

City of New Orleans

The Mayor's Criminal
Justice Coordinating Council

FINAL IMPACT
EVALUATION OF THE
ORLEANS PARISH
PRISON OFFICER
TRAINING PROGRAM

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ORLEANS PARISH PRISON OFFICER TRAINING PROGRAM

Prepared by
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FINAL IMPACT REPORT

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EXECUTIVE SUMMARY

A. Introduction

In 1976, the Orleans Parish Criminal Sheriff's Office received LEAA funds to institute a regular training program for deputies. The program required new security personnel to attend an academy and all security personnel to receive annual in-service training at prescribed levels. It was anticipated that this training would instill a greater sense of professionalism among staff that would manifest itself in decreased sick leave and reduced personnel turnover.

During each successive year of funding, program goals as enumerated in the grant applications underwent changes. For example, courtroom and reserve personnel were included in training, decreased turnover as an impact measure was eliminated, and accreditation by the Peace Officers Standard and Training Council (P.O.S.T.) was made a specific Program goal by the final year of the grant.

Because this final impact evaluation report covers the entire period of the program from 1976 to 1980, it focused on three broad issues:

- 1) Did personnel attend an academy and at what point in employment;
- 2) Was in-service training received on a consistent basis; and,
- 3) What effect did training have on the behavior of personnel as reflected in attendance records?

In addition, goal compliance over the entire funding period was examined as they appeared in the 1979 grant application. Finally, recommendations were made relative to continuation of the training program.

B. Goal Compliance Summation

1. To initiate the training of all prison corrections personnel in a 320 hour (280 hour, 200 hour) academy basic training course within 120 days of their initial training date.
 - a. Sixty seven percent (67%) of eligible prison deputies attended an academy over the grant period.
 - B. Thirty percent (30%) of 1977 academy students, 12% of 1978 academy students, and 52% of 1979 academy students attended for less than the hours mandated.
 - c. In 1976 and 1977, the average waiting period before academy attendance was .21 years (77 days) and .33 years (120 days), both within the allowable grant standard. However, in 1978 and 1979, the waiting period increased to .47 years and .44 years (172 and 161 days respectively). Eighty recruits employed at least 120 days from 1976 to 1978 have not yet attended an academy. In addition, of 60 recruits employed 120 days in 1979, only one has attended an academy.

2. To provide 40 hours (54 hours) of in-service training to all corrections personnel each year or one year after completion of academy training.
 - a. In 1976, average in-service training received was 13.95 hours, with 15% of the officers receiving at least the standard hours mandated. In 1977, average in-service training received was 53.95 hours, with 41% of the officers receiving at least the standard hours. In 1978, average in-service training received was 43.83 hours, with 70% receiving at least the mandated hours. However, in 1979 the average in-service training received dropped to 12.34 hours, with 13% receiving the standard hours stated in the grant. Therefore, only in 1977 and 1978 did in-service training approach its goal for those deputies not attending an academy. Averaging over all years employed each prison deputy received 18.98 hours of in-service training a year.
 - b. When academy and in-service training was combined in a single index to ascertain frequency of training, 42.5% of all prison deputies working at least 120 days (20 days a month for 6 months) were trained for every year employed; 57.5% were not trained during at least one year.
3. To reduce total sick leave of corrections personnel by 10% for those who have been employed over six months. For both

court and prison deputies, proportional sick leave was reduced by over 20% between 1976 and 1979.

4. To provide 20 hours of specialized in-service training for all courtroom deputies and insure that at least 50% of them have attended an academy.
 - a. Average in-service training for court deputies in 1978 amounted to 32.04 hours, with 56% receiving at least the standard training hours mandated. In 1979, the average was 82.46, with 48% receiving at least the standard hours of training. The annual in-service training of court deputies averaged 28.28 hours over all years of the grant, even though their training was not mandated for 1976 and 1977.
 - b. Twenty percent of the courtroom deputies employed since 1978 have attended an academy.
5. To insure that all Reserve Deputies have attended a training academy.

Thirty eight percent (38%) of the active reserve deputies have attended an academy.
6. To meet all standards of Louisiana's Peace Officer's Standards and Training (P.O.S.T.) Act.

The Criminal Sheriff's training program was accredited by the P.O.S.T. council in 1979.

C. Overview of Goal Attainment

In summary, the Orleans Parish Criminal Sheriff's Training Program fell short of meeting most of its operational goals. While the training program seemed to be approaching its stated objectives in 1977 and 1978, in 1979 both in-service training and academy training decreased drastically. However, the program did attain two of its major non-operational goals--P.O.S.T. accreditation and the impact goal of reduction of sick leave.

This final impact evaluation addressed the question of the extent to which training affected the two indicators of worker morale-- sick leave and turnover. The analysis suggests that academy and in-service training is related to decreased sick leave during the year in which the training occurs. Perhaps, more interesting, is the finding that academy and in-service training also seem to be related to reduced levels of termination for employees. However, because sick leave and turnover rates are affected by so many unknown factors other than training, it is difficult to measure the relative influence of training alone.

D. Recommendations

Based on these findings the following recommendations are made:

1. In view of its potential benefits, efforts should be made to standardize training. Academy training should occur at an early fixed point in employment and be mandatory for all

deputies hired since 1976. In addition, successful completion should be related to some observable change in work status, such as receiving State Supplemental pay or being commissioned. Presently, it appears that the goals of academy training have not been well articulated in terms of work position.

In addition, in-service training should be standardized with a view toward providing predictable promotional opportunities and be developed in accordance with a system of employee career development. For example, tests for various rank schools should be given at regular intervals so that employees at lower levels can anticipate systematic advancement. The schools should have standard curricula oriented towards teaching those management skills necessary at each promotional step. Apart from rank school, in-service training for a functional work area such as the kitchen, a particular platoon, or athletics should be less structured to meet more immediate needs.

Implied in the design of a well-defined training program is the close cooperation of the administration and the training department to create a uniform system in which training is incorporated into overall management.

2. The condensed 240 hour academy should be continued. The reduction of the curriculum seems to have eliminated only areas nominally related to job performance and to have actually increased instruction and retention in areas judged by the P.O.S.T. Council to measure knowledge in law enforcement. Secondly, less extensive academy training would remove deputies from work positions for shorter periods of time and be less disruptive of overall operations. These cost efficiency and time effectiveness savings will be especially important in training the backlog of deputies and recruits not yet academy certified.
3. Measures should be developed by the Orleans Parish Prison staff to identify areas of job performance other than absenteeism which training is expected to impact. This recommendation could be implemented by initiating a supervisor rating system or by developing a system of coding for incident reports and the occurrence of disciplinary actions. By formulating measurable job performance goals for training, the training department would be able to more effectively assess the impact of training and could more directly respond to problems identified in prison operations.

4. Since the impact of training is difficult to measure because of other intervening variables that affect performance, a complement to measuring the impact of training might be measuring the quality of training received. P.O.S.T. scores, of course, provide measurement. However, additional measures of quality might include: before and after tests of correctional concepts and attitudes toward corrections, comparisons of training content, interviews with trainees, or instructor rating systems.
5. Premature terminations which necessitate the payment of overtime as a result of understaffing are expensive. The Sheriff's office should initiate an in-depth cost analysis of personnel practices, including work schedules, training, leave, and terminations in order to develop the most cost effective means of processing employees. Each termination results in losses in financial and operating efficiency.

Overall, the Parish Prison training program should be recognized by employees as part of an equitable, well-planned and long-range system of career development that is responsive to local needs. With increased demands on the Sheriff's department because of the consolidation of city and parish correctional facilities under one office and because of meager federal and local funds, it is becoming increasingly important that deputies be well-trained and committed to professional growth.

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I. INTRODUCTION

In 1976, the Orleans Parish Criminal Sheriff's Office received an LEAA grant to begin a regular training program for deputies. This final impact evaluation report covers the entire funding period beginning September 1976 and ending January 1980. In general, the grant required new security personnel to attend an academy¹ and all security personnel to receive annual in-service training at prescribed levels. The goal of this training was to increase professionalism among staff, which was expected to evidence itself in decreased sick leave and personnel turnover.

With each new funding cycle the specific goals of the grant changed. Funding for the first grant year, originally beginning in May 1976, was extended through a grant adjustment to January 1978. The goals of that funding period were:

1. To reduce the number and percent of personnel leaving jobs during the year by 40%.
2. To reduce by 40% the annual rate of sick leave and unexcused absences per prison officer.

¹Academy training conforms with the P.O.S.T. standards for a course "for the purpose of educating and training persons in the basic skills and techniques required of a peace officer in the discharge of his duties."

Further, the objectives included:

- (1) one new training class or academy beginning every five weeks,
- (2) all new employees being involved in a training program,
- (3) 15 minute bi-weekly in-service training sessions for deputies,
- (4) all employees participating in a continuous in-service program (a minimum of 54 hours per year)

During the second year of funding two grants were in effect. The first two month grant called for a 240 hour academy, 35 hours of in-service training, and a 10% reduction in sick leave. However, for the major part of the year, the grant goals were:

1. To initiate the training of all corrections personnel in a 280 hour basic training academy ranging in scope from academic corrections material to on-the-job training and to be held within 120 days of the initial employment date.
2. To provide 40 hours of in-service training to all corrections personnel each year or one year after completion of academy training emphasizing new developments and methods in the field.
3. To provide 20 hours of specialized in-service training to all courtroom deputies.

In the third and final year of funding the goals

were:

1. To initiate the training of all prison corrections personnel in a 320 hour basic training academy course within 120 days of the initial employment date.
2. To provide 40 hours of in-service training to all corrections personnel each year or one year after completion of academy training.
3. To reduce total sick leave of corrections personnel by 10% for those employed over six months.
4. To provide 20 hours of specialized in-service training to all courtroom deputies and insure that at least 50% attended a training academy.
5. To insure that all Reserve Deputies attended a training academy.
6. To meet all standards of Louisiana's Peace Officers Standards and Training (P.O.S.T.) Act.

Over the period of the grant, academy hours increased from a 5 week (200 hour) course to an 8 week (320 hour) course, while in-service training varied between 20 and 54 hours. In addition, courtroom personnel came to be included with correctional personnel in both in-service and academy training ; even reserve deputies were considered academy prospects. Finally, reduction in sick leave as a goal dropped from 40% to a 10% level and decreased personnel turnover disappeared altogether as a goal.

Although a shift in goals can demonstrate the maturation of a program, it poses evaluation problems. Therefore, this evaluation

covering the entire life of the project will focus on the following issues:

- (1) Did personnel attend an academy and at what point in employment;
- (2) Was in-service training received on a consistent basis; and,
- (3) What effect did training have on the behavior of personnel as reflected in attendance records?

By taking this broader approach, the evaluation should furnish the Criminal Sheriff's Office with useful information for the continued operation of the training program.

A preliminary impact report on the training program was completed in December, 1977. That evaluation suggested that although a regular training program was under way, academy training was occurring later than projected for most recruits and that in-service training participation varied. It also indicated that while sick leave had been reduced, turnover had increased during that same period.

II. PROJECT DESCRIPTION

A. Peace Officer Standards and Training Law (P.O.S.T.)

In 1976, a legal requirement was mandated for the training of Louisiana Peace Officers. (The Sheriff's full time appointed or commissioned deputies fall under the Peace Officer category.) In that same year the Peace Officers Standards and Training (P.O.S.T.) law was enacted by Louisiana R.S. 40:2403 which set up a commission to accredit training centers and to develop statewide testing to certify peace officers. Previous to this mandate, deputies were trained at the discretion of the Sheriff.

In its early implementation, P.O.S.T. testing for certification was inconsistent because tests were developed before a standard manual of training content was written. According to training staff questions were randomly pulled from training academies statewide resulting in tests of varying difficulty. Even at the present time, there is no manual, and, although a standard curriculum has been established, it is conceivable that procedural details are not being taught consistently statewide.

However, P.O.S.T. certification is not a necessary prerequisite for being commissioned a deputy. The Sheriff may commission persons at his discretion, thus entitling them to all powers and benefits of a peace officer, including arrest authority, carrying a concealed weapon, and receiving State supplemental pay. The only penalty associated with non-compliance with the provisions of the P.O.S.T.

law is a possible lawsuit brought by the State Attorney General.

B. Personnel To Be Trained

The employees of the Criminal Sheriff's Office fall into several categories. Security (or correctional) personnel working with inmates comprise the largest employee category and include the guards in the Community Correctional Center, the Old Parish Prison, the House of Detention, and the Charity Hospital, as well as security personnel working with the Record Room, Food Services, Athletics, the Special Investigation Division, or the Restitution, Rehabilitation, and Work Release programs. This category is difficult to accurately identify because a person hired or trained to work in a security position may be placed at a non-security work post; (administrative, counseling, clerical, etc.), but be subject to transfer to a security post at any time.

The courtroom or "front office" deputies work with the Criminal Court in ensuring courtroom security, delivering subpoenas and capias, serving attachments, and arresting fugitives. As with the security personnel, some employees hired for courtroom positions actually work in related administrative or clerical posts.

The third category identified in the training grants are the reserve deputies. There are two classes of reserve deputies, active and inactive, both receiving commissions. However, the inactive reserves perform no regular duties for the Criminal Sheriff and

are presumably used only in emergency situations. On the other hand, the active reserve officers must work 16 hours a month without pay for the Sheriff's office and must furnish their own uniforms and equipment. This weekend work is scheduled in advance to relieve the regular deputies.

Omitted from the grant and, therefore, from the evaluation, are prison employees assigned to administrative, counseling, clerical, religious, and contractual paid positions not considered either security or courtroom related.

C. Training Staff

The staff of the Orleans Parish Prison training department currently consists of a director, assistant director, five instructors, and a secretary. Staff from the police department, fire department, or other agencies also are invited to serve as guest instructors.

Since 1978, the director of the grant has been an instructor within the training department and has been supervised by its director. Therefore, changes in personnel in the training department affect the training grant whether or not the changes that occur are in grant funded positions.

A full-time director of the training grant was not hired until February 1977, when the grant became fully operational and from that time until November 1979, the training staff was fairly stable.

However, in late 1979, both the director and the assistant director of the training department were replaced.

D. Types of Training

The academy is responsible for three kinds of training: orientation of all new employees; the basic training academy; and, in-service training for experienced deputies.

1. Orientation is provided to all new employees regardless of their working position security, courtroom or otherwise. In September 1979, the orientation class was expanded from one to three days. Because orientation training does not constitute a goal activity of the grant, it will not be addressed in this evaluation.
2. In 1979, as stated in the grant, all security recruits, active reserves, and half of the courtroom deputies were to attend a basic training academy after four months of on-the-job training. The quantity of this training has varied from a 132 hour night academy to a 420 hour day academy. According to training personnel, because the prison has been understaffed, it has not been possible to release recruits from watch assignment as anticipated. Whenever the Sheriff decides that deputies can be released, the personnel department furnishes the

training department with a list of those needing academy basic training according to date of hiring and those with most time on the job are selected.

In late 1979, the new director reduced the length of the academy to its present 240 hours. Thirteen academies have been conducted over the life of the grant.

3. The third major kind of training offered is in-service training for experienced deputies. According to the grant, in-service training is to be received at least annually, although the specified amount varied from 54 hours in 1976 and 1977, to 40 hours in 1978 and 1979 for security personnel and 20 hours for courtroom personnel.

One type of in-service training is the rank school. When openings for a rank school are announced, all eligible deputies may take a written test. Those that pass go before a review board and the Sheriff who determine who will participate. Upon successful completion of the school, a deputy may be promoted. Since 1976, 132 deputies have attended a rank school.

Another type of in-service training is conducted for special training needs. In 1977, 30 courtroom deputies attended an 111 hour class. In 1978 194 prison deputies received self

defense training, 23 courtroom deputies and secretaries attended a 90 hour class, and 26 prison deputies received hostage negotiation training. In 1979, 14 prison deputies attended a class in firearms and rope knots, 21 deputies participated in a class on the procedural manual, 11 prison deputies received hostage negotiation instructions, and 31 older courtroom deputies attended classes on GED preparation funded through another grant.

With long delays preceding academy basic training, a third kind of in-service training was added. Since September 1979, recruits overdue for academy training attend a 38 hour course which includes firearms training. At the completion of this instruction, participants are commissioned.

E. Style and Content of Training

In 1979, with the requirements of P.O.S.T. accreditation and the new director of training, differences were observed in both the style and content of academy training.

The new director characterized his training style as "high stress" versus the previous director's "traditional military" approach. The "traditional military" approach involved such things as having the trainees wear special cadet uniforms to signify that they were not yet full deputies, requiring them to stand at attention when they addressed instructors, forbidding coffee and cigarettes in class, and imposing long hours of physical training.

On the other hand, the "high stress" approach maintains a high academic standard of excellence. English grammar, punctuation, and spelling are consciously taught so that written reports will be literate. Tests are given almost daily and the curriculum is extremely compressed. If persons perform unsatisfactorily in the academy, they are dismissed rather than suspended. Further, each participant must pass all academy requirements before being allowed to take the P.O.S.T. test.

These changes appear to have resulted in improvements in the P.O.S.T. grades. (A letter is enclosed in the Appendix from the P.O.S.T. council expressing appreciation for the training being conducted.) Table 1-A compares statistics of available P.O.S.T. scores for the first academy under the new training director with previous academies. Seventy (70) indicates a passing score.

Table 1-A

Comparison of P.O.S.T. Scores

	Before	After
Range	53-86	85-99
Mean	71.18	95.30
Standard Deviation	9.70	3.61
N	38	20

Table 1-B provides samples of class schedules from three periods of the academy. The 1977 curriculum is pre-P.O.S.T., the 1978-79 curriculum is post-P.O.S.T. old training director, and the 1979-80 curriculum is post-P.O.S.T. new training director.

Table 1-B
Comparison of Curricula

<u>P.O.S.T. Categories</u>	1977 Hours	1978-79 Hours	1979-80 Hours
Criminal Law and Procedures	22	25	28
Orientation to Criminal Justice	12	12	12
First Aid	8	26	9
FireArms	23	44	25
Investigation	1	5	6
Report Writing	9	8	4
Traffic Control	0	25	9
Patrol Activities	8	10	16
Special Activities	16	28	14
Miscellaneous*	20	94	11
Police/Community Relations	2	3	15
<u>Electives</u>			
Spanish	0	24	11
English	0	2	9
Prison Departmental Procedures	11	22	19
General Correctional Procedures	25	13	17
Justice Inter-agency Relations	8	4	0
Orientation	8	11	6
Other Subjects	20	9	2
Test/Study	11	14	31
Total	204	379	244

*Made up of physical training and self defense.

Major additions to the curriculum as a result of P.O.S.T. requirements include Investigation, Traffic Control, and Patrol Activities, even though these subjects are more closely related to the duties of a policeman than a correctional officer. (The P.O.S.T. curriculum requirements are included in the Appendix.)

The new training director deleted 132 hours (over 3 weeks) from the curriculum by decreasing hours devoted to Firearms, Traffic Control, Special Activities, and, most importantly, the Miscellaneous category containing 83 hours of physical training and self defense. Added to the curriculum were added 12 hours of Police/ Community Relations and 17 additional hours in study and testing.

F. Relationship of Turnover and Absenteeism to Training

The measures of impact enumerated in the grant were guard turnover and absenteeism as reflected in sick leave. Several sources have linked these two factors to employee morale.² Mary Green Minor³ in an article in Modern Labor Review reports, "Job

²Personnel Administration Paul Pigors and Charles Myers. McGraw Hill, New York, 1969 p. 289.

³"Job Absence and Turnover: A New Source of Data," Modern Labor Review, October, 1977 Volume 100, pg 24-31.

absence and turnover--two quantifiable aspects of employee relations--are generally considered to be important indicators of worker satisfaction or alienation. In addition, excessive absence, or absenteeism, and high turnover rates usually are major factors contributing to lowered productivity." Other sources⁴ have linked absenteeism and turnover more directly to training. Pigors and Myers⁵ list a benefit of training as, "Dissatisfaction, complaints, absenteeism, and turnover can be greatly reduced when employees are so well trained that they can experience the direct satisfaction associated with a sense of achievement and the knowledge that they are developing their inherent capabilities at work."

Even though these sources report a linkage between training and absenteeism and turnover, caution is urged in attributing these changes to training alone. Obviously, other related conditions can have a major impact on absenteeism and turnover. For example, a new sick leave policy was adopted in the Sheriff's office in 1977, after the grant was written. Letters from doctors were required verifying sicknesses and deputies were called to see that they were, in fact, at home. Such a policy would likely reduce absenteeism regardless of training.

⁴Correction Officers Training Guide prepared by Committee on Personnel Standards and Training issued by the American Correctional Association, College Park: Maryland, 1973, p. 3.

⁵Pigors and Myers, p. 397.

Additionally, according to prison personnel, because the prison population has increased over the years of the grant, the prison staff has had to work extra hours. For example, a normal work week is four 12 hour work days followed by three off days. However, because of understaffing, guards sometimes have had to go to a schedule of five 12 hour work days with only two days off. This work schedule would likely increase turnover quite apart from training received. (Because the dates at which these changes occurred have not been made available to the evaluator, these assertions cannot be analyzed.) With the prison apparently understaffed, it has been difficult to release security personnel for either academies or in-service training. A final problem identified by training staff was created by the police strike in New Orleans in early 1979, which may have necessitated additional security measures. All these factors should be kept in mind while reading the data analysis sections of this evaluation.

III. METHODOLOGY

A. Data Collection

The most difficult methodological question to be resolved involved the criteria for selecting which employees of the Criminal Sheriff were to be included in the data analyses.

Initially, a list of all security and courtroom deputies was obtained by searching all personnel files of employed and terminated employees for those classified as either "prison officer" or "courtroom deputy". Excluded were those returning after resignation or dismissal from the Sheriff's office. The employee must have been employed for at least 90 consecutive days following June 1976, or, in the case of courtroom personnel, following April 1978. A list of personnel so identified and meeting those criteria was checked against security or court budget codes for 1979.

However, during the course of data collection the definition of selected positions changed. Originally, "security" meant those actually working with prisoners. After consulting with members of the training staff and the personnel department and finding that many persons trained did not meet this criteria, the definition was broadened to include those hired with the potential for working with prisoners should the need arise. In many cases the personnel department classified employees for the evaluator on an individual basis.

A time card for each employee is kept in their personnel file for past years and in the payroll department for current years. Each day of the year is marked with a code signifying the employee's work status on that day. (For example, "X" is a work day, "S" is sick leave, "A" is annual leave, "N" is weekend, "H" is holiday, etc.) If the individual worked on a weekend or holiday, the number of hours is added to the block for that day, although there is some question whether all overtime is so recorded.

The amount of sick leave, annual leave, other leave (which includes such things as unpaid leave for disciplinary, as well as medical reasons and funeral leave), and work days was counted on each individual for each year worked. The years 1976-1978 contained the full 365 days or 366 days. However, since the data for the final year was collected in December, 1979, that period ends in November and contains only 334 days. Dates of birth, entry, and exit were collected with the leave information.

Each training folder was also processed individually to retrieve various forms of training documentation. Generally, copies were made of a master list of persons attending certain training and a copy was put into each participant's folder. However, in some cases the only documentation of a class might be a test paper, certificate from a school outside the Sheriff's office, roll list, or other similar evidence. In many cases the training staff helped interpret such records. Most

of the 1976 and 1977 records did not note the number of hours involved in each training session. Once again, the memory of the training staff was relied upon. In general, 1978 and 1979 records were more uniformly maintained with the number of hours noted on the records. Collecting this data required arranging it chronologically and adding all hours of in-service training for a given year together. Academy attendance data were collected separately.

A major qualification to this data collection method is that in most cases it is impossible to ascertain if an individual successfully completed the training begun. Therefore, data collected, even for the academy classes, indicate that participants began training, but not necessarily successfully completed it. (Unfortunately, the training department could not supply this information.)

B. Coding

The computerized data consist of identification numbers, dates of entry, exit, birth dates, the starting date and number of hours of each year's in-service or academy training, with codes introduced classifying deputies as court or prison, as well as still employed, resigned, dismissed or dead. Eight hundred and sixty eight (868) cases were so recorded.

C. Analysis

Periods between dates were calculated by subtracting one date from another after each date had been converted to a number of days by the use of the formula: month x 30.4 + year x 365 + day. This method provided information on an individual's age at entry, at exit, length of time employed, and length of time before academy attendance. However, to coincide with grant cycles, if in-service training occurred at some point in a calendar year, it was assumed to have occurred annually without analyzing whether it occurred at the required 365 day intervals.

D. Sick Leave⁷

Sick leave was calculated by dividing sick leave days by the sum of sick leave, annual leave, other leave, and days on the job. Because personnel have different work schedules based on position and the prison's staffing needs, it was impossible to identify any number as the standard number of days a person worked in any given year. Therefore, this method attempts to calculate each person's proportional sick leave based on individual work schedules.

⁷Two Labor Department formulas were used as bases for calculation except for differences in the time periods.

Absence rate formula:

$$\frac{\text{Number of worker days lost through job absence during month}}{(\text{Average number of employees}) \times (\text{Number of work days})}$$

Separation rate formula:

$$\frac{\text{Number of separations per month}}{(\text{Average number of employees on payroll during month or mid month employment})}$$

E. Training

In some cases, either the actual hours, mean hours, or median training hours was used to measure training. However, to ascertain the intervals between training in calendar years, the actual amount of training hours was ignored and the fact that some training occurred was recorded. The text will address those tables requiring further explanation.

F. Reserve Deputies

The only available data on reserve deputies were from a list of those currently employed and the date of academy attendance. Apparently, no records are kept of the date employed as a member of the reserves, the employment termination date, or the length of time employed.

G. Prison Violence

The evaluator intended to construct an indicator of prison violence based on the number of inmate arrests per month and the number of incarcerated inmates. Unfortunately, information to construct such an index for one year before the training program began and during the period of the grant were not been made available by the Criminal Sheriff.

IV. FINDINGS

A. General Description of Population

To give an overview of the total population, data were first analyzed with no restriction on length of employment. The data revealed that 448 (51.6%) of the total 868 employees were still employed; 338 (38.9%) had resigned; 78 (9.0%) were dismissed; and, 4 had died. Those terminated were employed an average of 2.4 years (median = 1.2). As of December 1, 1979, all employees, terminated and otherwise, were employed an average of 2.9 years (median = 1.6). The fact that the median is much smaller than the mean in these cases indicates a skewed distribution in which a few individuals having extremely long service records cause an overstatement of the mean. Of the 868 deputies, 751 were prison guards and 117 were courtroom deputies.

Table 1 compares ages at both entry and termination for different years. For the last four years deputies have been employed at successively younger ages (5 years younger on the average from 1976 to 1979), while the age of those terminated has also dropped. Since 1977 the fact that the average age of those terminated is less than that of their cohort of employees suggests that it is the younger employees who are resigning or being dismissed.

Table 1

Year of Entry	Comparative Ages at Entry and Termination			Termination		
	Number	Percent	Average Age at Entry	Number	Percent	Average Age at Termination
Before 1976	261	(30.1%)	33.77	133	(32.7%)	37.54
1976	106	(12.2%)	30.51	71	(17.5%)	30.65
1977	192	(22.1%)	29.08	104	(25.6%)	29.00
1978	174	(20.0%)	27.44	86	(21.1%)	27.18
1979	135	(15.6%)	25.94	13	(3.2%)	24.04
Total	868	(100.0%)	30.21	407	(100.0%)	31.54

The average maximum age of deputies (calculated by subtracting either termination date or current date from birthdate) is 33.1 years for the total population, 30.9 years for the prison deputies, and 47.5 years for the courtroom deputies. On the whole, the courtroom deputies are almost 20 years older than the prison deputies.

The number terminating varies considerably from year to year as indicated in Table 2. In 1978, more deputies terminated than in any other year.

Year	Yearly Termination	
	Number	Percent
1976	53	12.6%
1977	85	20.2%
1978	146	34.8%
1979	136	32.4%
Total	420	100.0%

For further analysis, the years which deputies entered employment were broken down into classes.

- (1) The 307 deputies employed before June 1976, known as non-recruits and Class I;
- (2) the 60 deputies hired during the remainder of 1976, known as 1976 recruits and Class II;
- (3) the 192 deputies employed in 1977, known as 1977 recruits and Class III;

- (4) the 174 hired in 1978, known as 1978 recruits and Class IV;
and,
- (5) the 135 employed in 1979 known as 1979 recruits and
Class V.

As a whole, 530 deputies in Classes I-V had not attended an academy at the time these data were collected; 33 attended an academy in 1976; 134, in 1977; 133, in 1978; and 38, in 1979. In addition, 26 deputies are enrolled and expected to graduate from an academy in early 1980. On the average, deputies were employed 0.61 years (223 days) before being admitted to an academy. However, the median for this analysis was considerably less at 0.29 years (105 days). Variances between hiring and academy dates as long as 14 years substantially skewed the average.

Without regard to length of employment, Table 3 summarizes in-service training for deputies during the period of the grant. For all employees, the number receiving in-service training rose rapidly through 1978 and dropped abruptly in 1979. Once again, the difference in means and medians indicate that a some deputies with a large number of in-service training hours were inflating the averages.

Table 3

In Service Training With No Control
on Time In Service

Year	Number With No I.S.T.	Number With At Least 1 Hr. I.S.T.	Mean I.S.T. Hours	Median I.S.T. Hours
1976	287 (78.2%)	80 (21.8%)	8.665	0.139
1977	160 (31.6%)	346 (68.4%)	40.283	8.265
1978	127 (21.3%)	468 (78.7%)	34.889	39.790
1979	371 (63.5%)	213 (36.5%)	19.618	0.287

Table 4 compares leave information for the four years of the grant. The greatest total number of work days appeared in 1976. Again the differences in means and medians indicate a skewed distribution, but proportional sick leave remains remarkably stable from year to year for all employees regardless of length of service.

Table 4

Leave Information For All Deputies
Regardless of Time In Service

Year		Annual Leave	Sick Leave	Other Leave	Work Days	Total Workable Days	Proportion Sick Leave	Valid Cases
1976	Mean	6.93	7.86	2.02	183.92	200.73	.037	365
	Median	6.83	4.27	0.29	223.50	234.89	.023	
1977	Mean	6.24	6.79	2.72	163.07	178.82	.037	503
	Median	3.35	2.82	0.26	189.25	195.68	.017	
1978	Mean	7.15	7.76	3.93	160.31	179.15	.042	590
	Median	5.92	3.46	0.30	198.50	208.18	.021	
1979*	Mean	6.89	6.10	4.40	151.92	169.31	.037	580
	Median	5.18	2.57	0.36	184.50	192.61	.017	

*1979 represents a partial year or 334 days.

B. Academy Training

Goals 1 and 4 of the 1979 grant require academy attendance for all prison recruits and for 50% of the courtroom deputies. Furthermore, the grant restricts academy attendance by requiring all new prison deputies or recruits to enter within the first 120 days of employment. In analyzing these goals, only those deputies employed in excess of 120 days from their initial employment date were included. Seven hundred and sixty seven deputies (767) were employed for over 120 days, but only 321 of them had attended the academy.⁸

⁸ Altogether 338 deputies attended an academy. Seventeen of them, however, either terminated before 120 days (10) or have not yet been employed for 120 days (7).

Table 5 examines the various academies conducted in terms of compliance with the grant goals specifying a 200 hour (5 week course) in 1976 and 1977, a 280 hour course in 1978, and a 320 hour course in 1979. Those data demonstrate that 30% of those graduating from 1977 academies, 12% of those from 1978 academies, and 52% of those from 1979 academies attended for less than the standard hours.

Table 5

Number of Hours of Academies
By Year of Academy

Year of Academy	132	192	224	240	244	259	360	420	Total
1976				31					31
1977		38	24	19	28	20			129
1978	15						96	17	128
1979				17				16	33
Total	15	38	24	67	28	20	96	33	321

Table 6 describes academy attendance regardless of when it occurred or how many hours were involved. That table indicates that 67% of the eligible prison deputies and 20% of the eligible courtroom deputies (2/5) of the 50% goal) have attended an academy.

Table 6

Academy Attendance By Class and Type of Deputy

Class	PRISON		COURT	
	Academy	No Academy	Academy	No Academy
I Non Recruits	16	218	9	59
II 1976 Recruits	43	6	0	8
III 1977 Recruits	150	19	7	9
IV 1978 Recruits	89	55	4	9
V 1979 Recruits	1	60	2	3
Total	299 (45.5%)	358 (54.5%)	22 (20%)	88 (80%)

Tables 7 and 8 analyze the time lag between employment dates and academy training. In particular, Table 7 compares the deputies' Class I-V with the year of academy training while Table 8 compares the classes' average time in years from employment to academy training. Although the majority of recruits who attended an academy attended the same year as initially employed, the time between employment and academy attendance has increased over the years for prison deputies to 161 days and more. Because the time lag cannot be calculated without an academy date, this analysis obviously excludes those deputies who have not yet attended an academy. Although no time period was specified for the courtroom deputies attending an academy, the time lag appears to have been even longer than for prison deputies.

Table 7

Time Lag Between Hiring and Academy

CLASS	Year of Academy					Total
	NONE	1976	1977	1978	1979	
I Non Recruits	277	8	1	14	2	302
II 1976 Recruits	14	23	19	1	0	57
III 1977 Recruits	28	-	109	47	1	185
IV 1978 Recruits	64	-	-	65	28	157
V 1979 Recruits	63	-	-	-	3	66
Total	446	31	129	127	34	767

Table 8

Average Time to Academy in Years

(120 days = .33 years)

Class	Time in Years	Time in Days	N	Time in Years	Time in Days	N
I Non Recruits	1.93	704	16	6.70	2446	9
II 1976 Recruits	0.21	77	42	-	-	0
III 1977 Recruits	0.33	120	150	0.80	292	7
IV 1978 Recruits	0.47	172	87	0.70	256	4
V 1979 Recruits	0.44	161	1	0.19	69	1
Total	0.44	161	296*	3.28	1197	21*

*Totals reflect 4 cases with missing data.

Table 9 compares the time period between employment and either termination or current time in-service by whether or not an academy was attended. The table clearly evidences that, on the average, those who did not attend an academy were employed for well over 120 days. In fact, except for 1977 and 1978, the most prolific years for academy training, those deputies without academy training actually showed longer periods of employment. Thus, the lack of academy training apparently cannot be attributed to short periods of employment. Table 9 also indicates that only during 1977-1978, the years in which academy training was more or less routine, was training associated with longer periods of employment.

In summary, for the 67% of eligible prison deputies attending an academy, the time employed before academy attendance has increased since 1976 to an average of 161 days. In terms of number academy trained, the project has achieved 67% of its prison deputy goal and 40% of its courtroom deputy goal. Academy training was minimal in the last year of the grant.

Table 9

Comparison of Time In Service In Years
For Those With and Without Academy Training

Class	PRISON				COURT			
	With Academy	(N)	Without Academy	(N)	With Academy	(N)	Without Academy	(N)
I Non Recruits	3.60	(16)	5.38	(218)	7.88	(9)	9.40	(59)
II 1976 Recruits	2.03	(43)	2.28	(6)	-	(0)	2.71	(8)
III 1977 Recruits	1.71	(150)	1.25	(19)	2.31	(7)	1.70	(9)
IV 1978 Recruits	1.23	(89)	0.86	(55)	1.30	(4)	1.02	(9)
V 1979 Recruits	0.53	(1)	0.61	(60)	0.78	(2)	0.79	(3)
Total	1.71	(299)	3.61	(358)	4.27	(22)	6.85	(80)

C. In-Service Training

Goals 2 and 4 of the 1979 grant require 40 hours of annual in-service training for prison deputies, as well as 20 hours for courtroom deputies during non-academy attending years. In order to simplify the analysis, the data were qualified in some respects. In-service training was calculated only for those deputies who worked 120 days during a calendar year (6 months x 20 work days per month). Since the grant did not specify any method of prorating in-service training for partial years of employment or for those with extensive leave, and since the requirements of yearly in-service training were interpreted on a calendar year basis rather than at 365 day intervals, this qualification was considered appropriate.

The grant standards stating the quantity of in-service training each deputy was to receive varied from year to year. In 1976 and 1977 prison deputies were to receive 54 hours, but in 1978 and 1979, were to receive 40 hours. On the other hand, court deputies in 1978 and 1979 were to receive 20 hours of in-service training.

Table 10 describes the proportion of prison and court deputies receiving the standard hours of in-service training for the years indicated. It is important to note that Table 10 makes no differentiation between in-service training occurring before or after academy training, nor does it specify whether those trained were technically recruits or not. This differentiation was not made in the analysis because, as earlier tables have shown, many recruits did not receive academy training as early as was specified in the grant. It was determined that a delay in attending an academy would not exempt the need for other training; rather, it would seem to increase that need. However, Table 10 does provide the percentage of each year's total population of employees identified as recruits to show approximately what percentage should have received academy training and, therefore, been exempted from in-service training. (Tables 13 and 14 examine the requirements of training taking both in-service training and academy training into account.)

As with academy training, more prison officers attended in-service training in 1977 and 1978 than in other years. In 1977, the mean training level closely approached the standard, although

Table 10
Standard Hours of In-Service Training
By Type of Officer

	<u>PRISON</u>			
<u>YEAR</u>	1976	1977	1978	1979
No I.S.T.	154 (71.6%)	58 (23.8%)	33 (10.7%)	226 (66.1%)
Less than Standard Hrs. I.S.T.	28 (13.0%)	85 (34.8%)	59 (19.2%)	72 (21.1%)
Standard Hrs. and above I.S.T.	33 (15.3%)	101 (41.4%)	216 (70.1%)	44 (12.9%)
Range	0 to 307	0 to 541	0 to 506	0 to 69
Mean	13.95	53.95	43.83	12.34
Median	0.20	24.50	40.32	0.26
	<u>COURT</u>			
No I.S.T.	60 (87.0%)	27 (34.2%)	34 (40.5%)	31 (46.3%)
Less than Standard Hrs. I.S.T.	0	0	3 (3.6%)	4 (6.0%)
Standard Hrs. and above I.S.T.	9* (13.0%)	52*(65.8%)	47 (56.0%)	32 (47.8%)
Range	0 to 8	0 to 180	0 to 132	0 to 288
Mean	0.99	70.24	32.04	82.46
Median	0.08	110.71	39.69	15.75
	<u>Percent of employees who are recruits</u>			
	16.3	37.9	29.3	23.3

*No standard hours for these years

the median reveals a skewed distribution. Only 23.8% of employees received no training, while 37.9% were recruits and technically exempted for the year. Inservice training levels in 1978 were high, the median and the mean indicating training levels slightly above the standard hours. In that year only 10.7% received no training, while 29.3% were technically recruits. However, in-service training levels in 1979 fell far below earlier years and more closely approximate 1976 levels. In fact, the mean level of training was only 12 hours out of a standard of 40, with the lowest percentage of employees of all years (12.9%) receiving the standard level. In addition, only 23.3% were recruits and, thereby, exempted from training.

In-service training for courtroom deputies appears somewhat more consistent. In fact, Table 10 shows that some courtroom deputies were receiving training in 1976 and 1977, even before the grant required it. In 1978, both mean and median training hours exceeded the 20 hour standard and over 50% received the standard amount. However, in 1979, the median level dropped to 15.75 hours, with 47.8% receiving the standard amount. In addition, much of the 1979 in-service training for courtroom deputies included classes for GED preparation, under another grant rather than for any work-related duties.

Tables 11 and 12 compare average annual in-service training rates for deputies both by class and type of deputy. The average annual rate is calculated by dividing the total number of hours of in-service training received over time of employment by the number

Table 11

Annual and Total In Service Training
Hours by Type of Officer

	<u>PRISON</u>	<u>COURT</u>
Annual	18,978	28,276
Total	45,115	118,231

of years employed. The denominator was obtained by subtracting the officer's entry date from his termination date. (If the officer was still employed when this data was collected, 12-1-79 was substituted as a termination date.) Table 12 indicates that prison deputies with academy training received more in-service training overall, except in 1979. That year, many of those delayed in academy training received 40 hours of in-service training in order to be commissioned. For courtroom deputies the opposite resulted in every case (except non-recruits), in that those without academy training received more in-service training. Additionally, the average in-service training of court deputies is generally higher than that of prison deputies, although standard hours as specified in the grant are less.

In many ways in-service training can be viewed in behavioral terms as a "reward" because it not only provides a break in routine, but is also an accepted route to promotion. However, the reasons why in-service training is more often accorded those prison deputies with academy training and less often similar court deputies exceeds the scope of this analysis.

Table 12

Average Annual In Service Training Hours
By Class, Type of Officer and Academy Attendance

<u>CLASS</u>	<u>PRISON</u>	<u>COURT</u>
Non Recruits	16.59 (239)	22.94 (68)
Academy	20.59	33.13
No Academy	16.28	21.39
1976 Recruits	17.41 (52)	65.90 (8)
Academy	17.51	0
No Academy	16.65	65.90
1977 Recruits	24.41 (176)	28.45 (16)
Academy	24.91	14.11
No Academy	21.04	39.61
1978 Recruits	16.23 (157)	25.49 (17)
Academy	18.82	13.59
No Academy	12.46	30.44
1979 Recruits	19.99 (127)	41.57 (8)
Academy	0	12.06
No Academy	20.99	51.41
Total	18.98 (751)	28.28 (117)

In the following table, academy and in-service training are combined into one general measure of training because the grant specifies that prison deputies should receive academy or in-service training for every year employed. All deputies receiving any amount of academy or in-service training during a given year are credited with having been trained that year, although the analysis is limited to those years in which a deputy was employed and working over 120 days. While this process does not account for the hours of training received, the reader is referred to earlier passages in which the average amount of training was reported. (See Table 10)

Table 13 compares the number of years a prison deputy worked over 120 days by the number of years some kind of training was

received. Thus, 217 deputies did not work 120 days in any year and were expressly excluded from the analysis. The diagonal cells (168, 37, 13, 9) represent prison deputies trained for each year worked and the cells in ascending diagonals represent something less than the specified frequency of training. For example, adding the numbers along the diagonals reveals that: 227 (42.5%) were trained for each year they worked; 218 (40.8%) were not trained one year; 71 (13.8%) missed two years of training; 14 (2.6%) received no training during three years; and 4 (0.7%) have not been trained during the last four years.

Table 13

Years of Training By Years Worked

PRISON

Years of Training	Number of Years Worked over 120 days					Total
	0	1	2	3	4	
0	217	62	15	1	4	299
1	-	168	82	10	13	273
2	-	-	37	45	46	128
3	-	-	-	13	29	42
4	-	-	-	-	9	9
Total	217	230	134	69	101	751

The same analysis is represented in Table 14 for courtroom deputies, but with less meaningful results because courtroom deputies were not covered by the grant goals for two of the four years. In this case, 10 were not employed 120 days in any year. Of the remainder, 21 (19.6%) received training for each year worked; 42 (39.3%) received no training one year; 33 (30.8%) were not trained during two years; 9 (8.4%) missed 3 years of training; and, 2 (1.9%), received no training in four years. Thus, in terms of frequency of training, prison deputies seem to have exceeded the courtroom deputies, with proportionally twice as many trained for each year worked. (42.5% compared to 19.6%).

In conclusion, in-service training approached grant guidelines only in 1977 and 1978. In fact, no more training was done in 1979 than was done in 1976 before the grant was fully operational. While average annual in-service training hours are highest for court deputies, the prison deputies seem to be trained more frequently but for fewer overall hours.

Table 14
Years of Training By Years Worked

COURT

Years of Training	Number of Years Worked Over 120 days					Total
	0	1	2	3	4	
0	10	10	5	5	2	32
1	-	8	12	7	4	31
2	-	-	7	13	21	41
3	-	-	-	2	7	9
4	-	-	-	-	4	4
Total	10	18	24	27	38	117

D. Reserve Academy

Goal 5 of the 1979 grant states that all active reserves are to attend academy training. When the data were collected in December 1979, 69 active reserves were listed. Only 26 (37.7%) received such training.

E. P.O.S.T. Certification

The Criminal Sheriff's training academy was certified by the P.O.S.T. Council in 1979, complying with Goal 6 of the 1979 grant.

F. Impact

Three impactful questions are important in considering institutionalization of the training program.

- 1) Did the project attain the goal of a 10% reduction in sick leave;
- 2) How did training affect sick leave; and,
- 3) What effect did training have on terminations?

1. Goal Compliance

Table 15 compares sick leave by category of officer during the four years of the grant. Proportional sick leave was calculated for those working 120 days a year by dividing the number of sick days by the total of the workable days. (Thus, a score of 0.03 would indicate that a deputy was sick 3 out of every 100 days or approximately 7 days a year.) As Table 15 indicates, during the four years of the grant, average proportional sick leave has been reduced by over 20% for every category of officer regardless of whether or not any training was received.

Table 15

Average Proportional Sick Leave Rate For
Those Working 120 Days A Year

Year	<u>TOTAL</u>		<u>PRISON</u>		<u>COURT</u>	
	Rate	N	Rate	N	Rate	N
1976	.0392	282	.0389	213	.0401	69
1977	.0353	320	.0299	242	.0518	78
1978	.0359	391	.0331	308	.0461	83
1979	.0291	405	.0289	338	.0303	67
Percent Change	-25.8%		-25.7%		-24.4%	

2. Relationship of sick leave and training

A major question to be answered in an impact evaluation is to what degree the change in the dependent variable (sick leave) can be attributed to a change in the independent variable (training).

Table 16 compares the average annual proportional sick leave of deputies by the year in which an academy was attended for those working over 120 days a year. An examination of Table 16 reveals that for each year those not attending an academy exhibited the highest rates of sick leave. During 1976-1978, the lowest sick leave rates occurred when deputies attended an academy. Because so few in 1979 attending an academy also worked 120 days in other years, no conclusions can be reached for that year.

Table 16

Average Proportional Sick Leave By Year of Academy

	1976 Rate	1977 Rate	1978 Rate	1979 Rate
No Academy	.041 (247)	.041 (218)	.044 (187)	.030 (212)
1976 Academy	.017 (18)	.034 (21)	.031 (14)	.029 (11)
1977 Academy	.103 (1)*	.017 (59)	.030 (91)	.030 (70)
1978 Academy	.033 (14)	.035 (20)	.027 (95)	.030 (80)
1979 Academy	.018 (2)*	.002 (2)*	.012 (4)*	.020 (32)
Total	.039 (282)	.035 (320)	.036 (391)	.029 (405)

*number of valid cases is too small to draw conclusions.

Table 17 correlates annual proportional sick leave with the amount of in-service training received using the Pearson correlation coefficient. Here, annual in-service training was held to an 80 hour maximum⁹ because the extreme high in-service training hours of some deputies (over 500 hours in some cases) would produce too much variation.

Table 17

Pearson Correlation Coefficients of Annual Sick
Leave With In Service Training For
All Who Worked Over 120 Days A Year

<u>SICK LEAVE</u>				
In Service Training	1976	1977	1978	1979
1976				
r	-.1127	-.1043	+.0721	-.0999
N	282	225	177	139
Significance	.029	.059	.170	.121
1977				
r		-.0987	+.0262	-.1792
N		320	248	195
Significance		.039	.341	.006
1978				
r			-.1282	+.0900
N			391	288
Significance			.006	.064
1979				
r				-.0674
N				405
Significance				.088

⁹This procedure reduced the I.S.T. hours of 5 deputies in 1976 whose training ranged from 87 to 307 hours; 63 deputies in 1977 whose training ranged from 81 to 541 hours; and 25 deputies in 1978 whose training ranged from 82 to 506 hours.

In Pearson Correlation, the coefficient determines the strength of the linear relationship between two variables. The larger the coefficient, the stronger the relationship between the variables. The significance level measures to what extent the correlation could be attributed to chance and is largely influenced by the size of the sample. In most research, a level of less than .05 is considered statistically significant. For this analysis, a negative coefficient means that as in-service training hours increase sick leave days decrease. Thus, most of the coefficients in Table 17 could be described as indicating a statistically significant, but weak to negligible relationship between sick leave and in-service training. That is, training in 1976 may be related to lower levels of sick leave for that year, but seemingly has no relationship to sick leave in following years.

3. Relationship between training and termination

The third part of the impact assessment attempts to ascertain whether levels of termination were affected by training. Table 18 includes the percentage of those working for some period during each year, regardless of year first employed who terminated that year and discloses a large increase in the termination rate between the first and last two years of the grant. While an inability to report inmate population figures or work schedules somewhat limits the interpretability of this data, it is clear that the Criminal Sheriff's office has been

losing approximately one-fourth of its prison and court personnel and hiring younger personnel (Table 1) for the last years of the grant.

Table 18

Year	Percentage Termination By Year		
	Termines	Total Employed	Percentage of Employed
1976	53	367	14.4%
1977	85	506	16.8%
1978	146	594	24.6%
1979	136	580	23.4%

Chi Square analysis measures to what extent a relationship between two variables deviates from what would occur under purely random circumstances as reflected in the expected frequencies. Table 19 examines the employee termination status by academy attendance for all those employed at least 120 days. The Chi Square associated with the summary of Table 19 indicates that more deputies are still employed who attended an academy than would be expected if academy training had no effect on termination in a pure chance relationship. Thus, academy training does seem to be related to lowered levels of termination.

Table 19

Academy Attendance By Employment Status

	Still Employed		
	ACADEMY	NO ACADEMY	
I Non Recruits	18		114
II 1976 Recruits	17		6
III 1977 Recruits	80		6
IV 1978 Recruits	58		28
V 1979 Recruits	3		52
		Resigned	
I Non Recruits	6		138
II 1976 Recruits	22		8
III 1977 Recruits	56		20
IV 1978 Recruits	23		29
V 1979 Recruits	0		5
		Dismissed	
I Non Recruits	1		22
II 1976 Recruits	4		0
III 1977 Recruits	20		2
IV 1978 Recruits	12		7
V 1979 Recruits	0		6
		Summary	
Still Employed			
Observed frequency	176		206
Expected frequency	(160)		(222)
Terminated			
Observed frequency	144		237
Expected frequency	(160)		(221)
Total	320		443

$X^2 = 5.36$
Significance < .05

Table excludes 4 who died, and terminated category includes resigned and dismissed.

Table 20 compares the relationship between average annual in-service training and employment status by type of deputy. Like Table 19, Table 20 indicates that those still employed have higher in-service training rates. Furthermore, those who resigned voluntarily have higher rates than those dismissed. Based on this limited analysis, in-service training as well as academy training seem to be related to lowered levels of termination.

Table 20

Breakdown of Average Annual In Service
Training By Type of Deputy

	TOTAL			PRISON			COURT		
	Mean Hours	Standard Deviation	N	Mean Hours	Standard Deviation	N	Mean Hours	Standard Deviation	N
Still Employed	24.02	29.76	448	22.02	24.97	384	36.06	49.96	64
Resigned	16.99	32.51	338	16.37	33.00	292	20.97	29.16	46
Dismissed	13.32	21.20	78	13.93	21.82	72	6.04	9.41	6
Died	3.88	7.76	4	5.17	8.96	3	0	0	1
Total	20.23	30.40	868	18.98	27.97	751	28.28	42.15	117

G. Cost

Table 21 represents a summary of monies expended by the Orleans Parish Prison Officer Training Program over the entire grant period. In order to determine unit cost ratios, the number of hours spent in academy and in-service training courses was calculated. In this procedure, no limitations were imposed on deputies' lengths of employment; therefore, the total trainees reported may differ somewhat from that reported in other sections of the evaluation.

A total of 338 deputies attended academy training, averaging 283.41 hours each for a total of 95,792 academy hours. In addition, 694 deputies received in-service training, averaging 68.75 hours each (over all years) for a total of 47,714 in-service hours.¹⁰ Altogether 731 deputies received academy and/or in-service training for a total of 143,506 training hours.

¹⁰Unlike earlier analysis, this average excludes years in which no I.S.T. was received.

CRIMINAL JUSTICE COORDINATING COUNCIL
 1000 HOWARD AVENUE, SUITE 1200
 NEW ORLEANS, LOUISIANA 70113

Table 21

Grant Title: Orleans Parish Prison Officers Training

Grant Numbers 76-C9-5.1-0297, 77-C9-5.1-0251, 78-C9-10.1-0001, Date Report

Period Covered: 8/1/76 thru 12/31/79 /79-C9-7.1-0001 Prepared: 2/27/80

Item	TOTAL GRANT FUNDS			LEAA CASH ONLY		
	Amount Budgeted	Total Expenditures	Balance	Amount Budgeted	Total Expenditures	Balance
Personnel	63,728.00	64,080.25	(352.25)	58,472.00	58,629.23	(157.23)
Fringe	2,611.00	2,611.00	--	2,611.00	2,611.00	0
Travel	400.00	-0-	400.00	400.00	-0-	400.00
Equipment	9,741.00	7,986.17	1,754.83	8,715.00	7,145.23	1,569.77
Supplies	5,415.00	4,959.78	455.22	2,553.00	2,338.54	214.46
Contractual						
Construction						
Other Direct	5,233.50	5,233.50	-0-	5,233.50	5,233.50	-0-
Indirect	4,265.50	4,265.50	-0-	4,265.50	4,265.50	-0-
TOTAL	91,394.00	89,136.20	2,257.80	82,250.00	80,223.00	2,027.00

cash

Note: Total grant funds includes both LEAA cash and City ~~xxxxxx~~ match of 10%
 Expenditures include encumbrances. The ending date for this grant is 1/31/80

Note: This report is based on unaudited figures.

Table 22

Unit Cost

	Number	Average Hours	Total Hours	Cost Per * Man Hour	Total Cost	Average Cost Per Participant
ACADEMY	338	283.41	95,792	\$.621132	\$59,499.48	\$176.03
IN-SERVICE	694	68.75	47,714	\$.621132	\$29,636.69	\$ 42.70
TOTAL	731	196.31	143,506	\$.621132	\$89,136.20	\$121.94

*Cost per man hour involves the assumption that instruction costs are similar for academy and in-service training, because personnel costs are fixed by the grant.

Dividing the \$89,136.20 expended over the grant as December 31, 1979, by the total number of training hours costs out at \$0.621132 per man hour of instruction. Total grant funds for academy training amounts to \$59,499.48 for the 338 participants or \$176.03 per academy trainee. Funds for in-service training totaled \$29,636.69 for the 694 participants or an average of \$42.70 per in-service trainee. Finally, for those 331 trainees receiving both academy and in-service training, \$218.73 per trainee was expended.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Goal Compliance Summation

The following summarizes goal compliance over all grant years in the order in which the goals appear in the 1979 grant.

1. To initiate the training of all prison corrections personnel in a 320 hour (280 hour, 200 hour) academy basic training course within 120 days of their initial training date.
 - a. Sixty seven percent (67%) of eligible prison deputies attended an academy over the grant period.
 - b. Thirty percent (30%) of 1977 academy students, 12% of 1978 academy students, and 52% of 1979 academy students attended for less than the hours mandated.
 - c. In 1976 and 1977, the average waiting period before academy attendance was .21 years (77 days) and .33

years (120 days), both within the allowable grant standard. However, in 1978 and 1979, the waiting period increased to .47 years and .44 years (172 and 161 days respectively). Eighty recruits employed at least 120 days from 1976 to 1978 have not yet attended an academy. In addition, of 60 recruits employed 120 days in 1979, only one has attended an academy.

2. To provide 40 hours (54 hours) of in-service training to all corrections personnel each year or one year after completion of academy training.
 - a. In 1976, average in-service training received was 13.95 hours, with 15% of the officers receiving at least the standard hours mandated. In 1977, average in-service training received was 53.95 hours, with 41% of the officers receiving at least the standard hours. In 1978, average in-service training received was 43.83 hours, with 70% receiving at least the mandated hours. However, in 1979 the average in-service training received dropped to 12.34 hours, with 13% receiving the standard hours stated in the grant. Therefore, only in 1977 and 1978 did in-service training approach its goal for those deputies not attending an academy. Averaging over all years employed each prison deputy received 18.98 hours of in-service training a year.

- b. When academy and in-service training was combined in a single index to ascertain frequency of training, 42.5% of all prison deputies working at least 120 days (20 days a month for 6 months) were trained for every year employed; 57.5% were not trained during at least one year.
3. To reduce total sick leave of corrections personnel by 10% for those who have been employed over six months. For both court and prison deputies, proportional sick leave was reduced by over 20% between 1976 and 1979.
4. To provide 20 hours of specialized in-service training for all courtroom deputies and insure that at least 50% of them have attended an academy.
 - a. Average in-service training for court deputies in 1978 amounted to 32.04 hours, with 56% receiving at least the standard training hours mandated. In 1979, the average was 82.46, with 48% receiving at least the standard hours of training. The annual in-service training of court deputies averaged 28.28 hours over all years of the grant, even though their training was not mandated for 1976 and 1977.
 - b. Twenty percent of the courtroom deputies employed since 1978 have attended an academy.

5. To insure that all Reserve Deputies have attended a training academy.

Thirty eight percent (38%) of the active reserve deputies have attended an academy.

6. To meet all standards of Louisiana's Peace Officer's Standards and Training (P.O.S.T.) Act.

The Criminal Sheriff's training program was accredited by the P.O.S.T. council in 1979.

B. Overview

In summary, the Orleans Parish Criminal Sheriff's Training Program fell short of meeting most of its operational goals. While the training program seemed to be approaching its stated objectives in 1977 and 1978, in 1979 both in-service training and academy training decreased drastically. However, the program did attain two of its major non-operational goals--P.O.S.T. accreditation and the impact goal of reduction of sick leave.

This final impact evaluation addressed the question of the extent to which training affected the two indicators of worker morale-- sick leave and turnover. The analysis suggests that academy and in-service training is related to decreased sick leave during the year in which the training occurs. Perhaps, more interesting, is the finding that academy and in-service training also seem to be related to reduced levels of termination for employees. However, because sick leave and turnover rates are affected by so many unknown factors other than training, it is difficult to measure the relative influence of training alone.

C. Recommendations

Based on these findings the following recommendations are made:

1. In view of its potential benefits, efforts should be made to standardize training. Academy training should occur at an early fixed point in employment and be mandatory for all deputies hired since 1976. In addition, successful completion should be related to some observable change in work status, such as receiving State Supplemental pay or being commissioned. Presently, because of the overlap of security and non-security personnel, it appears that the goals of academy training have not been well articulated in terms of work position.

In addition, in-service training should be standardized with a view toward providing predictable promotional opportunities and be developed in accordance with a system of employee career development. For example, tests for various rank schools should be given at regular intervals so that employees at lower levels can anticipate systematic advancement. The schools should have standard curricula oriented towards teaching those management skills necessary at each promotional step. Apart from rank school, in-service training for a functional work area such as the kitchen, a particular platoon, or athletics should be less structured to meet more immediate needs.

Implied in the design of a well-defined training program is the close cooperation of the administration and the training department to create a uniform system in which training is incorporated into overall management.

2. The condensed 240 hour academy should be continued. The reduction of the curriculum seems to have eliminated only areas nominally related to job performance and to have actually increased instruction and retention in areas judged by the P.O.S.T. Council to measure knowledge in law enforcement. Secondly, less extensive academy training would remove deputies from work positions for shorter periods of time and be less disruptive of overall operations. These cost efficiency and time effectiveness savings will be especially important in training the backlog of deputies and recruits not yet academy certified.
3. Measures should be developed by the Orleans Parish Prison staff to identify areas of job performance other than absenteeism which training is expected to impact. This recommendation could be implemented by initiating a supervisor rating system or by developing a system of coding for incident reports and the occurrence of disciplinary actions. By formulating measurable job performance goals for training, the training department would be able to

more effectively assess the impact of training and could more directly respond to problems identified in prison operations.

4. Since the impact of training is difficult to measure because of other intervening variables that affect performance, a complement to measuring the impact of training might be measuring the quality of training received. P.O.S.T. scores, of course, provide measurement. However, additional measures of quality might include: before and after tests of correctional concepts and attitudes toward corrections, comparisons of training content, interviews with trainees, or instructor rating systems.
5. Premature terminations which necessitate the payment of overtime as a result of understaffing are expensive. The Sheriff's office should initiate an in-depth cost analysis of personnel practices, including work schedules, training, leave, and terminations in order to develop the most cost effective means of processing employees. Each termination results in losses in financial and operating efficiency.

Overall, the Parish Prison training program should be recognized by employees as part of an equitable, well-planned and long-range system of career development that is responsive to local needs. With increased demands on the Sheriff's department because of the consolidation of city and parish correctional facilities under one

office and because of meager federal and local funds, it is becoming increasingly important that deputies be well-trained and committed to professional growth.

A P P E N D I X

APPENDIX A

STATE OF LOUISIANA

Peace Officer Standards & Training Council

2606 Wooddale Boulevard, Suite C • Baton Rouge, Louisiana 70806
504 / 925-4942



EDWIN W. EDWARDS
Governor

January 4, 1980

WINGATE M. WHITE
Chairman

Chief Bernard J. Hatch
Orleans Parish Criminal Sheriff's
Office - Academy
2800 Gravier
New Orleans, Louisiana 70119

Dear Butch:

I just wanted to take this opportunity to congratulate you and your staff on the outstanding performance of your most recent academy class. The class average on the POST certification exam was one of the highest averages recorded in the two year history of the program, and one of the scores is the highest individual grade ever scored on the exam.

I think the curriculum adjustments, as well as the major emphasis on language art skills, are significant factors in the dramatic turn around demonstrated by the OCSO Training Academy.

Once again, congratulations on the fine progress being shown and please extend our best wishes for continuing this trend to your entire staff.

Sincerely yours,

Mickey Phillips
Mickey Phillips
Project Coordinator

cc: Frank Serpass, Director - CJCC

APPENDIX B

Suggested Curriculum Police Basic Training Course

I. CRIMINAL LAW AND PROCEDURE

24 hrs.

The criminal law procedure area should be taught in detail. The subject deals with protection of citizen rights and legal requirements of case development. Each officer should have a strong background in this area.

- A. Definitions: Certain legal terms should be developed into every police officers vocabulary. Each officer must be able to communicate effectively with other criminal justice personnel as well as understand the law.
- B. Search and Seizure Laws: Each officer should understand requirements of laws regarding searches and probable cause for searches. In addition, the impact of the laws on evidence seizure has a dramatic affect on police procedure. A thorough review of statute and case law is necessary to prepare the officer.
- C. Elements of Criminal Conduct: The Louisiana Criminal Code should be reviewed highlighting certain crimes. The review should point out the required elements to arrest a person on particular charges.
- D. Legal Arrest Procedure: Each officer should understand concepts associated with arrest. In addition, he should be introduced to probable cause, miranda, and similar legal requirements.
- E. Constitutional Law: Since constitutional law lays the foundation for case decisions, each officer should be introduced to these concepts.
- F. Federal Law: A general orientation to federal law should be given.

II. ORIENTATION TO CRIMINAL JUSTICE

8 hrs.

Since law enforcement is just one part of a complex system, each officer should have a basic orientation to what the criminal justice system comprises.

- A. History of Law Enforcement: A review of the history and development of law enforcement should be presented. The review should provide the officer with a general background.

- B. Orientation to the Criminal Justice System: Each academy should provide an overview of the criminal justice system. The overview should include the structure as well as the interrelationships of the agencies associated with the criminal justice system.
- C. Orientation to the Louisiana Criminal Justice System: A brief overview of the Louisiana criminal justice agencies and an introduction to the function of these agencies.
- D. Civil Liability of Police Officers: Each officer should be exposed to the civil liability of poor police procedure. In addition, the officer should understand how to protect himself.

III. FIRST AID

12 hrs.

In order to be covered by the "Good Samaritan" Law, each officer should meet the requirements to receive a "standard" American Red Cross first aid certification. The officer should also be trained in Cardiac Pulmonary Resuscitation.

IV. FIREARMS

24 hrs.

The requirements for training in firearms should be obvious. The training should teach skill but emphasize the legal and moral use of deadly force,

- A. History: A brief review of the history and development of firearms. The review should show the changes in society created by firearms development.
- B. Fundamentals of Shooting: Each officer should be instructed on how to shoot properly. The instruction should include camp perry as well as combat shooting techniques.
- C. Range Practice: Each officer should be given the opportunity to practice with the service revolver. In addition, range conduct, safety, and discipline should be maintained.
- D. Legal and Moral Responsibility: Each officer should be aware of the legal restraints regarding the use of deadly force. The moral responsibility associated with firearms should be explored and thoroughly understood.

- E. Orientation to Shotguns: A brief introduction to the operation and handling of the shotgun should be covered. Each officer should also be given the opportunity to fire the shotgun.
- F. Orientation to Gas: A brief introduction to the use of chemical weapons used by police.

V. INVESTIGATION

8 hrs.

The investigative area associated with the basic academy should highlight the responsibilities of the uniform patrol officer. The instruction should develop the knowledge and skills required of a patrol officer.

- A. Crimes Against Persons and Property: Each officer should be exposed to the methods and techniques of dealing with these categories of crimes. The common elements of these crimes should be pointed out.
- B. Field Officers Responsibility at a Crime Scene: Each officer should be taught what to do at a crime scene. The instruction should be geared to those things which the initial officer arriving on the scene should be capable of doing.
- C. Identification, Collection, and Preservation of Evidence: Techniques of collection and preservation of evidence should be taught. In addition, techniques of identification and searching should be pointed out.
- D. Violent Crimes: Each officer should be exposed to the hazards of arriving on the scene of violent crimes.
- E. Crime Scene Sketching: The importance of sketching should be emphasized. An officer should be taught how to effectively sketch a crime scene.

VI. REPORT WRITING

8 hrs.

The officer should understand the importance of the report and be taught how to write a police report. He should also understand how to use auxiliary reports to supplement his own report. The officer should understand basic concepts of report writing such as preparing outlines, organizing the report, and basic grammar.

VII: TRAFFIC SERVICES

18 hrs.

- A. Accident Investigations: Each officer should be exposed to proper accident investigation methodology.
- B. Hit and Run Investigation: This area should emphasize the special investigations of Hit and Run cases. The officer should be taught how to handle the Hit and Run cases in the field.
- C. The Accident Report: Each officer should understand how to complete the report. He should also understand how the report is used and what happens to the report.
- D. Motor Vehicle Laws: Each officer should understand how the motor vehicle laws are applied. He should also know where to find the appropriate violations.
- E. Making Vehicle Stops: The officer should be taught how to safely make vehicle stops.
- F. Issuing Citations: Each officer should be introduced to good violator-officer relations as well as how to write a summons.
- G. Directing Traffic: Each officer should be taught how to direct traffic. Emphasis should be placed on the liability he may be exposed to.

VIII. PATROL ACTIVITIES

24 hrs.

- A. Observation and Perception: Certain skills must be developed which will improve the officers perception and observation . In addition, the officer should be made aware of those things which affect his observation and perception skills.
- B. Methods of Patrol: Each officer should be introduced to the different types of patrol and the application of these patrol methods. In addition, each officer should be trained in regular police patrol tactics.

- C. Calls in Progress: Every officer should be taught how to respond and handle calls in progress. The training should highlight safety of the officer, victim, and suspect.
- D. Police Driving: Each officer should understand the liability of police driving. In addition, he should be exposed to good driver practices and effective patrol driving techniques.
- E. Field Interviews: Each officer should be trained in how to approach people in the field and interview those people. The training should emphasize the need for a positive relation in the field interview.
- F. Approaching Suspects: Each officer should be trained in how to approach a known suspect. The objective of the training should be safety as well as arrest of the suspect.
- G. Making Arrest: Each officer should be trained in arrest procedure. He should be exposed to safety factors for himself, the suspect, and the bystanders.

IX. SPECIALIZED ACTIVITIES

20 hrs.

- A. Crisis Intervention: Intervening in high emotion disturbance calls should be taught. This area should generally teach methods of handling a variety of disturbance calls.
- B. Sex Crimes: Each officer should be trained to deal with victims of sex crimes. He should also understand the motives for those crimes and know how to recognize a sex crime.
- C. Auto Theft: Methods used by professional criminals should be reviewed. Each officer should also be trained in the detection of stolen vehicles.
- D. Courtroom Testimony: Each officer should be briefed on how to prepare himself for courtroom testimony. He should understand the factors which will affect his testimony.

- E. Handling Juveniles: An officer should know the legal requirements of handling juveniles. He should also know the factors that affect juvenile behavior.
- F. OWI Enforcement: The effects of alcohol should be reviewed. Each officer should be taught how to detect and process the OWI offender.
- G. Drugs and Drug Laws: An officer should be taught how to locate and identify drugs in the drug law statutes. In addition, he should be trained in the identification of the most common drugs in his area.
- H. Tactical Problems: An officer should be taught how to deal with problems such as hostages, snipers, and bombs. In addition, he should be introduced to crowd control elements and methods of dealing with a crowd.
- I. Handling the Mentally Disturbed: Each officer should be introduced to techniques which are effective when dealing with mentally disturbed people.

X. MISCELLANEOUS ACTIVITIES

10 hrs.

- A. Physical Training: Police officers should be oriented to the need for good physical condition. A simple take-home physical exercise program should be presented.
- B. Baton Handling: Each officer should be trained in how to use the police baton. The training should highlight disarming technique and where not to hit.
- C. Self Defense: Each officer should be trained in the art of self defense. This training should be directed toward defensive and not offensive tactics.
- D. Arrest Technique: Each officer should know how to make an arrest and be allowed to practice. He should also know how to handcuff prisoners and deal with multiple offenders.

XI. POLICE COMMUNITY RELATIONS

4 hrs.

Each police officer should be trained in police community relations. This training should include agency type of programs as well as individual programs available. The officer should be allowed an opportunity to participate in self-examination types of human relation training so that he may be better equipped to deal with the public.

- A. Police Ethics: Each officer should understand his^s responsibility to the police code of ethics. He should realize the impact an officer has in dealing with ethical matters.
- B. Situational Enforcement of the Law: Each officer should be trained in the exercise of wholesome discretion. He should understand how to make enforcement, and non-enforcement decisions.
- C. Impartial Enforcement of the Law: Each officer should be aware of those factors which affect the decision making process. Each officer should be trained to make decisions objectively.
- D. The Police Role: The modern day role of a police officer should be reviewed. Each officer should understand his obligation to society and his place in Criminal Justice.
- E. Minority Relations: Each officer should understand the problems of dealing with minorities. He should be exposed to minority relation skills and understand factors which affect minority relations.
- F. Building Respect for the Police: Each officer should understand his obligation to building respect. In addition, he should know how his actions build or destroy respect for the police.

XII. ELECTIVES

Each academy should be allowed to select certain elective subjects which will highlight local problems. These electives must be law enforcement oriented and approved by the POST Certification and Curriculum Committee.

CRIMINAL SHERIFF

Parish of Orleans - State of Louisiana - New Orleans, Louisiana 70119

CHARLES C. FOTI, JR.
Sheriff

April 29, 1980

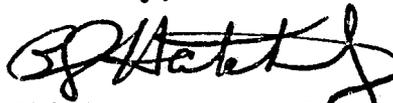
Linda Marye
Evaluator, Criminal Justice
Coordinating Council
1215 Prytania Street
Room 418
New Orleans, La.

Dear Linda:

Enclosed is our narrative response to your final evaluation of the
Prison Officer Training grant.

Our staff enjoyed working with you during your evaluation and we
appreciate your cooperation and professionalism.

Sincerely,



Chief B.J. Hatch, Jr.
Director of Training

BJH/psm

ORLEANS PARISH CRIMINAL SHERIFF'S OFFICE

TRAINING AND EDUCATION DIVISION

The Orleans Parish Criminal Sheriff's Office has been designated by the National Institute of Corrections as a National Resource Center. As such, The Training and Education Division is recognized by the Louisiana Peace Officers standards and Training Council (henceforth referred to as P.O.S.T.) as an expert training center in Peace Officer Training.

As a Resource Center, The Training and Education Division of the Orleans Parish Criminal Sheriff's Office provides both technical and instructional assistance to correctional staff personnel and police officers from Louisiana and other designated Southeastern States.

At the request of the P.O.S.T. Council, The Orleans Parish Training and Education Division conducted two training sessions specifically for correctional officers in 1979. These sessions were of two week duration and were held in Lafayette, La. and New Orleans, La. respectively. Both sessions were deemed highly successful.

In 1979 Sheriff Charles C. Foti, Jr. appointed a new training Director to the Academy. The new Director along with a five member training staff began a "New and Unique" approach to Peace Officer Training and Education.

The new Director characterizes his training style as "high stress" with a great deal of attention placed on academic excellence and success. The theory being that a well trained and highly knowledgeable Deputy will obtain more job satisfaction through successful completion of his or her duties.

The change in Basic Academy training has resulted in significant improvement in the P.O.S.T. test grades. Three classes have completed the Academy training program under the new director.

All three classes have excelled, with one class attaining a P.O.S.T. Test score average of 95.3%. This is the highest group average attained on the P.O.S.T. test.

The following information has been compiled since the new Training Director has instituted new methods in Training and Education.

See Page 3.

ACADEMY CLASS A-1

Twenty Peace Officers took the final P.O.S.T. test and scored a class average of 95.3% - The highest group average ever attained on a P.O.S.T. test. The academy ended on December 14, 1979.

ACADEMY CLASS A-2

Twenty Peace Officers took the final P.O.S.T. test and scored a class average of 80.6%.

ACADEMY CLASS A-3

Twenty Peace Officers took the final P.O.S.T. test and scored a class average of 94.6% - The 2nd highest group average ever attained on a P.O.S.T. test. This Academy produced the two perfect individual test scores of 100 percent.

An Academy class for Deputy Reserve Officers commenced on April 22, 1980. Classes are being held three nights per week, four hours per night. Thirty-six Deputy Reserve Officers have enrolled in the Academy and will be P.O.S.T. certified upon successful completion of the Academy.

Basic Training Academy Class A-4 is scheduled to begin May 5, 1980. Peace Officers from the St. Bernard Sheriff's Office, The St. Charles Parish Sheriff's Office and the Slidell, La. Police Department will be attending this academy at the request of their respective departmental supervisors.

In addition to Deputy Training and Reserve Officer Training, the Training and Education Division is also responsible for a comprehensive three day orientation program for all new employees and continuing In-Service training security personnel.

In-Service training includes training in correctional operations, basic law enforcement and security procedures. To date, over one hundred deputies have completed the Advanced First Aid and CPR training and are Red Cross certified.

The programs presently being implemented by The Training and Education Division of the Orleans Parish Criminal Sheriff's Office will be continued throughout the 1980 calendar year with a "Commitment to Excellence".

END