BIG SHOES to fill

PRESIDENT'S MESSAGE

This will be my last President's Message for *Perspectives* as my term will be coming to an end during the 30th Annual Training Institute which will be held in New York City on July 24-27, 2005. It is with some sadness that I write this message; however, it is with some joy that I also write it.

The sadness comes in knowing that my term as President of one of the finest professional associations that I have known is coming to an end. I have, 99 percent of the time, thoroughly enjoyed my time as President. It has not always been easy, as the association has faced many challenges: reaffirming financial stability, growing the membership, seeking successors for an aging leadership, continuing to keep a high profile with federal agencies, remaining the strongest national voice for probation, parole and community corrections. We have experienced a number of successes, and to be honest, some not so successful endeavors – we still have issues we need to work on such as growing the membership and seeking younger and diverse successors for leadership roles within APPA.

I am also sad because I have had the pleasure of serving with an Executive Committee that was one of the most diverse that I have seen in my years with APPA. It was not only diverse in the obvious ways, but more importantly, it was diverse in its thinking and work on behalf of APPA. This Executive Committee was truly reflective of the professionals we represent, the victims those professionals serve, the offenders those professionals supervise, and the communities we live and work in. And we had line staff, a trainer, a consultant, state leaders, local leaders and an international member. We had our ups and downs, but we worked for the betterment of APPA and I do think we were successful.

I am sad because I will not be working with the APPA staff as closely as I have been during the past two years. We, as members of APPA, are blessed to have the staff we do in Lexington at APPA headquarters. I would put the APPA staff up against any association staff in the country. They have made sacrifices for APPA, they work long hours, they serve the membership in more ways than the obvious, and they do it professionally, ethically and with integrity. So, to Pat, Karen B., Kris, Cathy, Ann, Karen D., Lisa, John, Yolanda, Diane, Matthew, Susan, Michelle, Nick, Tracy, Linda, Kevin, Anita, Darlene and Lynda – my heartfelt thanks for making my Presidency such an enjoyable experience, for being so supportive and for being there for our members.

Drew Molloy

I would like to especially thank Carl Wicklund, Executive Director of APPA, for two things: being the best Executive Director an association could have and for being a tremendous personal friend. We at APPA are most fortunate to have Carl as the Executive Director. He has given us a national and international voice and prominence, and he has been a tremendous asset in bringing this association back to financial stability. It is from him that the ethics and integrity of the staff grows. Of course, I will miss his daily morning phone calls to discuss association business.

As noted above, I do have some joy in writing this last message. Part of that joy is knowing that Mark Carey will be taking over as President of APPA. We are most fortunate to have Mark taking on this role. He is a brilliant thinker, a leader in our profession, respected throughout the country, has a great sense of humor, and understands the needs of the association. In addition, I fully anticipate Mark taking the association into a proactive mode to address the many issues and challenges facing the probation, parole and community corrections fields.

Some of my joy also comes from knowing that I will be able to spend more time with my work at the National Institute of Corrections (NIC), which I thoroughly enjoy. For many of you who have not served in the role of President of an association such as APPA, I must tell you that it is challenging and takes up much time. However, it is well worth it and quite rewarding. But, as the time draws near for your term to end, there is a sense of relief. But, I wouldn't trade this experience for anything. I would like to thank George Keiser and my colleagues at NIC for their support of me while serving as President. I would also like to thank Dan Catley and my colleagues at the Virginia Deptartment of Criminal Justice Services for their support while serving as President Elect and part of my time as President.

I do hope that I have served you well in my term as President. It has been an honor and pleasure to serve you, and it has been a very humbling experience. I would like to thank each and every Regional Representative, Committee Chair, Affiliate Representative and member of APPA for allowing me to serve as the President of the American Probation and Parole Association. I will be thankful and grateful for this opportunity because APPA has given me more than I have given it.

Thank you very much, safe travels, safety in your job and peace to all.

Drew Molloy

American Probation and Parole Association

American Probation & Parole Association — Associate member

Associate Members

Corporations with an interest in the field of probation, parole and community corrections are invited to become APPA associate members. Like corporate membership, the goal of associate membership is to engage our corporate friends in association activities and to share information with each other.

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FEATURES

DEPARTMENTS

PLUS!

Instructions to Authors

PERSPECTIVES disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole and community corrections agencies throughout the United States and Canada. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation, or research methodology. *PERSPECTIVES* does not reflect unsupported personal opinions. Submissions are encouraged following these procedures:

Articles should be submitted in MS Word or WordPerfect format on an IBM-compatible computer disk, along with a hard copy, to Production Coordinator, *PERSPECTIVES* Magazine, P.O. Box 11910, Lexington, KY, 40578-1910, or can be emailed to smeeks@csg.org in accordance with the following deadlines:

Winter 2006 Issue – August 21, 2005 ● Spring 2006 Issue – November 11, 2005 ● Summer 2006 Issue – February 19, 2006 ● Fall 2005 Issue – May 20, 2006

Unless previously discussed with the editors, submissions should not exceed 10 typed pages, numbered consecutively and double-spaced. All charts, graphs, tables and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.

All submissions must be in English. Notes should be used only for clarification or substantive comments, and should appear at the end of the text. References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., (Jackson, 1985: 162-165). Alphabetize each reference at the end of the text using the following format:

Anderson, Paul J. "Salary Survey of Juvenile Probation Officers." Criminal Justice Center, University of Michigan (1982).

Jackson, D.J. "Electronic Monitoring Devices." *Probation Quarterly* (Spring, 1985): 86-101.

While the editors of *PERSPECTIVES* reserve the right to suggest modifications to any contribution, all authors will be responsible for, and given credit for, final versions of articles selected for publication. Submissions will not be returned to contributors.

APPA

We see a fair, just and safe society

vision

where community partnerships are restoring hope by embracing a balance of prevention, intervention and advocacy.

We seek to create a system of Community Justice where:
A full range of sanctions and services provides public safety by insuring humane, effective, and individualized sentences for offenders, and support and protection for victims;
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Partnerships with stakeholders lead to shared ownership of our vision.

APPA is an affiliate of and receives its secretariat services from the Council of State Governments (CSG). CSG, the multibranch association of the states and U.S. territories, works with state leaders across the nation and through its regions to put the best ideas and solutions into practice.

APPA Affiliate Members

EDITOR'S NOTES

Welcome to the Summer issue of *Perspectives*. I hope the season affords you some time to enjoy that most favorite of summer time pursuits, the vacation. Although I don't think it likely that *Perspectives* will be in your beach reading, perhaps the articles will stimulate some thought and reflection.

As I read over the issue, I kept coming back to the word "change." This issue is full of examples of the challenges facing community corrections and the changes undertaken by agencies to meet those challenges. Fortunately, the articles also chronicle the success of their efforts and suggest that the job is not completely done

In our lead article, we learn about the successful efforts of one probation department to respond to a crisis that is facing us all. Large portions of our staff will soon be eligible to retire, and many of these staff are managers and executives. In a recent President's message (Fall 2004), Drew Molloy discussed the coming crisis in the community corrections workforce and the need to take action before it is too late. The Solano County (CA) Probation Department developed an inexpensive and very effective employee development program to expand the pool of potential managers. The program not only succeeded in enhancing the skills and abilities of the future managers, it had a positive impact on the current managers by enhancing communication.

In these times of tightening budgets, growing caseloads and increasing demands for effectiveness, the challenges of change are a constant part of life in community corrections. Leaders in the field often recognize the need for change and share the desire to make it happen. At the same time, they are apprehensive, even fearful of their ability to make it happen successfully. Fortunately, there are examples of successful change efforts that we can learn from. In their article on facilitating organizational change, Delano and Shepardson describe the change process undertaken in the Maryland Division of Parole and Probation. The process is (it is still ongoing) comprehensive, deliberate and thoughtful. The division took advantage of a partnership with the University of Maryland to gain access to training and specialized expertise. This article also shows that change can be successfully managed, and demonstrates that we should not be afraid to acknowledge that we need help in the process.

All too often, the motivation for change is a problem or a crisis. Even though we try to put a positive spin on a problem or crisis by calling it an opportunity, there are indeed times when we are forced to change by an opportunity. The change in Arizona's drug laws provided the probation departments with a challenge and an opportunity. For years, policy advocates have decried the large numbers of persons incarcerated for drug possession. The voters in Arizona responded to that problem and voted in a significant change to the sentencing laws. In short order, the Arizona probation system was in the midst of implementing the new law which directed drug possession offenders to treatment and probation instead of prison. Here was an ideal opportunity to determine whether large numbers of drug offenders could be safely diverted from prison and supervised in the community with drug treatment. This article, "A Change in Ideology", provides an update on the success of this effort.

Another change that we have seen growing in recent years is the proportion of women in correctional populations. While still vastly outnumbered by men in all categories of corrections, their numbers are growing. Also growing is the recognition of professionals and academics that female offenders are different and that correctional agencies need to treat female offenders differently. The NIC Update announces several new resources in this area. NIC is to be commended for their work in this area, which goes back more than a decade. I recommend that you take some time to review this work, it is excellent and may just open your eyes.

I will close by noting Drew Molloy's farewell President's Message. As he notes, such transitions are a combination of relief and regret. I would like to thank Drew for his service to APPA as president, and for his support of *Perspectives*. The good news is that he will still be around as part of APPA.

As always, we hope that you find this issue interesting and thought provoking. Let us know what you think. If you have an example of how you, your colleagues or your organization have dealt with the challenges of change, let us hear from you.

Bill Burrell

William Burrell

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YLS/CMI is a comprehensive case-management system that helps probation officers, youth workers, psychologists, and social workers assess the rehabilitation needs of youths aged 12–17. An effective assessment tool, YLS/CMI provides an organized guide to help formulate a case-management plan and track risk, need, and responsivity factors throughout treatment. YLS/CMI was derived from Level of Service Inventory–Revised (LSI–R), which demonstrates considerable reliability and validity.

YLS/CMI

Youth Level of Service / Case Management Inventory

R.D. Hoge, Ph.D. and D.A. Andrews, Ph.D.

User's Manual

MHS

American Probation and Parole Association

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Corporations with an interest in the field of probation, parole and community corrections are invited to become APPA corporate members. Corporate members receive benefits such as enhanced visibility among APPA's nationwide network of community corrections professionals, as well as shared information on the latest trends and issues that specifically affect community corrections.

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NIC Launches Bulletin Series on Gender-Responsive Strategies for Women Offenders

The National Institute of Corrections (NIC) announces the publication of a new series aimed at providing the corrections field information in a brief, readable format on current research and best practice regarding the management, supervision and treatment of women offenders. The bulletin series is titled: *Gender Responsive Strategies for Women Offenders*. Three bulletins are now available; one for policy makers and agency administrators from all branches of government, a second for sheriffs and jail administrators, and a third for the community corrections field.

The first bulletin (February, 2005) provides a summary of the major findings of a three-year project titled, *Gender Responsive Strategies; Research, Practice, and Guiding Principles for Women Offenders.* To improve policy and practice regarding women offenders in corrections, the project collected and summarized multi-disciplinary research and practitioner expertise on gender responsive strategies The final report summarizes the following:

- The characteristics of women in correctional settings.
- The ways in which gender makes a difference in current criminal justice practice.
- Multi-disciplinary research and theory on women's lives that have significant implications for managing women in the criminal justice system.
- Six guiding principles and key strategies for improving the system's responses to women offenders.

Study findings indicate that paying attention to the differences in male and female pathways into criminality and their differential responses to custody and supervision can lead to better outcomes for both men and women offenders in institutional and community settings. The report concludes by offering six guiding principles for gender responsive policy and practice. Each principle is discussed in terms of empirically based evidence drawn from a variety of disciplines. Taken together, the following six principles offer a blueprint for a gender responsive approach in corrections that addresses the realities of women's lives through improved management, supervi-

BY PHYLLIS MODLEY

sion and treatment.

1. Acknowledge that gender makes a difference.
2. Create an environment based on safety, respect and dignity.
3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community.
4. Address substance abuse, trauma and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
5. Provide women with opportunities to improve their socioeconomic conditions.
6. Establish a system of community supervision and reentry with comprehensive, collaborative services.

The second bulletin (April, 2005) is designed for administrators of jails of all sizes that have concerns about addressing the needs of women offenders. The number of women inmates in the nation's jails increased nearly 50 percent from 1995 to 2002. The absolute number of women inmates is much lower than the absolute number of men; however, their impact on jail operations is significant, raising concerns about the adequacy of the physical plant, medical and mental health services, privacy, and the crowding of women's housing units. Meeting the special needs of these women inmates is often a challenge for jail administrators.

The bulletin summarizes the findings of the *Gender Responsive Strategies* report with a particular focus on their implications for jail administrators. A focus group of jail administrators was convened to provide a critical assessment of the guiding principles and practical guidance on their application in jail settings. Thus, the bulletin clarifies for jail administrators how the six guiding principles are relevant to, and can be implemented in, jail settings, and outlines approaches to consider as they decide whether and how to implement some or all of the guiding principles.

The third bulletin (June, 2005) provides a summary of the full *Gender Responsive Strategies* report for community corrections policy makers and managers. It parallels the approach used in the jail bulletin, with a focus group of community corrections practitioners convened to discuss and identify the specific implications of the findings and guiding principles for community corrections. The report was developed through a cooperative agreement between NIC and APPA.

As with all sectors of corrections, in the decade of the 1990s the percentage increase of women offenders in probation and parole far exceeded the rate for men. On probation the percent increase for women was 76 percent compared to 37 percent for men; on parole there was an even more dramatic difference with women on parole increasing 105 percent compared to 31 percent for males. As the numbers increase community corrections' agencies face both challenges and the opportunity to design and implement assessment, case management and intervention approaches that have the potential to achieve better outcomes for women defendants and offenders. The bulletin discusses each guiding principle through the lens of a community corrections practitioner and offers advice on "applying the principle in community corrections." It concludes with a frank discussion of the practical challenges to implementing desired gender-responsive strategies within community corrections and the larger human service and public communities.

All are encouraged to obtain the full report for a more complete analysis of gender-responsive research and practice. The bulletins and the full report are available online at www.nicic.org or by calling the NIC Information Center at 1-800-877-1461 for single free copies. ❑

Phyllis Modley is a correctional program specialist with the National Institute of Corrections in Washington, DC.

APPA Professional Development Training

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- Each group attending the training and registering ten or more participants will receive one free registration.

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October 25-26,2005 – White Plains, NY

Safety Strategies for Mental Health and Social Workers
October 14-15,2005 – Kansas City, MO
March 28-29, 2006 – St. Louis, MO

Real World Motivational Interviewing
September 20 – 21, 2005 – White Plains, NY
October 19-20 – Kansas City, MO
January 18-19, 2006 – St. Louis, MO

Managing Sex Offenders' Computer Use
July 28-29, 2005 – Golden, CO
September 8-9, 2005 – Golden, CO

Evidence-Based Practices in Corrections: An Overview
November 9-10, 2005 – St. Louis, MO
February 15-16, 2006 – Kansas City, MO

Civil Liabilities and Other Legal Issues for Probation, Parole Officers and Supervisors
August 22-26, 2005 – Saipan, CNMI

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Technology Update

Alcohol Monitoring Technologies: What's on the Horizon?

Technology, as you know, changes quite rapidly. Products and techniques are being developed and improved upon continuously. In the last few years we have witnessed several innovative new methods of detecting or screening for drug use. In the near future there will be a number of new alcohol testing technologies introduced as well. In this update I will provide a brief overview of some of the new technologies on the horizon that should be on your radar screen.

The most innovative development in alcohol testing in recent years occurred in 2003 when Alcohol Monitoring Systems launched the Secure Continuous Remote Alcohol Monitor (SCRAM). By now, most readers are probably aware of this technology because of the great amount of attention it has received, but this device allows for the remote monitoring of an offender's alcohol consumption by continually measuring transdermal alcohol levels. According to the company's website, there are now over 2,200 SCRAM units in use throughout the country. This technology has proven to be a truly unique and powerful tool in the management of the problem-drinking offender. That said, it might not be the only source of this type of technology much longer. While Alcohol Monitoring Systems was developing SCRAM with private funding, a company called Giner Biomedical received federal funding to develop a similar technology that also continuously monitors alcohol use through transdermal analysis. Giner has since developed a product called the Wrist Transdermal Alcohol Sensor (WrisTAS) which has not yet been commercialized but is close. Those interested in or perhaps already using transdermal alcohol analysis should be aware that the National Highway Traffic Safety Administration (NHTSA) has commissioned an evaluation of these two transdermal alcohol analysis tools. The major objectives of the study will be to evaluate the precision and accuracy of these devices under a variety of conditions and to evaluate the ease with which the devices can be circumvented. The evaluation will be completed by the fall of this year

and should provide some excellent data to help agencies make better informed decisions about this technology.

Another new approach that is being piloted in community corrections utilizes the analysis of sleep patterns to help screen for an individual's alcohol use. Alcohol consumption can, of course, induce sleep disorders in several ways. For example, it can cause the disruption of the sequence and duration of sleep states; can alter total sleep time and can increase the amount of time required to fall asleep. Actigraphy is a technology that provides a means to measure sleep quality by recording gross motor activity. Using this tool it is possible to document and analyze an individual's sleep/wake patterns and sleep disorders which may be due to alcohol ingestion. The technology, developed by StreeTime Technologies and distributed by Drug Impairment Detection Services puts this concept into use. The way it has been piloted in the field is as follows. An offender is fitted with a small actigraphy device which is secured around the offender's wrist with a tamper-evident band. During the course of the day the device collects and records body movement information. When the offender reports to his probation office, the device is placed on a reader and the offender's activity data is downloaded and analyzed by the SleepTime software. The software is programmed to look for patterns inconsistent with those of alcohol abstinent subjects. Results are available in minutes. If the software indicates that there is a likelihood of alcohol consumption the offender is required to provide a urine specimen which is analyzed using LC/MS-MS to detect ethyl glucuronide (EtG). EtG is a direct metabolite of alcohol and offers an extended window for assessment of drinking status up to 80 hours after the complete elimination of alcohol from the body. This long time frame for detection provides an excellent reference to mark the SleepTime results against. Using the 80 hour detection period, offenders have been required to report to the probation office on Mondays and Thursdays for downloading of the Sleep-

Time data. With this schedule in place any positive screens identified by SleepTime can be confirmed via urinalysis.

TrueTouch Technologies is currently working to adapt its glucose monitoring device for community corrections and public safety applications. The technology utilizes near-infrared spectroscopy to non-intrusively measure alcohol content in the body tissue. Basically, the device uses a light source, an optical detector, and a spectrometer to analyze the chemical makeup of the tissue and measure alcohol levels within one minute. As currently configured the device examines a small area of the subject's inner forearm, but other parts of the body may be examined as well. The device can be set up for unsupervised testing in a probation office, the offender's home or could potentially be integrated with existing technology such as reporting kiosks. An interesting aspect to this particular technology, according to the developers, is that the data collected via the chemical analysis of tissue content can serve as a biometric, that is, once enrolled the device will recognize the person when he or she comes back for testing. This feature could eventually prove to be the key component to a new method of preventing drunk driving if it can be incorporated with existing ignition interlock technology which currently lacks positive identification and a passive, unobtrusive method of testing.

Another technology, although more invasive than the others, is being developed by a company called SpectRx. This company has developed a laser-based interstitial fluid testing technology primarily for the monitoring of glucose levels and is working towards a similar device that can be used for the monitoring of alcohol levels on a continuous basis. The device tests for alcohol in interstitial fluid, the clear, water-like fluid that surrounds cells in the body. The technology requires that the subject have four microscopic holes, or micropores, created by laser in the outer dead layer of skin of the arm. An electronic patch is then applied over the holes. The patch draws a continuous stream of interstitial fluid to be

by Joe Russo

tested for alcohol and results would then be transmitted to a remote monitoring station that could be located in a probation office, for example.

These are just some of the technologies on the horizon in the alcohol testing area. All are at varying stages of commercialization and some may never see the light of day for a variety of reasons. Hopefully, these research and development efforts will produce some additional, viable options that are accurate, reliable and cost-effective.

For more information on the technologies mentioned, please visit their websites:
Giner Biomedical –
www.ginerinc.com/tas.htm
Alcohol Monitoring Systems –
www.alcoholmonitoring.com
SpectRx - www.spectrx.com
Drug Impairment Detection Services - www.didsllc.com/SleepTimeIntro.htm
TrueTouch Technologies - www.inlightsolutions.com/prod-eth.html

For further information on the APPA Technology Committee please feel free to contact Joe Russo at 800-416-8086 or jrusso@du.edu. ❑

Joe Russo is Corrections Program Manager for the National Law Enforcement and Corrections Technology Center in Denver, Colorado and is a chair of the APPA Technology Committee.

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SPOTLIGHT ON SAFETY

Offenders Choose Death over Revocation

March 2005 was a month that pointed out the dangers associated with attempting to take offenders into custody for violations, even though we may perceive the violations as minimal.

In Washington State, Community Corrections Officers and Sheriff Deputies went to a 56-year-old offender's residence to execute a probation violation warrant. The offender had allegedly returned to drug use and had failed to attend counseling. Reports indicate that it was the intention of the officers to consider quashing the warrant if the offender would agree to attend counseling.

After the officers knocked on door, the offender opened a nearby window and threatened to kill himself. Officers then heard the racking of a shotgun. As the officers took cover the offender came outside with the gun pointed to his head. A deputy instructed the offender to drop the shotgun, but instead the offender pointed the gun at one of the deputies, who then fired.

In Texas, U.S. Marshals attempted to take a 53-year-old offender into custody on a felony revocation warrant. The man, who was armed, refused to surrender and threatened to commit suicide. A local tactical response team responded, but after extended negotiations the offender used the gun to take his own life.

Again in Texas, a fugitive task force attempted to take a 34-year-old parole violator into custody. The offender barricaded himself inside his house and told officers "I'm not go-ing back to jail." At one point he fired shots at officers, but after a two-hour stand-off he surrendered to officials.

These incidents, all occurring within a one month period, remind us that we must always approach contacts with offenders with caution. While we may not perceive ourselves as a threat and may have the mindset that we are trying to help the offender and assist them in complying with their conditions of supervision, their perception may be quite different. ❑

Robert L. Thornton is the chair of the APPA Health and Safety Committee and the Director of the Community Corrections Institute in Eatonville, WA.

BY ROBERT L. THORNTON

RESEARCH UPDATE

Research Terminology

This is my sixth research update and it occurs to me that I often use terms that many readers may not be familiar with. So, in this issue, I will not review recent research findings, but instead provide a quick overview of some key terms in research.

Peer-Reviewed Journal Articles: Also called "refereed" or "scholarly" articles. In every academic discipline, research studies are reviewed by scholars (peers) before they can be published in an academic journal. The author does not know the names of the reviewers (typically three), and the author's name is removed from the manuscript before it is sent to the reviewers. While this helps ensure that published research is of high quality, some journals are more highly ranked than others, and articles in top journals are considered the leading research in the field. Landing a publication in one of those is quite an achievement for a scholar. Perhaps the most relevant peer-reviewed journal for APPA members is *Criminology and Public Policy*, published by the American Society of Criminology.

Quantitative vs. Qualitative Research: Generally speaking, quantitative research studies report findings in numerical terms, such as "70 percent of inmates were rearrested after release." The goals of quantitative studies tend to be objectivity, reliability (meaning the findings could be replicated) and generalizability (meaning the findings can be applied beyond the particular data sample collected for the study). Qualitative studies tend to generate ideas rather than numbers. Studies that involve in-depth interviews or lengthy participant-observation may provide a nuanced understanding of a subject. A quantitative study may ask, "What is the recidivism rate of parolees?" whereas a qualitative study might ask, "What is it like for recently released offenders?"

Statistical Significance: Most quantitative studies make use of a sample and seek to generalize these findings to a broader population. Imagine a study on the effectiveness of a drug treatment program. Imagine further that 25 percent of the offenders who received treatment tested positive for drugs one year after completion, while 30 percent of a control group of offenders (who did not receive the treatment) tested positive. What conclusions can we draw from this finding? Is the program a good one? The findings suggest that the treatment group did better. Statistical significance is a numerical estimate of the likelihood that this finding will be replicated with a different random sample of offenders. In other words, perhaps a second study would find no difference between the treatment and control groups. Typically in social science research, there must be at least a 95 percent chance that a replication will yield the same basic result of the first study — that the treatment group will do better than the control group. That said, an important second question must be asked. Even if the result is statistically significant (and we are confident that the treatment program is better than no treatment), is the difference big enough to care? This is a policy question. Is the 5 percent gain worth the cost of the program? Statistical significance cannot answer that question.

Meta-Analysis: This is a statistical analysis of multiple research studies. For example, a study of an offender treatment program might report a recidivism rate of 30 percent, or more simply, that treatment is more effective than no treatment. Another study might report a rate of 25 percent, and a third might show no difference between the treatment and control groups. Meta-analysis is a technique to make

BY DAVID R. KARP

sense of a wide range of research findings. In essence, it determines the effectiveness of a type of intervention by accounting for all of the known research findings — a study of studies.

Process and Outcome Evaluation: Process (or implementation or formative) evaluations focus on how well a program is implemented and delivered, or how well the agency is bringing a program model into practice. Outcome (or impact or summative) evaluations focus on the effectiveness of the program. Imagine an outcome evaluation that shows no difference between a treatment group and a control group. Without a process evaluation, two conclusions are possible. First, the program is not worthwhile. Second, the program model is actually quite good, but it was badly implemented. These conclusions lead to very different policy implications, either searching for a new model or searching for a new management team. Process evaluations tend to make use of qualitative research methods, whereas outcome evaluations tend to be quantitative. ❑

David R. Karp is an Associate Professor of Sociology at Skidmore College in Saratoga Springs, NY.

APPA News

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Proposed Amendment to the APPA Bylaws

Note: *The following amendment to the APPA Bylaws was passed by the APPA Board of Directors on February 13, 2005 at the Winter Training Institute in Anaheim, California. This amendment will be presented to the general membership for approval at the Membership Meeting in New York, NY on Tuesday, July 27. Please direct any comments or questions regarding this amendment to Gary Yates, Constitutional Review Committee Chair at (513) 785-5815 or Yatesgw@butlercountyohio.org.*

Article 1, Section 5 (Current)

The Treasurer shall be responsible for insuring the maintenance of all financial records of the Association and shall insure the preparation of an Annual Financial Report and other financial reports as directed by the Executive Committee, and shall insure the submission of all financial records for annual external audit. This report will include all information related to other sources of funding such as grants, contracts, etc. the Treasurer shall give such bond for the faithful discharge of his/her duties as the Board of Directors may require, at the expense of the Association.

Article 1, Section 5 (Proposed)

The Treasurer shall be the officer of the Association that maintains general and specific oversight of the Association's treasury funds. The Treasurer will confer with the Executive Director and the secretariat's accounting department on financial matters of the Association. The Treasurer shall review any financial records, reports or ledgers in accordance with the various items of the budget. The Treasurer will oversee the budget and ensure that it is managed according to approved policies. The Treasurer shall report at least semi-annually to the Board of Directors on the financial status of the Association. The Treasurer shall make recommendations regarding the Association's fiscal policies and practices as recommended by the Executive Director, an external audit, the chief financial officer of the secretariat and/or the Executive Committee.

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Resolution in Support of Involving Probation and Parole in Project Safe Neighborhoods

Whereas: Project Safe Neighborhoods (PSN) is a nationwide commitment to reduce gun crime in the United States by networking existing local programs that focus on reducing gun crime and providing those programs with additional tools necessary to be successful;

Whereas: PSN is based on the success of Boston's Operation Ceasefire and Richmond, Virginia's Project Exile, which utilized police/probation/community partnerships to mount a focused proactive search for individuals considered a high risk to illegally possess and use firearms. Probation and parole officers were key players in these successful initiatives and their collaborative efforts continue and have been replicated in other communities;

Whereas: The goal of the American Probation and Parole Association's (APPA) PSN initiative is to actively involve probation and parole in partnerships with other justice agencies to provide safer neighborhoods;

Whereas: The APPA PSN initiative will provide resources and support proactive community supervision to promote safe communities by:

- encouraging partnerships of probation and parole with other justice agencies to institute preventative practices to discourage illegal firearm possession;

- identify prohibited persons in possession of firearms;
- retrieving the weapons; and
- when called for, referring for federal prosecution "prohibited persons" found to be in possession of firearms.

THEREFORE, BE IT RESOLVED The American Probation and Parole Association hereby recognizes the importance of Project Safe Neighborhoods and recommends that probation, parole and other community supervision agencies join in Project Safe Neighborhoods' efforts to reduce gun crime by "prohibited persons" in possession of firearms.

APPA News

Resolution Regarding the Victims of Crime Act

The Victims of Crime Act (VOCA) has, with broad bi-partisan Congressional support, been supporting ongoing essential services to more than three million victims of all types of crimes annually. VOCA has been funded solely by deposits into the crime victims fund with fines paid by criminal offenders and not tax revenues.

We oppose the president's proposed fiscal year 2006 budget that would rescind the balance in the Crime Victims Fund, and call upon Congress to honor its pledge to crime victms "to ensure that a stable level of funding will remain available for these programs in future years" by respecting the statutory promise that all amounts in the fund will remain available for victim services.

Resolution on Community Corrections Response to Elder Abuse

WHEREAS: The elderly population, commonly defined as people aged 60 years and older, was nearly 36 million in 2002 and is expected to grow to more than 70 million by 2030. Further, the most vulnerable group of elderly, those aged 85 and older, is predicted to climb from 4.6 million to 9.6 million by 2030 (Administration on Aging, 2003).

Whereas: This significant population increase likely will result in escalating incidents of elder abuse and will necessitate a response by justice system professionals.

Whereas: Elder Abuse encompasses both criminal and noncriminal acts of physical abuse, sexual abuse, emotional abuse, financial exploitation, neglect, abandonment and self-neglect and may have physical, behavioral, social, psychological and financial consequences for victims.

Whereas: Many defendants and offenders under community supervision interact with older persons through their living or work situations. These elders may be victimized by acts of abuse, neglect and exploitation because they trust, depend on, or feel a loyalty or obligation to these defendants or offenders. Elder abuse usually occurs in private, and many victims are unable or unwilling to report it.

Whereas: Community corrections professionals may have the opportunity to prevent, identify, and respond to elder abuse during the course of their supervision of defendants or offenders through case planning, observation during field contacts, victim disclosure, reports by others in the community, discovery that offenders have unearned funds, and other means. Community corrections professionals, therefore, should be attentive to potential elder abuse indicators when supervising offenders.

Whereas: Community corrections professionals can always voluntarily report suspected elder abuse to adult protective services or law enforcement agencies, and in some states are mandated to report their suspicions to those agencies. It is further incumbent upon community corrections professionals to collaborate with justice system and community-based agencies and organizations on cases to promote the safety of victims and accountability and behavioral change among offenders.

Whereas: The criminal and juvenile justice systems have only recently responded to or acknowledged elder abuse. Currently, few probation and parole agencies have specific policies, training curricula or systematic methods to help prevent, identify, and track elder abuse cases, and therefore, some agencies may believe elder abuse is an insignificant problem and does not need specific criminal and juvenile justice responses.

Whereas: The heightened attention to elder abuse and the potential role of community corrections professionals in addressing it necessitates educating community corrections professionals to prevent, identify, respond to, and coordinate with other service providers in elder abuse cases.

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the American Probation and Parole Association hereby endorses and recognizes the importance of taking a proactive stance toward identifying and responding to potential elder abuse, supports efforts to provide professional training opportunities on this topic, and encourages collaboration among justice system and community agencies in providing needed services for victims and offenders.

Resolution on Prison Rape Elimination Act

Whereas: President George W. Bush signed into law S. 1435, the "Prison Rape Elimination Act of 2003.

Whereas: The Prison Rape Elimination Act of 2003 provides for the analysis of the incidence and effects of prison rape in federal, state and local institutions, resources, recommendations and funding to protect individuals from prison rape.

Whereas: The Act establishes a framework for actions at many levels, including federal, state and local prison systems; the U.S. Department of Justice; and accreditation organizations. In addition, the Act provides that federal, state and local officials must participate in surveys and studies, and the selection of facilities, "shall not be disclosed to any facility prison system official prior to the time period studied in the survey."

Whereas: The Act creates a National Prison Rape Reduction commission and grants the Commission a right of access to any federal department or agency information it considers necessary to carry out its duties, and provides for release of information to the public.

Whereas: The purposes of the Act are to:
1. establish a zero-tolerance standard for the incidence of prison rape in prisons in the United States;
2. make the prevention of prison rape a top priority in each prison system;
3. develop and implement national standards for the detection, prevention, reduction and punishment of prison rape;
4. increase the available data and information on the incidence of prison rape, consequently improving the management and administration of correctional facilities;
5. standardize the definitions used for collecting data on the incidence of prison rape;
6. increase the accountability of prison officials who fail to detect, prevent, reduce and punish prison rape;
7. protect the Eighth Amendment rights of federal, state and local prisoners;
8. increase the efficiency and effectiveness of federal expenditures through grant programs such as those dealing with health care; disease prevention; crime prevention, investigation and prosecution; prison construction, maintenance and operation; race relations; poverty; unemployment and homelessness; and
9. reduce the costs that prison rape imposes on interstate commerce.

Whereas: Many community corrections, probation and parole agencies operate or manage residential facilities for individuals under community supervision or contract with said type of facilities where sexual assault can occur;

Whereas: Individuals transitioning to community-based supervision from prisons and jails, who have been the victims of sexual assault and may be in need of services to address their victimization;

Whereas: Community corrections officers, probation officers and/or parole officers may be the first person an individual who is the victim of sexual assault tells of the said assault and the officer requires knowledge in how to address this situation and assist the victimized party;

Whereas: An individual who is incarcerated should not be subjected to sexual assault by other offenders or staff.

THEREFORE, BE IT RESOLVED, The American Probation and Parole Association hereby recognizes the importance of the Prison Rape Elimination Act to minimize the day-to-day horror experienced by victimized incarcerated individuals and recommends that probation, parole and community supervision agencies support the Act.

BOOK REVIEW

Interviewing: Theories, Techniques, and Practices

by Robert A. Shearer

Dr. Shearer has written a comprehensive manual regarding interviewing within the criminal justice system. The manual is structured to provide an overview of the basic concepts of interviewing followed by chapters on specific interviewing skills and a closing chapter integrating the skills into a comprehensive model. He spends the first several chapters reviewing basic points about interviewing, especially the impact interviewing can have on an interview as well as the need for skillful interviewing. This review sets an excellent tone to provide the reader with a motivation to learn interviewing skills. He also provides a helpful review on research regarding various interviewing styles, in the process debunking many myths about popular styles and their effectiveness. The discussion regarding ethics in interviewing is particularly meaningful, given the potential serious consequences that can occur as a result of interviews in the criminal justice context (i.e. imprisonment, etc.). At the end of each chapter he provides a variety of exercises that encourage not only summary of the material but meaningful practical uses of the information. Chapter 4 outlines the strategy for teaching and learning interviewing, something that is particularly useful because it decreases the likelihood of inadequate teaching. For instance, by outlining the necessity to practice the skill and receive (preferably) videotaped feedback, he increases the likelihood that users of his book will follow that practice.

Dr. Shearer then devotes a chapter to each the interview skills: communicating empathy, using speed/pacing, summarization skills, immediacy skills, concreteness skills, confrontation, and assertion. Chapter 5 provides an excellent discussion of empathy, particularly its value; empathy is not a luxury, but rather a necessity for gaining accurate information about the person and his/her experience. The chapter includes a valuable chart with adjectives for a variety of emotions at different intensities, a useful list that even experienced interviewers could keep with them while interviewing. Finally, he discusses the types of errors that can occur in empathic responses – either understating or overstating the intensity of the emotion being experienced. Such a distinction is important for interviewers to understand because of the consequences – in understating an emotion the subject will likely not correct you, thereby leaving you with potentially dangerously inaccurate material (i.e. not responding to the level of depression a person has and missing that he/she is suicidal). Conversely, subjects tend to correct overstatements, thereby allowing you to glean accurate information. Chapter 6 focuses on speed and pacing in an interview, with a particularly useful discussion on silence. He includes a short list of ways to skillfully use silence and the process of active listening that is extremely practical for the beginning interviewer. Chapter 7 focuses on summarization, particularly what it should be used for, as well as when and how to use summarization. He provides a helpful list of specific times when an interviewer should summarize. He also breaks down summarization into 3 parts: lead, content, and check for accuracy. This three step process provides an easy way for interviewers to ensure they are in fact providing a summary. He also outlines the various types of summary one can use and emphasizes that this choice is an important one, as it can significantly impact the tone of the interview as well as the subject's understanding of the interview and critical points (such as conditions of supervision that need to be followed). Finally, he describes how an interviewer can ask the subject to summarize so that one can be sure the subject has grasped the critical points of the interview.

The concept of immediacy is introduced in Chapter 8. Dr. Shearer correctly specifies this as a more advanced interview skill that involves the interviewer being aware of their own actions as well as the relationship between him/herself and the subject. This is a difficult concept that Dr. Shearer makes easier by providing a number of examples. Chapter 9 discusses skills related to concreteness – ensuring that both the interviewer and subject talk in specific and concrete ways, instead of remaining general and vague. He quickly moves from a brief discussion of open vs. closed questions, an area which most readers already know, to more sophisticated "specific intent" questions. He outlines 4 different intent possibilities (investigative, exploratory, corrective, and facilitative) and includes concrete examples that help the reader focus on the differences between them. He then provides a very nice discussion of "why" questions and how they should be used rarely, because of the extent that such questions have become loaded with blame and insensitivity, often leading to defensive answers. Finally, he provides a description of several different types of questions and their sequencing (i.e. direct/indirect questions, chaining questions, etc.) with sufficient examples to give the reader a true feel for the different types of questions. Dr. Shearer also provides a brief description of two types of interviews, cognitive and brief motivational, and the usefulness of such techniques. He ends the chapter with a discussion of the various types of concreteness (behavior, experience, emotion, and intention) that allows the reader to fully understand the various

by MELISSA CAHILL, PH.D.

aspects of communication and how to best use this information to obtain reliable and valid information.

Dr. Shearer completes his discussion of interviewing skills with two of the most necessary skill sets – confrontation and assertion. He outlines the often problematic use of confrontation and effectively points out the difference between appropriate and aggressive/destructive use of confrontation. Of particular importance is his discussion of the critical role empathy plays in effective confrontation. He then proceeds to provide specific guidelines for the effective use of confrontation and numerous examples of ways to skillfully confront a subject. Dr. Shearer provides a similar model for assertion skills. He describes assertion as "the ability to clearly and forcefully communicate thoughts and feelings to others", then delineates the differences between nonassertion, assertion, and aggression. This difference is particularly important for those in criminal justice, as it is often tempting to fall into aggressive responses with individuals who may be manipulative and/or non-compliant. Dr. Shearer notes that the competent use of assertion results in less need for aggression, thereby preserving the relationship between the interviewer and w and ultimately providing not only more positive but also more effective communication.

Dr. Shearer ends the manual with a chapter on integrating the various interviewing skills. He includes a simple yet comprehensive chart of the various interviewing skills then discusses how to use the skills in a flexible and coordinated way. He emphasizes the need to first watch a skilled interviewer, either live or via video, then to practice, practice, practice. He provides several examples demonstrating the impact of various skills and how decisions regarding use of the skills can significantly impact the direction of an interview. Finally, he points out new directions in the field of interview training and research, with recommendations to implement formal interviewing training both in undergraduate and graduate programs in order to improve interviewing throughout the criminal justice system.

Dr. Shearer's manual is an extremely useful addition to both educational programs and criminal justice agencies. It is user friendly, with easy to read chapters and helpful exercises. Given the critical nature of interviewing in the criminal justice field, it is essential for us to insist on effective interviewing skills. A systematic training model is the best way to ensure quality interviewing, and this manual provides an excellent foundation for such training. ❑

Melissa Cahill, Ph.D. is the Director of Collin Co. Community Supervision and Corrections Department in McKinney, Texas.

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rganizational change and cultural change are often associated with private business practices and are concepts less often associated with the public sector. Today, the tide is changing. Community corrections organizations across the country, for example, are making bold attempts to change their current business practices and their cultures. According to the Bureau of Justice Statistics, in 2002 over 4.7 million people were under community supervision, representing a 1.8 percent growth from the previous year (Glaze, 2003). The increased number of offenders under community supervision requires many community corrections organizations to alter supervision strategies and reorganize their current practices.

To that end, recidivism and its effect on public safety is the paramount concern of any organization providing community supervision. According to recent statistics, 41 percent of parolees released from prison in 2002 were returned to prison for violation of the conditions of their release and 11 percent of probationers absconded from supervision (Glaze, 2003). While the 1.8 percent increase in the number of offenders under community supervision is smaller than the annual average, it is still an increase that must be addressed (Glaze, 2003). More and more offenders are either released from prison or sentenced to probation with no end in sight. Supervision in a "business as usual" fashion is no longer an effective strategy.

This increase in caseload, coupled with dwindling financial

BY JAYME A. DELANO AND ERIC SHEPARDSON

resources, makes it complicated for supervision organizations, within their existing structures, to provide the necessary resources for staff to adequately perform their required functions while fully responding to offender needs. Thus, probation and parole organizations must implement organizational change that will enable them to best supervise offenders while promoting public safety and reducing recidivism.

To begin the process of organizational change, agencies must rely on the most recent evidence-based research to identify and implement an effective supervision model. When considering such a model, organizations also need to take into account staff development issues to avoid a mass exodus of unsatisfied employees. Implementing new practices in organizations can cause degrees of anxiety among staff. Whichever model is selected for implementation, the plan should be implemented swiftly and confidently. If not, staff may approach the impending change with mistrust and uncertainty. When people are faced with change in their personal life or work life, their feelings are critical. It is important for organizations to be cognizant that they are, in fact collections of people. It is often the case when business practices are changed, this detail is overlooked. This results in many employees feeling unstable in their role within the organization, which effects morale and ultimately has a negative impact on work performance and outcomes.

Considering all of these factors, this article aims to address the nuances of organizational change within community supervision organizations and discusses the recent advancements in community corrections in the state of Maryland's Division of Parole and Probation (MDPP). The Division has accomplished effective organizational change in the supervision of criminal offenders and has begun to implement an action plan that addresses the evolving practice of community corrections.

A MODEL FOR CHANGE

To effectively supervise offenders, the MDPP has incorporated evidence-based practices into the process. These innovative practices go beyond the law-enforcement model, which focuses primarily on compliance monitoring and not on offender change. The Division has successfully incorporated this new practice into their Proactive Community Supervision (PCS) model. This model is designed to provide community supervision staff supervising parolees and probationers with the tools and skills that:

- Help to increase the level of communication between staff and offenders;
- Ensures that every supervision interaction has its desired effect through the implementation of contact standards;
- Includes a risk screening instrument that delineates low and high risk offenders; and
- Allows for the use of technological advancements such a computer applications designed to track compliance and progress that enhances the effectiveness of staffs' time (Sachwald, 2000).

Changing current practices within an organization is a task that requires coordination of many integral parts. Staff must be trained to use tools that identify the offenders who are at the greatest risk of re-arrest while also identifying their needs and the appropriate resources that address these needs.

Dedicated staff that is willing to change their practices to improve outcomes play a key component in successfully effectuating the process of change. Just as important is the unwavering support of the organization's administration that must clearly define policies and procedures. These protocols must include an initial risk-screening instrument, a comprehensive assessment procedure, practice guidelines supported by evidence-based best practices, and responsive case plans that meet all special conditions assigned by the court system. Finally, the protocols include a signed behavioral contract between staff and offender that outlines the offenders' supervision requirements and treatment needs.

ORGANIZATIONAL COMPONENTS AND STEPS TO ACHIEVE SUCCESS WITH CHANGE

Today, the predominant challenge to community corrections organizations is the development of attainable goals within the constraints of reduced financial resources. Prior to the events of September 11, 2001, many states were facing economic hardships in coming years (National Association of State Budget Officers, 2001). The added financial pressure of this tragedy forced states to focus some of their limited resources on security, which has led to further neglect of community supervision organizations. Financial concerns are one determinant of changing organizations (Nord & Tucker, 1987), but they are not the only determining factor.

Attempting organizational or personal change is something that should not be taken lightly as it can be very difficult, and disappointing if the desired effect is not achieved and goals are not reached. It is essential for organizations seeking change in their supervision practices to understand the process of change and why change needs to occur within their organization. Research suggests that in order to increase the likelihood of success in change efforts, clear goals must be set and those goals need to be attainable (Miller, 1995). Before change can occur, it is necessary to first differentiate between the components of an organization that affect change and the steps that must be taken for change to occur. Organizational components are the factors that affect the process of change within an organization. These components include, but are not limited to administrative support, allocation of time for adjustment to change, and staff training. If engaged early on in the planning process, these components can positively affect the organizational culture. Steps refer to tangible acts that need to take place within an organization to assist in the change process. For example, the development of formal policies and procedures is a step.

COMPONENT 1: ADMINISTRATIVE SUPPORT

In most cases, it is an organization's administration that determines and initiates major organizational changes. However, initiating change does not suffice as administrative support. Organizations need to have clearly defined paths and visions of their own future in order to change the current climate or current work practices (Ryan, 1998). The onus of developing this vision or path falls on the administration of an organization. In many cases, staff within an organization does not fully appreciate nor comprehend why change must occur. Therefore, it is incumbent upon the organization's administration to impart to the staff the reasons why the change is beneficial. One of the most important factors in the development of the Proactive Community Supervision initiative was the support of the MDPP administration.

There are many levels of an organization's administration. Department executives, managers and front-line supervisors serve as management for every organization (Ryan, 1998). Every staff member in a management position needs to be able to clearly define to staff why practices are changing in order for those changes to take hold. Social Learning Theory (Bandura, 1977) suggests that the beliefs and expectations of staff about the future of a given organization will have a direct effect on their behavior and consequently the success of any change initiative (Ballantine & Nunns, 1998). In order for any change to take effect and to be successful, staff need to fully understand what the future holds and what their role in that future is. Consequently, administration must define the roles and expectations.

Administrators are responsible for communication with staff. When changing organizational practices, managers and supervisors serve as the messengers who inform staff of recent changes and initiatives (Sewell, 2002). Without communication between staff and the organization's administration, nothing can be accomplished. If staff perceive the administration as a separate entity that does not abide by the same principles, they will not be able to relate relevant topics that may assist in changing culture. The entire administrative staff need to serve as the models for the new identity of the organization. Administration should serve as role models for their staff and ensure that their staff understand all of the changes that are to take place.

Every leader within an organization needs to be able to guide staff into these new areas while being able and willing to listen to what the employees are saying. When administration supports a free flow of communication from top to bottom and back up again, staff feel comfortable bringing issues to their attention (Adams, 2003). In order for any initiative to succeed, administration must be in touch with the needs of staff and the issues that any new initiative creates; they must be aware of the consequences of changing business practices (Sewell, 2002).

Research has shown that in order for any implementation of new business practices to be effective, the organization must create a climate that fosters the change process. To create this climate it is necessary for staff to be adequately trained in new practices, there must be incentives and sanctions for compliance and noncompliance with the initiative, and an organization must identify the potential roadblocks to implementation (Klein & Sorra, 1996). The MDPP was effective in applying this research in practice. They started by defining each administrator's role in the organization change process and getting a commitment from each individual. The administrators then designed training sessions that met their staffs' needs. To utilize the diversity of the group's expertise in the development and implementation of the organizational strategy for change, the MDPP administrators encouraged the development of relationships and partnerships with community groups, such as treatment programs, vocational and educational programs, job placements services, faith-based organizations and medical and mental health services across the state.

COMPONENT 2: ALLOCATION OF TIME FOR ADJUSTMENT TO THE CHANGE

One aspect of organizational change that is often overlooked is how much time change can take and that staff must be provided with a sufficient period to adjust (Sewell, 2002). The saying goes that "Rome was not built in a day." Therefore, it is necessary for community corrections organizations to realize that changing practices is difficult and requires a long term commitment from all levels of the organization as well as from many different community stakeholders (Umbreit & Carey, 1995). To put this in perspective, think about how long it takes for you to change a behavior. People need to go through distinct stages in order to affect change, and to acquire the new skills to sustain the change. Prochaska and DiClemente outlined these distinct stages and dubbed them the "Stages of Change" (1992).

The Stages of Change model was developed to illustrate the process that people go through when they are purposely attempting to change an addictive behavior (Prochaska, DiClemente, & and Norcross, 1992). The proposed change model has been applied to a wide variety of behaviors. The stages include pre-contemplation, where someone does not feel that change is necessary; contemplation, where the individual is ambivalent towards changing; determination, where there is recognition of a need for change and the individual is prepared; action, where the person is active in the change process; maintenance,

Figure 1: Organizational Development

Pre-Training
- Introduce concepts
- Answer questions
- Provide tools

Comprehensive Training
- Explain concepts
- Practice skills
- Provide explanations
- Answer questions

Booster Sessions
- Reassure staff concerns
- Assist in application
- Refresh concepts
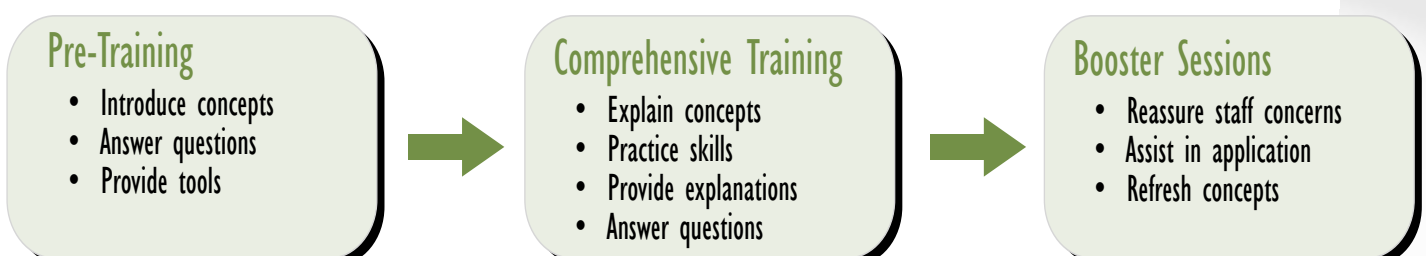
where there is sustained behavioral change; and relapse. Relapse does not always occur, but when attempting to change behavior, it should be expected. It is important to understand that the Stages of Change are not linear. A person can revert to a different stage of change at any time during the process of change.

MDPP trained its staff on the utility of the Stages of Change when managing the offender population. To accomplish this goal, staff were focused on how their own ambivalence affected their view of the impending change within their own organization. The administration then provided support and the time necessary to work through their ambivalence by giving staff six months to become familiar and comfortable with the new practice techniques.

Through this transition period, it was crucial for the administration to provide regular feedback to the staff regarding performance. Regular and consistent performance evaluations were conducted to measure whether or not staff had acquired the level of skills and understanding of the new practice. Because MDPP emphasized the importance of staff training, they have been successful in accomplishing many levels of organizational change by instituting performance evaluations.

Component 3: Training

Ensuring that staff are adequately trained in new practices directly impacts whether any new implementation succeeds (Fleischer, Liker & Arnsdorf, 1988; Klein, 1996). Within this model, public safety concerns must be considered when implementing organizational change. It is essential for training to be interactive, allowing staff to practice new skills in comfortable, controlled environments. A staff that receives training should gain an expanded base of knowledge and skills that can be applied to practice. Trainings tend to be unsuccessful when staff members are not provided with the appropriate level of instruction for them to apply the theories and concepts learned to their practice. Effective training ensures that there is no ambiguity with organizational policies and procedures. It also enhances the chances for successful implementation of the change model.

To sustain organizational change, MDPP used a three phase training strategy that included pre-training, comprehensive training and booster sessions for all staff. To achieve their training goals, MDPP hired organizational change training experts to assist in the training process. See Figure 1.

Training Strategy 1: Pre-Training

The first step in MDPP's training strategy consisted of conducting pre-training sessions with the supervision staff. These sessions consisted of a two to three hour introductory training that outlined the major topics. Attendees received a manual titled the Nuts and Bolts of PCS, (BGR, 2001) which provides a detailed description of the major PCS concepts. It consists of a series of one page fact sheets that provide the key concepts and theories of the training topics including Motivational Interviewing, Quality Contact Standards, and graduated sanctions. Pre-trainings were designed to be less formal than the actual training sessions and allowed staff to ask questions about the new practices. MDPP held the training sessions at the office of each community supervision site with the intent of having staff feel at ease about the upcoming training and the ultimate organizational change.

The benefit of holding the pre-training session in this environment allowed the trainers to identify the natural resistance staff may exhibit in a familiar environment when confronted with new initiatives and to address the potential barriers for learning among the staff. It is to be expected that when new concepts are introduced, a portion of staff might feel ambivalent (feel two different ways about a concept), or feel resistant towards the change. Many staff will feel that the innovation will simply not work or that it is a repackaging of failed initiatives from the past (Young, 2004). Through the use of Motivational Interviewing and its principles, rolling with any resistance prepares people for their upcoming learning experience (Miller & Rollnick, 1991). After the pre-training experience, staff will approach the training sessions with less hesitation and resistance, thus preparing them to absorb more of the information presented.

Training Strategy 2: Comprehensive Training Sessions

The training sessions are intense and must be carefully planned in order to address the needs and concerns of staff. Bringing in a fresh perspective and expertise increases the trainings effectiveness. It is therefore beneficial to bring in outside consultants that possess these qualities. MDPP's three-day intensive training incorporated consultants while introducing new policies and skills including Motivational Interviewing techniques to assist the staff's ability to communicate and thus effectively supervise their offenders. During these sessions, staff were given an opportunity to practice skills in a controlled environment before they were required to use these skills in the field. Common problems with training is that not enough time is provided for staff to acclimate themselves with the new practices and staff are not allowed sufficient time or opportunity to practice skills (Taxman, Shepardson & Bello, 2004). The required topics covered during the training will guide the length of the time allocated for the training sessions.

The learning climate of any training is extremely important to its overall effect. Learning tools can enhance this environment by forcing staff to interact during the session and teaching in a manner different than a regular lecture/listen strategy (Taxman et al, 2004). There have been major technological advancements that can be incorporated into training supervision staff. It is essential to create an environment where staff feel that they can express themselves and learn in a dynamic fashion. Additionally, there are exercises and practices that can be incorporated into trainings that assist staff not only in learning skills but practicing them as well. One of the most successful tools used in the MDPP trainings were role-play scenarios. This practice of acting out real life scenarios with one participant playing an offender and another playing a staff member allowed staff to use their new skills in an environment where, if something was done incorrectly, there were no repercussions.

While there was some initial resistance to the idea of acting in front of others, MDPP staff ultimately gained a wealth of knowledge about the new practices they were required to learn.

Another useful tool that should be incorporated into trainings is the use of interactive CD-ROM tools. MDPP used an interactive CD-ROM (Bureau of Government Research, 2001) that visually displayed the offender flow process, which is the process by which an offender moves through community supervision that included policies, games, videos of scenarios, and quizzes to test participant knowledge. These forms of interactive tools break training sessions up and engage the attendees of the training, which ultimately increases participant retention (Taxman, et al 2004.)

For this training, there are several additional factors that can ultimately lead to greater success. If financial resources are available,

training should be conducted off-site, away from the staff's regular offices. This environment provides staff with the added comfort of learning where they cannot be called away to complete other tasks. If possible, there should be multiple trainers with dynamic personalities who can engage the participants and make the training experience enjoyable and meaningful. Also to ensure that staff buy-in, PCS training session included six supervisors from within the organization to assist with the delivery of the training. The added benefit of having supervisors as co-trainers is two fold: they were viewed as the in-house experts by the staff who would be able to train newly assigned agents in the future; and they were familiar faces, which provided a certain degree of comfort among the staff. In order to co-train, supervisors were trained by the consultants to learn the information and the nuances of training.

Training Strategy 3: Booster Training Sessions

The final phase of the training strategy is the booster training sessions that serve as a refresher course for staff to keep their new skills honed. They provide a forum for the staff to discuss any concerns, such as their likes and dislikes about the new practice, and give the administration the opportunity to make revise policies and procedures. It is essential to understand how staff members are implementing any new practices. Research has shown that if an innovation is not "user-friendly," then staff will not adopt or implement it properly (Rivard, 1987). This is one of the most important facets of an implementation; the organization and administration must be flexible and able to change. If practices are not working as they were designed or intended, they must be modified to meet the needs of the staff.

Additionally, in the booster sessions staff are provided with updated information about current practices. The booster sessions should last anywhere from two to three hours, mirroring time allocated to the pre-training sessions.

While, this three-tiered training strategy demonstrated to be effective for MDPP, every organization needs to determine what training strategy works for them given the availability of resources.

Training Strategy 4: Technological Instruments

Careful planning is required to assist and sustain institutional change. Technology is a tool that can help promote change in any institution by assisting staff in the training process, and by easing transitions in policy (Taxman, Shepardson & Bello, 2004). Currently, many organizations are relying on technology, and there are many tools and instruments available for institutions to use to assist in the change process. Computers with various software and hardware can be used in a variety of ways, e.g., as a training tool, a reviewer, modeling through videos, data storage, and the list goes on. Technology has infinite possibilities to help assist each organization address its needs.

In the current technological climate, organizational change would be challenging to fully achieve and sustain without the aid of technology. In fact, automation becomes part of the change. "Although information systems and technology (IS/IT) investments have always caused varying degrees of business change, the main purpose of many of today's IS/IT implementations is to change the business and/or organization in some significant way" (Ward & Elvin, 1999). However, incorporating IT/IS into an institution is not easy. There are various obstacles that need to be overcome before technology can be fully integrated into an organization. For example, organizations where the use of technology is ineffective would have a more difficult

time implementing various technological advances. There is much more work to be done than just introducing new technology in an organization. Staff competency with technology has to be addressed prior to the implementation of various technologies to assist staff in every day work.

There are many different types of technological tools that can be used to assist in changing organizational culture. MDPP introduced new tools to enhance offender supervision, and new technologies to increase the impact of the staff's time. Interactive computer tools are being used to reinforce new concepts. Along with interactive games and CD-ROMs, screen savers are another tool used to reinforce new concepts for staff. The most important thing that must be considered when introducing any new technological tool to staff is to make sure that staff understand what the purpose of the tools are thus helping to justify the expenditure (Bada, 2002).

Steps to Success in Organizational Change

The Maryland experience led to the identification of four steps that are critical to success in organizational change.

Step One involves a collective understanding among the change agents of why an organization needs to change. Through this process, organizational goals need to be discussed and a plan needs to be developed for accomplishing those goals. In order to effectuate change, an organizational plan must be in place and the organization should adhere to this plan.

Step Two entails developing a mechanism that involves staff in the process of change to ensure that staff is comfortable with new practices. One way to achieve this is to have representatives from among the supervision agents involved in the discussions and then make them responsible for giving feedback to their colleagues about the progress being made.

Step Three requires that a process evaluation be conducted. Process evaluations are essential to understanding how organizations change. They are potentially one of the most valuable sources of knowledge about the implementation of new program interventions. (Young & Klem, 2004) Process evaluations require that the organization assess current business practices and identifying areas where changes and improvements can and should be made. Many times process evaluations are conducted with consultants from outside the organization to objectively measure the effectiveness of current practices. The administration of MDPP used the results of their process evaluation to incorporate Motivational Interviewing as a communication strategy to be used by their supervision agents.[1]

Step Four requires the organization to conduct focus groups with all levels of staff from all areas of the organization to comprehensively identify the needs of the organization. In addition to staff, these focus groups should include consultants who possess expertise to assist with the organizational transition. MDPP implemented this new practice by including the Bureau of Governmental Research (BGR) at the University of Maryland to assist them with organizing focus groups, which resulted in BGR developing and conducting the MDPP's training initiative.

Conclusion

The overall goal of community supervision is public safety. In order to achieve this goal, organizations need to provide their staff with the tools and skills to effectively manage the offender population they supervise. Implementation of new effective supervision practices will

result in a decrease in recidivism rates that will impact public safety.

Change is a daunting task within any organization, whether it is in the private or public sector. Producing a systematic plan for organizational change that incorporates the key components, steps and strategies discussed throughout this article will increase the likelihood of success. Relying on the evidence based "What Works" literature, and drawing on experiences of jurisdictions that have applied these concepts and theories into practice is an effective way for community supervision organizations to begin the process of change within their organizations.

Every organization needs to determine the best organizational change strategy that will be implemented based on the availability of resources. Administrative support, allocation of time, staff training, and the adoption of automation to track progress, are essential elements that assist with making any new business practice a success.

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ENDNOTES

Motivational Interviewing, developed by William Miller and Stephen Rollnick, is a client-centered strategy designed to increase the communication flow between two people (Miller & Rollnick, 1991). ❐

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The Solano County (CA) Probation Department is a medium sized department providing investigations and reports for the courts and community supervision of adult and juvenile offenders. The department also operates a juvenile detention facility and a residential treatment program for juveniles. Like many organizations, the department is facing the retirement of at least 80 percent of its management and administrative staff within four years. The department needed to address the problems of not having enough staff prepared to enter these positions and the lack of interest in promotion into the supervisory positions that are prerequisites for advancement into management. In addition, there was no organized method of preparing staff for promotion, resulting in most new supervisors not being adequately prepared for the new position. Given the uncertainty of the state budget and implications for department operations, these problems needed to be addressed at minimum cost to the department.

The Solution

Implementation of an Employee Development Program was identified as a means to address these anticipated supervisor and manager level vacancies by motivating and preparing staff for promotion. The program was designed with three major components: training, assisting staff to develop career action plans, and mentoring. Providing training about the position of supervisor was expected to generate interest and help overcome some fears about becoming a supervisor. Introducing employees to the job requirements and discussing the emotional impact of assuming a new role was expected to begin to prepare employees for promotion to supervisor. Assisting staff to prepare career development action plans was intended to focus their preparation for promotion and help to maintain interest. Providing mentors was designed to support employees to follow through with action plans. The period of mentoring was also expected to help staff to learn more about the details of the position increasing their knowledge, skills and abilities as new supervisors when they are promoted. The successful implementation of this project would provide better qualified candidates during the supervisor promotion process and reduce the amount of time current managers will need to devote to training newly promoted supervisors. Providing mentor training and the opportunity to serve as mentors was expected to help current supervisors enhance their skills and prepare for promotion to manager.

The program objectives were:
- To increase the number of internal applicants for promotion into supervisory and management positions by 10 percent at the time of the next recruitments,
- To increase the number of employees with an action plan for preparation for promotion by 25 percent by the end of fiscal year 2003-2004, and
- To increase the number of employees with a positive perception of department support for their personal/professional development by 25 percent by the end of fiscal year 2003-2004.

As identified by Proehl (2001a) successful change management includes creating a sense of urgency and building a coalition for change. These concepts were applied to the implementation of this Employee Development Program, which required gaining the support and cooperation of executives, managers and first line supervisors as early as possible in the process. It was also important to provide information about the program to potential participants early and often.

A thorough organizational analysis was used to refine the initial concept for the program into something more focused on training and development of potential supervisors and managers. This fit well with

by Isabella Voit

BIG SHOES to fill

an Employee Development Program in a County Probation Department

the chief probation officer's concerns about the department's need for succession planning. Current supervisors were identified as the most critical participants in the program whose support and cooperation was essential. In order to "anticipate and therefore reduce resistance before it occur[ed]" (Proehl, 2001a: 94), current supervisors were brought into the program early, beginning in December 2003. Several different methods were used, including discussion of the program at individual meetings with staff and at adult division and juvenile division meetings. In addition, the program was described in writing and current supervisors were invited to volunteer for a focus group

to help develop the training curriculum for potential supervisors. They were also encouraged to volunteer to become a mentor. Paying attention to the human factors during this change effort proved to be important in helping avoid problems and gaining a greater level of participation by supervisors than was anticipated.

Field managers and the chief deputy worked together to revise supervisor tasks and standards and to develop mentor program guidelines. The initial concept for the mentoring program limited participation to staff that met the minimum qualifications for supervisor. However, keeping in mind that mentoring should be used to

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"identify potential and nurture it to ensure that all employees meet organizational objectives and individual goals to become an integrated part of the culture" (Van Slyke and Van Slyke, 1998: 14), the team decided to broaden the criteria to include any probation officer, not on probation, currently meeting performance standards for the position.

An eight-hour Standards and Training for Corrections certified course, "Preparing to be a Supervisor," was developed using input from the focus group of current supervisors. The class was open to all staff, but was required for line probation officers who wanted to be mentored. The focus group was made up of eight current supervisors. The session was very productive, with the discussion producing the initial outline for the training. The participants, with from three months to more than fifteen years experience, enjoyed the opportunity to reminisce about their early experiences as supervisors and to be involved in the development of future supervisors. By the end of the meeting there were four volunteers to assist as presenters in the training and six volunteers to become mentors. The Preparing to be a Supervisor training took place on March 31, 2004, and was attended by 23 staff. All staff completed a Project Evaluation Survey at the beginning of the class. The same evaluation would be completed three months later for comparison.

The last portion of the training was spent assisting participants in developing career action plans, which would be used as a starting point for those participating in the mentoring portion of the program. Applications for the Employee Mentoring Program were submitted by 17 training participants. Keeping in mind that "participation can minimize resistance" (Proehl, 2001a: 159), the participants were asked during the class to assist in deciding how to handle the potential problem of having more mentee applicants than available mentors. One idea had been to include managers in the pool of mentors, but it was decided that this could produce an imbalance in the mentoring experiences with those assigned to managers having a perceived advantage in future promotional processes. The group suggested as an alternative that participation of some applicants be deferred for six months, to begin after the first cycle of the program was completed. This suggestion was adopted and applicants were asked to indicate if they would be willing to defer their participation.

The Employee Mentoring Program was identified as the most important and involved portion of the project. The plan included training for mentors prior to implementation of the program. The class was a four-hour Standards and Training for Corrections certified course, open to all staff, but required for probation supervisors who wanted to become mentors. Professional trainers were investigated, but the expense to hire a trainer for a half-day session was prohibitive. Instead, a trainer was engaged for one hour of the course and the project manager taught the remainder of the course. The trainer also provided a wealth of information about mentoring and provided refer-

ences for other resources. The Employee Mentoring training took place on April 1, 2004, and was attended by 14 staff. The number of supervisor participants (10) was greater than anticipated. The participants also included four line officers that planned to apply for the mentoring program. The training was primarily designed to provide guidance for prospective mentors, but the presence of prospective mentees was beneficial as they had questions from a different perspective that helped to clarify mentor roles and responsibilities as well as their needs. The training went very well and the professional trainer's portion was especially helpful. Nine participants submitted applications to become mentors, six from the adult division and three from the juvenile division.

In the months leading up to the trainings and launching of the mentoring portion of the program, the project manager spent a significant amount of time communicating with staff at all levels of the organization, using different venues. The vision that the program represented was presented early in the process to "give organization members a picture of the end state, a focus for their change effort and an inspiration to mobilize their creative energies" (Proehl, 2001b: 26). It was important to reinforce and clarify this vision as the program progressed. As described by Bateman and Snell, "In conveying an important message, it is useful to be redundant…you should state your viewpoint in a variety of ways and at different times with different audiences" (2004: 462). Application of this concept proved to be valuable in the successful implementation of the program, serving to help staff understand the purpose and benefits of the program, encourage and motivate them to become involved and ensure high compliance rates with regard to completing tasks within specified deadlines.

With assistance from the management team, mentors and mentees were matched. In making the assignments, the functional organizational structure of the Solano County Probation Department (e.g. separate divisions for adult supervision and juvenile supervision) was kept in mind. In order to foster a department-wide perspective and encouraging the acquisition of knowledge of other areas of the department (Bateman and Snell, 2004: 257, the management team agreed to assign mentors across division lines. The management team also agreed that the matching process would avoid assigning a mentor to someone who was currently or had previously been under their supervision. This decision served to maximize opportunities for staff to be exposed to new people and experiences. The team was able to place each with a new supervisor, but because there were fewer juvenile division mentors, two adult staff mentees were placed with adult division supervisors. It was necessary to defer seven applicants to the next program cycle. This was done without negative repercussions as all had volunteered to be deferred.

An Employee Mentoring Program orientation was held on April 20, 2004. It was a fun and energizing event kicked off by the chief probation officer. The event included a presentation of important information about the program and a personal work style activity which was intended to help participants recognize

different styles of communicating and interacting and to see the benefit of diversity in groups (Proehl, 1996: 6), improving the quality of interactions. The event concluded with a social period for mentors and their mentees to get acquainted and to schedule their first meetings. Another mentoring program event, a get together, was held in July 2004. The event was planned keeping in mind step eight of Proehl's Eight-Step Change Management Model, "Evaluating and Celebrating the Change" (2001a: 95). Bringing all program participants together to compare notes about the program experience at the mid-point and to celebrate their accomplishments was expected to provide useful evaluation information and also serve to encourage participants at a time when interest could begin to wane.

During the first two months of the mentoring program, mentors expressed a desire for a forum to come together as a group to share ideas about mentoring activities. It was decided to arrange a meeting for mentors in conjunction with the get together. During the mentor meeting, mentors shared many creative ideas, including opportunities for collaboration. Several mentors had encouraged mentees to do internal work — engaging in thorough self-examination and assessment. The mentees were receptive and felt the process was beneficial for them. A lesson learned was that this meeting would have been even more valuable earlier in the process when some mentors were struggling to come up with ideas for activities. During the get together mentees talked about the activities arranged by their mentors, shared some of what they had learned and discussed the impact of the program on them. All were enthusiastic about the experience. The group also engaged in an activity related to communication, problem solving and team building. The activity vividly demonstrated the importance of trusting team members enough to allow each person to perform their assigned tasks (delegation), the power of collaboration among individuals with different strengths, and the benefit of providing small pieces of information as they are received instead of waiting to have all the details.

The Results

The results of the project met or exceeded expectations. The next manager recruitment took place in September 2004. Although there was no change in the number of qualified employees submitting applications as compared to 2002, there was an increase of at least 50 percent in interest in applying, but due to a change in qualifications for the position, several interested applicants were unable to apply. The next recruitment for supervisor took place in October 2004 and reflected an increase of 100 percent in internal applicants as compared to 2003. The number of employees with a written career development plan increased by 230 percent as measured by the surveys completed prior to training and three months later. The number of employees with a positive perception of department support for their personal/professional development increased by 6 percent as measured by the same surveys, less than the goal of 25 percent; however, it was noted that there were more

positive responses to the initial survey than expected making the 6 percent increase significant. Comments provided by mentees in written program evaluations reflected positive attitudes about the department. Participants were asked, "What benefits have you received from the program?" Responses included "I have a feeling that the department values my growth" and "Reassurance that the department encourages career development and values supervisors/staff in allowing them the opportunity to grow and learn." The total budget for the project was $4,000, most of which was salary for managers and supervisors. The actual cost was slightly less and it is expected that the cost will be paid back in less than one year through savings in training new supervisors and managers.

There were several unanticipated results from the implementation of the program. Although literature about mentoring included that mentoring programs are beneficial for mentors as well as mentees, the mentor benefits were greater than anticipated. As mentors networked with each other to share ideas and coordinate activities for mentees there was significant cross-divisional communication, increasing the connection between the two divisions. The process of reviewing career action plans with mentees led many mentors to reflect on their own personal and professional development resulting in identifying areas of strength that had not previously been recognized, as well as areas to improve. The process of explaining supervisor tasks and standards to mentees forced mentors to thoroughly review the new tasks and standards causing assimilation of these changes to occur faster for them as compared to peers not going through this process. Mentors also began to discuss career growth in a more purposeful way with

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their own staff expanding the impact of the Employee Development Program beyond the staff that attended training or participated in the mentoring program.

An increased focus on encouraging staff to improve public speaking skills, especially by assisting in training presentations, was another unanticipated consequence of the program. The process used to develop the Preparing to be a Supervisor curriculum included inviting supervisors to assist in presenting the material. Four supervisors volunteered and served as role models for class participants demonstrating that although they experienced anxiety about speaking to a group, they were able to effectively share ideas. The same concepts were applied to training developed for the adult division inviting line probation officers and supervisors to assist with these classes. The two supervisors and three probation officers that participated gave effective presentations and served as role models for their peers. As these experiences were discussed it became more evident that providing opportunities for staff to act as trainers allowed them to develop their public speaking skills, considered essential for supervisors and managers, in addition to sharing valuable knowledge with their peers. The initial efforts to engage staff as trainers quickly gained momentum as staff observed the success of the volunteers. A recent training needs survey asked for volunteer trainers and 13 staff indicated an interest in teaching.

The Employee Development Program implemented to address the succession planning needs of Solano County has been a successful practical application of Change Management Theory. The positive results of the program reinforced the value of applying theory with implications for use in other areas. The project focused on developing potential supervisors through classroom training, career action plans and mentoring. Current supervisors participated in developing the training curriculum and served as mentors, providing opportunities for their development and preparation for promotion to manager positions. Short-term evaluation has shown the program to be a successful approach to the problem. The line personnel and supervisors participating in the program have developed new knowledge, skills and abilities that will make their transition into new positions when promoted much smoother than those of prior promotional candidates. The program has increased transparency in the department, allowing line personnel to see the realities of being a supervisor as well as how the department operates. These employees have also received assistance in identifying how skills they already possess can be used in the position of supervisor, increasing their level of confidence as they consider promotion. As a result of participating in the program as mentors, current supervisors have begun sharing components of the project with their own staff, expanding the reach of the program beyond formal participants. The collaboration up and down the organization reinforced to employees that they are valued and supported by administrators and managers. Although, at first glance the timing of the project could be seen as problematic given the severe budget problems occurring in government in California and the resulting

"belt tightening," in fact the program has served to improve morale during a difficult time. The Employee Development Program has helped employees to focus on long term goals rather than becoming discouraged by current difficulties. In final evaluations of the program the one area that was identified that could be improved was finding a way for mentors to have more time for mentees. Agencies trying to replicate this program should consider providing overtime pay to ensure that mentors can give sufficient time to mentees while performing other required duties. It is important to reward mentors in order to confirm the importance of the role and encourage continued participation (Jacoby, 1989: 10-13).

Succession planning has become an area of significant focus in government and the program presents a model that could be used in agencies other than probation departments. Employee mentoring is the centerpiece of the program and has proven to have great value to both mentees and mentors. Mentoring also has applications outside of succession planning including improving the learning curve and transition of new employees entering an organization. The program has demonstrated "ongoing opportunities for reflective learning – so that coaches and performers can refocus their energy and refine their practices" (Bowerman and Collins, 1999: 292), which has been of substantial benefit to this organization and could be applied successfully to other organizations.

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A Change In Ideology

Arizona's Drug Treatment And Education Fund

Mandatory sentencing laws first enacted 25 years ago have since been increasingly relied on as a weapon in the war on drugs. Some argue that mandatory sentencing laws have exacerbated the number of drug offenders being incarcerated by forcing judges to impose lengthy sentences for possession of small amounts of drugs, resulting in today's severe prison overcrowding and increased prison operating costs. According to the Bureau of Justice Statistics, 34 percent of the persons convicted of drug possession in 2002 were sentenced to prison, 28 percent to jail, and 38 percent to probation. The average prison sentence was two years and 11 months, of which the estimated time served was 14 months (BJS, 2004).

It was not until the late 1990s, in a limited number of state criminal justice systems, that there was a movement in favor of diverting non-violent drug offenders to treatment rather than to costly and debilitating incarceration. Numerous studies have shown that drug treatment is not only less expensive than incarceration, but when mandated, far more effective. In reaction to this challenge and in defiance of the state's political establishment, two-thirds of Arizona's voters took the law into their own hands and voted to make Arizona the first state to mandate treatment instead of prison for criminal offenders whose primary legal problem is drug use. In 1996, Proposition 200 was passed.

Known formally as the Drug Medicalization, Prevention and Control Act, Proposition 200 went into effect on December 6, 1996 (Arizona Revised Statutes [A.R.S.] § 13-901.01). Prior to the passage of the Act, a person convicted of possession or use of a controlled substance could receive a prison sentence. The passing of the Act changed this sentencing option by requiring the court to suspend the imposition or execution of a prison sentence for a person convicted of a first or second time personal possession or use of a controlled substance. The Act also required this group of drug law violators to be placed on probation with conditions that they participate in and pay for, according to financial ability, appropriate drug treatment or drug education programs in lieu of incarceration. A person convicted a third time for personal possession or use does not qualify under the law may receive jail, prison or probation under the provisions of the criminal code.

2002 Voter-Approved Changes

In the 2002 Arizona General Election, the people of Arizona sought to change the initial language of the Act and passed House Concurrent Resolution 2013, also known as Proposition 302. The result of this was amendments to A.R.S. §13-901.01, expanding the current Act by enabling the court to impose a term of incarceration. This could occur if the person convicted of personal possession or use of a controlled substance or drug paraphernalia refuses drug treatment or if the person rejects probation at the time of sentencing.

The Fund

The Act also established the Drug Treatment and Education Fund (DTEF), through A.R.S. § 13-901.02, which receives revenues generated by luxury taxes on liquors. Fifty percent of the money deposited into the DTEF is distributed by the Administrative Office of the Courts (AOC)

by Michelle Anderson

to the 15 Superior Court probation departments throughout the state. The monies are allocated to cover the costs associated with providing qualified (licensed and certified) drug education and treatment to persons who abuse controlled substances. The funds are primarily directed to probationers sentenced under A.R.S. § 13-901.01 (referred to as mandatorily sentenced). Once the mandatorily sentenced population has received treatment services, probation departments may utilize their remaining DTEF funds for the treatment of other persons (referred to as discretionary group), who evidence a need for substance abuse treatment.

The remaining 50 percent of the funds are then transferred to the Arizona Parents Commission on Drug Education and Prevention for programs aimed at increasing and enhancing education and community involvement in addressing the risks and health problems associated with the abuse of alcohol or controlled substances.

The Arizona Drug Treatment and Education Fund Report

The AOC is required to prepare a report detailing the cost savings realized from the diversion of persons from prison to probation. Since 1997, each Report has evolved to include additional treatment related information and different cost savings methodologies. The most recent report details fiscal years 2001–2004 and presents the prison costs avoided as a result of Prop 200 as well as statewide substance abuse treatment related information.

Characteristics of the Population Utilizing the DTEF

During fiscal years 2001-2004, a total of 19,070 probationers participated in DTEF funded substance abuse treatment or education programs. Maricopa County, the most populous county in Arizona, served 52 percent of the state's probationers. Of the 19,070 probationers participating in DTEF funded treatment during fiscal years 2001-2004, 6,588 (35 percent) were mandatorily sentenced, while 9,379 (49 percent) were discretionary in that they qualified for DTEF treatment services based solely upon their substance use. The remaining 3,103 (16 percent) of those who participated in DTEF funded treatment did not have documentation regarding their eligibility status.

Treatment interventions employed statewide by probation departments depend on the availability of resources, location of resources, and management of each county's treatment dollars. The interventions utilized for the total population receiving DTEF funded treatment services during fiscal years 2001-2004 were shown in Figure 1.

Treatment information analyzed at the probationer level[2] (defined as the last treatment that occurred for the probationer during the fiscal year) revealed as of June 30, 2004 there were 3,411 of the 19,070 probationers served still participating in treatment services and therefore, did not have treatment outcomes. Additionally, 2,235 probationers had an unreported outcome. Of the 13,424 that ended treatment, 55 percent completed a drug education or treatment program, while 45 percent were terminated from treatment.

Treatment information analyzed at the placement level[3] (defined as the total number of actual treatment placements) revealed that, of the 22,468 treatment placements, 15,914 treatments ended prior to fiscal year 2004. Of those, 55 percent of the placements were completed, while 45 percent of the placements were terminated. Additionally, 3,366 placements were still open at the end of fiscal years 2001–2004 and 3,188 placements were not sufficiently documented to determine outcome.

Mandatorily Sentenced Probationers

The type of treatment interventions utilized by the probation departments for the 6,588 (35 percent) mandatorily sentenced probationers is detailed in *Table 1.*

Treatment information analyzed at the probationer level revealed that 1,117 of the total 6,588 mandatorily sentenced probationers were still participating in treatment at the end of fiscal year 2004 and therefore, did not have treatment outcomes. Additionally, 632 probationers had unreported treatment outcomes. Of the 4,839 mandatorily sentenced probationers that ended treatment, 54 percent

Figure 1

Treatment Program	Utilizing Treatment Program	Definition of Treatment Program
Assessment Only	1%	Screening process to determine level of substance use and need for treatment.
Substance Abuse Education	7%	An intervention service for probationers in an outpatient setting for 2 to 12 sessions.
Standard Outpatient	48%	Non-residential treatment service that consists of a minimum of 1, 90 minute face-to-face group session per week with a maximum of 5 face-to-face contact hours per week. 1, 1-hour individual session may be substituted for 1, 90 minute group session.
Intensive Outpatient	23%	Non-residential treatment service that consists of a minimum of 3, 2-hour face-to-face group sessions per week. 1, 1-hour individual session may be substituted for 1, 2-hour group session.
Lapse/Relapse	1%	Non-residential treatment service that facilitates maintaining abstinence as well as provide help for probationers who experience relapse.
Short Term Residential	1%	Any type of treatment or counseling for alcohol or other drug disorder where the probationer resides at the facility for 30 days or less.
Long Term Residential	2%	Any type of treatment or counseling for alcohol or other drug disorders where the probationer resides at the facility for 31 days or more.
Motivational Enhancement[1]	3%	Non-residential treatment service that is a client-centered approach for initiating behavior change by helping probationers resolve ambivalence about engaging in treatment and stopping drug use.
Day Treatment	0%	Non-residential treatment service that consists of a minimum of 5 days per week for 6 hours of face-to-face contact per day.
Treatment Unreported	14%	Treatment Program was not documented in data management system.

completed a drug education or treatment program, while 46 percent were terminated from treatment.

First Conviction

Of the mandatorily sentenced probationers, 5,314 (81 percent) were sentenced for their first possession or use of controlled substances or drug paraphernalia conviction. At the end of fiscal year 2004, a total of 909 were still participating in treatment, while 477 had an unreported treatment outcome, and 3,928 ended treatment.

Of the first conviction mandatorily sentenced probationers who ended treatment, 54 percent completed a drug education or treatment program, while 46 percent were terminated from treatment.

Second Conviction

Of the mandatorily sentenced probationers, 1,274 (19 percent) were convicted a second time of possession or use of controlled substances or drug paraphernalia. By the end of fiscal year 2004, a total of 201 probationers were still in treatment, while 160 had an unreported treatment outcome, and 913 ended treatment.

Of the second conviction mandatorily sentenced probationers who ended treatment, 55 percent completed a drug education or treatment program, while 45 percent were terminated from treatment.

Discretionary Group

The types of treatment interventions utilized by the probation departments for the discretionary group, 9,379 (49 percent), are detailed in *Table 2.*

Treatment information analyzed at the probationer level revealed that 1,999 of the discretionary group remained in treatment at the close of fiscal year 2004 and therefore did not have treatment outcomes, while 922 probationers had an unreported treatment outcome. The following information represents the treatment results of the 6,458 probationers who ended treatment, 57 percent completed a drug education or treatment program, while 43 percent were terminated from treatment.

2001 – 2004 Cost Analysis

Since there is no absolute way to determine an exact number of

offenders that would have been initially prison-bound, absent A.R.S. §13-901.01, a method of tracking the estimated number of prison diversions needed to be developed.

The formula which was developed included a time trend regression analysis, using the total number of commitments (direct court and probation violation) for possession of drugs and paraphernalia combined for fiscal years 1990–1996. The difference between the predicted commitments and the actual number of commitments reported from 1997 to 2004 is considered to be the number of prison diversions for each year. Thus, for fiscal years 2001-2004 the total number of prison diversions based on direct court commitments predicted by the model was 1,316 and the total number of prison diversions based on probation violation commitments was 2,776, for a grand total of 4,092 estimated diversions from prison (see Graphs 1 & 2).

Offender-level data were made available by the Arizona Department of Corrections (ADC) and counted according to the following conditions:

- No prior commitment to the ADC for a violent offense
- No prior commitments for possession of drugs or paraphernalia
- Possession of drugs or paraphernalia had to be the sentencing charge (other felony drug charges not included)

The estimated avoided costs were calculated based on the diverted offenders being placed in Level II and Level III ADC facilities and private prisons (non-ADC operated). Level II and III ADC facilities house offenders who present a minimal or moderate institutional and/or public risk. Private (non-ADC operated) facilities house predominately offenders convicted of DUI and drug law violations (ADC, 2003). It was assumed that defendants sentenced to imprisonment for drug law violations would be housed in one of the above facilities due to their minimal institutional and/or public risk. ADC has entered into contracts with both public and private facilities in Texas, Oklahoma, and Colorado to house inmates in the face of prison overcrowding. In the State of Arizona, ADC utilizes four private facilities and two county jails to house additional inmates. In the State of Arizona, roughly two thirds of incoming low-level drug offenders are committed to non-ADC operated prison facilities, while

Table 1
Mandatorily Sentenced Probationer Summary, Fiscal Year 2001 - 2004

	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004
Mandatorily Sentenced Probationers	1,817	2,022	1,706	1,043
Percent Completed Treatment	52%	55%	59%	52%
Percent Terminated Treatment	48%	45%	41%	48%
Treatment Program Most Frequently Used	Standard Outpatient (60%)	Standard Outpatient (55%)	Standard Outpatient (45%)	Standard Outpatient (40%)

Treatment Options Utilized

Assessment Only	1%	Short Term Residential	1%
Drug Education	6%	Long Term Residential	2%
Standard Outpatient	53%	Motivational Enhancement[1]	1%
Intensive Outpatient	27%	Day Treatment	0%
Lapse/Relapse	1%	Treatment Unreported	8%

Table 2
Discretionary Group Summary, Fiscal Year 2001 - 2004

	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004
Discretionary Group	2,194	2,392	1,970	2,823
Percent Completed Treatment	61%	60%	60%	45%
Percent Terminated Treatment	39%	40%	40%	55%
Treatment Program Most Frequently Used	Standard Outpatient (51%)	Standard Outpatient (49%)	Standard Outpatient (53%)	Standard Outpatient (51%)

Treatment Options Utilized

Assessment Only	1%	Short Term Residential	3%
Drug Education	11%	Long Term Residential	3%
Standard Outpatient	51%	Motivational Enhancement	3%
Intensive Outpatient	24%	Day Treatment	0%
Lapse/Relapse	1%	Treatment Unreported	3%

one-third are committed to ADC prison facilities (referred to as Arizona Practical Costs in table 5).

Prison cost calculations are a combination of two equations for both direct court commitments and probation violation commitments, which are then added together for the overall ADC diversion costs. The first is report year diversion costs, which involves the cost associated with the estimated offenders diverted during fiscal years 2001-2004. This calculation is based on the assumption that offenders will spend an average of six months in prison in the first year they are sentenced (equation: [Number of Diversions x Cost per Month x Time Served in FY Sentenced (6 months)[4]]. The second is diversion costs from prior fiscal year, which is based on the assumption that offenders from the previous fiscal year would serve the remainder of their sentence in subsequent fiscal years (equation: [Diversions from Previous FY x Cost per Month in Current FY x (Time Served-Time Served in Prior FY (not to exceed 12 months)[5]].

Total Probation Cost is a combination of supervision and treatment costs. To determine supervision costs, the program capacity, which is the number of probationers that can adequately be supervised for each program (standard and intensive) based on the number of probation officers employed, was determined and divided into the respective fiscal year total expenditures[6] for adult standard and intensive probation.

Supervision and treatment costs for the diverted offenders are calculated using the same formulas as the prison cost calculations; however, time served is changed to the average time sentenced to probation for DTEF funded probationers. According to a performance audit by the Auditor General, the average time an offender is on probation before being revoked differs from county to county (Adult Probation Programs, March 1999). The Auditor General's report reviewed four counties, Cochise, Maricopa, Pima and Yavapai. Using the revocation data for the four counties, a probationer spends an average of 18 months on probation before revocation.

Graph 1
TREND IN DRUG POSS/PARAPH COMMITMENTS
Direct Court Commitments
Statewide, FY 1990-2004
Cases with No Violent Priors and No Prior Possession Commitments to DOC

Graph 2
TREND IN DRUG POSS/PARAPH COMMITMENTS
Probation Violations
Statewide FY 1990-2004
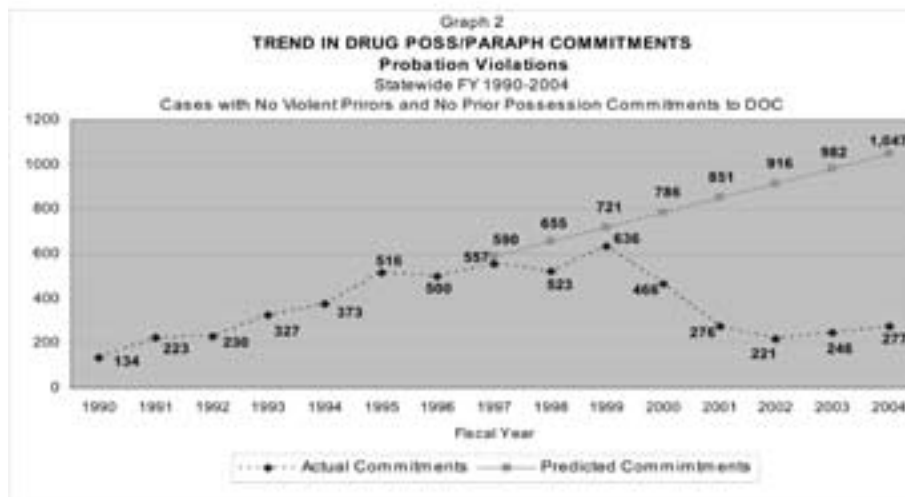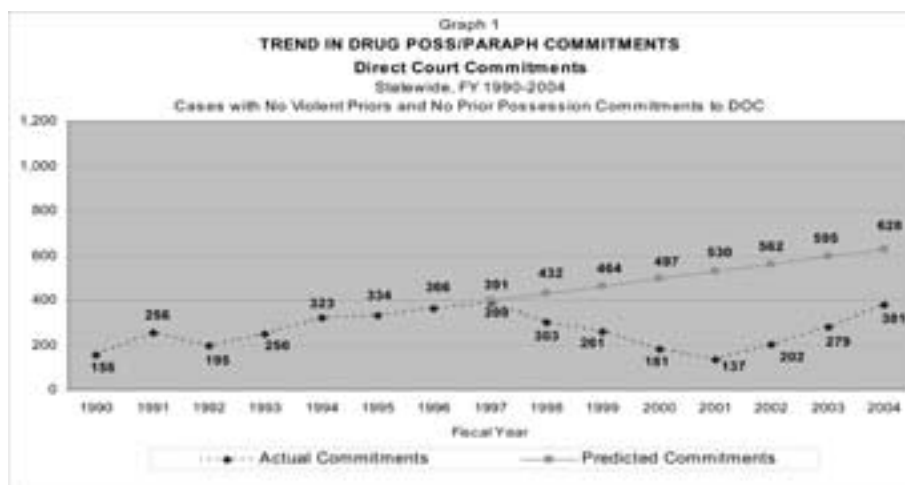Cases with No Violent Priors and No Prior Possession Commitments to DOC

Table 3
Statewide Total Probation Supervision Expenditures, Fiscal Year 2001 - 2004

	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004
Standard Supervision	$ 33,026,406	$ 32,494,682	$ 29,848,764	$ 33,488,716
Intensive Supervision	$ 21,472,225	$ 19,714,093	$ 18,538,883	$ 17,258,599

Table 4
Statewide Average Treatment Expenditures[7], Fiscal Year 2001 - 2004

	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004
Average Monthly Costs	$ 47.30	$ 44.75	$ 51.14	$ 57.34
Average Yearly Costs	$ 567.66	$ 536.95	$ 613.74	$ 688.04

Table 5
Estimation of Avoided Costs, Fiscal Year 2001 - 2004

	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004
Total Arizona Practical Costs	$ 8,552,903	$ 12,898,368	$ 14,625,449	$ 15,033,342
Total Probation Costs	$ 2,014,471	$ 2,590,800	$ 2,801,223	$ 2,893,042
Total Net Costs Avoided	$ 6,538,432	$ 10,307,568	$ 11,824,226	$12,140,300

The full 12 months is therefore used for the calculation of the costs in the current fiscal year, while six months represents the time spent on probation during the prior fiscal year.

Table 5 represents the best approximation of costs associated with committing the estimated 4,092 offenders to both private prisons and ADC operated prisons in lieu of being placed on probation.

While the table suggests that there are costs avoided by suspending a sentence of incarceration for those convicted of possession or use of a controlled substance and requiring participation in a drug treatment program, it is still unclear if this process yields similar results that benefit society such as lowering recidivism rates.

Many experts applaud the shifting approach in the war on drugs and claim that alternative sanctions can offer potential solutions to the challenges posed by drug abuse and the overburdened prison system. However, even as Arizona has led the way as an innovator among the states with alternative sanctions for drug offenders, it continues to be one of the few states addressing the considerable numbers of offenders incarcerated for low-level drug offenses. Hopefully, the work being carried out by Arizona and other states will demonstrate the need to shift the political focus from how to decrease rising prison populations to meeting the needs of the drug abusing offender.

References

Arizona Auditor General. "Adult Probation Programs" (1999).

Arizona Department of Corrections (ADC). "Fiscal Year 2003 Annual Report" (2003).

Bureau of Justice Statistics (BJS). "Felony Sentences in State Courts, 2002." NCJ 206916 (2004).

Endnotes

[1]Maricopa County is the only county that identifies Motivational Enhancement and Lapse/Relapse treatment programs separately from other treatment modalities. Other counties indicate that these are components of certain treatment modalities.

[2] Considers the last treatment for the probationer that occurred during the fiscal year.

[3] Refers to the actual number of placements in a treatment program during the fiscal year.

[4] Six months is an average of time served in the fiscal year sentenced.

[5] Sentences greater than 18 months carry over into subsequent fiscal years; therefore, the total time served in the current fiscal year cannot exceed 12 months.

[6] Includes all state funds (SAE, CPP, & ISC) plus County, PSF, & Other (includes any other funding sources available to the probation departments)

[7] Treatment funds that are not used by Counties are reverted back to the AOC and redistributed to Counties needing additional DTEF monies. ❑

Michelle Anderson *is a Data Analyst with the Adult Probation Services Division of the Arizona Supreme Court, Administrative Office of the Courts.*

Calendar of Events

2005 - 2006

Jun 9-12 — **National Association of Drug Court Professionals 11th Annual Drug Court Training Conference,** Orlando World Center Marriott Resort and Convention Center, Orlando, Florida. Visit www.nadcp.org for more information.

Jun 13-15 — **6th Annual Innovative Technologies for Community Corrections Confer**ence, Red Lion on Fifth Ave., Seattle, Washington. Contact: (800) 416-8086 or jdunne@du.edu for more information.

Jun 27 — **Association of Paroling Authorities International New Parole Board Member Training,** Kansas City, MO. Contact Gail Hughes at (573) 796-2113 or visit www.apaintl.org for more information.

Jul 18-20 — **National Institute of Justice Annual Conference on Criminal Justice Research and Evaluation: Evidence-Based Policies and Practices**, JW Marriott in Washington, DC. Visit www.nijpcs.org/upcoming.htm for more information.

Jul 17-21 — **National Association of Blacks in Criminal Justice 32nd Annual Conference and Training Institute**, Adam's Mark Hotel, Dallas, Texas. Call (919) 683-1801 or visit www.nabcj.org for more information.

Jul 24-27 — *APPA's 30th Annual Training Institute Marriott Marquis Hotel, New York, New York,* Contract Kris Chappell at (859) 244-8204 or visit www.appa-net.org for more information.

Jul 25-28 — **Association of Paroling Authorities International Board Members Professional Development,** Marriott Country Club Plaza, 4445 Main St. Kansas City, Missouri. For more information visit www.apaintl.org.

Aug 6-10 — **American Correctional Association 135th Congress of Correction,** Baltimore, MD. Contact Conventions Dept. (800) 222-5646 x-1922 or visit www.aca.org.

Aug 29-31 — **Association of Paroling Authorities International Hearing Officer/Parole Staff Training,** Kansas City, MO. Contact Gail Hughes at (573) 796-2113 or visit www.apaintl.org for more information.

Aug 29-Sep 1 — **Association of Paroling Authorities International Hearing Officer/Parole Staff Training,** Marriott Country Club Plaza, 4445 Main St. Kansas City, Missouri Contact Gail Hughes at (573) 796-2113 or visit www.apaintl.org for more information.

Sep 11-14 — **12th National TASC Conference on Drugs & Crime, Developing Safe and Jealthy Communities: Recover, Reenter, Restore,** Cleveland, OH, Renaissance Cleveland Hotel Phone: 703-836-8272

Sep 16-21 — **10th International Conference on Family Violence,** Town and Country Hotel and Convention Center, San Diego, CA. Visit www.fvsai.org or email fvconf@alliant.edu for more information.

Oct 2-5 — **Canadian Automobile Association and the Traffic Injury Research Foundation International Conference on Distracted Driving,** For more information email tirf@trafficinjuryresearch.com.

Oct 8-11 — **National Crime Prevention Counsel 7th National Conference on Preventing Crime: Power of Prevention,** Hilton Washington in Washington, DC. Visit www.ncpc.org/ for more information.

Oct 16-19 — **National Partnership for Juvenile Services 11th Joint Conference on Juvenile Services,** Richmond, VA. Visit www.NPJS.org for more information.

Nov 2-5 — **24th Annual Association for the Treatment of Sexual Abusers Research and Treatment Conference,** Sheraton New Orleans, New Orleans, LA. Visit www.atsa.com for more information.

2006

Jan 8-11 — *APPA's Winter Training Institute, Austin Hilton, Austin, Texas.* Contact Kris Chappell at (859) 244-2804 or kchappell@csg.org for more information.

Jan 28 - Feb 1 — **American Correctional Association 2006 Winter Conference,** Nashville, TN. Contact Conventions Dept. (800) 222-5646 x-1922 or visit www.aca.org.

Jul 23-26 — *APPA's 31st Annual Training Institute, Hilton Chicago, Chicago, IL.* Contact Kris Chappell at (859) 244-2804 or kchappell@csg.org for more information.

Aug 12-17 — **American Correctional Association 136th Congress of Correction,** Charlotte, North Carolina, Charlotte, North Carolina. Contact Conventions Dept. (800) 222-5646 x-1922 or visit www.aca.org.

To place your activities in Calendar of Events, please submit information to: Darlene Webb
American Probation and Parole Association
P.O. Box 11910, Lexington, KY 40578
fax (859) 244-8001, email dwebb@csg.org

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ACTIVITIES
At A Glance

Saturday, July 23
12:00 p.m. - 5:00 p.m.	Institute Registration

Sunday, July 24
8:00 a.m. - 9:00 p.m.	Institute Registration
8:30 a.m. - 5:00 p.m.	Intensive Sessions
8:30 a.m. - 5:15 p.m.	Special Training – Center for Sex Offender Management
1:00 p.m. - 5:00 p.m.	APPA Board of Directors Meeting
4:00 p.m. - 6:00 p.m.	Resource Expo Viewing
6:00 p.m. - 7:30 p.m.	Opening Session
7:30 p.m. - 9:00 p.m.	Opening Reception in the Resource Expo

Monday, July 25
7:30 a.m. - 5:00 p.m.	Institute Registration
8:30 a.m. - 10:00 a.m.	Plenary Session
10:00 a.m. - 11:00 a.m.	Resource Expo Viewing
11:00 a.m. - 12:30 p.m.	Workshops
12:30 p.m. - 1:45 p.m.	Lunch in the Resource Expo
1:45 p.m. - 3:15 p.m.	Workshops
3:30 p.m. - 5:00 p.m.	Workshops
4:00 p.m. - 6:00 p.m.	Resource Expo Viewing
5:00 p.m. - 6:00 p.m.	Reception in Resource Expo

Tuesday, July 26
8:30 a.m. - 10:00 a.m.	Workshops
9:00 a.m. - 11:00 a.m.	Resource Expo Viewing
11:00 a.m. - 12:30 p.m.	Workshops
12:30 p.m. - 1:45 p.m.	APPA Luncheon
2:00 p.m. - 3:30 p.m.	Workshops
3:45 p.m. - 5:15 p.m.	Workshops

Wednesday, July 27
8:30 a.m. - 9:30 a.m	APPA Membership Meeting
9:45 a.m. – 11:15 a.m.	Closing Session

Where It All Happens
All APPA workshops, intensive sessions, general sessions, resource expo and receptions will take place in the New York Marriott Marquis, 1535 Broadway, New York.

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- education or training
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- residential programs
- judicial system
- pre- and post-release centers
- restitution
- law enforcement
- public policy development

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Suffolk County Probation Dept.
Westchester County Probation Dept.
Nassau County Probation Dept.
New York State Division of Probation and Correctional Alternatives

New York Division of Parole
United States Probation Dept.
New York State Division of Criminal Justice Services

Register Before JULY 5
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Workshops AT A GLANCE

Monday, July 25
11:00 a.m. – 12:30 p.m.

Effectively Partnering with Non-Profit Organizations

Don't Be Taken for a Ride: How to Develop an RFP for Contract Prisoner/Offender Transport Services

Rochester IMPACT: Working Together to Fight Crime

Domestic Violence and Firearms

Involvement of Probation and Parole in Project Safe Neighborhoods

Offender Employment: A Savvy Supervision Strategy (Part 1)

Work Force Planning: Protecting the Commitment to Public Safety

Leaders for the Future: Two Views of Leadership Development

Computer Assisted Learning for the Professional and the Repeat DWI Offender

Increasing the Effectiveness of Probation and Parole through Research

Holistic Representation: Identifying Success

Courage and Authenticity

Crime Victims' Rights: We've Made Tracks but We Still have Miles to Go

Juvenile Detention Reform: Using Collaborative Strategies and Evidence-Based Practices

Monday, July 25
1:45 p.m. – 3:15 p.m.

Is Prostitution "The Oldest Profession" or Is It, Domestic Violence, Rape and Incest?

DWI Offenders –The Good News and the Bad News

Measuring Performance in New York State's Criminal Justice System

The Indianapolis Violence Reduction Partnership: A Case Study (Part 1)

Community Justice/Safer Communities

Offender Employment: A Savvy Supervision Strategy (Part 2)

Collaborative Management of Probationers in Gang Culture (Part 1)

Leading Edge Technologies to Prevent Internet-Based Sexual Crimes

PARDON ME! Did You Hear Me? The Art of Effective Listening

Community Crisis Intervention Teams

Gender Matters: Creating Services for Women and Girls (Part 1)

Leading the Way, Lighting the Path: Lessons of Leadership from Trailblazers

Is It Delinquency or Is It Mental Illness?

Monday, July 25
3:30 p.m. – 5:00 p.m.

Identifying and Responding to Elder Abuse: The Vital Role of Community Corrections Professionals

Risk Takers/Tragedy Makers

Collaborative Efforts in Problem Solving Justice

Indianapolis Violence Reduction Partnership: A Case Study (Part 2)

New Technologies in Community Supervision – Are They Working?

Organized Crime and Community Corrections: Strategies and Assumptions for Supervision

What Do You Get from Balanced and Restorative Justice: Let's Measure It!

Mentoring Youth in the Juvenile Justice System: A Research Based Approach

Collaborative Management of Probationers in Gang Culture (Part 2)

Progressive Sanctions Court: Drastic Reduction in Texas Revocation Rates

Gender Matters: Creating Services for Women and Girls (Part 2)

Funding and Partnering to Sustain a Successful Reentry Program

Computer Forensics in Probation Searches: Using 21st Century Tools without Violating the 18th Century Constitution

Visit www.appa-net.org . . . Log on **for additional Institute information!**

Workshops AT A GLANCE

Tuesday, July 26 *8:30 a.m. – 10:00 a.m.*	**Tuesday, July 26** *11:00 a.m. – 12:30 p.m.*	**Tuesday, July 26** *2:00 p.m. – 3:30 p.m.*	**Tuesday, July 26** *3:45 p.m. – 5:15 p.m.*
Harlem Community Justice Center – One Stop Re-entry Source for Upper Manhattan	Offender Re-entry: Transition from Prison to Community	Shared Services: Alternatives to Incarceration for Defendants and Offenders with Mental Illness	Research in Community Corrections: Recent Findings at the Bureau of Justice Statistics
Court Unified Truancy Suppression Program (CUTS): Investing in Truancy, Investing in Children	What You Should Know About Evidence-Based Approaches: A Conversation with Experts	Implementing/Evaluating a College HIV Peer Programming with Offenders	Why Should Probationers/Parolees Pay their Child Support?
Interstate Compact for Adult Offender Supervision	Justice Served: Violation of Probation Proceedings Done the Westchester Way	Youth Courts: Youth-Driven Justice	Law Enforcement Officers Flying Armed
Successful Re-Entry Empowerment and Employment	Police-Corrections Partnerships: Developmental Challenges	Making Re-Entry Safe and Successful: The Report of the Re-Entry Policy Council	Restorative Justice and Victim Sensitivity for Juvenile Justice Programs
Non-Invasive Drug Screening via Optic Scan: Philadelphia Adult Probation and Parole's Experience	A Balanced Approach with Dealing with the Repeat DWI Offender-The Team Concept	Ceasefire-Making Neighborhoods Safer Through Collaborative Law Enforcement	What the Offenders Say about "What Works"
Agency Leadership in Community Corrections: There are No Bad Teams only Ineffective Coaches	Looking Outside of Criminal Justice to Create Effective Women's Programming	The POM Pilot: Maximizing Alternative Sentencing Resources	Bronx Community Solutions – Taking Problem-Solving Systemwide
Focus Group for Women in Probation and Parole	Search and Seizure in the Electronic Age	Terrorism: Implications for Community Corrections Agencies	Arizona Building Blocks: Building Community Collaborations One Step at a Time
Victims and Community Justice: How to Create Dynamic Adult Corrections-Based Victim Services	Officer Safety Strategies	Natural Response Defensive Training – Ground Techniques	Collaboration-An Unnatural Act between Consenting Agencies
Compassion Fatigue: The Cost of Caring	Collaborating with Families	Victims' VOICES in Connecticut Corrections: A Program Description and Evaluation Report	Enhancing your Graduated Sanctions with Everyday Technology
What is Your Problem: NIC's Secret Weapons	Off the Beaten Path: Working with Underserved Victims	Building Job Competency through "Real Work" Experience: OJT in Community Corrections	Accreditation: What Does It do for Us? Our Experience with ACA Accreditation
Supervising Juveniles – Firesetting and Animal Cruelty	Six Steps for Helping Kids in the System Reclaim their Future	Child Support and Re-Integration Planning	Sex (Supervision) in the City
Specialized Supervision of the Seriously Mentally Ill (SMI): A Successful Model	Growing Caseloads, Shrinking Budgets – Don't Just Test, Test SMART!	Identifying and Supervising Women on Probation Who Are Victims of Domestic Violence	Limited Staff, Limited Resources, Unlimited Possibilities – A Smaller State's Approach to Enhancing Public Safety

New! Single Day Registration

Single day registration includes all workshops, luncheon and resource expo entrance for one day only. Desired days (Monday, July 25 and Tuesday, July 26) must be selected by July 5. Deadline to register for single day registrations is July 5.

Intensive Training Sessions

The intensive training sessions may only be attended by individuals who are full registrants of the Institute. Class size is limited for each intensive session, so pre-registration is required. If your intensive session choice is filled, you will be notified and offered an alternative session or refund.

Family Institute Registration

A special low registration fee is available to immediate family members of Institute registrants. Only immediate family members **not employed** in the corrections field qualify for this special rate. The fee is only $75 and allows the family member to attend workshops and the resource expo. The fee does not include admission to any intensive session. The awards luncheon is not included; however, tickets may be purchased separately for this event.

APPA Luncheon

A ticket for the luncheon is included in the early or regular registration fee. Registration fees for family members do not include a luncheon ticket. Luncheon tickets for family members may be purchased for $75. Extra tickets for guests may also be purchased separately.

Institute Dress

All activities of the Institute are casual dress. A sweater or light jacket is recommended for the air conditioned meeting rooms that tend to vary in temperature.

Agency Members – How to Register for Your Membership Discount

If your agency is a current APPA agency member, you can attend the Institute at the member rate. Your agency's membership must be valid through July 2005. Registration forms must be completed for each individual, mailed to APPA **as a group** with your agency's name clearly marked on the registration forms. Agency memberships will be verified. You are required to pay the regular registration fee if your agency is not a current APPA agency member.

Registration Procedures

By Mail – Registration for the APPA Institute can easily be done by mail. Just send your check, government purchase order or credit card information with your completed APPA registration form to the address shown on the form. All registrations postmarked by July 8, 2005 will receive written confirmation.

By Fax – For your convenience, when payment is by credit card, you may fill out the APPA registration form and fax it to: (859) 244-8001, Attention — APPA Institute. All registrations faxed by July 8, 2005 will be confirmed by mail.

Internet – Register for the APPA Institute on-line at www.appa-net.org

Payment

Payment in full for all Institute activities must accompany your registration form. Check, money order, VISA, Master Card or American Express are accepted as payment for the Institute's registration fees. Checks must be made out to the American Probation and Parole Association and payable in U.S. dollars. Payments received in Canadian dollars will be invoiced for the conversion difference plus a $10 service fee. Registrations postmarked on July 6, 2005 or later are not eligible for the early registration fee and must include the regular registration fee. Agencies required to use a purchase order should submit the registration form with the purchase order in lieu of a check. Invoicing will be processed immediately upon receipt of the purchase order and, in all cases, payment will be due immediately.

Cancellation/Refund Policy

A full refund, less a $50 processing fee, is available until July 5, 2005. **No refunds are available after July 5, 2005.** In order to receive a refund, written requests must be sent the APPA Institute, c/o The Council of State Governments, P.O. Box 11910, Lexington, KY 40578-1910 or faxed to (859) 244-8001. All requests for refunds must be postmarked or faxed by July 5, 2005. Registrations are not transferable.

Lodging Information

New York Marriott Marquis Hotel
1535 Broadway
New York , NY 10036
Phone: (800) 843-4898 or (212) 704-8700

All institute activities will be held in the New York Marriott Marquis Hotel, located in the heart of Manhattan's dazzling theater mecca. Enjoy the Marriott's wide variety of restaurants and lounges including the city's only revolving rooftop restaurant. For more information about the New York Marriott Marquis, visit their website at www.nymarriottmarquis.com.

Lodging Reservations at the Marriott Marquis

APPA has secured for Institute attendees an incredibly reduced rate of $149 single or $159 double occupancy. To make lodging reservations, telephone the New York Marriott Marquis Hotel at 800-843-4898 or 212-704-8700. Please state that you are attending the American Probation and Parole Association Institute to receive the special rate. All reservations must be accompanied by a first night room deposit or guaranteed with a major credit card. Deadline to make lodging reservations is June 24.

W New York, Times Square
1567 Broadway at 47th Street
New York , NY 10036
Phone: (212) 930-7400

Welcome to W New York - Times Square, an oasis of calm in the midst of the flurry of a revitalized Times Square. From the moment you step inside, you will be transported to a Zen-like environment. Quiet colors, calming textures and a dramatic glass-encased waterfall that soothes the senses. The W New York is located one short block from the Marriott Marquis.

Lodging Reservations at the W New York, Times Square

APPA has secured for Institute attendees an incredibly reduced rate of $177 single or double occupancy. To make lodging reservations, telephone the W New York at 212-930-7400. Please state that you are attending the American Probation and Parole Association Annual Training Institute to receive this special rate. All reservations must be accompanied by a first night room deposit or guaranteed with a major credit card. **Deadline to make lodging reservations is May 27.** Reservations can also be made on APPA's website at www.appa-net.org

Visit the APPA website at www.appa-net.org for updates on lodging, transportation and Institute activities, or call APPA at (859) 244-8204

Registration Form

APPA 30th Annual Training Institute ● July 24-27, 2005 ● New York, NY
Please use a photocopy of this form for each registrant. Please print clearly.

Last Name: _____ First Name: _____

Title: _____ Agency/Organization: _____

Business Telephone: _____ Business Fax: _____

Address: _____
(location where confirmation should be sent)

City: _____ State: _____ Zip: _____

Email Addresss: _____

Registration Fees

Includes general sessions, exhibit receptions and workshops. (All fees are per person.)	Early Rate Before July 5	On or After July 6	Amount
Member of APPA or co-sponsoring Assn.	$315	$360	$ _____

To qualify for this rate you must be a member of one of the following (please mark those that you hold current membership in)

❒ APPA Member - Please indicate your membership category and your membership number.
  ❒ Individual member ❒ Agency member

Membership # | | | | | | | | Expiration Date | | | — | | | | |

❒ NY State Probation Officers Association   ❒ NY State Council of Probation Administrators

Non-member	$375	$420	$ _____

If you are not a member of APPA or or the co-sponsoring associations, you are required to pay the regular registration fee. Memberships will be verified.

Single Day Registration	$210	N/A	$ _____

Single Day Registration ends July 5. Single day registration includes all sessions, workshops, luncheon and exhibit hall entrance for selcted day.

Must select day: ❒ Monday, July 25   ❒ Tuesday, July 26

APPA Accredited Contact Hours	$10	$10	$ _____
Intensive Sessions	$30	$30	$ _____

Available only to registrants of Institute. Attendance at intensive sessions only is not permitted.
Specify Intensive Session # _____   (see page 6 for list of Intensive Sessions)

Family Registration	$75	$75	$ _____

This rate is available to immediate family members not employed in the corrections field.
Allows entry into general sessions, exhibit receptions and workshops. Luncheon is not included.
Specify Family member's name _____

Luncheon Ticket (July 26)	$75	$75	$ _____

One luncheon ticket is included in full registration. Registration fee for family members does not include a luncheon ticket

APPA Membership	$50	$50	$ _____

One year of individual membership.   ❒ New Member   ❒ Renewal
61-16-00-1000-4020

Grand Total Enclosed $ _____
61-16-00-2068-4401

Is this your first attendance at the APPA Institute?   ❒ Yes   ❒ No

Please indicate the number of years worked in Community Corrections   ❒ 9 or less   ❒ 10-24   ❒ 25+ years

Payment

❒ Check Enclosed   ❒ Government Purchase Order Enclosed; PO # _____

Charge to: ❒ VISA   ❒ MasterCard   ❒ American Express

Card Number: _____

V code: _____ Expiration Date: _____
(3 digit code located in the signature line on the back of the card immedialty following credit card number)

Signature: _____ Date: _____

Special Assistance
❒ Please check if you require special provisions to fully participate in this Institute. Attach a written description of needs.

Confirmation/Refund Policy
A full refund, less a $50 processing fee, is available until July 5, 2005. **No refunds are available after July 5.** In order to receive a refund, written requests must be sent to the APPA Institute, c/o The Council of State Governments, P.O. Box 11910, Lexington, KY 40578-1910 or faxed to (859) 244-8001. All requests for refunds must be postmarked or faxed by July 5.

To better plan Institute workshops and activities, please supply us with the following information.

Job Jurisdiction
❒ Federal
❒ State
❒ County
❒ City
❒ Private firm/business
❒ Academic Institution
❒ Province
❒ Nonprofit organization
❒ Other _____

Primary Work Area
❒ Juvenile Probation & Parole
❒ Adult Probation & Parole
❒ Adult Probation
❒ Adult Parole
❒ Juvenile Probation
❒ Juvenile Parole/Aftercare
❒ Residential
❒ Non - Residential
❒ Treatment Provider
❒ Academia
❒ Other _____

Length of Experience in Corrections
❒ Less than 2 years   ❒ 16-20 years
❒ 2-5 years   ❒ 21-25 years
❒ 6-10 years   ❒ More than 26 years
❒ 11-15 years

Highest Level of Education
❒ Graduate Equivalency Diploma(GED)
❒ High School Diploma
❒ Associate's Degree
❒ Bachelor's Degree
❒ Master's Degree
❒ Doctorate

Geographical Area
❒ Urban (pop. over 50,000)
❒ Rural (pop. under 50,000)

Gender
❒ Male   ❒ Female

Professional Category
❒ Line Personnel   ❒ Attorney
❒ Commissioner/   ❒ Educator/
Director/Chief   Researcher
❒ Administrator   ❒ Private Sector/
❒ Consultant   Corporate
❒ Trainer   ❒ Retired
❒ Parole Board   ❒ Student
Member   ❒ Other
❒ Judge

Race/Ethnicity
❒ African American   ❒ Native American
❒ Caucasian   ❒ Asian
❒ Hispanic   ❒ Other

Mark all Expenses that are Reimbursed
❒ Registration   ❒ Travel-Ground
❒ Travel-Air   ❒ Meals

Mark Past Attendance at APPA Annual Institute
❒ First Time   ❒ 7-9
❒ 2-4   ❒ 10 or more
❒ 5-6

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PERSPECTIVES
The Journal of the American Probation and Parole Association
www.appa-net.org

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c/o The Council of State Governments
P.O. Box 11910
Lexington, KY 40578-1910