

EVALUATION OF THE
SAN DIEGO COUNTY PROBATION DEPARTMENT
PROGRAM

CORRECTIONAL TRAINING ACADEMY

Second Year Report

March 1, 1977 to February 28, 1978

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ACQUISITIONS

SUMMARY AND RECOMMENDATIONS

During its second year the Academy has continued the programs initiated during the first year and again, the project goals related to numbers of individuals trained and hours provided have been exceeded. New classes have been added as training needs have arisen and the training continues to receive high marks from participants. Additionally, the number of participants from outside the agency has been increased and the training seems to be reaching a wider range of individuals.

On the negative side, the STAR training during the second half of the year did not appear to make as great an impact as in earlier classes. Many scores for some classes actually went down and it has been tentatively determined that this was related to the educational and work backgrounds of the participants. Further analysis is necessary but it is clear that there will be implications for the Academy staff.

It is therefore recommended that the Academy consider altering its approach and/or course content when classes contain a large number of new and inexperienced employees, or that participants be screened to select those most likely to benefit.

The Moos Correctional Institutions Environment Scale was re-administered as a post test measure for the first time in two Adult Institutions. There was a small decrease in staff scores for both institutions indicating no change in the environment. However, the pattern for other scores was quite different between the two and it is believed that changes within one institution greatly influenced the scores. It is suspected that an institutional environment is most influenced by its internal affairs such as staffing and administrative changes and that the CIES is most likely to reflect these influences rather than the effects of training on individual employees. Even though the CIES is a useful tool, it should be used for other purposes.

It is therefore recommended that the Moos CIES no longer be used as a measure of STAR training impact.

INTRODUCTION

Evaluation of the Correctional Training Academy by the Program Evaluation Unit began as limited statistical assistance in May, 1976. (Prior to that the Evaluation Unit Project Director was involved in an advisory capacity during formulation of the Academy's goals, objectives and evaluation design.)

During August, 1976, the Evaluation Unit's responsibilities for the Academy evaluation were expanded to include all phases except the administrative statistics kept by the Academy Director.

This report covers in detail all Academy Programming since the end of the last reporting period (July 10, 1977) and also summarizes pertinent data for the entire second year, March 1, 1977 to February 28, 1978.

For a program description and the evaluation design, please refer to the first annual report dated February, 1977, pages 3 and 8, respectively.

RESULTS

Data has been collected and analyzed for STAR groups 16 through 20 as well as all other training programs through February, 1978.

STAR TRAINING

STAR Role Concept Test

The STAR Role Concept test is excerpted from the Project STAR master test. Training is offered in Modules 2, 7, 8, 9 and 13, and ten questions per module comprise the bulk of the test. Questions from Modules 5, 10 and 12 (ten per module) were added for comparison purposes making up an 80 question test.

It should be noted that some test questions were modified beginning with Group 9. However, results indicated that the modifications may have made the test too easy and, therefore, no longer valid as a pre-post measure. As a consequence, there was a return to the original test beginning with Group 16. The following Table indicates the subject matter for each Module.

TABLE I

Module	Topic
2	Building respect for law and criminal justice system.
5*	Collecting, analyzing and communicating information.
7	Assisting personal and social development.
8	Displaying objectivity and professional ethics.
9	Protecting rights and dignity of individuals.
10*	Providing humane treatment.
12*	Enforcing law situationally.
13	Maintaining order.

*Comparison modules

Again, paired T-tests were used on pre-post scores with the level of significance set at $p < .05$. The results for Groups 16-20 combined are given in Table II.

Module	Pre-test Mean	Post-test Mean	Significant Increase
2	6.25	6.65	Yes
5*	7.01	6.99	No
7	6.01	6.14	No
8	7.76	7.97	No
9	7.39	7.37	No
10*	6.10	6.30	No
12*	6.37	6.44	No
13	6.17	6.38	No
Total (All Modules)	52.97	54.20	No
Total-Real (2,7,8,9,13)	33.51	34.51	No

*Modules not taught -- used for comparison purposes only

Table III examines Groups 16 to 20 individually in terms of whether the means went up significantly, remained the same, or went down.

TABLE III
STAR ROLE CONCEPT TEST
DIRECTION OF CHANGE

Group	#16 N=11	#17 N=16	#18 N=15	#19 N=15	#20 N=14
Mod 2					S
Mod 5*	↓		↓		
Mod 7		↓	↓	S	
Mod 8		—	↓	↓	S
Mod 9		—	↓		
Mod 10*		↓	—		
Mod 12*		↓	↓		
Mod 13	↓	↓	↓	S	
Total-Pre	48.2	55.4	53.3	52.7	S 53.9
-Post	51.0	54.8	51.3	56.0	56.8
Total Real-Pre	31.3	↓ 35.1	↓ 33.6	33.2	S 33.7
-Post	33.5	34.7	32.6	35.7	35.9

Blank Square = post score increased but not significantly

S = post score increased significantly

— = no change

↓ = post score decreased

Examination of these two Tables makes it evident that the test results are vastly different from those of earlier groups. Table IV compares the total score means for the first and second year groups.

TABLE IV
STAR ROLE CONCEPT TEST
COMPARISON OF FIRST AND SECOND YEAR MEANS

Class #	1-9 1st Year N=135	10-15 N=91	16-20 N=71	10-20 2nd Year N=162	1-20 Total N=297
Total Pre X	55.6	59.1	53.0	56.3	56.0
Increase	2.2	.4	1.2	1.0	1.5
Total Post X	57.8	59.5	54.2	57.3	57.5
*Real Pre \bar{X}	35.2	38.9	33.5	36.5	35.9
Increase	1.5	.5	1.0	.7	1.1
*Real Post X	36.7	39.4	34.0	37.2	37.0

*Modules taught (2,7,8,9,13)

Table IV shows that there have been some differences between groups of classes. While the second year means are slightly higher than the first year, this can be accounted for by Groups 10-15. (These groups had the modified, easier test). Comparing only groups 16-20 to the first year, it can be seen that they had lower pre means and smaller increases. These later groups were, therefore, less knowledgeable going into the training and more, importantly, they learned less while there, at least as measured by this test. Table III shows that many scores actually went down, particularly in Groups 17 and 18.

An analysis is being conducted to determine what factors, if any, are related to test results. Preliminary findings indicate that results may be affected by age, educational background, ethnic background, and time employed, although it is not yet known which of these factors is truly operating. While further analysis is necessary to determine just how these factors are related, it is known that classes 17 and 18 had a higher proportion of new Correctional Services Officers than other classes. As a group, these individuals are young, new to the agency, have less education than Probation Officers and have a greater number of minority individuals. If these preliminary findings are borne out by further analysis, the implications for training staff are many. It has been said that STAR training is ideally geared for individuals with a few years experience. If this is true, some decisions will have to be made about either modifying the approach and/or subject matter with certain groups or limiting participation to only those individuals likely to benefit.

Star Attendance

Tables V and VI provide attendance information for Groups 16-20.

TABLE V STAR CLASS SIZE GROUPS 16-20						
	#16	#17	#18	#19	#20	Total
First Day Enrollment	17	20	20	17	14	88
Total With Pre & Post Test	11	16	15	15	14	71

TABLE VI STAR CLASS HOURS ATTENDED GROUPS 16-20		
Hours Attended (40 possible)	Number of People	Percent of Total
1-8	3	3.4
9-16	1	1.1
17-24	6	6.8
25-32	16	18.2
33-40	62	70.5
TOTAL	88	100%

Table V indicates that class size has still been somewhat below the optimum number of 21.

Impact Questionnaire

This one-page, ten-item questionnaire is administered one month after line staff complete the 80 hours of Academy core training. The questionnaire quantifies the assessments of both line staff and their supervisors of the impact of the training program on job performances. The following table presents a summary of Impact Questionnaires received during this reporting period.

IMPACT QUESTIONNAIRE SUMMARY		
Question	N=17 Line Staff Mean	N=13 Supervisors Mean
1. Believe that the training had a positive impact on this staff when he returned to this institution.	2.9	3.1
2. After completing the training he gained a more realistic way of dealing with external expectations of his performance.	2.9	2.9
3. The training helped increase his understanding of role expectations in his job.	2.8	3.0
4. The program helped improve his ability to identify, formulate and solve institutional problems.	2.8	2.4
5. He was able to utilize the course material on the job.	3.0	2.9
6. He shared training materials and/or learning with other staff members.	3.1	2.7
7. After completing the training he is more confident in performing his job tasks.	2.8	2.9
8. I felt more confident about this man's performance after he completed the training.	2.9	2.8
9. This man performs his job tasks with more knowledge/expertise after completing the training.	2.9	2.8
10. I would recommend this program for all institutional staff.	3.4	3.2

Rating Scale: 4=Strongly Agree
3=Agree
2=Disagree
1=Strongly Disagree

NOTE: Questions have been shortened for the sake of space. On the actual questionnaire, for instance, "he" is written "he/she" etc.

The ratings given on the impact questionnaires are favorable overall with not a great deal of difference between line staff and their supervisors. Both groups reserved their highest ratings for item 10, a statement that they recommend the training for all institutional staff.

Demographic Information on STAR participants

Basic demographic data has been collected on all STAR training participants and is summarized for the second year in the tables that follow.

Table VII indicates where participants are coming from, and as can be seen, 22% are from outside the department. This is double the percentage of outside participants for the first year.

TABLE VII WORK ASSIGNMENTS OF STAR TRAINING PARTICIPANTS		
Agency	Number	Percent
S.D. County Probation	124	78.0
Other Probation Department	1	.6
Education	8	5.0
Community Agency	19	11.9
Law Enforcement	2	1.3
Other (DPW)	5	3.1

Table VIII shows the work locations for those participants from within the department. Over 81% of those from within the department are from the institutions with the remainder from casework services. This is in keeping with the program goal to concentrate on institutional staff during the first two years.

**TABLE VIII
WORK ASSIGNMENTS OF
PROBATION DEPARTMENT PARTICIPANTS
STAR TRAINING**

Assignment	Number
Juvenile Institutions:	55 (44.7%)
Juvenile Hall	31
Rancho del Campo	6
Rancho del Rayo	2
Girls Rehab. Facility	6
Hillcrest	10
Adult Institutions:	45 (36.6%)
Barrett	7
Descanso	9
La Cima	2
Morena	3
Viejas	10
West Fork	6
Work Furlough Center	8
Juvenile Field Services	6 (4.9%)
Adult Services	15 (13.0%)
Administration/Evaluation	1 (.8%)

Major descriptive characteristics of the STAR participants are presented in Table IX. As can be seen from the table, STAR participants comprise a fairly young group of staff. With a median age of 33, a large majority (63%) are 35 years of age or younger, with 35 years being the average age. Most participating staff are male and a large majority are caucasian. Females and ethnic minorities represent 32% and 16% of the group respectively.

Close to 75% of the participants hold at least a four-year college degree, with a sizeable number (13%) having achieved a master's degree. Of staff having attended college, more than half (57%) reported a major in the field of human behavior (psychology, sociology and related fields), with an additional 11% reporting a concentration in criminal justice.

**TABLE IX
CHARACTERISTICS OF STAR PARTICIPANTS**

Characteristic	Number	Percent
Age (Range=20-69)		
20-25	17	11
26-30	38	24
31-35	44	28
36-40	25	16
41-45	9	6
46-50	8	5
50+	17	11
Sex		
Male	108	68
Female	51	32
Ethnic		
Caucasian	131	84
Mexican	13	8
Black	9	6
Oriental	2	1
Other	1	1
Education		
High School	13	8
Some College	16	10
AA Degree	11	7
Bachelor's Degree	95	60
Master's Degree	21	13
Ph.D.	3	2

STAR participants from within the department are quite experienced as a group. The average time of employment in the department was almost six years among this group, while average time at individual work locations was in excess of two years (31 months). With few exceptions, STAR participants came from line level positions in the department. Of departmental staff attending these STAR groups, fewer than 5% (eight staff) work in supervisory or administrative positions.

Moos Correctional Institutions Environment Scale

In January and February of 1976 the Moos Correctional Institutions Environment Scale (CIES) was administered to the staff and a sample of residents in all Adult and Juvenile Institutions. The intent

was to use the scale as an instrument for measuring change in the institutional environment after a majority of the staff had been through the STAR training. As of October, 1977, only two institutions, Camp West Fork and Camp Viejas had more than 80% of their staffs trained and the CIES was readministered in those institutions at that time. Table X lists the nine subscales of the CIES and gives a brief description of each.

TABLE X
CIES SUBSCALE DESCRIPTIONS

Relationship Dimensions

1. Involvement measures how active and energetic residents are in the day-to-day functioning of the program, i.e., interacting socially with other residents, doing things on their own initiative, and developing pride and group spirit in the program.
2. Support measures the extent to which residents are encouraged to be helpful and supportive towards other residents, and how supportive the staff is towards residents.
3. Expressiveness measures the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff.

Treatment Program Dimensions

4. Autonomy assesses the extent to which residents are encouraged to take initiative in planning activities and take leadership in the unit.
5. Practical Orientation assesses the extent to which the resident's environment orients him towards preparing himself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.
6. Personal Problem Orientation measures the extent to which residents are encouraged to be concerned with their personal problems and feelings and to seek to understand them.

System Maintenance Dimensions

7. Order and Organization measures how important order and organization is in the program, in terms of residents (how they look), staff (what they do to encourage order) and the facility itself (how well it is kept).

8. Clarity

measures the extent to which the resident knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.

9. Staff Control

assesses the extent to which the staff use measures to keep residents under necessary controls, i.e., in the formulation of rules, the scheduling of activities, and in the relationships between residents and staff.

Results for Camp West Fork

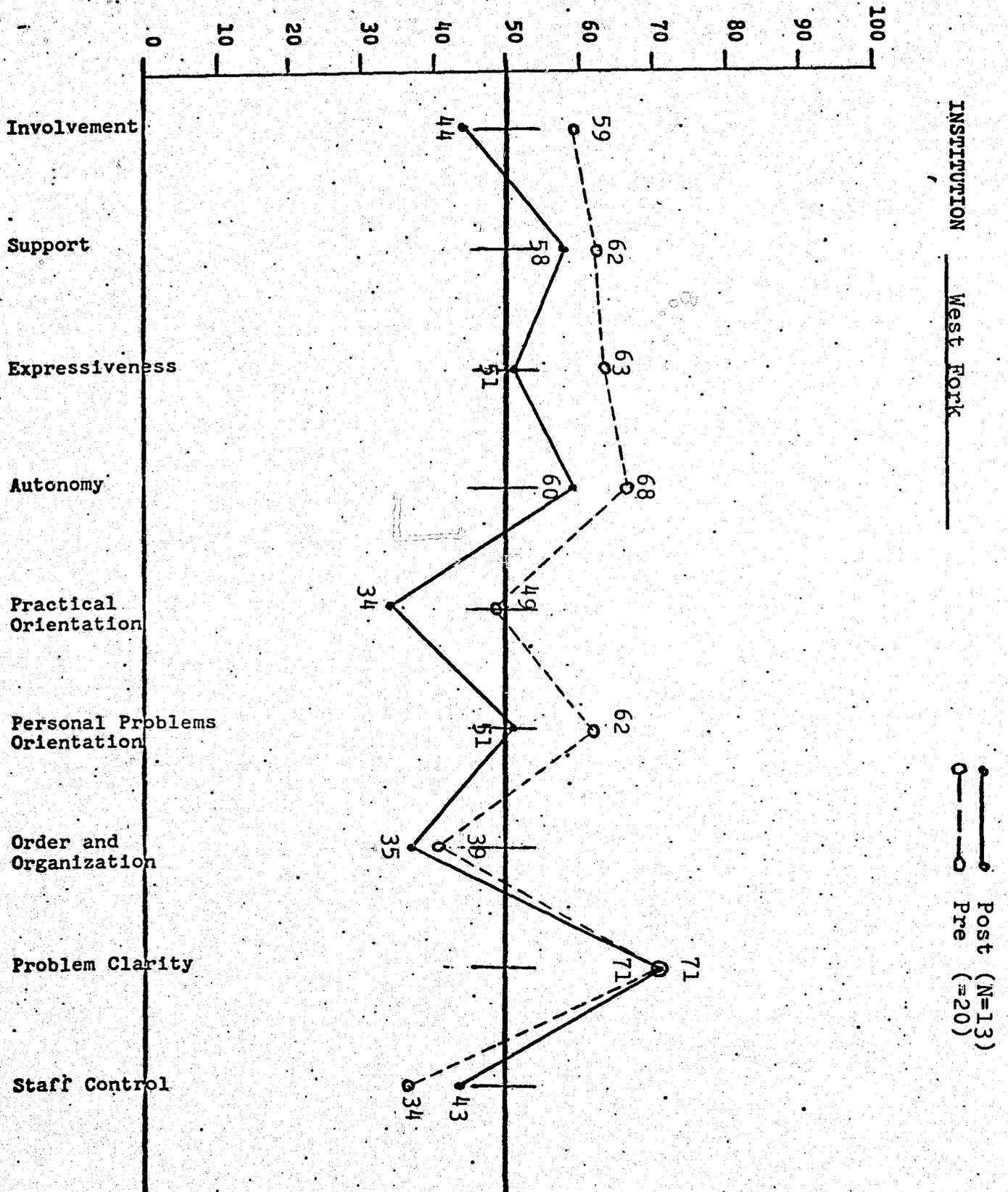
Graph I plots the pre- and post scores for staff (on staff norms) and indicates that scores on almost all scales went down somewhat. It further shows that while there was initially a slight emphasis on the Relationship Dimensions that no longer seems to be true. Concern with the Treatment Dimensions has also declined and only the System Maintenance Dimensions have remained about the same.

Graph II shows pre scores for staff and residents using resident norms. This graph indicates the difference in perceptions between staff and residents on each of the items prior to any training. Clearly, the staff saw a much greater emphasis on relationship and treatment dimensions than did the residents and only on staff control did the residents register a higher score than staff.

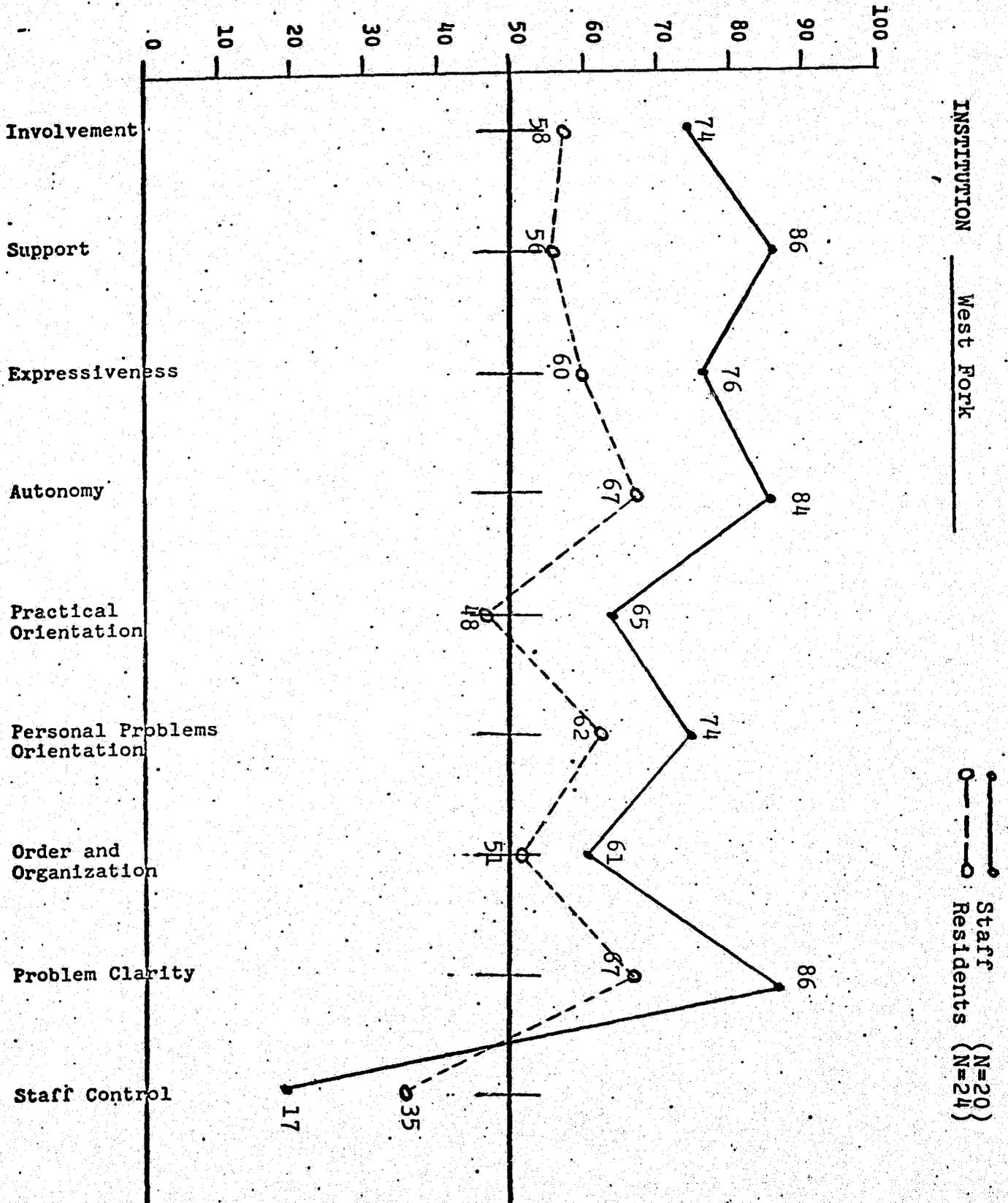
On Graph III, the post scores of staff and residents are somewhat closer together but staff scores are still higher. Only in the area of system maintenance is there fairly close agreement.

It would appear that very little environmental change (as measured by the CIES) occurred at Camp West Fork as the result of training. Scores tended to go down. However, there was closer agreement between staff and resident perceptions after training. It is of little value for staff to believe, for instance, that they are running a treatment program when that view is not shared by the residents and perhaps it can be said that staff gained a more realistic view of their institution.

GRAPH I
 WEST FORK STAFF PRE & POST
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



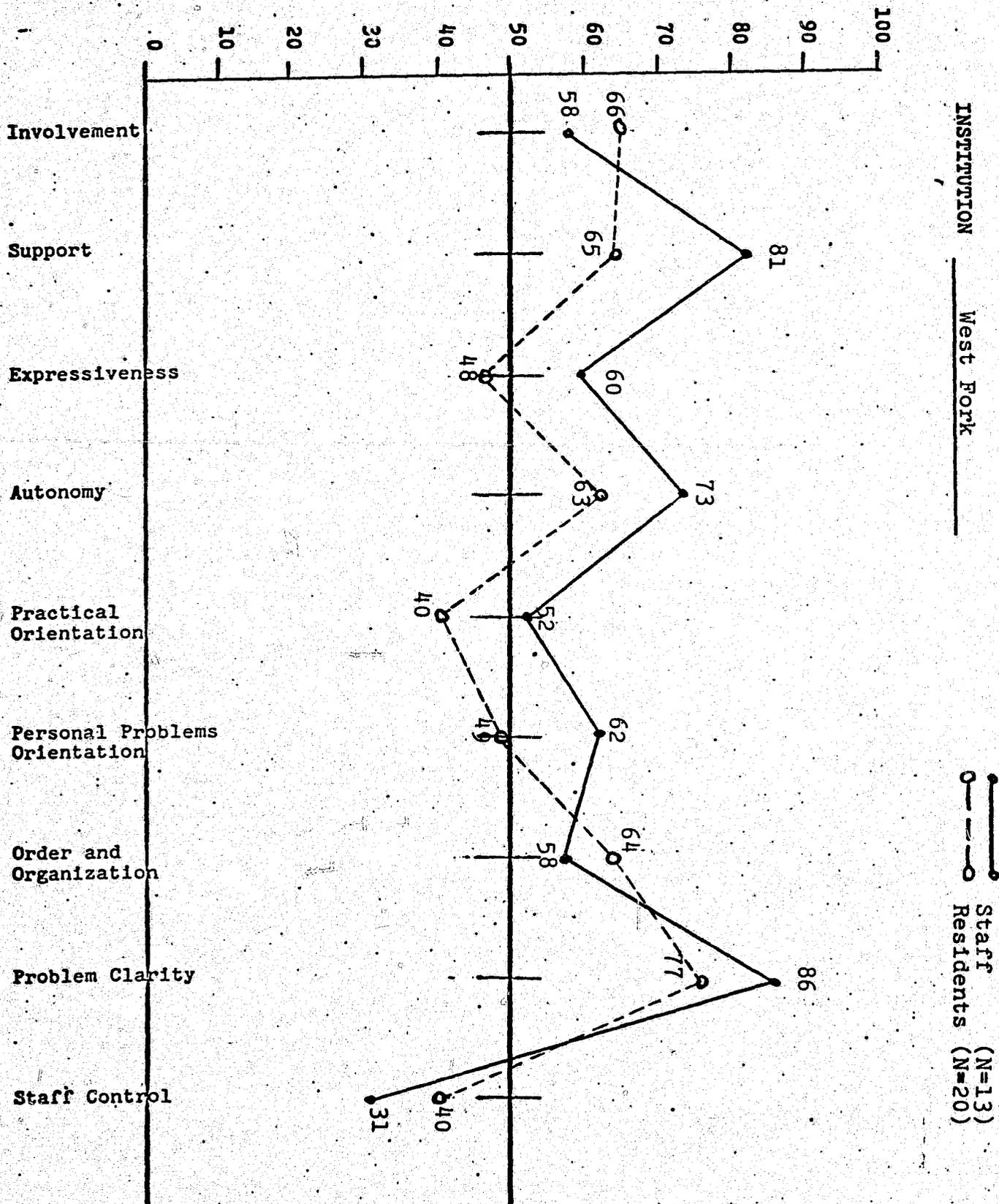
GRAPH II
 WEST FORK STAFF & RESIDENT PRE SCORES
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



INSTITUTION West Fork

—○— Staff (N=20)
 - - -○- - Residents (N=24)

GRAPH III
 WEST FORK STAFF & RESIDENT POST SCORES
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



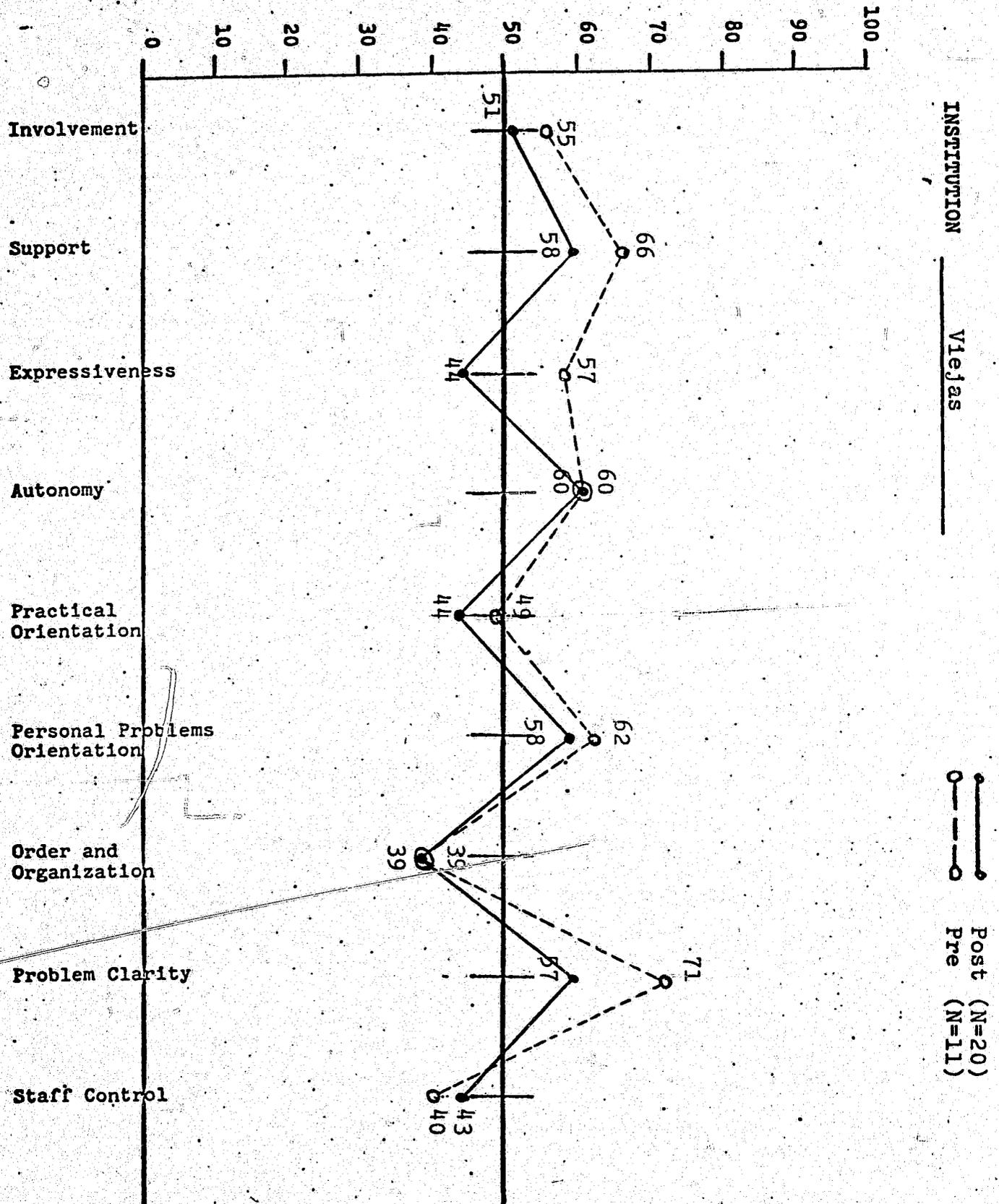
Results for Camp Viejas

Like those of Camp West Fork, the staff scores for Camp Viejas went down slightly as illustrated in Graph IV. Contrary to the results from West Fork, staff and resident perceptions on pre scores (Graph V) were very close and moved apart on post scores (Graph VI). Both staff and residents perceived a drop in emphasis in the Relationship Dimensions but residents registered a greater decrease particularly on the support scale.

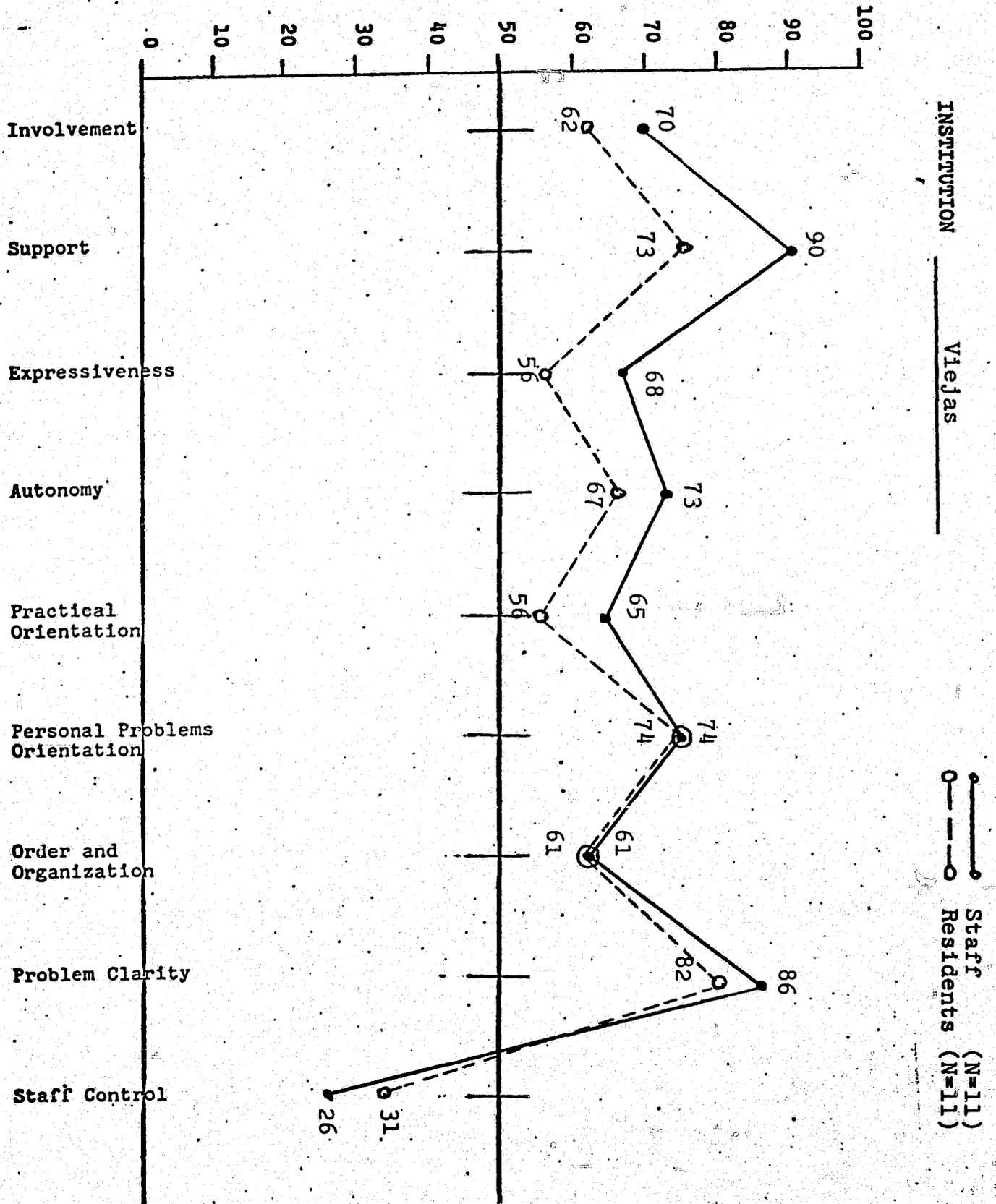
Conclusions

It is impossible to interpret these results strictly in terms of training because of the other factors that have been operating. Of the two, West Fork has been the more stable of the two camps in terms of general purpose, staffing and operating procedures. Viejas, on the other hand, has undergone a great deal of change including a recent influx of staff from other institutions. So while it is true that 80% of the staff has been trained, they were most probably not in that environment when training occurred. The camp has also undergone some change in program emphasis in that it has attempted to become more "treatment" oriented. It may be that staff scores are reflecting this change and resident scores simply haven't "caught up" yet. In any case, results are not conclusive and should be interpreted in the light of all the possible contributing factors.

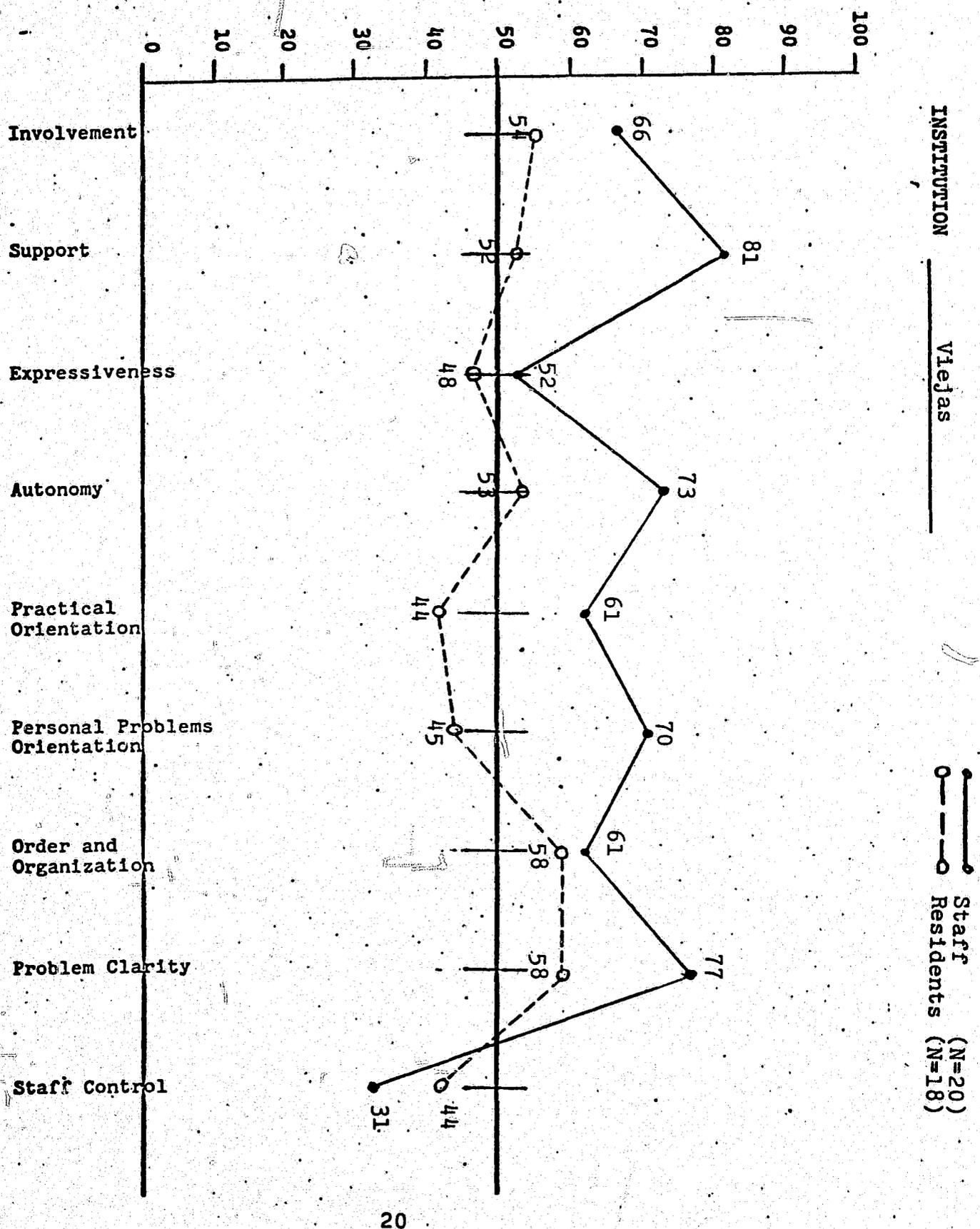
GRAPH IV
 CAMP VIEJAS STAFF PRE & POST SCORES
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



GRAPH V
 CAMP VIEJAS STAFF & RESIDENT PRE SCORES
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



GRAPH VI
 CAMP VIEJAS STAFF & RESIDENT POST SCORES
 CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE



ACADEMY CLASSES OFFERED SINCE 7/1/77

The following classes have been offered by the Academy during the current reporting period.

Class	Number of Hours	Number of Times Offered
STAR	40	5
Narcotics	8	1
Security	8	6
Safety	8	5
Defensive Tactics	8	5
CPR/First Aid	16	5
Advanced First Aid	32	1
AI Tour	8	3
Assertiveness Training	16	2
Basic Family Counseling	16	1
Family Counseling Practicum	28	1
Child Abuse	8	1
Communications and Problem Solving	24	1
Community Resources	8	1
CSO Training	48	1
Crafts Programming	8	1
Crew Safety and Supervision	8	2
Crew Safety Follow-up	8	2
Defensive Driving	8	1
Emergency Procedures	8	1
Seminar on Gangs	8	1
Group Control	8	1
Minimum Jail Standards	8	2
Probation Overview for Community Agencies	7	2
Treatment Modalities	16	1
Recreation Skills	8	2
Reality Therapy	24	1
Report Writing	2	1
Symptomatology and Detection of Drugs	8	4
Working with Alcoholics	8	1
Sexual Exploitation of Children	8	1
Consent Decree Training for Supervisors	6	2
Stress Reduction	8	6

Class Evaluation Form

The class evaluation form is given to training participants upon completion of every class. Table XI summarizes the ratings for each class on those items which Academy staff feel provide the most useful feedback.

The figures show that often times ratings on the value of the training (Item 2) exceeded expectations (Item 1) by more than a full point. Almost all classes were thought by the participants to have significantly increased job performance, particularly those classes teaching specific skills. Additional comments made on rating forms were generally favorable about course content. What criticisms there were centered on hard chairs, short breaks, etc.

TABLE XI
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	STAR N=75	Narcotics N=31	Security N=36	Safety N=56	Self Defense N=39
1. Level of expectations before training.	3.0	3.7	3.6	3.2	4.3
2. Rate entire training in terms of time spent.	4.5	4.0	4.5	4.2	5.5
3. More cooperative attitude toward criminal justice system.	Yes=86% No=14%		Yes=73% No=27%	Yes=90% No=10%	Yes=87% No=13%
4. Job performance improved significantly after training.	Yes=51% No=49%	Yes=88% No=12%	Yes=71% No=29%	Yes=40% No=60%	Yes=81% No=19%
5. Value of training on the job.	3.9	4.9	4.5	4.1	5.0
6. Benefit of exploring role in criminal justice.	4.4	3.9	4.3	3.2	5.0
7. Extent training helped or improved job skills.	3.7	4.1	4.0	3.3	5.2
8. Amount of information learned or reviewed.	4.2	4.6	4.3	3.5	5.4
9. Probability of recommending training to other staff.	4.6	4.8	4.7	3.7	5.6

Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	CPR N=84	Adv. First Aid N=11	AI Tour N=8	Assertive Training N=25
1. Level of expectations before training.	4.0	4.1	3.4	5.4
2. Rate entire training in terms of time spent.	5.4	5.0	5.3	4.8
3. More cooperative attitude toward criminal justice system.	Yes=73% No=27%	Yes=63% No=37%	Yes=100% No=0%	
4. Job performance improved significantly after training.	Yes=72% No=28%	Yes=88% No=12%	Yes=86% No=14%	Yes=77% No=33%
5. Value of training on the job.	4.7	5.3	5.0	4.6
6. Benefit of exploring role in criminal justice.	3.0	3.4	4.6	2.5
7. Extent training helped or improved job skills.	5.0	5.4	4.1	4.6
8. Amount of information learned or reviewed.	5.2	5.4	5.3	4.8
9. Probability of recommending training to other staff.	5.4	5.6	5.5	5.1

Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	Fam. Coun. N=15	Fam. Coun. Prac. N=6	Child Abuse Comm/Prob/Solv. N=26	N=7
1. Level of expectations before training.	4.0	4.7	4.5	4.0
2. Rate entire training in terms of time spent.	5.2	5.0	5.4	5.0
3. More cooperative attitude toward criminal justice system.				
4. Job performance improved significantly after training.	Yes=100%	Yes=100%	Yes=58% No=42%	
5. Value of training on the job.	5.2	4.8	4.9	5.4
6. Benefit of exploring role in criminal justice.	4.4	3.7	4.1	4.4
7. Extent training helped or improved job skills.	4.7	4.3	4.4	4.6
8. Amount of information learned or reviewed.	5.0	4.3	5.2	5.1
9. Probability of recommending training to other staff.	5.6	5.0	5.8	5.1

Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	Comm. Res. N=19	CSO Train. N=4	Crafts Prog. N=12	Crew Safety Sup. N=14
1. Level of expectations before training.	3.8	4.5	3.2	3.9
2. Rate entire training in terms of time spent.	4.4	5.8	5.2	4.9
3. More cooperative attitude toward criminal justice system.	Yes=93% No= 7%			
4. Job performance improved significantly after training.	Yes=70% No=30%	Yes=100%	Yes=100%	Yes=77% No=23%
5. Value of training on the job.	4.0	5.0	4.6	4.8
6. Benefit of exploring role in criminal justice.	4.4	5.0	2.3	4.8
7. Extent training helped or improved job skills.	3.8	5.0	4.2	4.6
8. Amount of information learned or reviewed.	4.8	5.2	4.8	4.9
9. Probability of recommending training to other staff.	4.5	5.3	5.4	5.2

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Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class	Crew Saf.	Foll-up	Def. Driv.	Emerg. Procedures
Number of Respondents	N=8	N=8	N=8	N=20
1. Level of expectations before training.	3.0	3.9	3.8	
2. Rate entire training in terms of time spent.	5.9	4.2	4.0	
3. More cooperative attitude toward criminal justice system.				
4. Job performance improved significantly after training.	Yes=88% No=12%	Yes=57% No=43%	Yes=44% No=56%	
5. Value of training on the job.	5.0	4.5	4.0	
6. Benefit of exploring role in criminal justice.	5.3	2.9	2.8	
7. Extent training helped or improved job skills.	4.5	4.0	3.3	
8. Amount of information learned or reviewed.	4.4	3.9	3.8	
9. Probability of recommending training to other staff.	5.4	4.2	3.9	

Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	Gangs N=52	Group Control N=14	Jail Stand. N=23	Prob. Overview Comm. Agencies N=6
1. Level of expectations before training.	4.3	3.9	3.3	3.3
2. Rate entire training in terms of time spent.	5.2	4.3	4.0	4.7
3. More cooperative attitude toward criminal justice system.	Yes=98% No= 2%		Yes=86% No=14%	Yes=100%
4. Job performance improved significantly after training.	Yes=88% No=12%	Yes=64% No=36%	Yes=56% No=44%	Yes=83% No=17%
5. Value of training on the job.	4.7	3.9	3.7	4.7
6. Benefit of exploring role in criminal justice.	4.6	5.0	3.9	4.5
7. Extent training helped or improved job skills.	4.5	3.7	3.6	4.0
8. Amount of information learned or reviewed.	5.0	4.0	3.8	4.8
9. Probability of recommending training to other staff.	5.6	3.9	3.3	5.3

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Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	Treat. Mod. N=21	Rec. Skills N=16	Reality Ther. N=20	Report Writing N=9
1. Level of expectations before training.	4.3	3.6	4.0	3.0
2. Rate entire training in terms of time spent.	4.7	4.7	5.4	4.2
3. More cooperative attitude toward criminal justice system.	Yes=62% No=38%			Yes=60% No=40%
4. Job performance improved significantly after training.	Yes=44% No=56%	Yes=93% No=7%	Yes=90% No=10%	Yes=71% No=29%
5. Value of training on the job.	3.9	5.3	5.4	4.9
6. Benefit of exploring role in criminal justice.	3.2	4.1	3.9	4.2
7. Extent training helped or improved job skills.	3.6	4.5	5.0	4.6
8. Amount of information learned or reviewed.	4.5	4.9	4.8	4.2
9. Probability of recommending training to other staff.	4.7	4.5	6.0	4.0

Rating Scale 1=Low
6=High

TABLE XI (Cont.)
CLASS EVALUATIONS BY PARTICIPANTS

Class Number of Respondents	Symptomology & Drugs N=35	Working with Alcoholics N=33
1. Level of expectations before training.	4.3	4.2
2. Rate entire training in terms of time spent.	4.9	4.8
3. More cooperative attitude toward criminal justice system.	Yes=86% No=14%	Yes=78% No=22%
4. Job performance improved significantly after training.	Yes=84% No=16%	Yes=81% No=19%
5. Value of training on the job.	4.5	4.7
6. Benefit of exploring role in criminal justice.	4.0	4.2
7. Extent training helped or improved job skills.	4.3	4.4
8. Amount of information learned or reviewed.	4.8	4.6
9. Probability of recommending training to other staff.	4.9	4.8

Rating Scale 1=Low
6=High

ADMINISTRATIVE STATISTICS

The following sections summarize information about the hours of training and relief time that have been provided during the second year.

Relief Time

In fulfillment of their grant proposal, the Academy has been providing relief coverage to those institutions sending training participants. The relief is usually one Academy staff member for every two institutional staff members who are involved in training. Coverage is provided Monday through Friday mainly during regular institutional shift hours (excluding travel time). Relief hours provided are as follows:

During this reporting period (7-11-78 to 2-28-78):	1,936 hours
During second year (3-1-77 to 2-28-78):	4,083 hours
Total (5-10-76 to 2-28-78):	8,792 hours

Staff and Outside Core/Follow-up Training

The amount of "core training" (STAR, task, and follow-up) provided during the second year is reflected below:

Number of individuals trained (2nd year):	588
Number of training hours (2nd year):	20,259
Average number of hours per individual:	34.5
Total individuals trained (2 years):	1,178
Total training hours (2 years):	35,359
Average per individual:	30.2

Table XII provides a breakdown of individuals by the amount of training they received for the entire two year period.

TABLE XII
SUMMARY OF CORE TRAINING

Number of Training Hours	Number of Days	Number of Individuals	Percent of Total Trained
1-15	2	636	54
16-31	4	142	12
32-47	6	124	11
48-63	8	83	7
64-79	10	55	5
80-95	12	39	3
96-111	14	35	3
112-127	16	14	1
128-143	18	16	1
144-159	20	8	1
160-175	22	8	1
176-191	24	4	0
192-207	26	2	0
208-223	28	0	0
224-239	30	2	0
240-255	32	1	0
256-271	34	1	0

Special Training

The Academy also conducted special conferences and seminars during the year in addition to the core training. The totals are as follows:

Number of individuals trained (2nd year):	115
Number of training hours (2nd year):	327
Average number of hours per individual:	2.8
 Total individuals trained (2 years):	 758
Total training hours (2 years):	3,528½
Average per individual:	4.6

Resident Training

While during the first year some training of institutional residents was conducted, none was conducted during the second year.

Total residents trained (1st year):	18
Total number of training hours (1st year):	99
Average per individual:	5.5

Management Training

The Academy also provided a consultant-taught management training course during the second year. (None was provided

during the first year.)

Total number of individuals trained:	23
Total number of training hours:	1,224
Average number of hours per individual:	53.2

Overall Totals

Number of individuals trained (2nd year):	726
Number of training hours (2nd year):	21,810
Average number of hours per individual:	30.0
Total individuals trained (2 years):	1,977
Total training hours (2 years):	40,208½
Average per individual:	20.3

END