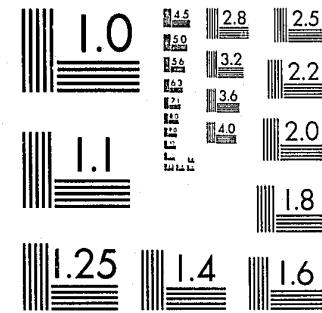


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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

6-17-82

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MONITOR REPORT

The Wisconsin Council on Criminal Justice on
Behalf of Various Criminal Justice Planning Agencies

Internship Program

#76-06-22-S-2288-5

Prepared by:

Melanie Foxcroft

Assisted by Dave Dunham
and Bert Miller

U.S. Department of Justice
National Institute of Justice

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Wisconsin Council on Criminal Justice

March, 1977

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Errata/Additional Information

Page 40, paragraph 4, third sentence should be deleted; the South East Region's recruitment notice did contain an AA/EEO statement.

Additional information on the recruitment effort of the North West Region, which was submitted after the report was written, is contained in Attachment VII.

I. Background Information

- A. Grantee: Wisconsin Council on Criminal Justice (WCCJ)
- B. Project: Internship Program
- C. WCCJ Grant No.: 76-06-22-S-2588-5
- D. Project Period: June 6, 1976 to April 30, 1977
- E. Budget:

Local Cash Match	\$-0-
State Buy-In	8,667
Federal Funds Awarded	<u>78,000</u>
Total Budget	\$86,667

See Chart I for Regional Allocations

II. Method Used to Monitor Project, and Limitations of the Method

This monitor report assesses project activities from the beginning of the grant period, June, 1976, to December, 1976.

The Program Evaluation Section (PES) sent a questionnaire to all participating Regional Planning Directors (RPD's) and to all interns employed during the Fall semester of 1976. Interns were also asked to keep a detailed log of their activities for a one month period. Telephone interviews were conducted with the RPD's who did not return the questionnaire. In addition, all RPD's were requested to submit a detailed description of the recruitment and selection procedure used in their region, and the results of the recruitment effort.

Data and information was provided by all participating RPD's; eleven of the nineteen interns funded under Program 22 during the Summer and Fall semesters, 1976, returned the PES questionnaire. Three additional interns who returned the questionnaire were funded entirely by Juvenile Justice Delinquency Prevention Act (JJDPA) funds, and were excluded from analysis. Several of the interns funded under Program 22 were also funded for brief periods by JJDPA funds; for practical purposes, these interns were included in the analysis for this report. As this report is a monitor rather than an evaluation report, an in-depth study of project impact was not conducted, and data provided by the interns and RPD's was not verified independently in most cases.

III. Summary of Project Operations

A. Intern Data

A total of twenty (20) interns were hired by nine Regions under Program 22 during the Summer and Fall semesters of 1976 (See Chart II). Most regions hired two or three interns, while the Northwest Region hired four. The number of interns hired was dependent upon the funding available and the length of tenure of the interns (for a detailed description of each region, see the Regional Summaries, Section IV of this report).

Sixty-five percent (65%) of interns hired were female, thirty-five percent (35%) male; of these, two (or 10% of the total) were minority students (See Chart III). The proportion of women hired under this grant appears more than adequate. The number of minorities hired is more than the proportion of minorities in the general population of Wisconsin (5% in the 1970 census data).

All interns received between \$3.00 to \$3.35 per hour, with two receiving pay increases during the Fall semester of 1976. There appeared to be no standardized criteria for determining the rate of pay; for example, some interns received \$3.35 to start, others \$3.00; some interns received a pay increase during the second semester of their internship, others did not.

The Activity Log Sheets for six interns funded under Program 22 were summarized (See Chart IV). Although this is a relatively small sample, the information indicates that interns performed a wide variety of activities. The major activities the interns were involved in during the sample period were: research (37% of activities); attending and preparing for meetings (22%); and letter/report writing (11%). General familiarization and training accounted for 9% of the interns' time overall during November, although familiarization accounted for a much higher proportion of the interns' time in the LWC and UWC regions (21% and 16% respectively). Overall, office/clerical work accounted for 4% of the interns time during the sample period, but was highest in the SE and LWC regions (12% and 9% respectively).

B. Recruitment and Selection Process

Three regions used multiple sources to recruit interns. Metro Milwaukee used newspaper advertisements, specialized minority/women organizations, and university placement officers/coordinators; the NE region used two rounds of newspaper advertisements, the county employment agency, a university Department and a university placement officer to recruit interns; the NW Council used newspapers and radio advertisements, the job service, CETA and college campus notices (See Chart V). Metro Milwaukee received twenty-eight (28) applicants; the NE region received one (1), a disappointing result: the number of applicants is not available for the NW Council (See Chart VI).

Four regions used the services of university or college placement officers/coordinators exclusively for their recruitment efforts; two regions used a university department exclusively.

The recruitment processes which relied entirely on the use of UW placement officers/coordinators and professors may be criticised on the basis that the recruitment effort is "closed." No records or documentation has been made available in indicating how extensively these persons searched for recruits, or what criteria were used to preselect the students contacted. These methods may have excluded potentially good students who were not fortunate enough to be contacted or preselected for whatever reason.

The effectiveness of the alternative methods used by the regions is difficult to assess, as indicated by the number of applicants received by Metro Milwaukee compared to the NE Council (See Chart VII); this indicates that important factors may be beyond the control of the regions. However, the overall number of applicants received by the regions with the exception of Metro Milwaukee indicates that the recruitment effort could have been more intensive, utilizing a wider variety of sources, in many cases. The number of applicants for four (4) of the regions reporting appears low (the UWC, Central, SC and NE Councils) and only somewhat higher for two regions (the LWC and SE Councils).

Three regions reported receiving applications from minority students; the Metro Milwaukee, South Central and NW Regions. No minority males applied for the positions in any region. One of the minority women who applied to Metro Milwaukee dropped out, leaving two minority applicants in that region. However, Metro Milwaukee did not hire a minority intern. The South Central region hired the one minority applicant to that region. Although 46% of applicants were women, 65% of the interns hired by the regions were women (See Chart III), indicating a favorable selection ratio for women.

C. Summary of Regional Planning Directors' Assessments

Of the nine Regional Planning Agencies which hired interns, five reported that the activities of the interns had an impact on agency workload (See Chart VII). Three reported that while the interns had performed useful work, no significant reduction in workload could be reported.

Seven of the nine RPD's were satisfied with the overall quality of work, productivity and abilities of the interns; two were partially satisfied. Of these, one stated the intern's work was generally acceptable but could be better; and one stated the work was satisfactory in some cases, but not in others. Overall, the RPD's assessments were favorable, although significant problem areas were identified:

1. Six RPD's reported the need for more interns;
2. Three RPD's stated that project guidelines restricting the internship to undergraduate students prevented the region from benefiting from more experienced, trained and mature individuals.
3. Five RPD's stated they were dissatisfied with the one-year tenure restriction placed on interns by project guidelines; by the time the intern was fully trained, oriented, familiar to the agency, and productive, the year was nearly over.
4. Three RPD's reported that the time taken to orient and train an intern before he/she became a productive member of the staff was too lengthy, especially in relation to the one-year maximum tenure.

- 5. One RPD reported problems with WCCJ's directions to the regions regarding the project, notably delays.

D. Summary of Interns' Assessments

Interns in six of the seven regions for which the information was available reported that the internship had been a useful and rewarding experience and had met their expectations (See Chart VIII). Two interns reported the internship had exceeded their expectations. The one intern whose responses indicated she was not enthusiastic about the program stated her expectations had been met "adequately." No information was available for two regions.

Interns in four regions reported that the internship had changed their career goals towards a career in the criminal justice system (Chart VIII). Interns in two regions reported their career goals had not changed as a result of the experience; they had previously wanted a career in the criminal justice system, and continued to want one. One intern reported that he may not pursue a career in the criminal justice system. No information was available for interns in two regions.

E. Summary of Problem Areas

1. The relatively low number of applicants for the intern positions in some regions, combined with the limited range of recruitment sources used, indicates that the recruitment effort was not as vigorous as project special conditions require (See Section III-F). However, at least one region recruited vigorously with poor results, indicating that the success of the recruitment effort was not fully under the control of the RPD's. Revising Project Guidelines to permit participation by graduate students, permitting employment of interns for more than one year, and permitting part-time students to participate, would increase the number of eligible students.
2. Regional Directors' comments indicate that three specific project guidelines prevented the RPD's from maximizing the usefulness of the intern positions granted to them; these were: the restriction to undergraduate students, the limitation to one year of employment and the limitation to full-time students. In addition, six regions expressed the need for more interns.

F. Summary of Progress Made Towards Fulfillment of Grant Goals, Objectives and Special Conditions

<u>Project Goals</u>	<u>Degree of Fulfillment</u>	<u>Discussion</u>
1. To enable participating interns to gain an understanding of the functions and organizational structure of agencies in the criminal justice system.	Fully Fulfilled	All interns reporting (a total of eleven) indicated they had learned more about the criminal justice systems as a result of their internship.
2. To encourage interns to continue on in a career in the criminal justice system.	Fully Fulfilled	Ten of the eleven interns responding to the questionnaire stated their career goals definitely related to the criminal justice system; six of these stated the experience had reinforced their criminal justice career goals, four stated there was no change. One intern stated his career goals involve photography and/or political science; this was the only intern whose goals may involve a career not in the criminal justice system.
3. To facilitate the development of skilled para-professionals and professionals	Fully Fulfilled	All interns reported learning useful skills during their internships; a variety of skills were learned including report writing, data collection and analysis, management skills, skills in relating to professionals, as well as improved knowledge of the criminal justice system reported under Goal I.

(continued)

Special Condition	Degree of Fulfillment	Comments
1. Affirmative Action Guidelines shall be applied to the recruitment of para-professionals. Recruitment procedures shall be documented following the procedures outlined in the reporting and documentation guidelines (summarized below:	Partially fulfilled overall.	
a. All job requirements must be job related and without a discriminating effect.	Fulfilled	a. All job requirements listed appear to satisfy this condition; however, the recruitment criteria used by UW placement officers/coordinators was not available for review.
b. Recruitment efforts may allow more time than previously allocated to ensure information is dispersed to new recruitment sources.	Unknown	b. Insufficient information.
c. Multiple recruitment sources must be used including: 1) Use organizations serving minority and womens groups; 2) Recruit through special university minority and women's programs; 3) Use university Equal Employment Opportunity and Affirmative Action officers for recruitment.	Partially Fulfilled	c. One region used the services of specialized minority and women's organizations to recruit interns.
d. Use the services of the state employment office.	Partially Fulfilled	d. Two regions used the services of a state/local employment office.
e. Advertise where possible in media, directed towards minorities and women.	Partially Fulfilled	e. Three regions advertised in the media; it is not clear if this was directed specifically towards women and minorities.

CHART I

Breakdown Internship Budget Awards by Region

Region	Award
Upper West Central	\$8,115
Northwest	12,434
Central	10,301
Lower West Central	11,386
Metro Milwaukee	10,016
South Central	10,653
Southwest	5,078
Southeast	9,025
Northeast	7,574
East Central	-0-
Total	\$26,667

CHART II

Number, Sex and Race of Interns Funded Under
The 1976 Internship Grant, Categorized by Region

Summer and Fall Semesters, 1976

Region	Race				Total
	White		Minority		
	Male	Female	Male	Female	
Upper West Central	1				1
Northwest	1	3		1**	5
Central		2			2
Lower West Central	2	1			3
Metro Milwaukee*	1	2			3
South Central	1			1***	2
Southwest		1			1
Southeast	1	1			2
Northeast		1			1
Total	7	11		2	20

*Based on figures provided by Metro Milwaukee
 **American Indian
 ***Black

CHART III

Summary of Sex and Race of Interns

Summer and Fall Semesters, 1976

Sex	Race			Total	
	White	Black	Other	#	%
Female	11	1	1	13	65%
Male	7	0	0	7	35%
Total #	18	1	1	20	100%
Total %	90%	5%	5%		

CHART IV
SUMMARY OF ACTIVITIES PERFORMED BY REGIONAL INTERNS
November 1976

Activity	R e g i o n											
	LWC		UWC		SE		SW		SC		Total	
	# Hours	%	# Hours	%	# Hours	%	# Hours	%	# Hours	%	# Hours	%
General familiar- ization/training	32	21%	13	16%	4	5%	2	2%	3	2%	54	9%
Research	82	54%	12	15%	35	45%	28	26%	69	56%	226	37%
Grants review/ planning	1	1%	-	-	-	-	16	15%	-	-	17	3%
Policy analysis	-	-	-	-	-	-	2	2%	29	24%	31	5%
Legal Research	-	-	2	1%	-	-	-	-	-	-	2	0%
Public Infor- mation	-	-	-	-	2	3%	4	4%	-	-	6	1%
Letter/report writing & review	3	2%	30	38%	8	10%	15	14%	12	10%	68	11%
Meetings	3	2%	22	28%	14	18%	17	16%	8	7%	132	22%
Office/clerical	14	9%	-	-	9	12%	-	-	2	1%	25	4%
Travel	-	-	-	-	5	6%	24	22%			29	5%
Other	18	12%	-	-	-	-	-	-	-	-	18	3%

* Two interns

CHART V
Number of Recruitment Sources used by Participating Regions

Region	Categories of Recruitment Sources Used							Total # of applications received by region	Comments made by RPD about the effectiveness of the process used	
	Mass Media	State/local employment agency	Specialized minority and/or womens' organizations and placement services	University or college department (sociology or political science)	University or college placement officer or coordinator	Other Agencies	# Categories of sources used			Total # recruitment sources used
UWC Council					2 officers		1	2	3	satisfied with quality of applicants.
NW Council	20 + newspapers plus radio announcements throughout region	Job Service		posting of notices (number unknown)		CETA	4	22+	unknown	satisfied with quality of applicants.
Central Council				2 departments			1	2	4	satisfied with some applicants not others
LWC Council					2 officers		1	2	8	applicants had insufficient experience in research or interest in the CJ system.
Metro Milwaukee	4 newspapers		2 organizations		3 officers	2 agencies	4	4	28	satisfied with process
SC Council					1 officer		1	1	2	satisfied with process
SW Council				1 department			1	1	unknown	satisfied with process
SE Council					6 officers		1	6	9	not satisfied with applicants; had no training in criminal justice planning

CHART V (continued)
 Number of Recruitment Sources used by Participating Regions

Region	Categories of Recruitment Sources Used						# Categories of sources used	Total # recruitment sources used	Total number of applications received by region	Comments made by RPD about the effectiveness of the process used
	Mass Media	State/local employment agency	Specialized minority and/or womens' organizations and placement services	University or college department (sociology or political science)	University or college placement officer or coordinator	Other Agencies				
NE Council	5 newspapers (two rounds of advertisements)	Job Service		1 department	1 department		3	8	1	Not enough applicants despite repeated intensive efforts
Total Number of Regions Using Each Source	3	2	1	4	6	2				

CHART VI

SEX AND RACE OF INTERN APPLICANTS BY REGION *
SUMMER AND FALL SEMESTERS, 1976

Region	Number of Applicants					Applicants Who Withdrew Prior to Selection or Rated Ineligible by Region				
	R a c e				Total Applicants	R a c e				Total
	White		Minority			White		Minority		
	M	F	M	F	M	F	M	F		
Upper West Central	2	1			3		1			1
Northwest	Not Reported									
Central	2	2			4					
Lower West Central	5	3			8	2	1			3
Metro Milwaukee	12	13		3	28				1	1
South Central	1			1	2					
Southwest	Not Reported									
Southeast	6**	3			9					
Northeast		1			1					
TOTAL NUMBER	28	23	0	4	55	2	2	0	1	5
Percent of Total Applicants	51%	41%	0%	7%	100%	4%	4%	0%	2%	9%

* Based on information provided by the Regional Planning Director of each region.

** Two classified as "unknown" racial origins.

CHART VII

SUMMARY OF OVERALL ASSESSMENT AND PROBLEM AREAS IDENTIFIED BY REGIONAL PLANNING DIRECTORS (RPDS)

Region	Summary of Overall Assessment of Program 22	Effect On Workload	Work Product Not Always Satisfactory	Qualification & Experience Not Always Satisfactory	Problem With Time Taken To Train & Supervise Interns	Want Program 22 Changed to Allow Grad. Students	Want More Interns	Want Length Of Internship Extended to 2 Yrs (at least)	Lack Of WCCJ Direction
Upper West Central	"Excellent opportunity for students who want a career in the criminal justice system"	No significant reduction in workload			x				
Northwest	"Useful"	Definitely reduced			x		x	x	
Central	Limited assistance	No significant reduction	x some times			x	x	x	
Lower West Central	"Useful"	Increased		x no training/research				x	x
Metro Milwaukee	Important to agency	Can devote more time to essential tasks					x		
South Central	"Critical" to functions of regional office; "Extremely favorable" toward program	Definitely reduced				x	x	x	
Southwest	Favorable	Reduced after initial orientation and training period					x		
Southeast	Helpful, provided limited additional assistance	Some reduction	x generally acceptable	x could be better	x				
Northeast	Helpful, but too many living restrictions	Helpful when they are there				x	x	x	

CHART VIII

SUMMARY OF INTERNS ASSESSMENTS OF PROGRAM 22

Region	Number of Interns Reporting	Overall Assessment	Effect on Career Goals
Upper West Central	1	"Greatly exceeded my expectations"	Reinforced criminal justice career goals
Northwest	2	Rewarding	Reinforced criminal justice career goals
Central	1	"Adequately" met expectations	Somewhat reinforced criminal justice career goals
Lower West Central	1	"Good experience"	No change; wants career in photography and/or political science
Metro-Milwaukee	3	"Exceeded expectations", (2 interns) "pleased" (1 intern)	Reinforced criminal justice career goals (2 interns) No change (1 intern); still wants career in political science
South Central	2	Useful learning experience, met expectations	Career goals not changed still wants career in criminal justice system
Southwest	1	Expectations met very well, useful learning experience	Career goals not changed, still want career in criminal justice system
Southeast	0	No Information	
Northeast	0	No Information	

IV. Project Operations By Region

A. Upper West Central Criminal Justice Planning Council (UWC Council)

1. Recruitment and Selection Process

The work study coordinator for criminal-justice related courses at UW-Eau Claire and the Director of Police Science at the District I Technical Institute, Eau Claire, both actively recruited applicants for the one available intern position funded under Program 22. Three applicants were recruited by this method, submitted applications and were interviewed by Arvid Bjornton, Planning Director of the UWC Council.

One of the applicants was a female, but she accepted alternative employment. The two remaining applicants were hired by the UWC Council, one under Program 22, one under the JJDPA grant. Mr. Bjornton did not identify any problems with the recruitment and selection process used, and reported he was satisfied with the quality and experience of the applicants. However, the number of active applicants was too small to permit a choice between students.

2. Intern Data

The one intern at the UWC Council during the Summer and Fall semesters, 1976 (See chart VII), was a senior at UW-Eau Claire, majoring in Social Work with emphasis on criminal justice and law. His previous experience included volunteer work, such as the Big Brothers and Boy's Club.

The intern reported that the internship had greatly exceeded his expectations; he commented he had learned more in his seven month intership than in three years of college. He reported he benefited most from the opportunity to familiarize himself with the criminal justice system, to develop business management and administrative skills, and to meet and relate to senior persons within the criminal justice system.

The activities the intern reported being involved in included: the Regional Plan, data collection and analysis; surveying and evaluation; attending seminars; and preparation of letters. The intern reported the activities most beneficial to him as a learning experience were: attending seminars, meeting criminal justice personnel, and administrative activities. The intern stated he would have liked to be involved in administrative meetings in Madison to get an overview of the functioning of WCCJ.

The intern reported having an excellent relationship with his supervisor, and being independent in performing his assignments. He reported that the level of responsibility of duties assigned to him had increased as he became more experienced. The intern reported the work was very interesting and very challenging, that there was more than an average amount of work for him to do, and that the level of responsibility was about right (See chart X).

The intern reported the experience had reinforced his interest in the criminal justice system. He plans to persue a career in criminal justice administration, planning or research, and perhaps attend law school. He commented that the most valuable aspect of the internship was the opportunity to realize he was in the field most interesting and enjoyable to him, and the experience was invaluable in determining his career goals.

The only improvement the intern suggested, was that the intern experience should be available to more students.

3. Project Assessment and Problem Areas

Comments made by the intern indicated that the program was invaluable to him in a variety of ways. Mr. Bjornton reported the activities most useful to the UWC Council were data collection and tabulation. He stated the assistance provided by the intern was appreciated, although this was offset by the time required to train and supervise the intern. Mr. Bjornton reported that the abilities and quality of work of the intern were excellent after the first few months of orientation, and commented that the intern program appears to be an excellent opportunity for students who expect to continue in the criminal justice system.

Several problem areas were identified by Mr. Bjornton:

- a. The Program 22 limitation of one years employment for each intern. Mr. Bjornton commented that a two year program would provide the intern with a more in-depth education and understanding of the criminal justice system, and would enable the agency to reap the benefits of training and supervision which are so time consuming during the first year of a student's internship.
- b. The part-time assistance was not as useful as full-time assistance would have been.

CHART IX
UPPER WEST CENTRAL COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1	1				6-1-76	Continuing	21	\$3.00 per hour increased to \$3.55 effective 12-19-76

CHART X
UPPER WEST CENTRAL COUNCIL

Intern Workload

Scale Used (5 point scale)					Intern's Assessment		
Too little work	1	2	3	4	5	Too much work	4
Dull	1	2	3	4	5	Interesting	5
Too little responsibility	1	2	3	4	5	Too much responsibility	3
Not challenging	1	2	3	4	5	Challenging	5

B. Northwest Regional Criminal Justice Planning Council (NW Council)

1. Recruitment and Selection Process

James Heim, Director of Planning of the NW Council, reported that the intern positions were announced in over twenty (20) newspapers throughout the region, and over many radio stations; notices were posted at the job service, CETA, and college campuses. The number, sex and race of applicants was not reported. Mr. Heim reported that the qualifications and experience of the applicants was satisfactory, and did not see the need for changes or improvements in the process.

2. Intern Data

Three interns were employed in the Summer semester and two in the Fall semester, 1976 (See chart XI). All of the interns were attending the University of Wisconsin, at La Crosse, Deluty, Rice Lake or Stevens Point campuses. There were persuing courses related to the criminal justice system, such as political science, criminal justice, sociology and education; one was not. This student was majoring in Nuclear Medical Technology.

Two interns employed at the NW Council during the Fall semester completed the PES questionnaire, but not the Activity Log Sheets. Both reported that their major activities involved preparation of the 1978 Plan, including data collection and analysis, and writing. Both interns reported that the intern experience was rewarding, and their relationship with their supervisor as "excellent." The interns reported their workload was substantial, the work interesting, they had somewhat too little responsibility and the work was not quite challenging enough (See chart XII). Neither intern identified any problem areas. One intern responded to the question about future career plans; this intern stated she became more interested in a social work career as a result of the internship.

3. Project Assessment and Problem Areas

Comments made by the two interns employed during the Summer and Fall semesters, 1976, indicate they benefited from the internship program.

Mr. Heim reported that all of the activities which the interns performed were useful to him, and the interns definately reduced his workload. The abilities, productivity and quality of work of the interns met his expectations.

Mr. Heim identified three problem areas with the program:

- a. The difficulty of supervising interns when Mr. Heim's duties necessitated being away from the office for approximately 3-1/2 days per week.
- b. By the time the interns have been oriented to the office and are productive, the intern is required to lease under Program 22 guidelines, which specify that interns can be employed for a maximum of one year.
- c. An insufficient number of interns were allocated to the NW Council, providing insufficient assistance to complete the regional plan.

CHART XI
NORTHWEST COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1	1				2-28-76	8-20-76	24	\$3.25 per hr.
#2		1			5-28-76	8-20-76	22	\$3.25 per hr.
#3				1	6-21-76	9-3-76	25	\$3.25 per hr.
#4		1			9-15-76	3-11-77	31	\$3.25 per hr.
#5		1			10-7-76	Continued	27	\$3.25 per hr.

CHART XII
NORTHWEST COUNCIL

Intern Workload

Scale Used (5 point scale)	Intern's Avg. Assessment
Too little work 1 2 3 4 5 Too much work	4
Dull 1 2 3 4 5 Interesting	4
Too little responsibility 1 2 3 4 5 Too much responsibility	2
No+ challenging 1 2 3 4 5 Challenging	2

C. Central Regional Criminal Justice Planning Council
(Central Council)

1. Recruitment and Selection Process

Applicants for the two available positions in the Summer semester, 1976, were recruited by the Chairmen of the Political Science and Sociology Departments, UW-Stevens Point. The Chairmen referred appropriate students to Michael LeRoy, Regional Planning Director, who interviewed applicants and selected the interns on the basis of education, previous experience, rapport and availability. No other advertising or announcement process was used.

For the two available Summer semester Internships, four applications were received, two males and two females. Of these, two females were hired as interns for the Summer semester, and one stayed on during the Fall semester, 1976. One of the male applicants was hired under the JJDPA grant in the Fall semester. Mr. LeRoy reported that the qualifications and experience of one of the interns hired was acceptable, but not the other.

2. Intern Data

The one intern employed by the Central Criminal Justice Planning Council under Program 22 during the Fall semester of 1976 completed the PES questionnaire, but not the Activity Log Sheets. This intern was a senior at UW-Stevens Point, pursuing a Bachelors Degree with a major in sociology and a minor in psychology. The intern had no previous experience.

The intern performed the following activities: data gathering, research, writing draft reports, attending meetings, and grant review. The intern reported that grant review and attending meetings were the most beneficial activities to her as a learning experience; she commented she would like to have made on-site visits to subgrantees for a more realistic understanding of the programs.

The intern stated the program had met her expectations "adequately." The intern described her relationship with her supervisor as "fair," and stated that she would have benefited from a fuller and more precise explanation of her assignments and duties. The intern rated her workload and level of responsibility as average (See chart XIV), the work as somewhat dull, and the work average in terms of "challenge."

The most valuable aspects of her experience were reported to be meeting people and helping to run the office. The problem area she identified was the type of work; she did not like data analysis, "red tape" and "paperwork," but wanted to "get down to the real problems."

The intern reported the intern experience had changed her career goals "somewhat"; her goals now involve working in an agency related to juvenile delinquency, probation or parole, or persuing a law career.

3. Program Assessment and Problem Areas

The comments of the intern employed during the Fall semester of 1976 indicated that the intern was satisfied with the program overall, although there were some problem areas.

The Regional Planning Director, Mr. LeRoy, found the work activities of the interns employed during the Summer and Fall semesters of some use to the agency, although he stated her activities did not significantly reduce his workload. He was not satisfied with the ability, productivity or quality of work of the interns. Mr. LeRoy identified the following problems with the intern program:

- a. Program 22 restrictions on the hiring of graduate students.
- b. The number of interns available to the region was not adequate.

CHART XIII

CENTRAL COUNCIL

Intern Data

Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1		1			6-1-76	Continuing	22	\$3.00 per hr.
#2		1			6-21-76	8-6-76	21	\$3.00 per hr.

CHART XIV

CENTRAL COUNCIL

Intern Workload

Scale Used (5 point scale)	Intern's Avg. Assessment
Too little work 1 2 3 4 5 Too much work	3
Dull 1 2 3 4 5 Interesting	2
Too little responsibility 1 2 3 4 5 Too much responsibility	3
Not challenging 1 2 3 4 5 Challenging	3

D. Lower West Central Criminal Justice Planning Council (LWC Council)

1. Recruitment and Selection Process

The Offices of Cooperative Education at the University of Wisconsin-La Crosse and Viterbo College were notified of the availability of internship positions at the LWC Council for the Summer and Fall semesters, 1976. The Coordinators at both of these campuses recruited and referred students interested in working in the criminal justice or a related field.

Responses to the recruitment efforts appear adequate (See chart XV); although no minority students applied. Of the eight (8) applicants, one female was ineligible as she had recently graduated; two males either withdrew or did not follow-up their applications. The remaining five were hired for the internships under Program 22 or JJDPF funds.

Selection criteria used by the LWC Council were reported to be:

- a. Relevant academic major/minor
- b. Grade point average
- c. Interest beyond present education
- d. Oral interview
- e. Previous experience.

The region developed the Cooperative Education Intern Program in conjunction with the University of Wisconsin, La Crosse and Viterbo College campuses. The unusual features of these agreements is that the Faculty Senate approved the internship experience as a regular course, offering 12 to 15 credits for a full-time internship experience at the LWC Council. A statement of the rationale for this program at the UW-La Crosse Department of Political Science is attached, as are the Cooperative Education Program Guidelines at UW-La Crosse and Viterbo College (See Attachments I, II, and III). This program is unique to the LWC Council, and is unique in Program 22.

Mr. Yates reported that applicants were often not very interested in the criminal justice system, had little if any research background, and no experience working in an office. For these reasons, he was dissatisfied with the training and experience of applicants.

2. Intern Data

One intern was hired during the Summer semester of 1976, under Program 22, and two during the Fall semester (See chart XVI). All were full-time students at UW-La Crosse, with the exception of the Summer semester intern who was a full-time student at Marquette University.

All interns were pursuing a major relevant to the criminal justice system including sociology, psychology, probation and parole, and political science courses; two interns were pre-law students.

One intern employed during the Fall semester of 1976 completed the PES questionnaire and completed the Activity Log Sheets for a one month period. This intern's main activities during the sample one month period were: research information gathering; general familiarization/training; development of data instruments; data analysis, interviewing, and miscellaneous (including clerical and arranging relocation of the office) which accounted for 31.7% of the intern's time, the highest for any region.

This intern reported that his internship was overall a "good experience"; he reported developing greater self-confidence in dealing with people; developed a clearer understanding of the criminal justice system and how the state bureaucracy works. The intern reported an "excellent" relationship with his supervisor, and had moderate levels of supervision in performing his duties. The intern reported no problems with the intern program in general; however, he reported that he was overworked, taking a full load of courses at the UW-La Crosse, and working half-time both at the LWC Council and as a sales person to support his family.

The intern reported that his workload varied greatly from week-to-week, but was about average; he had an average amount of responsibility, and the work was interesting and challenging (See chart XVII).

The intern did not indicate that the internship had changed his career goals; he indicated his goals were to continue a career in photography and/or political science.

3. Project Assessment and Problem Areas

Harry Yates, the Regional Planning Director, reported that the activities performed by the interns were useful, and that the interns' work enabled him to concentrate on other activities such as attending meetings. However, his workload did not decrease as a result; he reported that his workload increased because he took on additional activities.

Problems reported by Mr. Yates included:

- a. The abilities, productivity and quality of work of all the interns was not entirely satisfactory. Mr. Yates reported that most of the interns lacked the capability of doing indepth analysis and research, and did not exhibit initiative.

Based on this experience, he recommended changing the requirements of Program 22, to allow graduate students to participate in the program.

- b. The Program 22 restrictions on the length of employment of each intern require that the intern resign at a point when he/she has become productive and is most useful to the agency, having been fully trained and oriented by the agency. At this point, the intern is required to leave and the process begins again.
- c. Occasional delay in WCCJ directions regarding the internships, delaying recruitment efforts by the LWC Council.
- d. Limited resources from which to recruit interns.

Despite the problem areas identified by Mr. Yates, based on the comments of the intern and Mr. Yates, it appears that the program was very useful to the intern, and of some help to the LWC Council.

CHART XV
LOWER WEST CENTRAL COUNCIL

Intern Applicants
Summer and Fall Semesters, 1976

	White	Other	Age Range
Female	3		21-25
Male	5		20-23
Total	8		

CHART XVI
LOWER WEST CENTRAL COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1	1				1-5-76	7-31-76	23	\$3.25 per hr.
#2	1				8-30-76	1-15-77	22	\$3.10 per hr.
#3		1			11-3-75	8-20-76	26	\$3.25 per hr.

CHART XVII
LOWER WEST CENTRAL COUNCIL

Intern Workload
Fall Semester, 1976

Scale Used (5 point scale)		Intern's Avg. Assessment	
Too little work	1 2 3 4 5	Too much work	3
Dull	1 2 3 4 5	Interesting	4
Too little responsibility	1 2 3 4 5	Too much responsibility	3
Not challenging	1 2 3 4 5	Challenging	4

E. Metropolitan Milwaukee Criminal Justice Council (Metro - Milwaukee)

1. Recruitment and Selection Process

A job announcement advertising one intern position in the Fall semester, 1976, was distributed to the following agencies:

- WCCJ - Madison
- UW - Milwaukee Placement Service
- Latino Drug Counseling Center
- Wisconsin Correctional Service
- Community Relations - Social Development Service
- Marquette University - Placement Service
- Milwaukee Area Technical College.

Advertisements were also placed in the Milwaukee Journal, Milwaukee Sentinel, Milwaukee Star Times and the Milwaukee Courier.

Twenty-eight (28) applications were received, of whom seven were selected to interview (See chart XVIII).

The qualifications and requirements for intern applicants funded under the grant to Metro-Milwaukee were: 1) that the applicant be enrolled in college, with a criminal justice major or a related field; 2) be a junior or senior; 3) be acquainted with techniques of statistical research and have an understanding of the structure of local government; and 4) have a valid driver's license and access to transportation.

Based on the resumes submitted by applicants, selected interns were asked to fill out an application and be interviewed. Final selection was made by the Assistant Director of Metro-Milwaukee, with the approval of the Executive Director and Metro Council.

2. Intern Data

Metro Milwaukee employed two interns in the Summer semester of 1976, and hired an additional intern in the Fall semester for a total of three in Fall semester (See chart XIX). Two of the interns were under-graduates, one a junior in social welfare, one a senior in political science. One intern has a BA in political science, and was currently writing on a Master's degree in political science.

Interns' activities were described by the Assistant Director as follows:

- a. Research,
- b. Data Analysis,
- c. Public Surveys,
- d. Annual Plan related activities.

All three of the interns working at Metro Milwaukee completed the questionnaire sent out by PES staff. All of the interns reported being pleased with their internship; none reported problems. Two reported the internship exceeded their expectations. Two reported being pleased with the opportunity to use their classroom knowledge in an employment setting; one was pleased with the opportunity to develop "contacts" within the criminal justice system. Two of the interns described their relationship with their supervisor as "excellent", and one said "good." All of the interns reported their supervisor was open and receptive to their concerns. Two of the interns reported that they were satisfied with their assigned duties (one intern did not comment).

Interns were asked to rate their workload. The three interns at Metro Milwaukee reported their workload was "about right" (neither too much nor too little); that the work was very interesting and challenging, with an appropriate amount of responsibility (See chart XX).

The interns' were primarily involved in research and data analysis, with some policy and planning work. The interns reported being independent or semi-independent in the performance of their duties.

Two interns reported the intern experience had influenced their career goals, which were now firmly oriented towards a career in the criminal justice system. Of these, one reported that he changed his major from social welfare to social welfare with a criminal justice emphasis and one reported his goals had been reinforced by the experience. One intern reported the experience had not changed his/her career goals.

3. Project Assessment and Problem Areas

The Assistant Director reported that the activities performed by the interns were important to the agency. The work performed by interns permitted staff to devote more time to essential functions, and the work product of the interns met agency expectations. No problems were reported by the Assistant Director, except a need for more interns. The Assistant Director suggested that more funds could be allocated to the intern program to hire more interns, so as to make the research component of the agency more comprehensive.

Overall, the Metro Milwaukee intern program appears to have been well managed, and very useful to both agency staff and the interns.

CHART XVIII
METROPOLITAN MILWAUKEE CRIMINAL JUSTICE COUNCIL

Intern Applicants
Fall Semester, 1976

Total Number of Applications Received:	28	White - Female	13
		- Male	12
		Minority - Female	3
		- Male	0
Qualified Applicants Selected for Interview:	7	White - Female	3
		- Male	2
		Minority - Female	2
		- Male	0
Withdrew Application/Refused Job Offer:	1	White - Female	0
		- Male	0
		Minority - Female	1
		- Male	0
Selected for Position:	1	White - Female	1

CHART XIX
METROPOLITAN MILWAUKEE

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1		1			12-19-76	Continuing	20	\$3.35 per hr.
#2	1				1-21-76	Continuing	23	\$3.35 per hr.
#3		1			9-31-76	Continuing	22	\$3.53 per hr.

CHART XX
METROPOLITAN MILWAUKEE

Intern Workload
Summer and Fall Semesters, 1976

Scale Used (5 point scale)		Intern's Avg. Assessment	
Too little work	1 2 3 4 5	Too much work	3.0
Dull	1 2 3 4 5	Interesting	4.7
Too little responsibility	1 2 3 4 5	Too much responsibility	3.0
Not challenging	1 2 3 4 5	Challenging	4.3

F. South Central Criminal Justice Planning Council
(S. Central)

1. Recruitment and Selection Process

For the Summer semester of 1976, the S. Central Region recruited interns for the two available positions through Mrs. Jeanette Foster, the Law Enforcement Educational Program Coordinator at the University of Wisconsin-Madison. Mrs. Foster forwarded an announcement of the position (See Attachment IV) to undergraduate advisors in Sociology, Political Science, Social Work and other criminal justice related departments. She screened applicants, and provided initial recommendations to Xavier Okragly, Regional Planning Director. Both positions were filled immediately with qualified applications. The two interns continued on during the Fall semester of 1976 (See chart XXI). No data is available for applicants other than those selected. Xavier Okragly indicated he was satisfied with the qualifications and experience of interns referred to the agency.

Selection criteria used were:

- a. Criminal justice related course work,
- b. Relevant work experience,
- c. Interest in a career in the criminal justice system.

2. Intern Data

The two interns hired for the Summer and Fall semesters of 1976 were undergraduate students in sociology (one in criminology); both had previous related experience; one had a background in statistical analysis.

Both interns responded to the PES questionnaire, and kept a detailed daily log of activities for a one month period. The interns' activities were primarily policy analysis, data analysis, development of data instruments and data collection.

One intern reported being independent, one semi-independent in performing their duties. The interns reported their workload was neither too much nor too little; the work was very interesting and challenging; and they were given an average level of responsibility (See chart XXII).

Overall, the two interns' comments were favorable, and indicated the internship was useful as a learning experience, especially their involvement in survey activities. Both interns rated their relationship with their supervisor as "excellent." Neither reported any problem areas.

Neither of the interns reported their career goals had changed; one reported wanting a career in criminology, one reported wanting a career in the criminal justice system with an emphasis on minorities.

3. Project Assessment and Problem Areas

Mr. Okragly reported that the activities performed by the interns were critical to the functions of the regional office; however, as the regional workload had been steadily increasing, no overall reduction in workload was reported. Overall, the agency's experience with the program was reported as being "extremely favorable," with respect to the productivity, experience, knowledge, quality of work and motivation of the interns.

Three problems with the program were reported by Mr. Okragly:

- a. An insufficient number of interns.
- b. Program 22 limits the length of each internship to one year; this was reported to result in the loss to the region of highly qualified and useful persons.
- c. Program 22 restricts participation to undergraduate students; this was reported to be a problem as graduate students often have more related expertise and experience.

The South Central region reported that the region would not be in a position to pick up the inter positions if WCCJ funding expires, and that the region does not have sufficient funds to maintain the present level of operations.

CHART XXI
SOUTH CENTRAL COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Minority					
	M	F	M	F				
#1			1		6-1-77	Continuing	25	\$3.35 per hr.
#2	1				4-6-76	Continuing	28	\$3.35 per hr.

CHART XXII
SOUTH CENTRAL COUNCIL

Intern Workload
Summer and Full Semesters, 1976

Scale Used (5 point scale)	Intern's Avg. Assessment
Too little work 1 2 3 4 5 Too much work	3
Dull 1 2 3 4 5 Interesting	4.5
Too little responsibility 1 2 3 4 5 Too much responsibility	3
Not challenging 1 2 3 4 5 Challenging	4

G. Southwest Criminal Justice Planning Council (SW Council)

1. Recruitment and Selection Process

Mr. Roger Bierman, Director of the SW Council, reported that the Department of Criminal Justice at the University of Wisconsin - Platteville posted a job description announcing the availability of the intern position at the SW Council in May, 1976 (See Attachment). Announcements were also made in all upper level classes. Preliminary screening of applicants was completed by the Department of Criminal Justice, which forwarded the four to six most capable students to Mr. Bierman for the final interview.

The selection criteria used by Mr. Bierman were:

- a. Availability of transportation,
- b. Appearance,
- c. Class schedule (to eliminate conflicts),
- d. Prior experience and relevant coursework, including a major in criminal justice, political science, sociology, psychology or social science.

Data was not provided for applicants. Mr. Bierman reported he was satisfied with the qualifications and experience of the applicants referred to him.

2. Intern Data

The one intern the SW Council had during the Summer and Fall semesters of 1976 was a white female majoring in criminal justice and psychology (See chart). The intern reported finding out about the availability of the position from a friend.

The intern reported that her expectations had been met "very well." She reported that all her activities as an intern were "greatly beneficial" as a learning experience; these activities were primarily data collection, grants review, planning and attending meetings.

The intern reported an average workload and an average level of responsibility. The work was characterized as interesting and very challenging (See chart). She reported receiving considerable training from Mr. Bierman, and reported having an "excellent" relationship with her supervisor. The intern reported no problems with the program, and commented that the experience was very important to her in a variety of ways including the opportunity to "do something helpful," learning how to deal with people, and learning about the criminal justice system and affirmative action programs.

The intern reported his career goals had not been changed by the program; he still wanted to become a probation or parole officer.

3. Program Assessment and Problem Areas

Comments made by the intern employed at the SW Council indicate the internship was very useful as a learning experience.

Mr. Bierman reported that although the overall workload of the agency was not decreased as a result of the intern's activities, the intern did give him more time to concentrate on other necessary functions after the initial orientation period was over. He reported that data gathering for the county profiles and affirmative action programs were the most useful activities performed by the intern.

Mr. Bierman's overall assessment of the program was favorable, he indicated no need for improvements or changes in the program, and did not indicate any problem areas.

CHART XXIII
SOUTHWEST COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1		1			5-17-76	Continuing	23	\$3.00 per hr.

CHART XXIV
SOUTHWEST CRIMINAL COUNCIL

Intern Workload
Summer and Full Semesters, 1976

Scale Used (5 point scale)	Intern's Assessment
Too little work 1 2 3 4 5	Too much work 3
Dull 1 2 3 4 5	Interesting 3
Too little responsibility 1 2 3 4 5	Too much responsibility 4
Not challenging 1 2 3 4 5	Challenging 5

H. Southeast Wisconsin Criminal Justice Planning Council (SE Council)

1. Recruitment and Selection Process

Announcements of the availability of the intern positions were sent to the placement or financial aid officers of the University of Wisconsin - Milwaukee, UW - La Crosse, Carthage College, Carol College, UW Parkside, and others (See Attachment VII).

The Regional Planning Director, Mr. Tom Merrifield, developed placement agreements with the above university and college placement offices. The placement officers recruited prospective interns; Mr. Merrifield screened, interviewed and made the final selection of interns. Mr. Merrifield expressed satisfaction with the recruitment process; the SE Council had advertised intern positions in newspapers in the past, but this process was found to be costly, and applicants recruited through such advertisements were not found to be as well qualified for the positions as those recruited directly by the placement or financial aid officers.

For the Summer semester 1976, nine applications were received for the two available intern positions funded under Program 22. Of these applicants, three were female and all were caucasian. Seven applicants were interviewed; three were rejected due to "insufficient knowledge of the criminal justice system." For the Fall semester, only two applications were reported for the one available position; one intern continued on from the Summer semester.

Applicants were required to be full-time students enrolled in an accredited college, university or technical school, currently pursuing a degree in criminal justice or a related field. A background in research techniques, computer science and/or statistics was expected, and the announcement stated preference would be given to students of junior or senior standing. The announcement did not contain a statement on the SE Region's AA/EEO policy. Mr. Merrifield reported that he was not satisfied with the qualifications and experience of applicants, as they had no training in criminal justice planning.

2. Intern Data

Two interns were employed in the Summer semester of 1976, (See chart) one in the Fall semester. Both interns were pursuing a Bachelor of Arts Degree in an area related to the criminal justice system, (sociology and political science). Both interns were paid \$3.00 per hour. Two interns completed the Activity Log Sheets for a one month period. The interns were involved primarily in report and paper writing activities, research and information gathering, attending meetings and training during the sample period.

The one intern who returned the PES questionnaire was not employed under the Program 22 grant to the region in 1976, so no information is available concerning the intern's assessments of the project.

3. Program Assessment and Problem Areas

Mr. Merrifield's overall assessment of Program 22 as it affected the SE Council was that it was helpful and provided limited additional capacity, however, the time taken to train and supervise inexperienced new interns was identified as a very time consuming process. Mr. Merrifield stated that the performance of the interns was satisfactory given the limitations of the program, although, several problem areas were identified:

- a. The qualifications and experience of the interns did not fully meet the needs of the region. The interns hired, although well-qualified under the program guidelines, had no experience in criminal justice planning activities, a major drawback according to Mr. Merrifield.
- b. The work product of the interns, although adequate, was generally not high quality. Mr. Merrifield attributed this to lack of maturity and relevant experience.
- c. The interns did not decrease the workload of the SE Council; Mr. Merrifield stated his workload was increased due to the need to train and supervise the interns, although he did state the interns were "helpful."

Mr. Merrifield expressed the opinion that these problems could be resolved by changing Program 22 guidelines, allowing graduate students to be hired under the program (e.g. law students). Mr. Merrifield felt this change would greatly increase the usefulness of the intern to this region.

CHART XXV
SOUTHEAST COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1		1			6-7-76	11-21-76	25	\$3.00 per hr. increased to \$3.35 eff. 10-24-76
#2	1				6-7-76	9-3-76	26	\$3.00 per hr.

I. Northeast Criminal Justice Planning Council (NE Council)

1. Recruitment and Selection Process

An announcement advertising the availability of two intern positions was made in June, 1976, in the following newspapers;

- Vilas County News Review, Inc. - Eagle River
- Rhineland Daily News - Rhineland
- Tomohawk Leader - Tomohawk
- Lakeland Times - Miniqua
- The Forest Republican - Crandon

The announcement (See Attachment) was also posted at Nicolet College in Rhineland. The District Job Service Director and the job placement officers at Nicolet College were contacted. A retired instructor from Nicolet College also a member of the Northeast Criminal Justice Planning Council, was also enlisted in the search for applicants.

No responses were received to the newspaper advertisements. One applicant was referred by the District Job Service Director. This applicant was a white female. She was offered an internship in June, 1976, and worked for one and one half months before resigning in August, 1976. Her reason for resigning was that the Fall semester workload was too heavy.

A second round of newspaper advertising was conducted in August, 1976, and again yielded no responses. However, three applicants were referred by Nicolet College in January, 1977, as a result of the efforts of the retired instructor from Nicolet College. One of these applicants was female, two male, all were caucasian (See chart). One male was hired under Program 22, another using JJDP funds, for the Spring semester, 1977.

2. Intern Data

One intern was hired for a 1-1/2 month period during the Summer semester of 1976 (See chart). As there were no interns employed at the time that interns were requested to complete the Activity Log Sheets and intern questionnaires, no data is available on interns' activities or the interns' assessments of the program for the Northeast region.

3. Program Assessment and Problem Areas

Ms. Repinski identified three problem with Program 22:

- a. Program 22 guidelines proved to be too restrictive to enable the NE Council to obtain interns during the Fall semester of 1976. The number of applicants was insufficient; the cause was identified as being

the lack of major universities and colleges in the region which provide criminal justice related courses. Consequently, Ms. Repinski recommended that Program 22 guidelines be expanded to enable more students to participate, including part-time students.

- b. Training and orientating interns was identified as a very time consuming activity; Ms. Repinski recommended changing Program 22 guidelines to enable interns to participate for two years, so that the skills and expertise which the intern learned at the agency would not be lost to the agency.
- c. Program 22 requirements that interns be full-time students was found to be a problem; one intern resigned after two months due to a heavy courseload; others may have been discouraged from applying. In addition, as there were no interns employed during the Fall semester of 1976, all work had to be completed in the Spring semesters of 1977, producing a crisis situation. During this time, it would have been useful if the interns had been able to work full-time, or more than two interns had been allocated.

Comments made by Ms. Repinski indicate a considerable difficulty in obtaining applicants.

CHART XXVI
NORTHEAST COUNCIL

Intern Applicants
Summer and Fall Semesters, 1976

Period		White	Other	Average Age
Summer Semester, 1976	Female	1		Unknown
	Male			
Fall Semester, 1976	Female	1		24
	Male	2		27

CHART XXVII
NORTHEAST COUNCIL

Intern Data
Summer and Fall Semesters, 1976

Intern	Race				Starting Date	Termination Date	Age	Pay
	White		Other					
	M	F	M	F				
#1		1			6-28-76	8-6-76	21	\$3.00 per hr.



The UNIVERSITY of WISCONSIN- LA CROSSE

LA CROSSE, WISCONSIN 54601

(608) 785-1800

Department of Political Science

7/13/73

Harry A. Yates
 Regional Planning Director
 Lower West Central Criminal Justice Planning Council
 6th & Vine Streets
 La Crosse, Wisconsin 54601

Dear Harry:

The Department of Political Science of the University of Wisconsin at La Crosse, Wisconsin is in the process of developing a series of internship experiences in politics and government for its students. The unusual feature of our program is the fact that the Undergraduate Curriculum Committee of the Faculty Senate has approved the internship experience as a regular course offering in our Department with full-time (12 to 15 credits) academic credit thus allowing the student to make normal progress toward his degree while he is devoting full-time to a cooperative education assignment or internship in your office. Moreover, your participation in our Cooperative Education Program would allow your agency the opportunity to capture the interests of students before their career directions are firmly set. Your participation would also provide a test of ability and a clue to the potential of the student before he is employed in a career position. So too your agency would have a source of student employees whose productivity, reliability, and motivation are above average as a result of the integration of their work with their study programs. Likewise, for your permanent staff, you would secure a proven source of quality employees who have preparation and job experience in specialized areas beyond that of most recent graduates. Your participation in our "Co-op Plan" could secure for your agency a reduction in turnover because of the employee's early chance for career exposure as well as a golden opportunity to provide initial training at a relatively low cost. And the "Co-op Plan" would serve as an aid to building a more balanced work force in terms of equal employment opportunity, especially at professional, administrative, and technical levels. Finally, your participation in the "Co-op Plan" would serve as a means of keeping your agency staff aware of new theories, methods, and concepts relating to their fields of work.

In order to initiate the "Co-op Plan" between our Department and your agency we would select four students from among the applications for a cooperative education internship in your office and then we would forward to you a complete set of credentials for each of the four nominees for an internship position. Assuming that one of the four nominees was found suitable for your agency this particular intern would continue to intern under you every other term for the next one to three years. This same process would take place once again in order for your agency to select an alternate intern who would work every other term for the next one to three years. In order to assure that only those students who could be maximally

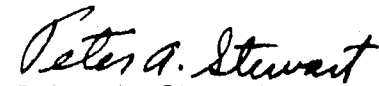
beneficial to your office would be recommended to you in the first place, an "Internship Proposal" form is enclosed to assist you in recommending the type of student most preferable to you. Finally, in order to maximize the intern's motivation for optimal performance under the "Co-op Plan" you are afforded the opportunity to participate in the grading of the cooperative intern through the enclosed "Intern Evaluation" form both in the middle of the term as well as at its conclusion.

At this point in time we are anxious to discover when you might be willing to consider taking the first intern from our Department so that we can begin placements in the near future.

I look forward to working with you in locating suitable cooperative interns nominees for your office and as well as after the intern begins his work with you as the internship coordinator between this University and your office. If you have any questions about our Cooperative Education Internship Program, please do not hesitate to contact me. Furthermore, if you should have any problems that arise during the course of the internship, please do not hesitate to contact me; I will do everything I can to resolve the matter immediately. As far as funds allow here, I will attempt to visit with you and the student intern once or twice each semester.

If you are able to participate in our internship program, please complete the enclosed "Internship Proposal" form and return it to me at your convenience. Subsequently, we can proceed to work out the terms of the "Working Agreement" or "Contract" between your agency and this University as authorized in the U. S. Government Personnel Manual, Chapter 308. Your response will be eagerly awaited.

Cordially,



Peter A. Stewart
Assistant Professor
Internship Director
Political Science Department

PAS/ld

Enc.

ATTACHMENT II

Viterbo College
Cooperative Education
Program Guidelines

October, 1976

COOPERATIVE EDUCATION
Program Guidelines

General Philosophy

Cooperative Education is an educational program in which students integrate periods of full-time, off-campus field experience with periods of full-time classroom study. The field experience is related as closely as possible to the student's course of study and individual interest.

First and foremost, Cooperative Education is an academic program. Its major goal is to provide an arena in which a student applies and evaluates classroom knowledge in the light of first-person experience. This objective is achieved through the medium of employment; employment congruent with the student's major field of study.

In addition to enhancing a student's academic abilities, Cooperative Education should enable the student to determine the relationship between his studies and his career goals. In the liberal arts spirit of educating the "total man," the "cooperatively" educated student has the opportunity to base career decisions on experience rather than speculation.

Students will receive academic credit and, in most cases, will be paid by the employer for their field experience. Payment of students both recognizes the student's services as valued and encourages the employer to make sure the student is a contributing member of the organization. Financial security for students is not a major goal of the Cooperative Education program, but paid positions are desired.

Academic credit emphasizes the scholarly nature of the program. The goal of Cooperative Education is to help the student blend academic theory with practical experience, not simply to provide vocational training. Academic credit legitimizes this objective.

To maximize both the academic and affective benefits of participation in Cooperative Education, students are encouraged to plan for two alternating field experiences, at least one of which will occur in the fall or spring semester.

Placements are not guaranteed, but every attempt will be made to match students with appropriate employers. The placement interview is a part of the learning experience. (The Director of Cooperative Education will assist the student to prepare for the interview.) The actual hiring of a student is dependent on both the student's willingness to accept the position and the employer's willingness to hire the student.

General Requirements

1. For admission, all students must
 - a. complete an application for admission to the Cooperative Education program.
 - b. secure an academic supervisor from the faculty of the department most closely related to the employment sought.
 - c. be able and willing to work full-time (40 hours per week) during field placement periods.
 - d. meet the minimum normal employment period length; 16 weeks for an academic semester, 8 weeks for the summer.
 - e. meet the academic requirements of participation.

2. For academic credit, all students must
 - a. meet with his academic supervisor and the Director of Cooperative Education to determine the objectives and requirements for receiving credit. These objectives and requirements will be in the form of an Academic Contract, copies to be filed with the Academic Dean and the Director of Cooperative Education.
 - b. complete a Placement Contract with the employer. This contract will stipulate the length of the placement, the description of the placement duties, the hours, and the salary. A copy of the contract will be filed with the Cooperative Education Office and copies will be given to the student, employer, and academic supervisor.

If a student terminates his placement before the date stipulated in the Placement Contract, no credit will be awarded, regardless of satisfactory completion of other requirements. This condition does not apply to students who are laid off or to students who, due to other extenuating circumstances, are unable to complete their field placement semester.

3. The maximum number of credit hours applicable to graduation for Co-op Ed. experiences is 15.

Program Options

Two general categories of field experiences are available: Career Exploration and Internship. Students from any discipline are eligible to participate in either alternative provided they meet both the General Requirements cited above and the Specific Requirements listed below.

1. Career Exploration. This is an introductory field experience. Students participating in Career Exploration would be "learning the ropes" with respect to techniques of applying theory to practice and to the specific demands of the placement. Career Exploration serves the additional function of helping the student clarify career goals. It is analogous, in many respects, to the introductory course in an academic department.

Requirements for Admission. Students must

 - a. have completed 2 semesters of full-time post-secondary academic study.
 - b. have a minimum GPA of 2.0.

(Career Exploration, continued)

Academic Credit

Students admitted to the Career Exploration program will register for 12 credit hours of Cooperative Education 287 (Experiential Learning-Career Exploration). Six (6) credit hours will be applicable to the minimum number of credits required for graduation, i.e., 128 credits.

To receive credit, Career Exploration students will be expected to:

- a. Complete the work-related requirements of their field placement.
 - b. Maintain a journal during their field experience. The journal will include an outline of their daily activities and attitudes concerning their placements. Journals will be collected and evaluated periodically during the field experience.
 - c. Complete a brief monthly report evaluating the placement and personal progress.
 - d. Submit a brief (5-10 pages) paper summarizing the nature of their job and overall evaluation of the experience.
2. Internship. This is an advanced field placement open to upper division students. At this point, students should have the knowledge, experience, and maturity to assume more responsibility and autonomy at their placement. Placements should closely approximate the entry level positions offered students after completion of their baccalaureate degree.

Requirements for Admission. Students must

- a. have completed 4 semesters of full-time post-secondary academic study.
- b. have a minimum GPA of 2.3.

Academic Credit

Students admitted to the Internship program may register for both Cooperative Education 487 (Experiential Learning-Internship) and, in some cases, 487 credit in their major department. The availability and amount of departmental credit depends on the relevancy of the placement to the department, the particular student involved, and the particular guidelines set by the department.

To receive credit for the Internship, students will

- a. complete the work-related requirements of their field placement.
- b. (for Co-op Ed. credit)
 - (1) maintain a journal.
 - (2) complete a brief monthly report.
 - (3) write a summary paper emphasizing the role their particular job plays in the overall structure of the organization. The paper should demonstrate knowledge of all the major

(Internship, continued)

departments and their responsibilities in the organization.

- c. (for departmental credit) work out specific objectives with his academic supervisor to satisfy departmental requirements. This will become part of the Academic Contract.

Calendar

Once a student has been admitted to the program the student, his academic supervisor, and the Co-op Ed. Director will meet to develop a calendar that will indicate clearly which semesters the student will be on campus, and which semesters the student will be at a work experience. Where possible, students with similar placement interests will be encouraged to engage in off-campus experiences in different semesters. This will enhance the opportunities for covering placements year-round. Four examples of Calendars follow:

	F	SP	SU	F	SP	SU	F	SP	SU	F	SP
(1)	S	S	V	S	S	FP	S	FP	V	S	S
(2)	S	S	V	S	S	V	FP	S	FP	S	S
(3)	S	S	V	S	S	FP	S	S	V	FP	S
(4)	S	S	V	S	FP	V	S	FP	V	S	S

F - Fall S - Study semester on campus
 SP - Spring FP - Field Placement semester
 SU - Summer V - Vacation

Independent Study

Any student may take up to six (6) credit-hours of independent study. Specific arrangements for independent study will be made by the relevant academic department and the student. The student should be aware that the commitment to the Co-op Ed. experience is considerable and he should add additional responsibilities with caution.

BH:jma
10-26-76

UN 12055E

I. Application for a Cooperative Education Grant

A. Objectives or Goals of the Cooperative Education Internship Program

1. Fundamental Goals:

- a. The most fundamental goal or tenet of our Cooperative Education Internship Program is to encourage the recruitment, selection and development of a high calibre public service capable of resolving the complex problems facing government today. The need for this goal is indicated by the increased demands for public service coupled with the growing public concern over the quality of those services.

- (1) Within this framework the attempt will be to (1) improve the quality of public services at all levels of government; (2) attack increases in the cost of government through the utilization of student interns at a much reduced cost to the public compared to regular civil servants performing the same labors; (3) enhance the recruitment, selection, assignment and development of the handicapped, women, veterans, minorities and other disadvantaged peoples; (4) develop and extend our Program by coordinating our efforts with already existing programs through the organization of a consortium in cooperation with other interested schools in Wisconsin and/or in the immediate tri-state area; (5) to encourage an influx of energetic, creative, and innovative young people into public service through the establishment of a Washington-based program which would coordinate upgraded classroom experiences with the cooperative education internship program itself thus assisting in the educational process normally left up to the coop student's internship supervisor in the given agency.

- (a) These goals and objectives are clearly consonant with the priorities inherent in such Federal programs as (1) the Upward Mobility Programs, (2) Affirmative Action, and (3) the Intergovernmental Personnel Act of 1970.

- b. At the same time our Program seeks to (1) elevate or eradicate the parochial horizons emanating from the particularistic culture into which the vast majority of our student body has been inculcated, into as one means of resolving the typical underemployment problem of the majority of our graduates; (2) to eliminate the dysfunctional and stereo typic attitudes of contemporary students toward our political system such as those indicated by typical student apathy, cynicism and political alienation; (3) to enhance the political efficacy of students generally and particularly of minorities and other handicapped students; (4) to bring more relevance into the educational process by giving the student the opportunity to test academic theory against the conditions in the real world and thereby to initiate a "feedback process" whereby the student is able to challenge the assumptions of armchair theorists; (5) to provide opportunities for the

A. Objectives or Goals of the Cooperative Education Internship Program

1. Fundamental Goals:

- b. student to assume a more active role in shaping the future of the society in which they live; (6) to bring both the student as well as the university community into a cooperative venture with the Federal government in providing both genuine public service to the community at large as well as the opportunity for each to empathize with the problems of the other;

2. Implementing Objectives:

a. As a means of implementing the fundamental goals of our Cooperative Education Program the following immediate objectives will be operationalized:

- Phase I: Internship & Academic Program Development*
- (1) Development of Cooperative Education Internship positions for all academic areas not currently taking advantage of internship experiences as part of their normal curriculum (e.g., the School of Education, the Department of Parks and Recreation, as well as the graduate program in Student Personnel Services already have established internship programs) is envisaged as both an initial as well as an ongoing priority of our Program.
 - (a) For the La Crosse campus this would include the creation or expansion of coop positions in the fields of (1) Accounting and Finance, (2) Anthropology, (3) Audiovisual aids, (4) Biology, (5) Chemistry, (6) Computer Science, (7) Economics, (8) Engineering Graphics, (9) English, (10) Foreign Languages, (11) Geography, (12) Health Education, (13) History, (14) Library Science, (15) Management and Marketing, (16) Mass Communications, (17) Mathematics, (18) Military Science, (19) Physics, (20) Political Science, (21) Psychology, (22) Social Work, (23) Sociology and Anthropology, and (24) Speech.
 - (2) Development of career-related course-patterns or Programs which specifically prepare students for careers in such areas as (1) Criminal Justice; (3) International Studies with concentrations in International Relations, International-Domestic Community Development or Modernization, Domestic and International Conflict Resolution, Area Studies and International Economics; (4) Administrative Science with concentrations in Public Administration, Personnel Administration or Management; and (5) Urban Studies. It is envisaged that cooperative education internships would be a required part of all career-related programs developed.

A. Objectives or Goals of the Cooperative Education Internship Program

2. Implementing Objectives:

- (2) (a) These career-oriented programs are being designed so as to have the best of both possible worlds by retaining the normal basic study requirements of the University as well as each College's core requirements so as to retain the normal liberal arts experience, but in place of the traditional departmental major the student would major in a career-oriented program. The attempt here is to provide the student with a program that cuts across the traditional departmental concerns in favor of those courses which best prepare him/her for their chosen career. The interest of the student is thus given priority over the interest of the individual departments. Thereby the departments serve the needs of the student rather than the student being a victim of departmental survival needs. Clearly the long-run survival of the University as a whole is more dependent upon relevant career placements than it is upon the survival of academic departments per se. Accordingly, the development of these career-oriented programs makes sense both from the perspective of the student as well as from the perspective of the University as a whole.
 - (b) An integral part of these career-oriented programs will be the student's cooperative education experience. Accordingly, the creation and expansion of coop positions for each of the career-oriented programs will be a major priority of our Cooperative Education Program.
- (3) Development of coop slots particularly suited to the career ambitions of women, veterans, the handicapped, minorities and other disadvantaged youth. Included herein would be slots for students from culturally (e.g., educationally and socially) and economically deprived backgrounds.
- (4) Development of a Consortium across the University of Wisconsin System campuses together with other interested schools in the tri-state area which would make students available from all academic disciplines as well as from the various career-oriented programs offered by the several campuses. Each unique academic program from among the several campuses would make its students available for coop agencies or business firms, thus complimenting the types of student backgrounds offered to participating agencies from the La Crosse campus itself. Thus the Madison campus could offer students from the various specialized engineering programs as well as from such specialized social science programs as urban planning.
 - (a) The Consortium would work together to establish mutually beneficial coop positions as well as in the placement of the specific type of student most appropriate to the particular needs of the given agency or private firm.

- 4 -

A. Objectives or Goals of the Cooperative Education Internship Program

2. Implementing Objectives:

- (4) (b) The Consortium would encourage each campus to establish a means whereby each student could receive an appropriate amount of academic credit for the coop experience. It would work with the curriculum committee on each campus to uphold the justification of credit being given for relevant coop experiences.
- (c) The Consortium would work together to establish on-site seminar experiences for the group of students interning or cooping in a given locality whether this be in Washington, Chicago, Milwaukee, Minneapolis or elsewhere.
- (5) Development of a Washington-based program which would offer normal liberal arts courses--much as does our U. of W. Copenhagen campus--on a year-round basis for those students on cooperative education internships in the Washington area. The faculty would be drawn from among the finest faculty of each of the participating campuses and it is anticipated that after an initial period of one to three years, the campus would be self-supporting based upon normal U. of W. fees collected from those students in attendance at this Washington-based study center (e.g., this is the case for our Copenhagen Study Center).
- (a) The proposed Washington Liberal Arts Study Center would be operated by the Consortium, for its students.
- (b) The Center would serve the academic and supervisory needs of those students cooping in the Washington area on both a part-time and a full-time basis. That is, during the co-op period the student would be afforded the opportunity to attend regular evening classes as well as special seminars at which governmental and political figures would be guests; and between his co-op assignments he would be afforded the opportunity to remain in D. C. and take normal liberal arts courses on a full-time basis.
- (c) Faculty members would be assigned on a one-semester basis thus assuring that a wide variety of courses would be made available to the students.
- (d) Not only would this program provide a base for developing and supervising the Washington internships, but it would serve as an enriching experience for all students in attendance.
- (e) Finally, this program would ensure that the student could graduate in the normal four year period in spite of taking up to 19 months of internships.

A. Objectives or Goals of the Cooperative Education Internship Program

2. Implementing Objectives:

- (5) A major objective will be to both create and expand the spheres within which our co-op positions are founded; that is, we will continue to create positions within the various governmental agencies, but at the same time we will proceed to develop co-op positions in industrial, business, and service-type situations.
- (a) This will be necessary in order to accommodate the influx of students from both the twenty-four different majors brought into the Cooperative Education Internship Program as well as the various career-oriented programs.
- (6) On the local level it is proposed that an interdepartmental Advisory Committee be established to provide advice and consultation on questions of policy and administration of the Program, as well as to coordinate the individual contacts each department might have for creating co-op positions.
- (a) The Advisory Committee would be engaged in: (1) Recommending criteria for the selection of students; (2) Recommending criteria for review and approval of co-op position proposals; (3) Recommending and assisting in developing the content and approach of internship orientation sessions and symposiums; (4) Recommending places where co-op positions might be established; (5) Overseeing the annual evaluations of the Program; and (6) Advising on specific problems as they arise; (7) Assisting in the recruitment of students from their particular disciplines; (8) Initiating the process for their particular department wherein their department will offer credits for interning. (9) Assisting in the process of upgrading existing and planned internship experiences;

b. Phase II: The Recruitment Process

- (1) Although all students in good academic standing would be eligible for recruitment into our Cooperative Education Internship Program the major thrust of our recruitment endeavors will be to work through and with those vehicles established to assist in the recruitment of students (e.g., the interdepartmental Advisory Committee and the Consortium) in an effort to recruit women, veterans, minorities, the handicapped and culturally and economically deprived students.
- (2) Likewise the Program will attempt to cast as wide a net as possible in order to intrude into the traditional process whereby the typical student is seemingly predestined to a life of underemployment within either the immediate area or in the hometown area.

A. Objectives of the Cooperative Education Internship Program

2. Implementing Objectives:

b. Phase II: The Recruitment Process

(2) (a) The attempt of the Program will be to have as broad an impact on the student body as is possible in order to reverse the process whereby so many of our graduates are compelled to accept employment that in the first place has no relation to their chosen field(s) of study and that in the second place underutilizes their talents and training.

(b) This will be accomplished most fundamentally by locating the interning student in a major urban setting (e.g., Chicago, New York, Washington, etc.) in an attempt to elevate the parochial horizons which tend to limit the mobility of our graduates.

(1) Supporting this effort will be the attempt to place all students within career-related co-op internships as well as the attempt to channel students into the newly created and expanding career-oriented academic programs so as to make them more employable upon graduation.

(3) *Post-graduate re-training program (detail here)*

c. Phase III: The Placement Process

(1) In the placement process priority will be given to the placement of women, veterans, minorities, the handicapped, as well as the culturally and economically deprived students.

(a) Only after the placement of these applicants will other students be eligible for placement; however, based on past experience it is anticipated that we will have sufficient positions for all applicants.

(2) In the placement process the attempt will be to place each co-op student in a position which is commensurate with his educational program and career objectives, his needs, interests, and his or her background experience. Both the needs of the student as well as the requirements of the position will be taken into account in this final placement process.

(3) Under our placement system each governmental agency or private business firm has the opportunity of selecting from among four co-op applicants, both on the basis of their credentials as well as a personal interview, in order to assure the selection of an intern most compatible with the special needs and interests of the employing firm.

A. Objectives of the Cooperative Education Internship Program

2. Implementing Objectives:

c. Phase III: The Placement Process

(4) A major objective of the placement process will be the placement of former interns or co-op students in permanent career positions commensurate with their educational experience and training.

(a) In this process we will work closely with the Placement Office, the Consortium, as well as the interdepartmental Advisory Committee in terms of the contacts and leads that each can provide for permanent career placements. This, after all, is the end goal of our Program and accordingly the Director of this Program will never feel satisfied until this end-goal has been completed to the satisfaction of both the employee as well as the employer.

(b) Former interns desirous of a change in employment will always be welcome to take advantage of our facilities for placement.

d. Phase IV: The Orientation Process

(1) Pre-internship Orientation Sessions

(a) It is intended that all students who plan to participate in the Cooperative Education Internship Program, be required to enroll in a specific course (e.g., PS 495) during the semester prior to interning.

(1) This course would have as its objective the making of future interns aware of how to best assure that their future co-op experiences provide for the best possible internship experience through instruction in management by objectives, participatory management, and in the principles of service-learning.

(2) Pre-supervisory Orientation Sessions

(a) In order that the employing agency or firm as well as the student both receive the best possible experience, all new intern supervisors will be requested to attend a pre-supervisory orientation session held in their particular geographic area once each semester. The supervisors will learn how to apply the principles of management by objectives and participatory management as a means of creating the best possible internship experience.

A. Objectives of the Cooperative Education Internship Program

2. Implementing Objectives:

e. Phase V: The Educational Process: Seminars & Symposia

(1) Since most internship experiences are likely to afford the student to learn a great deal about a tiny operation, the interrelationships and the dynamics of the underlying processes he or she is supposed to be seeing may become obscured. Accordingly, there exists a need to bring the interns in each area together on a weekly basis for appropriate academic seminars and or symposia; ideally, supervisors would also be able to attend these sessions.

(a) In the seminars the intern will be afforded the opportunity to interpret his experiences in a broader theoretical framework. Likewise, he will gain new perspectives from guest authorities and from the mutual presentations of their research monographs to their fellow interns for critique and discussion.

f. Phase VI: The Communication Process

(1) A communication channel is required in order for students to learn from the experiences of each other as well as so that both students and supervisors can keep abreast of new developments in the Program. To this end a public relations coordinator will oversee the publication and dissemination of a periodic Internship Newsletter.

(a) The Newsletter will seek news items from the Public Affairs Personnel of each agency or firm, from interns, from agency supervisors and from the Program staff members.

g. Phase VII: The Evaluation Process

(1) The Program will be evaluated from five sources: (a) a pre-internship survey, (b) field-interviews, (c) a post-internship survey, (d) a documentary report, and (e) an evaluation conference for supervisors, interns and the Program staff, and (f) a supervisor's survey.

(a) The before-after survey will assess changes in student attitudes toward the object of their work (e.g., a particular governmental agency), whether the program had an affect on the student's career-orientation and outlook, the extent to which the objectives of a good internship experience were implemented by both the intern as well as the sponsoring agency, and their views on the administration of the Program.

A. Objectives of the Cooperative Education Internship Program

2. Implementing Objectives:

g. Phase VII: The Evaluation Process

(1) (b) The supervisor's survey will aim to locate new difficulties, test proposed solutions to both old and new problems, and will serve as a check on the performance and efficiency of both the Program staff as well as the interns themselves.

(c) The documentary report will present the data resulting from the surveys and will use it to indicate both the strengths and weaknesses of the Cooperative Education Internship Program as a whole seen and evaluated in terms of all the aforementioned objectives of the Program.

(d) The evaluation conference will provide an opportunity for the documentary report to be presented as well as an opportunity for all participants to make open-ended remarks about the functioning of the Program. Hopefully, any problems or solutions not uncovered through the surveys will be brought forth at this conference.

ATTACHMENT IV

PLANNING ASSOCIATE - CRIMINAL JUSTICE

The South Central Regional Criminal Justice Planning Council has an immediate vacancy for a Planning Associate - Criminal Justice. This is a Limited Term Employment position, preferably forty hours per week during the summer recess and twenty hours per week throughout the academic term at \$3.35 per hour. The Planning Associate will perform para-professional planning that involves participation in all of the South-Central Criminal Justice Planning Council's processes and activities - with primary emphasis on regional criminal justice plan development; staff to the Regional Council; assistance in the development of criminal justice policies and procedures; identification of regional criminal justice needs and problems; criminal justice data collection and analysis; special research projects; questionnaire development and administration; criminal justice and social service agency contacts and interviews; and criminal justice system program development.

Candidates should be undergraduate students in the Social Sciences, Corrections, or a related area with expectations of graduate work or employment in a criminal justice area. Candidate should possess good verbal and writing skills and should have some working knowledge of the criminal justice system. Access to a vehicle for transportation and a valid driver's license are required, with all travel expenses reimbursable.

Qualified candidates should submit a complete resume detailing education, work experience, personal background, and references to Mr. Xavier Okragly, Regional Planning Director, South-Central Regional Criminal Justice Planning Council, 111 South Bassett Street, Madison, Wisconsin 53703 prior to June 1, 1976. The best qualified candidates will be invited to participate in a personal interview prior to final selection.

The Wisconsin Council on Criminal Justice is an Affirmative Action/Equal Employment Opportunity employer.

ATTACHMENT V

SOUTHWEST CRIMINAL JUSTICE PLANNING COUNCIL

Room 364, Karrmann Library
University of Wisconsin - Platteville

Platteville, Wisconsin 53818

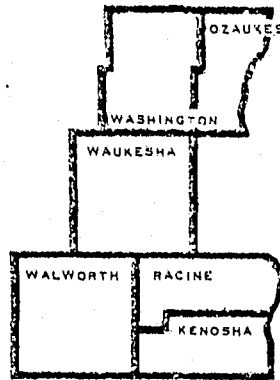
May 2, 1975 REGARDING 2 PARA-PROFESSIONAL POSITIONS

JOB DESCRIPTION - Criminal Justice Para-Professional. Under the direction of the Director, Southwest Criminal Justice Planning Council to perform the following duties on a full-time basis: To assist in research surveys of local police departments, county District Attorneys, County Judges, Department of Social Services. Survey will involve personal contact, and written and telephone follow-up.

QUALIFICATIONS - Must be a student planning on returning to an institution of higher education in the fall of 1975. Must have valid Wisconsin driver's license and car available for travel throughout the five county criminal justice planning area (Grant, Green, Iowa, Lafayette, and Richland). Must be willing to locate in a participating county for an extended period of time. Applicants must be majoring in Criminal Justice, Political Science, Sociology, Psychology, Social Science.

ESSENTIAL SKILLS, KNOWLEDGES, AND ABILITIES: Ability to think logically and analyze and interpret assigned problems. Conceptual ability. Ability to write and speak clearly and effectively. Ability to establish and maintain effective working relationships with professionals in various components of the criminal justice system. Ability to work independently.

HOW TO APPLY: Applications may be obtained and should be submitted not later than May 9th to Director, Southwest Wisconsin Regional Planning Council, Room 364, Karrmann Library, UW-Platteville. The first review of applications will be shortly after May 9th. Candidates judged eligible will be required to submit to an oral examination on May 20th; the starting date of employment will be May 27, 1975.



SOUTHEAST WISCONSIN CRIMINAL JUSTICE PLANNING COUNCIL

1400 NORTH NEWMAN ROAD
SUITE NO. 202
RACINE, WISCONSIN 53406
(414) 637-1274

ATTACHMENT VI

CRIMINAL JUSTICE PLANNING INTERNS (3)

The Southeast Wisconsin Criminal Justice Planning Council has three summer internships available.

These interns will be responsible for gathering data to analyze the needs and priorities of the criminal justice system in the Southeast Region. They will also assist in the planning and preparation of the Annual Regional Plan for submission to the Wisconsin Council on Criminal Justice.

Research duties will include developing, administering and collating survey questionnaires for law enforcement agencies, courts, social service agencies, prosecutorial and defender units for both the adult and juvenile justice system throughout the Southeastern Region.

Interns will also be exposed to routine Regional Staff functions, i.e., planning innovative criminal justice improvement projects for federal assistance under the Law Enforcement Assistance Administration (LEAA) and the Wisconsin Council on Criminal Justice.

Internships will run over a 14-week period, between June 1 through September 3, 1976. All interns will be under the supervision of the Regional Planning Director.

QUALIFICATIONS: Applicants should be full-time students enrolled in an accredited college, university, or technical school, currently pursuing a degree in Criminal Justice or related field. Some background in Research Techniques, Computer Science and/or Statistics is expected. Preference will be given to students of Junior or Senior standing. Applicants should hold a valid Wisconsin Driver's license and have their own means of transportation, as their duties will necessitate a great deal of travel throughout the Region.

SELECTION: Students interested in applying and who meet the minimum qualifications specified should submit a personal resume' and brief (1-2 pages, typed) original paper on their knowledge and views of the criminal justice system to the Regional Office, no later than May 21, 1976, c/o Mr. T. Merrifield.

All applications received will be screened down to nine individuals who will be invited for an oral interview. Final selection will be determined on the basis of these interviews.

STIPEND: Criminal Justice Planning Interns would work out of the Southeast Criminal Justice Planning Council office based in Racine. The office hours are between 8:00 a.m. and 4:30 p.m., and constitute a forty (40) hour work week. Remuneration is fixed at \$3 per hour, or \$480 per month. Meals and mileage costs incurred while on assignment in the field will be reimbursed by the State of Wisconsin.

NORTHWEST REGIONAL CRIMINAL JUSTICE PLANNING COUNCIL

Attachment VII

215 River Street
Brookner, Wisconsin 53001

(715) 635-9714

James D. Heim
Director of Planning

March 23, 1977

76-06-22-S-2288-5

WCCJ on behalf of
various CJ agencies

MAR 31 1977

Internships

Best Copy Available

TO: Melanie Foxcroft

FROM: James D. Heim

We received your letter of February 16, 1977 concerning the Monitor of Criminal Justice Internship Project, Program 22.

Enclosed please find 1 copy of all news media sources used in basic advertisement. Agencies contacted include Dave Conroy and Wilson McLean, CETA.

The total number of applications received is seven; five male and 2 female. The ages of the male applicants are 23, 24, 50, 24, 25. The female ages are 26 and 31. Race is not used as a requirement.

Grade points and number of credits, communication abilities and understanding of criminal justice system are used as selection criteria.

Reasons given for dropping out are: m-23, school work load was too heavy; m-24, did not want to relocate; and m-24, gave no reason for declining.

If perchance, any questions arise, please feel free to contact me.

JDH

Ashland, WI 54806
 Ashburn County Register
 Ashburn, WI 54871
 Ashburn Pioneer
 Ashburn, WI 54847
 Ashburn Times
 Ashburn, WI 54891
 Ashburn Daily Press
 Ashburn, WI 54806
 Ashburn Weekly Record
 Ashburn, WI 54546
 Ashburn County Miner
 Ashburn, WI 54534
 Ashburn Park Falls Herald
 Ashburn, WI 54552
 Ashburn
 Ashburn, WI 54555
 Ashburn Bennett County Sentinel
 Ashburn, WI 54840
 Ashburn
 Ashburn, WI 54806
 Ashburn
 Ashburn, WI 54843
 Ashburn
 Ashburn, WI 54843
 Ashburn
 Ashburn, WI 54468
 Ashburn
 Ashburn, WI 54880
 Ashburn
 Ashburn, WI 54871

The Sawyer County Record
 Hayward, WI 54843
 The Ladysmith News
 Ladysmith, WI 54848
 The Star News
 Medford, WI 54451
 The Spooner Advocate
 Spooner, WI 54801
 The Evening Telegram
 Superior, WI 54880
 St. Paul Pioneer Press
 St. Paul, MN 55101
 Minneapolis Tribune
 Minneapolis, MN 55011
 Bayfield Sun
 Bayfield, WI 54814
 Bayfield County Press
 Bayfield, WI 54814

WLDY - Ladysmith, WI 54848
 WIGM - Medford, WI 54451
 WFPF - Park Falls, WI 54552
 WAKX - Superior, WI 54880
 WCSW - Shell Lake, WI 54871

NORTHWEST REGIONAL CRIMINAL JUSTICE PLANNING COUNCIL *Attachment VII*

215 River Street
 Spooner, Wisconsin 54801 (715) 635-0714
 James D. Heim
 Director of Planning

76-06-22-5-2288-5

March 23, 1977

WCCJ on behalf of
 Various CT agencies

MAR 31 1977

Internships

TO: Melanie Foxcroft
 FROM: James D. Heim

We received your letter of February 16, 1977 concerning
 the Monitor of Criminal Justice Internship Project, Program 22.

Enclosed please find 1 copy of all news media sources
 used in basic advertisement. Agencies contacted include Dave
 Convoy and Wilson McLean, CETA.

The total number of applications received is seven; five
 male and 2 female. The ages of the male applicants are 23, 24,
 50, 24, 25. The female ages are 26 and 31. Race is not used
 as a requirement.

Grade points and number of credits, communication abilities
 and understanding of criminal justice system are used as
 selection criteria.

Reasons given for dropping out are: m-23, school work load
 was too heavy; m-24, did not want to relocate; and m-24, gave
 no reason for declining.

If perchance, any questions arise, please feel free to
 contact me.

JDH

STATION

Glidden Enterprise
den, WI 54827

Washburn County Register
Lake, WI 54871

River Pioneer
River, WI 54847

Washburn Times
hburn, WI 54891

Daily Press
and, WI 54806

on Weekly Record
on, WI 54516

County Miner
ey, WI 54534

Park Falls Herald
c Falls, WI 54552

Bee
lips, WI 54555

Burnett County Sentinel
tsburg, WI 54840

The Sawyer County Record
Hayward, WI 54843

The Ladysmith News
Ladysmith, WI 54848

The Star News
Medford, WI 54451

The Spooner Advocate
Spooner, WI 54801

The Evening Telegram
Superior, WI 54880

St. Paul Pioneer Press
St. Paul, MN 55101

Minneapolis Tribune
Minneapolis, MN 55011

Bayfield Sun
Bayfield, WI 54814

Bayfield County Press
Bayfield, WI 54814

IO

W - Ashland, WI 54806

M - Hayward, WI 54843

S - Hayward, WI 54843

C - Rice Lake, WI 54468

M - Superior, WI 54880

P - Shell Lake, WI 54871

WLDY - Ladysmith, WI 54848

WIGM - Medford, WI 54451

WPFP - Park Falls, WI 54552

WAKX - Superior, WI 54880

WCSW - Shell Lake, WI 54871

END