	35.9

All of these skill areas were addressed during that particular training session.

The participants, in response to another question, indicated that by a 67-33% margin have utilized information or skills obtained in the training session in their everyday job situation. Slightly more than 50% of the respondents (n=62) indicate that they are able to do job-related tasks better due to the training experience. It is significant that two-thirds of those indicating changes in their daily job effectiveness, did not think these changes would have occurred without attending the Center's training sessions.

Impact on Agency Operations

The impact of the training session was greater on the individual on the way he/she performed rather than on the organization they were a part of. The 63 participants that responded to this question (Question 37) indicated by a two-thirds margin that the training has had no impact on changing agency operational procedures.

Center vs. Non-Center Training Sessions

Twenty-seven participants rated the Center courses in relation to others that they have attended. The results were:

- o 4 (14.8%) found the Center's courses significantly better than non-Center courses.
- o 6 (22.2%) found the Center courses much better than non-Center courses.
- o 10 (37.0%) found the Center courses better than non-Center courses.
- o 5 (18.5%) found the Center courses were much worse than non-Center courses.
- o 2 (7.4%) found the Center courses significantly worse than non-Center courses.

A total of 20 individuals indicated that they have taken a total of 46 non-Center sponsored training courses since attending the Center's Spring training session. These courses were rated highly. Twenty-six or nearly 60% of the courses

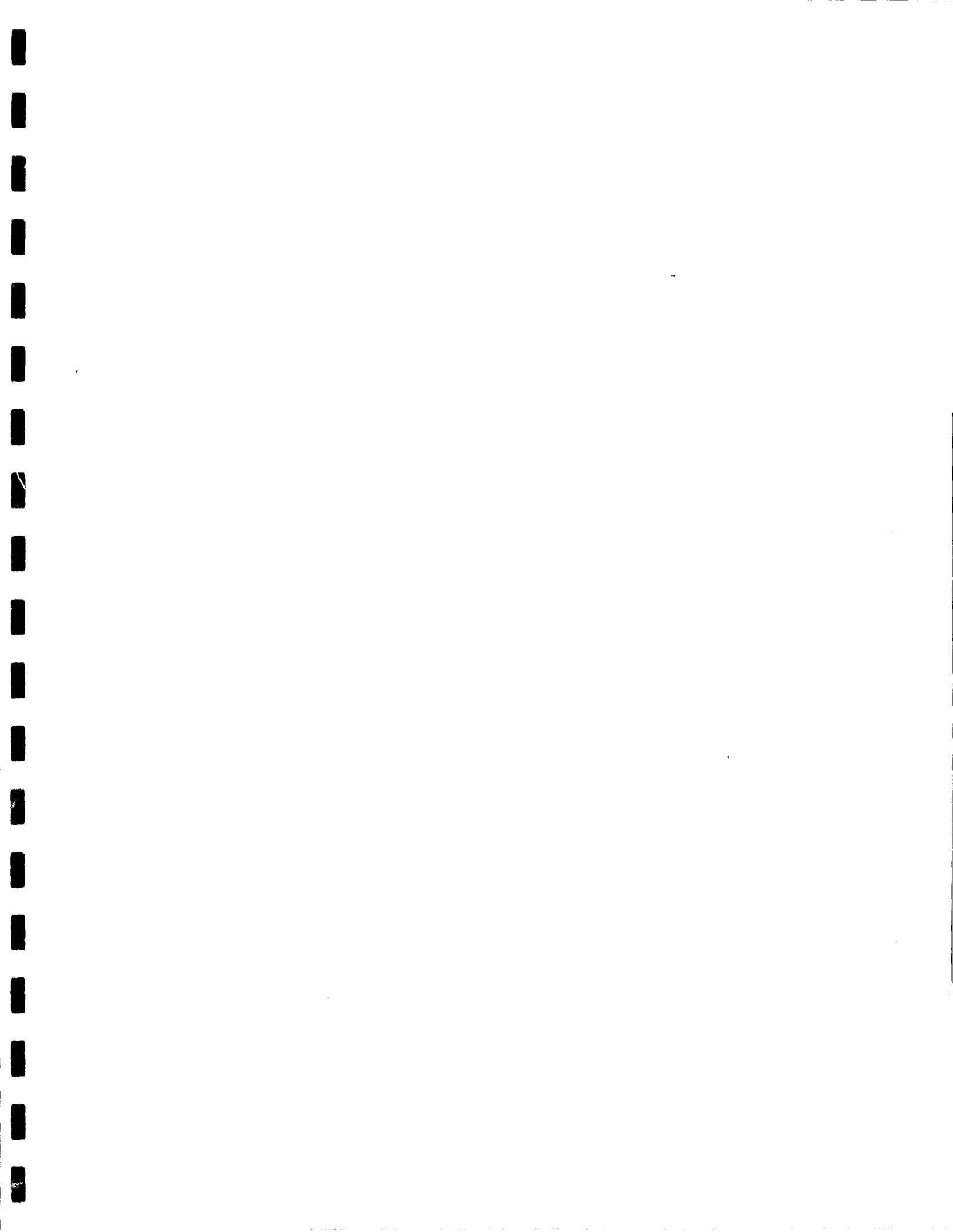


Table 9-8

Summary of Selected Questions and
Course Rankings
Per Cent Positive Responses

<u>Course No.:</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>Combined</u>
<u># of Questionnaires</u> <u>Received:</u>	6	4	8	5	7	8	6	3	1	6	11	65
Course content was useful to work situation.	83.3	100.0	75.0	40.0	100.0	85.7	100.0	66.7	00.0	00.0	36.4	64.7
Training was more useful than originally thought.	83.3	100.0	25.0	20.0	100.0	85.7	83.3	66.7	100.0	16.7	20.0	63.7
Daily working effectiveness enhanced as a result of the training.	83.3	100.0	75.0	40.0	100.0	100.0	66.7	66.7	00.0	00.0	36.4	60.8
Have used information or skills obtained in training.	83.3	100.0	57.1	40.0	100.0	100.0	100.0	100.0	00.0	16.7	45.5	67.5
Would recommend course to others.	66.7	100.0	75.0	60.0	100.0	71.4	100.0	66.7	100.0	00.0	40.0	70.9
Average positive scores	80.0	100.0	61.4	40.0	100.0	88.6	90.0	73.4	20.0	6.7	35.7	68.8 ⁽¹⁾
Ranking (Courses 2, 3 & 9 not included because less than 5 responses received.)	4	-	5	6	1	3	2	-	-	8	7	

(1) Excludes courses 2, 8 & 9 and uses average weighted on total number of participants completing courses.

were considered either very useful or useful (ranking 1 or 2) while 15 courses (or 32%) were judged to be of average usefulness (ranking of 3). Only two courses were given a negative rating.

Considering the high ratings given by the participants to non-Center courses, the finding that the Center courses were considered by 73% of the participants to be better than the non-Center courses is additional testimony that supports the overall positive evaluation of the Spring training session.

Recommending the Course

An individual's reaction, positive or negative to the training experience, will be reflected if he/she would recommend the course to others.

Although only 50 participants responded to this question, 56% (28) indicated they had recommended the Center's training experience to others. A total of 75% of these recommendations resulted in individuals attending other training sessions sponsored by the Center.

9.1.3 Results of Spring Session Assessment

Based on responses to selected questions a ranking of the Center sponsored Spring training sessions is presented in Table 9-8. The combined positive responses which excludes courses 2, 8, and 9 because less than five responses were received and uses an average weighted on number of participants completing the course, is 68.8% which compares favorably with the Center's target of 70% trainee satisfaction.

The results of the follow-up evaluations closely approximate results of the evaluation assessments conducted at the conclusion of the Spring training sessions. Table 9-9 compares the results of the two evaluations.

Table 9-9

Comparison of Spring and Follow-Up
Participant Evaluation Ranking

<u>Training Session</u>	<u>Course Title</u>	<u>Spring Participants Evaluation Ranking</u>	<u>Follow-Up Participants Evaluation Ranking</u>
1	Human Services Management Course (3/22-24)	6	4
2	Strategies in Community Organization (4/5-6)	8	—*
3	Human Services Management Course (4/12-21)	7	5
4	Human Services Course (4/12-21)	9	6
5	Problems Youth Face (5/3-5)	1	1
6	Recruitment and Training Strategy (5/10-11)	2	3
7	Problems Youth Face (5/24-25)	4	2
8	Decision-Making in Juvenile Justice (5/24-25)	5	—*
9	Problems Youth Face (5/25-27)	3	—*
10	Human Services Management Course (6/14-16)	10	8
11	Human Services Course (6/21-23)	11	7

*Courses 2, 8 & 9 were not included because less than five responses were received.

9.2 SUMMARY OF FOLLOW-UP SURVEY - FALL SESSION PARTICIPANTS

A total of 112 telephone follow-up interviews were conducted in December, 1977 and January, February and March of 1978. Seven training sessions conducted by the Center in the Fall of 1977 were targeted for follow-up purposes. Not all courses presented by the Center in the Fall were subjected to a follow-up evaluation. It was felt that courses occurring in late November and in December would not have allowed sufficient time for the participants' to utilize training related skills or information in their work situations.

Table 9-10 presents the seven courses offered by the Center in the Fall that were the subject of the follow-up survey. A total of 133 individuals completed the courses, of which 112 were later contacted and consented to participate in the evaluation. The group of participants responding to the follow-up represented 85% of the total number of graduates of the training programs, which is more than double the number responding to the Spring session evaluation.

9.2.1 Fall Participant Profile

Profile information concerning the Fall participants is discussed in detail in another sector of this report. This subsection looks at some of the profile variables that have direct bearing on the training experiences.

Prior Training

The Fall session trainees were experienced with formal training programs. Of the 112 interviewed, only 24% indicated that they had never attended a formal training program. Eleven of the 28 individuals that had not attended a training session come from one course alone - Problems Youth Face. Typically, the Fall session participant attends slightly more than three training sessions a year. Approximately 22% of the Fall session participants interviewed went on to attend other training programs presented by the Center. A slightly larger percentage (25%) attended training sessions sponsored by other organizations.

Table 9-10
Follow-up Survey Courses

<u>Training Session</u>	<u>Course Title</u>	<u>Number Completing Course</u>	<u>Number Number Interviewed</u>	<u>Per Cent of Total</u>
12	Human Services Management Course	17	15	88.2
14	Problems Youth Face	19	17	89.5
15	Recruitment and Training Strategies	22	19	86.4
16	Human Service Community Work Course	22	17	77.3
18	Drug Abuse	19	16	84.2
19	Parenting Skills	17	14	84.2
20	Advance Law Course	<u>17</u>	<u>14</u>	<u>84.2</u>
	TOTAL	133	112	84.9

Agency Attitude Concerning Training

Not only were the Fall participants experienced in training programs, most came from agencies that actively supported training, either through an in-service training program or by encouraging the professional staff to attend training sessions. Approximately 62% of the trainees indicated that their agencies sponsored some form of formal in-service training program within the agency.

Further evidence of the participant organizations and agencies supported training is reflected by the fact that over 85% of the participants interviewed indicated that the other professional members of their organization also took part in training programs related to work. These peers attended an average of 2½ training sessions per year.

9.2.2 Evaluation of the Training Experience

As with the Spring follow-up assessment, the formatted interview with the Fall session participants gave them an opportunity to assess the training experience in several key areas:

- o Utility of training in relation to the job situation
- o Impact on daily work effectiveness
- o Impact of agency operations

The follow-up interviews were conducted over a three month period. Most participants had between two and five months of back-on-the-job experience; sufficient time to have made a determination as to the relevancy and utility of their respective training session.

Utility of Training

Table 9-11 presents the trainees' assessment as to how useful they found the contents of the course to be in relation to their everyday work situation

Nearly 60% of all participants felt that the content has been very (or mostly) useful and relevant to their job situations. Some participants responses as to what was useful included:

- o Skill discussions, e.g., exercise in decision-making
- o Specific information, e.g., criterion for detention, effects of drugs, etc.
- o New techniques, e.g., communication techniques - group facilitating, listening, etc.

Table 9-11
Usefulness of Course Content
in Relation to Work Situation¹

	Course #:							Combined Total	
	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	n	%
	n: <u>15</u>	<u>17</u>	<u>19</u>	<u>17</u>	<u>16</u>	<u>14</u>	<u>14</u>	<u>112</u>	
Very useful	6.7	29.4	21.1	17.6	25.2	35.7	21.4	25	22.3
Mostly useful	33.3	17.6	47.4	17.6	56.7	42.9	35.7	40	35.7
Moderately useful	46.7	41.2	10.5	29.4	18.9	14.3	21.4	29	25.9
Of limited use	13.3	5.9	21.1	23.5	--	7.1	14.3	14	12.5
Of very limited use	--	5.9	--	11.8	--	--	--	3	2.7
Of almost no use	--	--	--	--	--	--	7.1	<u>1</u>	<u>.9</u>
								112	100.0

¹Based on responses to Question 32: "How useful have you found the content of the course to your work situation?"

Table 9-12

Expectations Concerning Fall
Training Sessions¹

	Course #:	<u>12</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Combined Total</u>	
	n:	<u>15</u>	<u>17</u>	<u>17</u>	<u>17</u>	<u>16</u>	<u>14</u>	<u>14</u>	<u>n</u>	<u>%</u>
A great deal more useful	--	17.6	11.8	17.6	37.5	14.3	7.1		17	15.5
Mostly more useful	26.7	41.2	29.4	17.6	25.0	28.6	28.6		31	28.2
A little more useful	33.3	29.4	41.2	23.5	37.5	35.7	28.6		36	32.7
A little less useful	40.0	5.9	5.9	11.8	--	21.4	35.7		18	16.4
Mostly less useful	--	--	11.8	29.4	--	--	--		7	6.3
A great deal less useful	--	5.9	--	--	--	--	--		1	.9

¹Based on response to Question 33: Compared to how useful you thought the training was going to be, have you found it to be:

Impact on Daily Work Effectiveness

Three questions in the survey sought to determine the impact that the training has had on the participants' job effectiveness. Table 9-13 summarizes the results of these questions.

Asked whether they have experienced any changes in their daily work effectiveness as a result of the training, approximately 92% of the 110 responding to this question indicated that they had. Not only is this significantly higher than Spring session participants (56%) but because the sampled population represented 84% of all individuals who attended the Fall course surveyed makes this high favorable response rate even more impressive.

A total of 29 individuals or 25% of all participants rated the content as moderately useful. If they are included with those that found the content mostly or very useful, a total of 85% of all participants had a positive reaction to the course content, vis a vis, their everyday job situation. Given that the percentage responding favorably to this question was only 65% for participants of the Spring session, suggests that Center staff have been increasingly successful in tailoring the course material to the diverse needs of the trainee group.

Only one course, number 16, reported back any significant discontent with the content of the course material. This could have been anticipated considering that two very different groups were represented at that session - Youth Service Bureau workers and court line staff. The two groups represented diverse points of view in the criminal justice area, had different job functions and roles and as a result had very different training needs.

Trainee Expectation

Slightly more than 75% of the Fall session participants found the material and training program to be more useful than they anticipated. Table 9-12 presents the results to this survey question.

This high figure is attributable to an expressed dissatisfaction with training programs that was voiced by many participants. As one participant put it: "I usually go in with a negative attitude about these types of courses - this one didn't let me down."

Based on their previous training experience many of the participants went to the Center's training program prepared to be disappointed again (e.g., "I wasn't expecting much," was a typical comment of many participants). It is a positive reflection of the Center's training program that it could substantially counter the overall negative attitude many participants had concerning training programs.

The one course that had a low rating to the question concerning daily work effectiveness was the Advanced Legal Workshop (Course #20). Participants from this course were primarily court workers. Positive responses stressed the fact that course "re-kindled my altruism and activist approach" while criticism tended to focus on the "impracticality" of the information to the "real work situation." As one participant put it, "I can't change the way a judge or D.A. operates. It did make me more aware of things I could do, but only on a personal basis."

The impact of the training program had on participants is also reflected by the high positive response rate of two other questions included in the follow-up survey. These questions (Questions 2 and 3, Table 9-13) asked the participant to differentiate between the impact on the one-the-job effectiveness that was attributable to attending the Center's training program versus not attending the training session.

Nearly 65% of the participants indicated the positive impact on their job effectiveness could not have occurred without attending the training program (Table 9-13, Question 2). Many of the individuals that responded affirmatively to this question, meaning the changes would have taken place whether they attended or not, almost unanimously credited the training program with speeding up the process.

Approximately 70% of the participants surveyed indicated that they are now able to do job-related tasks better as a result of the training (Table 9-13, Question 3). In response to another question, participants by a nearly 90% rate indicated that they have utilized information or skills obtained in the Center's training sessions in their job situation (Question 4, Table 9-13).

Impact on Agency Operation

As with the findings with the Spring Session participants, the Fall/Winter group reported that the impact of the course would be more on the individual, and how he/she functions, rather than on their agency operations. Only one-third of the Fall/

Table 9-13

Responses to Selected Questions on
Training Impact on Job Effectiveness

1. As a result of your experience in this course, have there been any changes in your daily work effectiveness (%)?

<u>Course #</u> n =	<u>12</u> <u>15</u>	<u>14</u> <u>16</u>	<u>15</u> <u>19</u>	<u>16</u> <u>15</u>	<u>18</u> <u>16</u>	<u>19</u> <u>14</u>	<u>20</u> <u>14</u>	n=	<u>Per Cent</u>
No	33.3	6.3	15.8	6.7	--	7.1	50.0	18	16.4
Yes	66.7	93.7	84.2	93.3	100.0	92.9	50.0	92	83.6

2. Do you think those changes would have occurred if you had not attended the Center's course (%)?

<u>Course #</u> n =	<u>12</u> <u>15</u>	<u>14</u> <u>15</u>	<u>15</u> <u>19</u>	<u>16</u> <u>17</u>	<u>18</u> <u>16</u>	<u>19</u> <u>14</u>	<u>20</u> <u>13</u>	n=	<u>Per Cent</u>
No	20.0	93.3	78.9	35.3	87.5	78.6	46.2	69	63.3
Yes	46.7	6.7	5.3	64.7	22.5	14.3	--	24	22.0
N/A	33.3	--	15.8	--	--	7.1	53.8	16	14.7

3. Has the Center course enabled you to do any job-related tasks better than you would have been able to do otherwise (%)?

<u>Course #</u> n =	<u>12</u> <u>15</u>	<u>14</u> <u>17</u>	<u>15</u> <u>19</u>	<u>16</u> <u>17</u>	<u>18</u> <u>16</u>	<u>19</u> <u>14</u>	<u>20</u> <u>14</u>	n=	<u>Per Cent</u>
No	53.3	11.8	21.1	76.4	--	--	76.4	34	30.4
Yes	46.7	88.2	78.9	23.6	100.0	100.0	23.6	78	69.6

4. Have you used any of the information or skills you obtained in the Center Course (%)?

<u>Course #</u> n =	<u>12</u> <u>15</u>	<u>14</u> <u>17</u>	<u>15</u> <u>19</u>	<u>16</u> <u>17</u>	<u>18</u> <u>16</u>	<u>19</u> <u>14</u>	<u>20</u> <u>14</u>	n=	<u>Per Cent</u>
No	26.7	11.8	5.3	11.8	--	--	35.7	14	12.5
Yes	73.3	88.2	94.7	89.2	100.0	100.0	64.3	98	87.5

Winter Session participants felt that the training would result in any changes in their agency operations.

Recommending the Course

A good indicator as to the worth or value of a training program is the degree to which former trainees recommend the course to others. Almost 90% of the Fall/Winter participants responded affirmatively to the question, "would you recommend the course to others."

9.2.3 Results of the Fall/Winter Session Assessment

Based on the responses to selected questions a ranking of Center-sponsored Fall/Winter training sessions is presented in Table 9-14. The combined positive responses is 83.8% which compares very favorably with the Center's objective of 70% trainee satisfaction. The overall Fall/Winter session rating would have been higher but for course No. 16. The relatively high negative responses associated with this course is attributable to several factors. It was the course chosen to field test the data instrument and changes in the wording of some questions occurred after the field test. Individuals were interviewed approximately one and one half months after the session ended, while most of the other participants were not interviewed until they were back in the field for 2½ to 3½ months. Lastly, the course consisted of a mixed group - youth service and court workers. The court workers tended to be more negative in their appraisal and more of them were interviewed than were youth service workers participants.

The responses on both the mailed questionnaire and the phone interviews may have tended to be higher. Response rate to the mailed questionnaire was higher for the higher rated Spring Courses and telephone interviews (although precautions were taken) may tend to elicit a higher level of positive responses. Since both tendencies were in the upward direction, some comparison between the two sessions is possible. The difference of the two sessions in positive responses of the follow-up

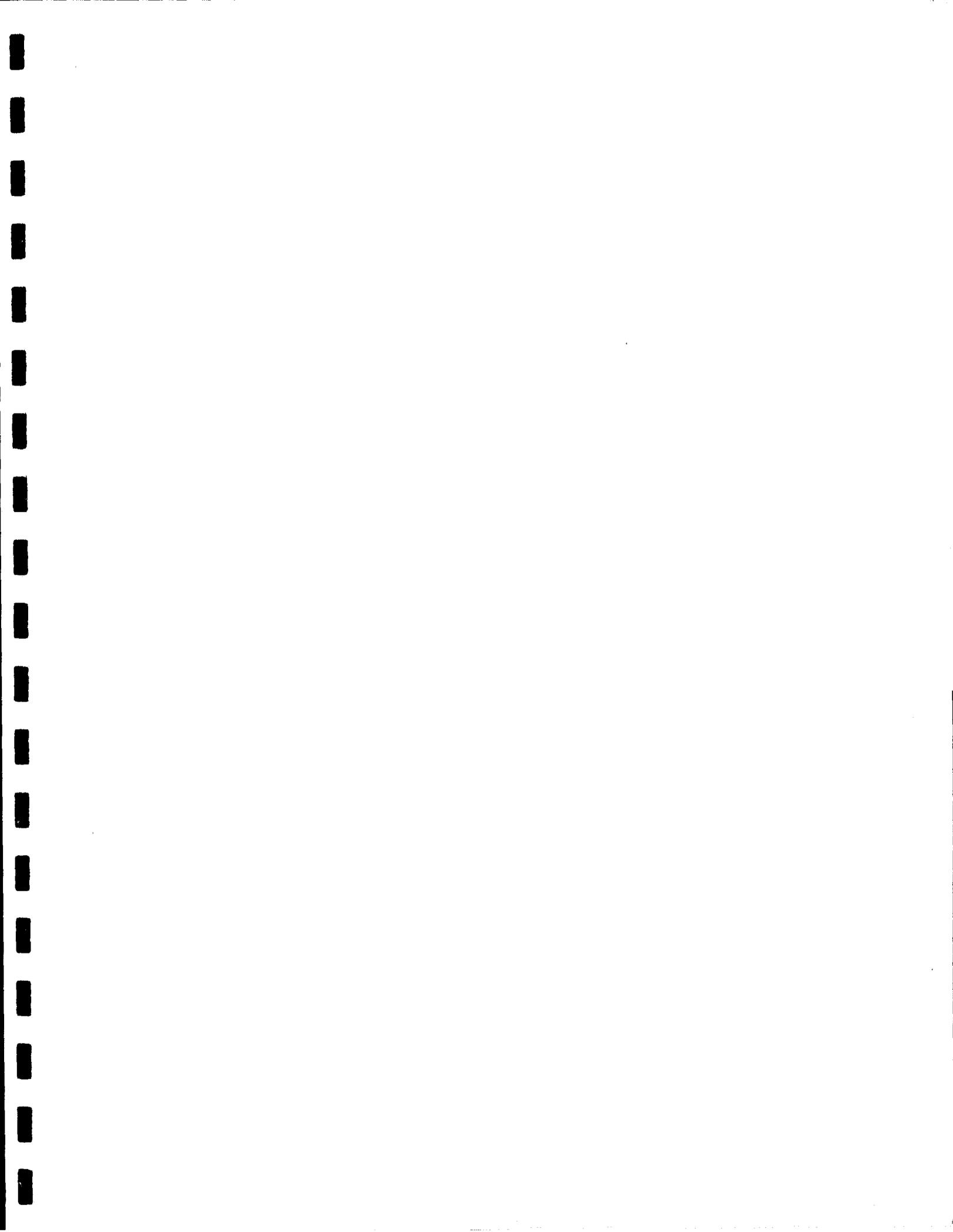


Table 9-14

Summary of Selected Questions and
Course Rankings
Per Cent Positive Responses

<u>No. of Questionnaires Completed</u>	<u>Course #:</u> 12	<u>14</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Combined</u> 112
Course content was useful to work situation.	86.7	88.2	79.0	64.6	100.0	92.9	78.5	84.3
Training was more useful than originally thought.	60.0	88.2	82.4	58.7	100.0	78.6	64.3	76.0
Daily working effectiveness enhanced as a result of the training.	86.7	88.2	79.0	64.6	100.0	92.9	78.5	84.3
Have used information or skills obtained in training.	73.3	88.2	94.7	89.2	100.0	100.0	64.3	87.1
Would recommend course to others.	80.0	88.2	100.0	47.1	100.0	100.0	100.0	87.5
Average Positive Scores	77.3	88.2	87.0	64.9	100.0	92.9	77.1	83.8
Ranking	5	3	4	7	1	2	6	

evaluation indicates that the Center had the ability to make the appropriate changes in the course structure in order to better address the needs of their clients.

SECTION 10

FINDINGS AND RECOMMENDATIONS

The Wisconsin Juvenile Justice Personnel Development Center was designed to address the diversity of training needs of the juvenile justice system in Wisconsin. Growing awareness within the community of the problems of juvenile justice and prevention of delinquency have prompted more agencies to become involved. The advent of purchase of services rather than the building of juvenile justice formal institutions has also added to this diversity.

A major program thrust in recent years has been towards alternative living arrangements for juveniles. These alternatives (shelter homes, group homes, foster parents) are operated by individuals or personnel with little previous training in juvenile justice. No formal training is available to these persons and the major focus of the Center program has been to address the training needs of this population.

In support of the training program, the Center instituted a technical assistance effort to stimulate training within juvenile justice agencies and a resource unit program to provide instructional resource materials to interested individuals, agencies and organizations.

New program thrusts in juvenile justice such as reintegration and diversion may, similarly, require training for additional personnel and for personnel in existing agencies that may deal with the new program areas.

10.1 PROGRAM DEVELOPMENT

From its start-up date in September, 1976, the Wisconsin Juvenile Justice Personnel Development Center has been operational. Staff members were hired in the very first month and immediately addressed the identification of training needs of juvenile justice personnel in Wisconsin. The core staff of the Center, in pursuing the goals of the Center, have shown a

dedication to their tasks, an ability to adjust to new situations, utilization of evaluation data and a desire to continue to improve and expand the Center program.

The Center program was designed around the categories of increasing capability, assuring project efforts and a focus on client outcome. These three categories were used for the structure of goals and objectives. The three components of the program, training resource materials, training program and technical assistance in training, were integrated into the goals/objectives structure. The progress of the Center in achieving goals and objectives was made apparent and measurable by this structure. Goals and objectives were operational and realistic.

10.1.1 Project Organization

The Center approach of a core staff of four persons rather than a training staff of resident and full-time faculty has proven effective. Continuity was assured, training programming was improved and available resources were utilized to best advantage. The Advisory Board and Standards and Curriculum Committee provided valuable community and professional input to Center operations. A total of 55 instructors, consultants and specialists were utilized in the first year's training program.

The time of the core staff was distributed as follows:

- o Training - 78%
- o Technical Assistance - 13%
- o Resource Unit - 9%

10.1.2 Training Needs Assessment

The training needs assessment conducted by the Center provided the initial information base for designing courses. Since that time, courses have been improved after discussions with participants and instructors and according to evaluation analysis. The training program, accordingly, has been developmental and responsive to trainee needs.

The size of the overall training population in the alternative living group was not determined through the needs assessment. Additionally, other segments of the juvenile justice personnel population may have training requirements.

10.1.3 Program Development Conclusions

The Wisconsin Juvenile Justice Personnel Development Center has proven to be an innovative effort. Participants and the juvenile justice system have indicated that there has been a responsiveness of the overall program to their training needs. The Center has had an emphasis towards training of non-traditional personnel which had previously been neglected. The core staff approach is an innovation which is operational and cost effective. The resource unit and technical assistance efforts are closely related to the training program and, at the current allocation of staff effort to the components, have been effective.

With respect to LEAA requirements for consideration as an exemplary project, the Center program is replicable, relevant, adaptable to other situations and can be performed with a similarly dedicated staff.

An extensive amount of evaluation data was collected and the data collection procedures have been integrated into the overall program. The Center effort is cost effective with costs comparable or lower than similar alternatives. The staff has shown its dedication and accessibility for the purposes of conducting an external and internal evaluation.

10.1.4 Recommendations

MetaMetrics recommends that juvenile justice agencies in Wisconsin assist the Center in continuing its program. In addition to the responsiveness to training needs of juvenile justice personnel, the Center can provide a means of addressing changing thrusts in juvenile justice.

Juvenile Justice Priorities

MetaMetrics recommends that the Center program continue to question the role of training in juvenile justice. Traditionally, training was a means of imparting knowledges, skills and behaviors essential to job performance. Within the juvenile justice environment in recent years, approaches, concepts and activities of agencies and institutions have been changing. The Center may serve the juvenile justice system by stimulating new approaches, concepts and techniques for dealing with juvenile justice and delinquency prevention.

Youth advocacy is an area which may be stimulated through Center programming. The involvement of youth in program decisions may be relevant and the stimulation of agencies to deal with juvenile problems and associated issues of child abuse and neglect can be relevant.

The emphasis on juvenile diversion in recent years, while not addressed by the Center in its recent programming, may be relevant for inclusion in the future. Similarly, the deinstitutionalization effort may continue and new program initiatives including restitution could be addressed by the Center.

Target Population

While the Center has focused on providing training to that segment that has been neglected, the non-traditional juvenile justice personnel, new target populations could be identified. The juvenile court continues to be important and critical to juvenile justice. Court personnel do have first-hand contact with juvenile clients. The training program, while addressing in several of its sessions this segment of the juvenile justice personnel, could extend its efforts in this area. Elected officials, while the Center did provide one training session for decision-makers, should be included in future training programming considerations.

MetaMetrics recommends that a concerted effort be made to identify the size of the total potential juvenile justice training population and the size of the key segments such as the alternative living group.

Personnel Development and Agency Impact

The mobility of personnel in the juvenile justice area and the corresponding changes in job responsibilities can continue to be addressed by the Center. Turnover has been substantial as identified through the follow-up questionnaire and telephone interviews. Future personnel development programming should recognize this fact of high turnover.

Previous trainees felt, in comparison to other measures of training effectiveness, that agency impact is minimal through the training Center program. Future training programming could address the issue of how to effect change within an agency. MetaMetrics recommends that the Center explore the utilization of a key problem or issue that could be addressed by the trainee upon return to his agency. This approach would focus the value of the training towards problem solving and also provide a mechanism for the trainee to utilize training upon return to the job.

Center Goals/Objectives

MetaMetrics recommends that the Center continue to review its priorities and the relevance of the goals/objectives structure to program development. The integrity and autonomy of the Center should be maintained in order to serve the total juvenile justice personnel population and continue the general policy thrust towards community programming.

Core Concept

MetaMetrics recommends that the core approach of the Center be continued. This system permits a responsiveness to the needs of the training population and can be conducive to updating and improvement of the overall Center program.

10.2 TRAINING COURSES

The provision of training courses has been the major focus of the Center program. The Center's target was 24 courses to be attended by 710 participants. By the Summer of 1978, a total of approximately 600 will have participated in the 33 courses for the achievement of 85% of the target. The

evaluation utilized information and data collected for 23 courses that were conducted from March of 1977 through mid-December of 1977.

10.2.1 Utility of Training

The participants felt that the training was of use in their job situations and perceived a change in their own performance. Only a third of the participants, however, felt that their agency would change as a result of training.

10.2.2 Course Rankings

The participant final assessment positive responses varied for the 23 courses evaluated. The lowest was 42.0% and the highest was 100.0%. The mean score was 87.3%. The Center showed that large training groups (36 enrolled in Course No. 3) were unweildy and resulted in a high number of drop-outs. Course completions consequently ranged from 12 to 25 during the Fall/Winter Session and averaged 18 participants. Correlation analysis on size of class in this range (12 to 25) showed no impact on participant assessments.

Analysis was conducted on the effect of the site (Wausau or Madison) on participant assessments and knowledge increase. The Madison site had higher participant assessments. The follow-up questionnaire responses on physical setting resulted in more negative comments for courses conducted in Wausau.

Choice of instructor appears to be the major factor in participant assessments. One instructor had very high rankings in the Spring Session, but was ranked at the mid level in the Fall/Winter Session. This may indicate that the quality of the instructors increased over that period.

10.2.3 Evaluation

The Center developed and implemented a set of internal evaluation forms consisting of pre/post tests and participant evaluations of the training before the selection of an external evaluator. MetaMetrics analyzed this data for the Spring

Session and developed, with the assistance of the Wisconsin Council on Criminal Justice, additional and revised forms to be used in subsequent training courses.

The Center has shown a willingness to collect and utilize evaluation data. The daily assessment forms are analyzed by the instructional team and adjustments are made as the course progresses. The Center has been sensitive to the performance of instructors and has continued to contract with those who have demonstrated their effectiveness as indicated by evaluation information and session observation by Center staff.

10.2.4 Training Outcome

The "client" outcome targets for the training courses were:

- o Have clients utilize the knowledge and expertise gained through project training in such a manner as to improve the quality of youth service delivery.
- o Provide training of such quality that 70% of the participants render a favorable reaction to the program and to the information gained in terms of utility of youth service delivery and extent of knowledge, and quality of knowledge.

Of the participants of the first 17 courses, 78.2% stated that the course content was useful to their work situation and 73.7% stated that there was a positive change in their daily work effectiveness. The follow-up survey also indicated that 78.2% had a favorable overall reaction to the Center program. The Center achieved the client outcome targets for the training courses.

10.2.5 Training Course Improvement

In the three categories -- knowledge (Pre/Post Tests), Participant Overall Assessment and Participant Overall Assessment Follow-Up -- the Fall/Winter Courses had higher scores than the Spring Courses. In only one category, agency change as a result of training, were the scores the same.

MetaMetrics concludes that the Center has acted to improve on the quality and utility of the delivered training over the first year of operation.

10.2.6 Recommendations

The continuing improvement of the Center training program as demonstrated by the evaluation data shows the sensitivity of the staff to participant requirements. MetaMetrics recommends that final assessments and pre/post tests be continued as means to measure changes in participant knowledge and satisfaction with the training. Other considerations for training program improvement are:

- o Site: Evaluation data and analysis show that Madison may be a superior site for the training. MetaMetrics recommends that the Center be sensitive to the physical setting in addition to weighing participant travel expenses.
- o Number of Participants: Analysis on the available data indicates that size of class in the range of 12 to 25 has no effect on participant assessments or the courses. MetaMetrics recommends that class size be targeted at 25 in order to reach a larger number of participants and subsequent juvenile clients. If the average class had been 22 rather than 18, the Center target of 710 would have been attained.
- o Evaluation: The internal and external evaluation efforts have aided the Center in training course and other component decisions. MetaMetrics recommends that this intensive evaluation effort be continued.

10.3 TECHNICAL ASSISTANCE PROGRAM

The Center's Technical Assistance program was developed in response to the State's Youth Service personnel and agencies' need for professional consultative assistance in operational and programmatic aspects of juvenile justice training and related planning and administration matters.

10.3.1 Findings

As of December, 1977, the Technical Assistance program had provided five basic forms of technical assistance as ranked below:

- o Program Planning and Development
- o Develop In-Service Training Program
- o Information Sharing on Center Activities
- o Conference/Workshop Presentation
- o Conference Planning

A total of 68 technical assistance sessions, involving nearly 250 hours of direct Center staff resources, were provided during the first 12 months of the program. Approximately 1,300 individuals benefitted from the Center's Technical Assistance program.

Follow-up evaluation forms completed by technical assistance recipients indicated that 95% of the agencies felt that the assistance was beneficial and 73.1% responded that they would utilize the program again.

Over the first 15 months of operation, the Center has developed one technical assistance contact per week requiring approximately five hours of staff time.

10.3.2 Recommendations

MetaMetrics finds that, at the current level of effort, the technical assistance serves as a means of continuing communications with juvenile justice agencies and provide valuable input of Center programming in addition to lending technical assistance. Accordingly, the technical assistance effort is virtually beneficial and complementary to the training program.

MetaMetrics recommends that technical assistance to agencies remain at the same level and that subsequent follow-up information distinguish between one-way information to the Center, preliminary information gathering for technical assistance and rendered technical assistance.

10.4 RESOURCE UNIT PROGRAM

The Center's Resource Unit was developed to meet the varied informational and educational needs of individuals and agencies concerned with juvenile justice programming efforts. The Resource Unit also serves as the State or regional distributor for two national organizations:

- o The National Education and Training Program
(developed through Volunteers in Probation - VIP)
- o The National Council on Crime and Delinquency
(NCCD)

10.4.1 Findings

The Resource Unit information collection of over 800 items consists of reading materials, films and audio cassettes that are available on an on-loan basis and are categorized into 18 subject areas. The major areas requested include:

- o Juvenile/Criminal Justice
- o Social Services
- o Training
- o Juvenile Court Intake
- o Volunteers
- o Community Services

The Resource Unit program's information dissemination activities began in late March, 1977. As of December, 1977, the Center had responded to 90 requests for resource materials. Review of Resource Unit activities during this period indicate the following:

- o Operations: The Center has developed a fully functioning, responsive informational resource unit. It has developed the necessary managerial tools (request forms, cataloging procedures, follow-up surveys, etc.), and operational expertise (fulfilling requests, ordering new material, etc.) to successfully meet the needs of its users. Much of the credit for the success of the Resource Unit is due to the Center's Administrative Assistant.

- o Resource Collection: The Center's resource collection has expanded greatly during this period. As of December, 1977 it included 445 printed materials and 140 audio-visual cassette tapes. The material is organized into 18 subject categories. The emphasis of the collection continues to be in educational and instructional materials.
- o Responsiveness to Client Needs: The Center has exhibited a sensitivity to the changing needs of its clients. It has increased its collection in areas that reflect the needs of its users, e.g., Volunteerism and Drug/Alcohol. The majority of the users were very satisfied to a high degree with the services the Center provided and materials were utilized. The quality of the material was rated highly and all users responded that they would use the Center's services again.

10.4.2 Recommendations

The Center's Resource Unit is successful and is achieving desired outcomes in an efficient, timely, and organized fashion. MetaMetrics recommends that the Center not devote more of its fiscal resources to the Unit and the following recommendations focus on operational aspects:

- o Resource Collection: The Center should expand the collection in several areas in order to remain responsive to user needs. Staffs should expand materials in four areas, in particular they are:
 - Shelter Care
 - Juvenile/Criminal Justice
 - Training
 - Juvenile Court Intake
- o User Feedback: Feedback in the form of follow-up surveys of users should be continued. Their suggestions and recommendations about the service provided by the Center are important and should be encouraged.
- o Subject Areas: Center staff should continue to monitor subject categories that are requested by users. Efforts to supplement those subject categories with additional materials should be undertaken.

- o Publicity: Publicity continues to be an important issue. Given the apparent high attrition rate of individuals involved in the non-traditional criminal justice field, attempts to reach new people entering this field should be developed. This could take the form of more mailings to such organizations as YSB's that experience high turnover.
- o Improved Catalog Description: The user survey revealed that users of the Center's Resource Unit catalogs would prefer better descriptive material on the resource collection. To the extent that it is feasible (cost and time) the Center should provide a two or three sentence description of all materials in the resource collection. At a minimum, the Center should initiate this process with all new materials.
- o Expanded Financial Resources: Two recommendations that are contingent on the Center's ability to allocate increased financial assistance to the Resource Unit are:
 - Purchase of audio-visual and tape recording equipment. Given that 23% of the Resource collection consists of visual and cassette tapes, the Center should consider purchasing the necessary equipment to review this material.
 - Develop in-house training materials. Because of the Center's 18 month experience in developing training programs for juvenile justice personnel and the established network of training specialists and consultants, the Center has the background and opportunity to develop in-house training materials - either manuals, or more ambitiously and thus costly, video-taped presentations. They materials would then become part of the Resource Unit collection and could be used to supplement on-going training seminars.

In their efforts to establish a resource center to meet the informational/educational needs of youth service personnel, the Center's Resource Unit has been very successful. As the collection continues to expand and with increased publicity, the Center should continue to improve and be more active in this area.



END