EVALUATION OF THE

SAN DIEGO COUNTY PROBATION DEPARTMENT

PROGRAM

CORRECTIONAL TRAINING ACADEMY

First Year Report

May 10, 1976 to February 28, 1977

Submitted to:

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

The following recommendations seem appropriate from the evaluation results:

- Solicit participants for training from those institutions which are nearest completion and/or most cooperative.

- Re-administer the Moos Scale in the near future to determine change in environment _and_ to administer this test on a yearly basis.

- Re-evaluate STAR Role Concept Test in terms of continuing to use the revised edition, doing further revisions or substituting a values test.

- Re-evaluate all forms and questionnaires for practicality and usefulness to the Academy.

INTRODUCTION

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

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

The evaluation timetable provides for interim reports (with
up-to-date data analysis and recommendations) every three months.

This third report includes data analysis on all information
available to February, 1977.

PROGRAM DESCRIPTION

The criminal justice system exists within a society whose purposes include: maintaining peaceful and orderly social relationships through due process; protecting the freedom of choice; and insuring liberty for individuals and groups. These general community purposes, in combination with our laws and public policies, define the broad framework within which the criminal justice system functions. The Probation Department is one facet of the local criminal justice system, and has been established to provide effective service to the community and to probation clients.

The San Diego County Probation Administrative Manual (vol. I) describes five goals of the department:

- to protect the community

- to rehabilitate probationers

- to further justice

- to protect children

- to prevent and control crime and delinquency

The Correctional Training Academy was planned to assist the department in providing appropriate training so that probation staff can more effectively carry out these goals. The Academy training is also available to personnel from other agencies within the criminal justice system and the community. Thus, the Academy's primary goal is to offer training which would have benefit throughout the local criminal justice system. With this goal in mind, the Academy curriculum was designed to provide a learning situation which would enhance the ability of each participant:

- To understand the goals of the criminal justice system and the Probation Department.

- To build respect for the law and the criminal justice system.

- To understand and display objectivity and professional ethics.

- To assist individuals in personal and social development.

- To protect the rights and dignity of the individual.

- To provide humane treatment.

- To effectively manage casework responsibilities.

•To analyze and effectively communicate information.

•To maintain order within institutions.

With the above in mind, project objectives for the Training Academy are as follows:

•To increase by 20% the current number of training hours in casework techniques and interpersonal skills.

•To reduce staff turnover (within target units) by 5%.

•To increase the criminal justice knowledge base of community and correctional training participants.

•To develop a more cooperative attitude among community participants and correctional workers.

•To train a minimum of 200 individuals within the project year.

•To provide 80 hours of classroom training to Probation institutional staff.

•To provide at least 80 hours of following consultation with each academy class to aid in applying training on the job.

During the first two grant years, the Academy will train primarily institutional staff, including those staff who are newly hired or transferred to institutions. This has allowed for the development of a more concentrated and realistic curriculum. In addition, individuals from various community groups and agencies have attended Academy classes. In the third grant year, probation staff from Field Services will participate in Academy training, perhaps with some modification of the core curriculum.

The Academy staff consists of 11 operational staff; a supervising probation officer responsible for the administration of this grant, three primary instructors, and seven probation officers who provide relief for probation personnel attending classroom training, and provide follow-up training. In addition to the operational staff, the Academy has one full time intermediate clerk and a quarter-time accountant.

During the fourth month of this project, the Academy began to hold classes. As far as possible, these classes have been scheduled at the convenience of the institutions.

The Planning Committee recognized that how the curriculum materials are presented is just as important as the content of the modules. With this in mind, the presentations emphasize student participation and learning through experience. Further, the

intent of the instruction has been to place the accountability for learning and on-the-job utilization of the material upon the participant. The learning environment has been established as a positive and productive one, designed to aid and enhance the learning process.

The curriculum described below was suggested as a result of information given to the Planning Committee by probation managers, supervisors and line staff, the Departmental Training Committee and Dr. Don Pehlke of Project STAR, as well as information gathered and integrated from The National Standards and Goals recommendations. It reflects an awareness of the importance of both task and role training. It is well-documented in the literature (The President's Commission on Standards and Goals, Project STAR, etc.) that while it is essential to teach skills or tasks, the qualitative aspect of the performance of those duties (role), should not be ignored, i.e., how one goes about performing his duties is just as important to the success of a correctional effort as the fact that the duties are performed.

The Planning Committee developed a workable balance within the modules of the curriculum so that emphasis is on both task and role concepts. These concepts are comprised of suggested and appropriate knowledge, attitudes and skills. Before describing these specific core curriculum, some definitions taken from the Project STAR literature will be helpful:

> Task: An activity to be accomplished within a role and which usually involves a sequence of steps and which can be measured in relation to time.
>
> Role: The personal characteristics and behavior expected in a specific situation of an individual occupying a position.
>
> Performance Objective: A statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance.

Project STAR identified and developed a total of 13 probation oriented role modules. Out of these, the Planning Committee selected five, with relevance to the target group, to be included as part of the core curriculum. The remaining 40 hours will be composed of task training. For purposes of discussion here the Committee has identified three task modules which appear to be appropriate for institutional training. These task modules might be changed or revised.

It is recognized that these training modules do not meet all training needs within the institutions. For this reason, additional optional training modules have been made available during follow-up periods to meet specifically expressed needs of individual institutions. These modules may be developed through the expertise of institutional staff or through the use of consultant monies.

The Correctional Training Academy, an O.C.J.P. grant project, was originally set to begin July 1, 1975. Various problems (most of them outside the control of the Academy staff) delayed the inception of the Academy approximately six months. Therefore, the first institutional training class did not begin until May 24, 1976.

EVALUATION DESIGN

A basic pre-post testing format has been used to evaluate the
Training Academy. Below is a listing of the Academy objectives
with the procedures (and explanation) that will be used to
measure their achievement:

Objective	Procedure
Increase training hours	Measure number of hours of training received by staff one year prior to project. Analyze differences.
Reduce turnover	Measure turnover among institutional staff one year prior to project. Analyze differences.
Increase knowledge base	Administer pre-post role concept test for STAR modules. Analyze differences.
Develop cooperative attitudes	Administer Class Evaluation Form. Analyze. Will assess participants response to all phases of instruction.
Train 200-plus individuals	Complete record keeping logs. Tally.
Provide 80 hours of training	Document training sessions with record keeping logs as above.
Provide 80 hours of follow-up	As above.

In addition, the following instruments and forms were used:

- Pre-post knowledge test for task segments to be administered
  to first second and third classes to assess level of
  learning.

- Allport-Vernon-Lindzey Study of Values. To be administered
  to first six classes to determine whether participants
  experience any substantial change in attitude as a result
  of STAR module instruction; will be given on a pre-post
  schedule with STAR test. (This test was subsequently
  dropped because it provided little meaningful information.)

- Correctional Institutions Environment Scale (Moos). To
  be administered to all line staff from Juvenile Institutions
  and Adult Institutions in January 1976 and one month after
  all staff in the Institution have completed the initial
  training module. This test should assess change in the
  institutional environment.

7

·Impact questionnaire (for supervisors and trained staff).
To be administered one month after line staff have com-
pleted the initial Academy training. This questionnaire
will quantify the assessments of both line staff and their
supervisors assessment of the impact of the training
program on job performance.

The planning segment of this evaluation (which occurred in
August, 1976) resulted in the decision to collect demographic
data on all those participating in Academy training. It is
felt that this information can be used to plan for future
training needs, as well as shed light on the demographic break-
down of training participants and perhaps shed light on who
benefits to what degree from this training package.

Informational data has been collected and analyzed for the
first nine STAR module training groups, as well as all task
training groups up until February, 1977. Results will be
presented by testing instrument followed by an administrative
statistics section and a section addressing the objectives.

Allport-Vernon-Lindzey Study of Values

A statistical test (paired t-tests) was done for Academy
Groups I-IV to determine whether any significant change in
scores occurred.

The only significant change in scores was for the Aesthetic
Scale and it reflected a _negative_ change. As in the first
and second quarter reports, none of the reported changes from
the original Project STAR testing were found.

The Academy ceased administering the Allport-Vernon-Lindzey
after Group IV (please refer to the Second Academy Evaluation
Report for details). Though there was some change (one scale),
it is still felt that the Allport-Vernon-Lindzey not be
administered. The Academy staff is, however, currently con-
sidering use of another values test. Such an instrument might
well be quite useful in terms of measuring changes in value
orientation after STAR training, and the use of a new test
may provide additional data for others using the STAR package.

STAR Role Concept Test

The Role Concept Test, as used to date, is excerpted from the
Project STAR master test. The Academy is offering training
in Modules 2, 7, 8, 9 and 13; ten questions per module comprise
the bulk of the test. Questions from modules 5, 10 and 12
(10 per module) were added for comparison purposes to the other
five segments. The following is a list of the subject matter
for each module used:

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

*Comparison modules

(It should be pointed out that a revision of the STAR test was completed after Group VIII; Group IX was the first to take the revised test. Please see the Second Academy Evaluation Report for details.)

Again, paired t-tests were used on the pre-post test scores. The results for Groups I through IX are given in Table A.

TABLE A
STAR Role Concept Test Summary
Groups I-IX Combined

Module	Pre-test $\overline{X}$	Post-test $\overline{X}$	t-value	Significant(see NOTE)
2	6.4	7.0	5.73	Yes
5*	7.2	7.5	2.42	Yes
7	6.8	7.0	2.54	Yes
8	8.1	8.0	−0.99	No
9	7.5	7.8	2.37	Yes
10*	6.4	6.6	1.99	Yes
12*	6.6	6.9	2.30	Yes
13	6.4	6.9	4.61	Yes
Total (All Modules)	55.6	57.8	7.67	Yes
Real (2,7,8,9,13)	25.2	36.7	6.60	Yes

(Statistical tests were conducted on 135 completed pre-post tests.
There were 139 enrolled in STAR Groups I-IX; only four were not
pre and post-tested.)
NOTE: Any significance level equal to .05 or less is considered
to reflect a significant change in scores (i.e., a change
not due to chance).
*Modules not taught -- used for comparison purposes only.
**Indicates the average test score.

All three comparison modules (5, 10, 12) showed a significant
rise in post-test scores which is contradictory to the hypothesized
no-change-should-occur idea, and is also different from the
non-significant change of the first three STAR groups. This
change is difficult to explain -- perhaps there has been more
overlap in instruction or just the character of the STAR training
groups may be influencing learning and testing. It is felt that
the three comparison modules should continue to be included if
the STAR test continues to be used.

Secondly, all other test modules except number 8 (displaying
objectivity and professional ethics) showed significant improve-
ment on post-test scores. This would indicate that Academy
staff need to review their presentation for Module 8 and review
the questions for that section as to clarity and pertinence.

Thirdly, it still appears from the very high t-values for Modules
2 and 13 that this material is either very well presented, easily

assimilated, quite interrelated with other modules, or have very simple test questions to allow such highly increased scores on the post-tests. Perhaps time spent on these modules could be reduced somewhat and devoted to Module 8. Last, but certainly not least, the highly significant increases in total scores and in real modules would lead one to believe that the training did have impact on test performance in a positive way.

It should be pointed out that these above-mentioned observations follow very closely those from the first two Academy reports. Partly for this reason, it is felt that Academy staff need to re-assess the value of continuing to administer the STAR Role Concept Test.since results (before revision of the test) have been consistent and positive.

Due to revisions in the STAR test to alleviate the prior reported questions that were presenting difficulties, an item analysis at this point would be inconclusive. The revised test was first used for Group IX, and further item analysis will be conducted after several other STAR groups have used the revised edition. (The revision consisted of Academy staff re-wording those questions which the item analysis indicated were frequently missed, i.e., more than 50% of the time on the post-test.)

The following observations were made regarding the scores of Group IX (using the revised test) in comparison to the scores of previous groups. It was noticed that Group IX pre scores were markedly higher than those for previous groups. Graph I illustrates the difference in mean scores for Group IX plotted against mean scores for Groups I-VIII combined.

GRAPH I
Groups I-VIII vs. Group IX
Pre-Scores
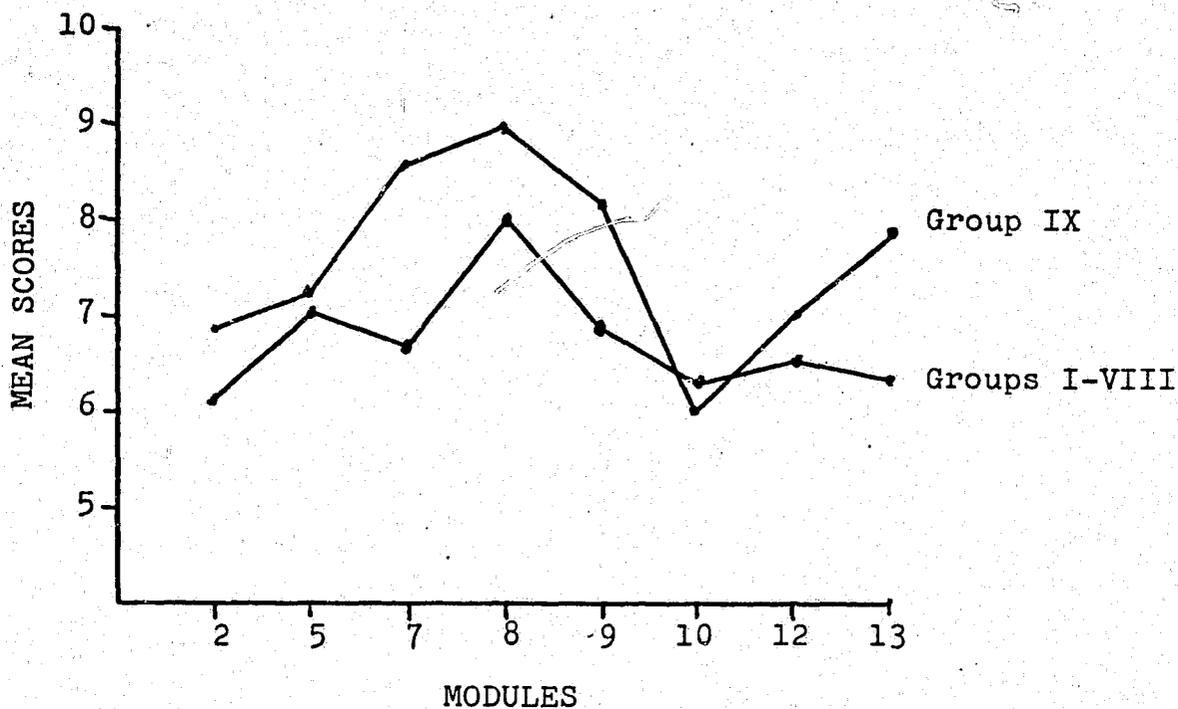
Post scores were also higher for Group IX and this is shown in Graph II.

GRAPH II
Groups I-VIII vs. Group IX
STAR Test Post Scores
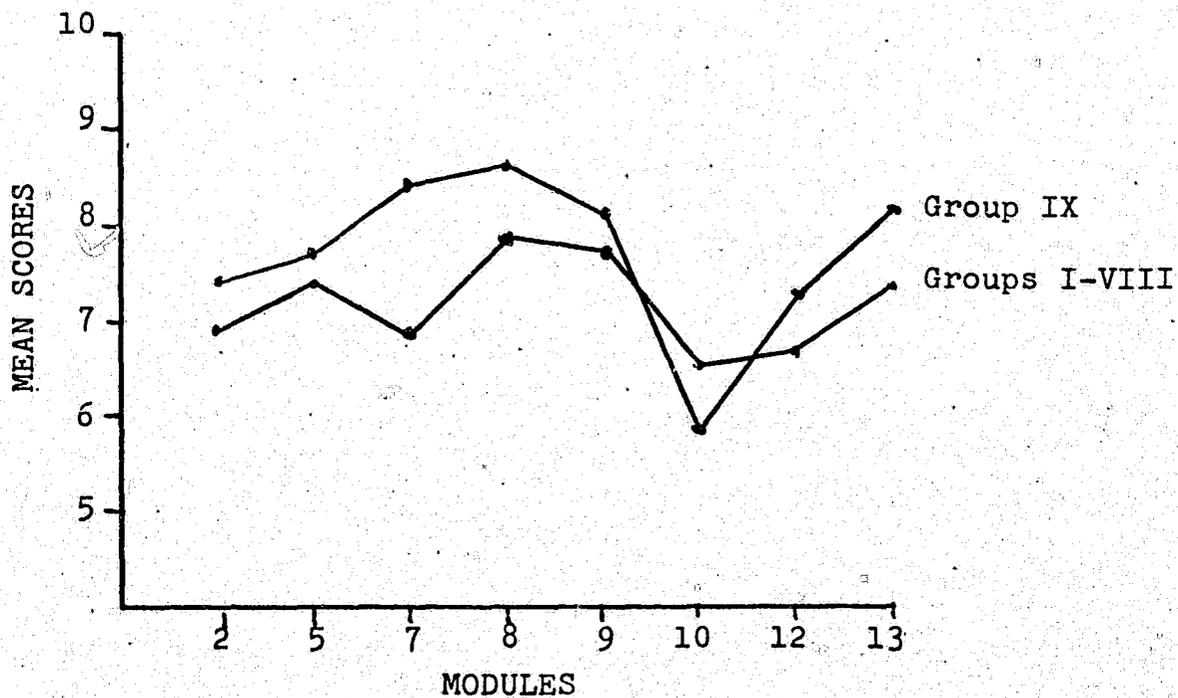
When pre-post scores for Group IX were tested for significant
differences (using the t-test) only one (Module 5) significant
difference emerged between pre and post scores. This is in
spite of the fact that this group exhibited the highest post
score means in all modules except one.

One possible conclusion is that Group IX was simply better
informed than previous groups. A more likely conclusion is
that the revised test is so easy that it has been rendered
useless as an instrument for measuring change. Graph III,
showing the closeness of pre and post scores for Group IX,
illustrates this point.

GRAPH III
Group IX STAR Test
Pre Scores vs. Post Scores
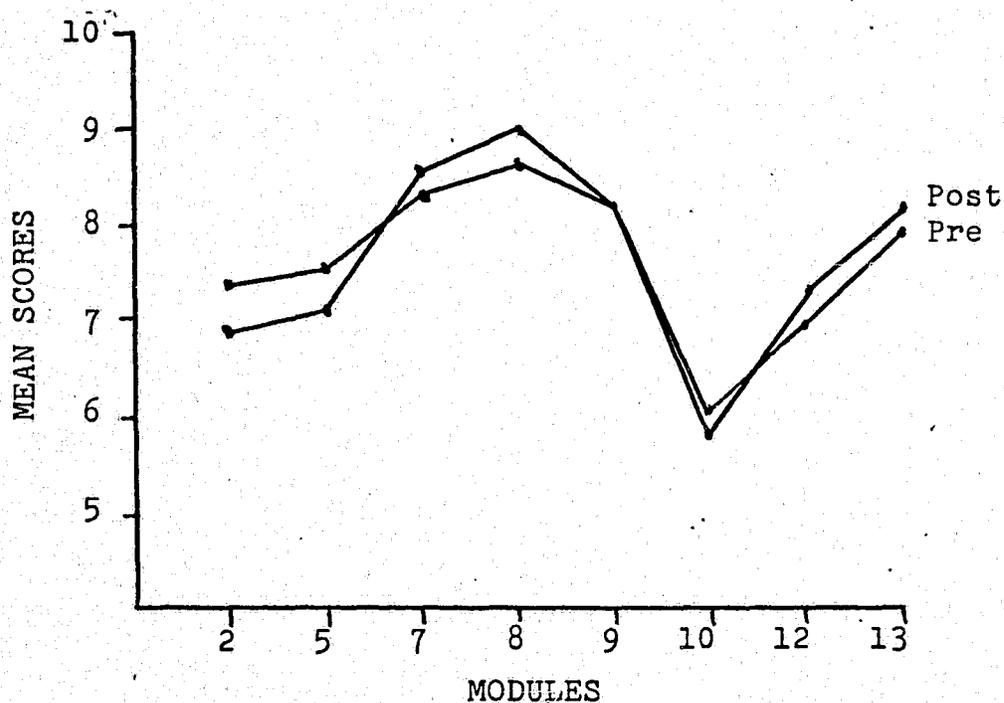
A preliminary analysis of subsequent groups (Groups X and XI)
indicates that they, too, show high scores in comparison to
Groups I-VIII. This would support the suspicion that the test
has become an invalid measuring device. This information has
been passed on to the Academy Director and staff and a decision
needs to be made whether to revise the test further, discontinue
administering it and/or find another test instrument.

Information was also collected for this report on STAR attendance,
both on a daily basis as well as a total hours basis. This was
done on 141 people. The tally of this data showed an average of

38 (of 40 possible) hours attendance at STAR training. However, 70% of the 141 people (or 98 people) completed all 40 hours of STAR training.

Task Training

Task training involves five areas where pre- and post-testing is done; they are:

Narcotics Detection and Symptomology
Security
Safety
Self-Defense
CPR/First Aid

Paired t-tests were done on four areas of task training to determine change in test scores, pre and post. The results are summarized in Table B below.

TABLE B Task Training					
Task	Pre-test Average	Post-test Average	t-value	Significant	Number
Narcotics	6.2	9.3	3.88	Yes	106
Security	5.8	9.0	3.63	Yes	78
Safety	3.1	4.4	4.03	Yes	82
Self-Defense	3.5	4.8	4.55	Yes	84
CPR	Pass 37/80%	Fail 9/20%			
First Aid	Pass 44/96%	Fail 2/4%			

From this Table, it is evident that highly significant changes occurred for all of the task training areas indicating either a more than adequate presentation of training materials or lessons directed specifically to items on the tests. In either case, increased knowledge is the desired and the attained outcome. Due to the extremely marked upward change in scores, it was felt unnecessary to repeat an item analysis, especially since Academy staff have already revised those items mentioned in the first quarterly report.

Class Evaluation Form

The Class Evaluation Form, given at the end of each training segment, has been tabulated in a variety of ways. Table C below gives the average ratings (scale: 1=low -- 6=high) for the questions Academy staff feel provide the most feedback to them. There appears to be a discrepancy between items 20, 2

and 10 for STAR training. This may be due to a morale factor; the STAR training apparently has a positive effect on staff morale. If this was the case here, then people may have felt the value of training to them on the job (item 2) in terms of morale. However, since STAR training does not teach specific job skills, staff may not have felt that STAR would improve their job performances (item 20). This also may explain the responses to item 10.

TABLE C
Class Evaluation Form – Average Ratings

Question	STAR	Security	Safety	Self-Defense	Narcotics	Community Resources
1. Level of your expectations before you came to this training.	3.2	4.2	3.6	4.2	3.4	3.8
17. In relation to the time involved, you would rate the entire training...	4.4	5.2	5.0	5.8	4.2	5.2
19. I have a more cooperative attitude toward other Criminal Justice personnel and agencies.	%Yes=81 %No=19					
20. As a result of this instruction, I feel I will be able to significantly improve my job performance.	%Yes=35 %No=65	Yes=80 No=20	Yes=73 No=27	Yes=42 No=58	Yes=46 No=54	Yes=100 No=0
2. Value of training to you on the job.	5.6	5.2	4.8	4.8	3.7	5.2
9. Benefit of exploring/reviewing your role as a member of the Criminal Justice System.	4.8					
10. Extent that the training helped you develop/improve skills.	3.3	4.6	4.5	5.2	3.9	5.1
11. Amount of information you learned/reviewed.	3.8	4.7	4.7	5.3	4.4	4.5
18. Probability that you will recommend this training to other staff.	4.8	5.3	5.2	5.9	4.5	5.7

Rating Scale: low=1
high=6

It should be pointed out that the ratings after training (question #17) are all about one full point or more, higher than the expectation rating (question #1).

Comments seemed to focus on wanting follow-up, more visual-aids, more time for demonstration and discussion, and larger training facilities. Specifically for the STAR training segment, trainees commented on wanting more community speakers.

Generally the requests were very specific in terms of the task training segment involved. (These evaluations have all been reviewed by Academy staff; thus, detailed reporting is not necessary.

Other items to note on Table D are the percentages on questions 19 and 20. Also, all average ratings for question 18 (probability of recommending training) are at the strongly agree level.

Impact Questionnaire

This one-page, ten-item questionnaire is administered one month after line staff complete the 80 hours of Academy training. The questionnaire will quantify the assessments of both line staff and their supervisors of the impact of the training program on job performances. The following table presents a summary of Impact Questionnaires (26 from supervisors and 20 from line staff -- with only 46 questionnaires returned so far, the results are tentative).

TABLE D
Impact Questionnaire Summary*

Question	Line Staff Mean	Supervisors Mean
1. Believe that the Institute training program had a positive impact on this staff when he returned to this institution.	1.55	2.27
2. After completing the Institute training program, he had gained a more realistic way of dealing with external expectations of his performance (community, other criminal justice agencies, politics system).	2.25	2.62
3. The Institute training program helped him increase his understanding of role expectations in his job.	2.20	2.42
4. The program helped improve his ability to identify, formulate and solve institutional problems.	2.25	2.81
5. He was able to utilize the Institute course material on the job.	2.25	2.62
6. He shared training materials and/or learning with other staff members.	2.55	2.96
7. After completing the Institute training program, he is more confident in performing his job tasks.	1.85	2.62
8. I felt more confident about this man's performance after he completed the Institute training program.	1.85	2.96
9. This man performs his job tasks with more knowledge/expertise after completing the Institute training program.	1.85	2.69
10. I would recommend this program for all institutional staff.	1.50	2.54

*Rating Scale: 1=Strongly Agree
2=Agree
3=Neutral/No Opinion
4=Disagree
5=Strongly Disagree

NOTE: In the actual questionnaires, "he" is written he/she, but for the sake of space, was omitted from the table. Also, the questions on the table are generalized somewhat since the exact wording differs on the supervisor and line staff forms.

19

As the table indicates, differences between supervisor and line staff ratings exist. The largest differences appear to be on questions 1, 7, 8, 9 and 10. These involve mainly the impact of training on job performance. As would be hoped, the line staff completing the training generally respond more positive than supervisors who have not been to any Academy training.
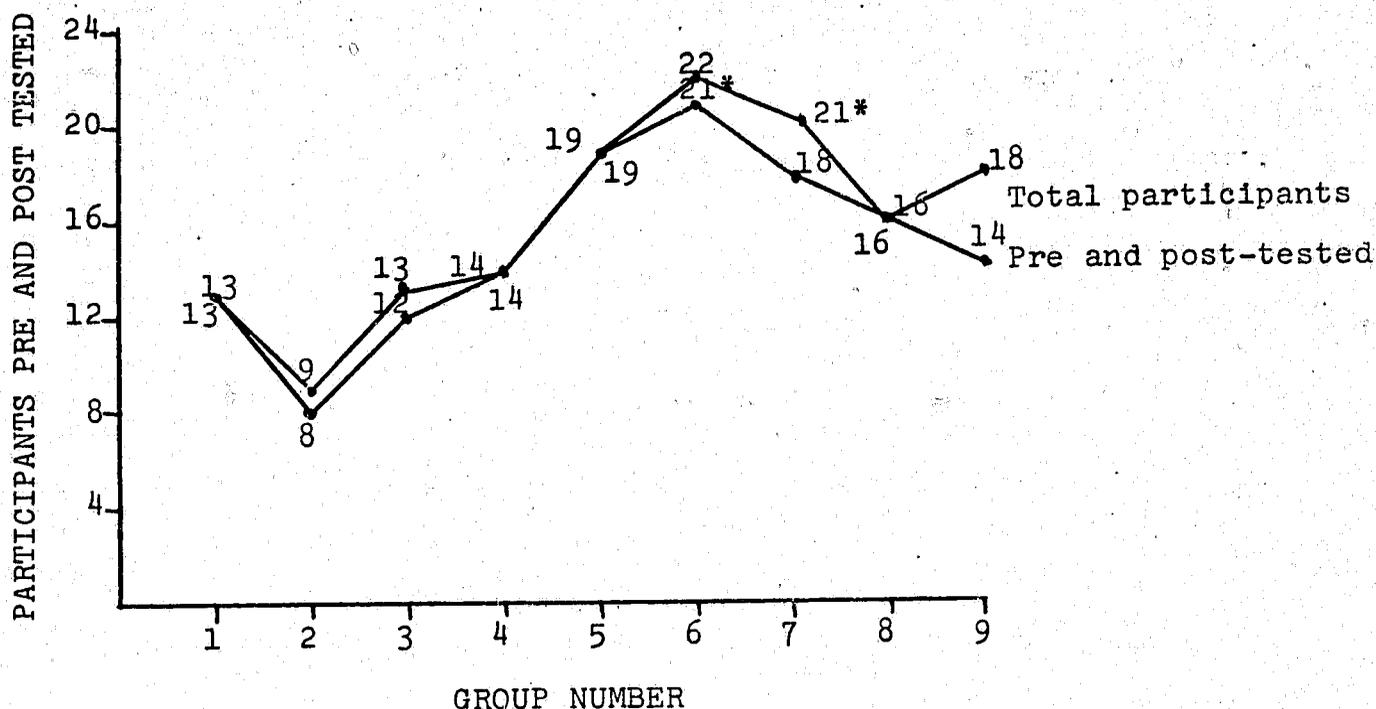
Administrative Statistics

STAR training: The Academy has been able to increase class size fairly consistently. Academy staff have had an uphill battle in this regard. Their grant provides one relief staff for every two probation personnel involved in training. Since this is not a one-to-one relief ratio, some institutional superintendents have been reluctant to release staff for training or have had to cancel training commitments because of staff illness or vacation. Release of staff for training participation is controlled totally by the individual institution superintendent (Director) and the Academy has had a difficult time meeting class size expectations as is noted in Graph IV.

It is important from a cost-effectiveness point of view that this problem be confronted. Better planning and more efficient scheduling of staff within institutions would help to solve this problem. It is also imperative that institution service Directors re-affirm their commitments to the Training Academy and make their expectations for staff participation clear.

Below is a graphic presentation of attendance (note that these numbers include those who were pre and post-tested and those who may have missed either test).

GRAPH IV
Star Attendance


```
PARTICIPANTS PRE AND POST TESTED

24

20          22
            21*              21*
        19              18      18  Total participants
        19                              Pre and post-tested
16                          16      14
                        16
13  13      13  14
13          12  14      9
                8
8
                8

4

    1   2   3   4   5   6   7   8   9
            GROUP NUMBER
```

*21 is the maximum optimum number of participants for STAR
 classes as set forth in the Academy proposal.

This totals 135 STAR participants from May, 1976 to February, 1977.

Special training provided by Academy: The Academy has also
been conducting other training sessions, CPPCA presentations,
conferences and seminars in addition to the core training.
This facet of Academy training has impacted a total of 643
individuals yielding 3,201½ individual hours of training for
an average of 5.0 training hours per person.

Follow-up training: The follow-up training listed below has
also been presented by the Academy to probation institutional
staff. The number of individuals and hours are included in
the following section "Staff and Outside Agency Core Training."

Title of Training Session	Number of Sessions	Hours of Each Session	Total
Community Resources	3	8	24
Family Counseling	1	17½	17½
Adult Institutions Overview	2	1½	3
Self-Defense Tactics	3	9	27
Emergency Procedures	1	8	8
Crisis Confrontation for Institutional Workers	1	40	40
Stress Reduction	1	8	8
Communication and Problem Solving	1	8	8
		Total hours=	135½

Resident training: Some training (CPR/First Aid) has also been provided to Adult Institutions residents. Total residents involved were 18 for 99 individual hours of training averaging 5.5 hours of training per person.

Staff and Outside Agency Core Training: The following table (E) delineates the hours of "core training" (STAR, task and follow-up) received by Probation and outside agency staff through February, 1977.

TABLE E
Staff and Outside Agency Core Training

Number of hours training per individual	Number of Individuals	Percent of Total Trained
1-7	250	42
8-15	82	14
16-23	42	7
24-31	23	4
32-39	29	5
Total: One week or less	426	72%
40-47	47	8
48-55	36	6
56-63	20	3
64-71	12	2
72-79	8	2
Total: One to two weeks	123	21%
80-87	7	1
88-95	8	2
96-103	8	2
104-111	3	1*
112-119	4	1*
Total: Two to three weeks	30	5%
120-127	9	2
128-135	3	1*
136-143	0	0
144-151	2	1*
152-159	0	0
Total: Three to four weeks	14	2%
176-183	1	1*

*Percentage is equal to less than one percent.

Thus far (up to March 1, 1977), a total of 590 individuals have received training from the Academy; these training groups have yielded 15,100 individual hours of training resulting in an average of 25.6 hours of training per individual. A discussion of total individuals impacted by Academy training and total hours of training provided is found in the section of this report titled "Objectives."

Relief coverage: In fulfillment of their grant proposal, the Academy has been providing relief coverage. This is usually at a rate of one Academy relief staff for every two institutional staff who are to be involved in training. The relief is provided from Monday through Friday, mainly during regular institutional shift hours with travel time being additional.

TABLE F
Relief Coverage Summary

Month	AI Relief Time*	JI Relief Time	Total Time*
May, 1976	216	48	264
June, 1976	280	216	496
July, 1976	112	240	352
August, 1976	248	424	672
September, 1976	184	294	478
October, 1976	343	204	547
November, 1976	301	216	517
December, 1976	144	200	344
January, 1977	272	300	572
February, 1977	176	291	467
Totals	2,276	2,433	4,709

*Time reported in hours.

During the period of May 10, 1976 through February 28, 1977, there were 194 possible training/relief days. Academy staff provided training and relief on 123 of the 194 possible days (63%) amounting to 4,709 hours of relief coverage to institutions. (In addition, training without relief coverage was provided an additional 23 days, totaling 146 days of training out of a possible 194 days -- 75%.) This averages to 38 hours of relief coverage per training day (123 total); this reduces further to 5.4 hours of relief provided per relief staff each training day. These figures do not include any sick leave, vacation time, staff meetings or course preparation; relief staff also have secondary responsibilities for preparation and presentation of Task Training and Follow-up courses at various institutions.

A one-page review sheet is sent to all institution directors after they have had an Academy relief staff at their facility. These are all reviewed by the program director, and problems mentioned or issues raised are addressed by the program director himself. The three areas dealt with on the review sheet are relief staff's familiarity with the institution, whether relief staff's performance was satisfactory and comments/complaints. For the most part, nearly all the responses for every relief staff were positive for the first two items mentioned above.

The comments/complaints section had almost all responses
being either positive or non-commital. A few complaints
dealt with isolated, specific incidents. These issues were
handled by the program director and remained isolated
incidents rather than continuing problems. Several insti-
tutional directors have requested that they no longer be
sent the review sheets as they find the Academy's relief
coverage consistently excellent.

Demographic information: Basic demographic information has
been collected on STAR training groups. At present, the
data has been summarized by categories; correlations may
be computed at some future point if they are deemed useful.

The following table shows the breakdown of work assignments
for probation department participants of STAR training. The
percentage column indicates that the largest proportion of
staff trained have come from Villa del Sol. Perhaps these
figures could be used by Academy staff to help concentrate
on specific institutions in terms of getting the institutions
completely trained.

At the time of this report, 36% of all STAR training participants
were from Juvenile Institutions and 45% were from Adult Insti-
tutions. Outside agency people comprised 11% of the groups.
The remainder were small numbers of staff from Juvenile and
Adult Casework, Administration, Evaluation, Academy and
Staff Development.

TABLE G
Work Assignments of
Probation Department Participants

Assignment	N	Percentage of Facility Staff with STAR Training
Juvenile Institutions:		
Juvenile Hall (97)*	19	20
Rancho del Campo (24)	8	33
Rancho del Rayo (21)	3	14
Girls Rehab. Facility (15)	2	13
Hillcrest (53)	7	13
Adult Institutions:		
Barrett (21)*	8	38
Descanso (19)	7	37
La Cima (14)	2	14
Morena (17)	5	29
Viejas (21)	8	38
Villa del Sol (15)	8	53
West Fork (21)	5	24
Work Furlough Center (24)	5	21
Juvenile Field Services	4	NA
Adult Services	4	NA
Academy/Training	10	NA
Administration/Evaluation	2	NA

*Number of facility staff

Major descriptive characteristics of the STAR participants
are presented in Table H. As can be seen from the table,
STAR participants comprise a fairly young group of staff.
With a modal (most frequent) age of 28, a large majority
(70%) are 35 years of age or younger. Most participating
staff are male and a large majority are caucasian. Females
and ethnic minorities represent 29% and 13% of the group
respectively. Close to 80% of the participants hold at
least a four-year college degree, with a sizeable number
(16%) having achieved a master's degree. Of staff having
attended college, close to half (46%) reported a major in
the field of human behavior (psychology, sociology and related
fields), with an additional 13% reporting a concentration in
criminal justice.

Of the nine STAR groups reported, 11% of the participants come
from agencies outside of our department. Of the 14 outside
agency participants, federal agencies have had the largest
representation (five staff). Lesser numbers have come from
community agencies, the education field, police agencies and
other probation departments.

STAR participants from our own department are quite experienced
as a group. The average time of employment in the department
was 5½ years among this group, while average time at individual
work locations was in excess of two years. With few exceptions,
STAR participants came from line level positions in the
department. Of departmental staff attending these STAR groups,
fewer than 5% work in supervisory or administrative positions.

TABLE H
Characteristics of STAR Participants

Age	N	%
Up to 25 years	13	11
26-30 years	43	35
31-35 years	30	24
36-40 years	9	8
41-45 years	12	10
Over 45 years	15	12
Totals	122	100%

Sex	N	%
Male	87	71
Female	36	29
Totals	123	100%

Ethnic	N	%
Caucasian	104	87
Mexican	9	8
Black	5	4
Amer. Indian	1	1
Totals	119	100%

Education	N	%
High School	7	6
Some College	10	8
AA Degree	8	7
Bachelor's Degree	76	63
Master's Degree	20	16
Totals	121	100%

Agency	N	%
S.D. Probation	109	89
Other Agencies	14	11
Totals	123	100%

OBJECTIVES

Objectives, as given in the Evaluation Design section, will be addressed here.

- Increase training hours
  18,300 training hours provided by the Academy between May 10, 1976 and February 28, 1977; training hour totals for the previous year are unavailable for comparison. However, this must surely be an increase.

- Reduce turnover
  This has been accomplished, however, the impact of Academy training on this is impossible to determine because of the economic situation (which has undoubtedly reduced turnover).

- Increase knowledge base
  Accomplished as measured by the significant differences between pre- and post-scores on STAR and task training test.

- Develop cooperative attitude
  Accomplished as evidenced by responses to Class Evaluation Form, especially item 19 (see page 17 for details).

- Train 200-plus individuals
  Accomplished. Records indicate 1,233 individuals impacted by training. (See Summary, page 28 for further information.)

- Provide 80 hours of training
  Due to difficulties in scheduling staff for 80 hours of training time, the focus is now to impact as many staff as possible with as much core training as is possible. Table E, page 22, gives a breakdown of hours per trained staff. (See Summary, page 28 for further information.)

- Provide 80 hours of follow-up
  As above, follow-up is being provided, but sporadically due to the difficulty of getting the same staff scheduled for repeated blocks of training time.

From a cost-of-training stance, the total Academy budget for the first year ($277,777) reduces to a figure of $225 for each of 1,233 individuals trained. On an hourly basis, the total budget extended over the 18,300 hours of training provided results in a cost of $15 per hour of training.

Summary

Overall the Academy has exceeded the majority of its objectives. The goal of 80 hours of training for 200 individuals (16,000 hours total) has been exceeded by 2,300 hours of training

provided. And, it should be noted that this was accomplished in less than the one-year period specified in the first-year grant (in fact, it was done in less than nine months!).

Two recommendations seem appropriate from the above information: (1) To direct recruitment of staff participants for training toward completing whichever institutions seem nearest and/or most cooperative in sending staff. This would fit more closely with the project ideal of changing institutional environment through training. (2) Re-administer the Moos Scale in the near future to determine if any change in institutional environment has occurred especially since the project has just ended its first year of operation and has been refunded and approved for second-year operation. Also, that the Moos Scale be re-administered consistently at one-year intervals.

FUTURE PLANS

All data collection will continue as will statistical assessment of each new training group. The next report will be completed June 15, 1977. Demographic information will continue to be assessed. Hopefully, by the next report, the Moos Scale will have been re-administered and differences in environment can be reported.

END