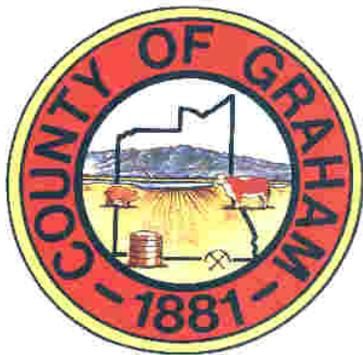


COST EFFECTIVE IN-SERVICE TRAINING ALTERNATIVES

PROPOSAL FOR

EASTERN ARIZONA REGIONAL JUVENILE DETENTION FACILITY



**PREPARED BY:
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**COST EFFECTIVE IN-SERVICE TRAINING ALTERNATIVES
FOR E.A.R.J.D.F.:**

HOW TO EXCEED TRAINING STANDARDS AT A LOW COST

EXECUTIVE SUMMARY

This Training Resource Package recommends several cost effective methods of providing valid in-service training for existing staff. Using these suggestions, the following level of defensible in-service training can easily be attained at a very low cost:

A. In-service FTO program:	32 hours/employee/year
B. Shift Overlap Training	12.5 hours/employee/year
C. Experiential Drill Training	12 hours/employee/year
D. Shift Scenario Training:	24 hours/employee/year
E. Independent Study Program:	24 hours/employee/year
F. Training Presentation at Staff Meetings	12 hours/employee/year
TOTAL ON-THE-JOB TRAINING:	116.5 Hours/Employee/Year

G. Other In-Service Training concepts:

Correspondence Course	40 hours each course
On-line Training Classes	8 hours each event
2 classroom session/yr.	16 hours

TOTAL "OTHER" IN-SERVICE	64 Hours/Employee/Year
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GRAND TOTAL IN-SERVICE TRAINING: 180.5 Hours per Year!

If the facility implements just a few of suggested methods for training discussed in the information that follows, **40 hours of defensible in-service training for each E.A.R.J.D.F. employee can be obtained very economically.** Virtually all of this training can occur without pulling staff off the job. It simply must be developed, planned, and documented with as much precision and care as formal classroom instruction. If it is well planned and documented, it is defensible employee training! Please use the attached document as a resource guide for the development of facility in-service training plans.

**EASTERN ARIZONA REGIONAL DETENTION FACILITY
PRESENTS**

**COST-EFFECTIVE IN-SERVICE TRAINING ALTERNATIVES:
HOW TO EXCEED TRAINING STANDARDS AT A LOW COST**

I. INTRODUCTION:

The basic problem with training is that we associate training with the classroom setting. This is simply one form of training, and while it may not be the most effective, it is certainly the most expensive. Training occurs anytime a meaningful exchange of non-relevant information takes place. If that exchange is properly documented, it becomes defendable training in case of failure to train law suit.

For defendable training, the following things must be clearly documented:

- Learning objectives, performance objectives, or Lesson Plan.
- Statement of direct relevancy to the job (based upon Needs Assessment, Job Task Analysis, etc.)
- Name of Trainer (with specific of credentials)
- Name of Trainee (with specific job or post title).
- Duration of training: Hours, (How long did it take).
- Effectiveness of Training: Evaluation of Trainee (Did trainee learn anything?)

Nowhere in the above legal definition of training does it require that training take place in the classroom; it does, however, require that learning be part of a formal, documented process.

II. GOALS:

The goals of this cost-effective training program are as follows:

1. Provide each custody employee with and excess of 40 hours of in-service training each year.
2. Reduce the cost of training by utilizing training opportunities that are generally on-the-job or at least do not require the payment of overtime to trainees.
3. Reduce the dependency on classroom-based training to a minimum (use of classroom for knowledge increases rather that skills or ability building).
4. Increase the ability of jurisdiction to defend in case of a "Failure to Train" component of a law suit.
5. Increase level of professionalism, knowledge, skills, and abilities in the E.A.R.J.D.F. Employees.

III. NEEDS:

The training system recommended here will be very cost-effective, but it will require some time and effort to develop specifically for any given facility. Remember, it will still be formal training – it simply will not be occurring in the classroom setting. The following items will be needed to provide this kind of training:

- The Administrator will need to designate one person as the facility training coordinator for purposes of planning and scheduling training. This will focus responsibility and accountability for training.
- The Facility Coordinator should receive some formal training as a trainer.
- It will take time to develop and produce this kind of training. The Facility Training Coordinator will probably require some overtime payment or other kinds of rewards.
- This system of training existing employees will take some new forms and on-going record keeping.
- Administrative support needs to be given to this concept. **IT IS VERY IMPORTANT THAT ON-THE-JOB TRAINING OR NON-TRADITIONAL TRAINING ALWAYS BE TAKEN JUST AS SERIOUSLY AND FORMALLY AS CLASSROOM TRAINING!**

IV. TRAINING OPPORTUNITIES:

There are countless training opportunities in the E.A.R.J.D.F. setting. The following describes a few that will be included as recommended in this training system:

A. IN-SERVICE FIELD TRAINING: "TUNE UPS FOR EXISTING STAFF

Schedule: Once per quarter

Duration: One shift/employee/quarter

Yield: 32 hours/employee/year

The concept of using and FTO for on-the-job training is currently recognized as valid training for new employees. It is also very easy to convert and FTO program into a valid concept for formal training of existing employees.

1. **Think of in-service FTO training as a "tune up" for existing employees.** Four times a year (once a quarter), place an existing employee in the FTO phase for a shift. Have your FTO review critical elements of your job task list with the trainee, and re-certify the trainee in certain mandatory or critical tasks. Also, based upon employee appraisals or a needs assessment, the FTO could concentrate on building certain skills that have been lacking. To accomplish this, you will need:

- A good Job Task check-off list.
- Administrative input concerning trainee's needs.
- Performance appraisals or employee assessments that are TASK-BASED
- Ability to place FTO on different shifts.

2. The FTO program simply concentrates on building skills and enhancing abilities. It is competency based education. The trainee either can or can not do something properly. The evaluation comes when the FTO formally signs off that a given task was properly demonstrated by the trainee to the FTO's satisfaction. All the time that the trainee practices for the skill demonstration counts as training.

3. Placing existing employees in the In-Service FTO Training phase should yield a total of **32 hours** of valid documented training per employee per year. The cost will be training the FTO's and the ability to place an FTO on various shifts as required.

B. SHIFT OVERLAP TRAINING SESSIONS: CAPTURE THE MOMENTS

Schedule: Once a week

Duration: 15 minutes each session

Yield: 12.5 hours/employee/year

The concept of **shift training** is well established in Law Enforcement, but rarely effectively used in detention facilities. However, in most jurisdictions, there is an overlap period between shifts that ranges from 15-30 minutes. Often, employees are arriving early on their own in order to review previous shift activities and special watches, etc. The shift over period lap is an excellent time to provide employees with training although the duration rarely exceeds 15 minutes. This 15 minute block is an excellent time to present topics of short duration or else a longer topic could be broken down into 15 minute segments.

1. Once a week, schedule a shift over lab training module. Usual topics come from your policy and procedure manual, problems that have been occurring in the jail, or information from publications concerning standards, litigation, etc. A training officer does not even need to be present if a formal handout is prepared for staff. Ideally, the training officer or Facility Administrator reviews the material with the staff and checks their comprehension of the material by asking questions of having them paraphrase it (Evaluation).
2. The Shift Training concentrates on building knowledge or comprehension rather than skills and abilities. It is a valid exchange of relevant information on a reoccurring basis. In this form of training, it is very important to plan the sessions with a written document that covers the 6 essential elements of defendable training. The Training Coordinator will need to document the learning objectives, job-relevancy of the topic, the trainer, the trainees, the duration, and some assessment of comprehension by the trainees. Currently, this kind of training is probably going on very informally during your shift changes; once a week, formalize it with a written agenda and materials!
3. Utilizing Shift Training once a week for 15 minute duration should yield a total of **12.5 hours** of valid in-service training per employee per year. The cost will be the time it takes for the Administrator or Training Coordinator to prepare a written handout and complete a form once a week and cover at least two shift periods.

C. EXPERIENTIAL TRAINING: PRACTICE DRILLS AS TRAINING

Schedule: Once a month

Duration: One hour/month

Yield: 12 hours/employee/year

There are certain critical topics that can be covered in a classroom or through reading policy and procedure, but the proof of the pudding is quite simply in practicing the activity on-site under realistic conditions. That practice is training! The following critical incidents are suggested as very appropriate topics.

TOP PRIORITY:

- Fire Drills
- Suicide Intervention Drills
- Medical Emergency Drills
- Lock Failure/Power Failure Drill

PRIORITY

- Escape Drills
- Hostage Drills
- Bomb Threat Drills
- Natural Disaster Drill (Tornado)
- Mass Arrest Drill
- Inmate Disturbance Drill

1. Once a month, set up some form of critical incident drill for each shift. During the week before the drill, have staff review the appropriate policy and procedure (which counts as training as well!) and then conduct the drills. Vary the topics, but Fire and Suicide, as the greatest risks in a detention facility, should be scheduled to be the topics at least once a quarter. Staff should not be warned before each drill, but only be informed that one is scheduled sometime in the near future concerning a given topic. When possible, move actual inmate for fire drills such as suicide, etc. Present your staff with some realistic situations – for example, one set of emergency keys is missing, one staff is off in another part of the building, a lock is jammed, etc. Develop a written drill scenario with the situation, the learning objectives, and then observe and evaluate trainee performance during the drills. It is very important to hold “Post Mortems: to critique behavior and the development of more acceptable procedures during emergencies. It is very important to practice all procedures and to **TIME THE DRILLS WITH A STOPWATCH**. For Example, if it takes more than **THREE MINUTES** to evacuate inmates from housing unit to an area of refuge, **YOU HAVE GOT BIG PROBLEMS**. The answer; **PRACTICE-PRACTICE-PRACTICE**; the extra benefit – **ITS ALL TRAINING IF IT IS FORMALLY DOCUMENTED!** To accomplish this, you will need:
 - Written Learning/Performance Objectives for each Drill.
 - Written Scenario for each Drill
 - A form documenting the drill, staff involved, evaluation of staff performance, duration of learning experience, and changes recommended in procedures.
 - It is good idea to have a fire marshal, medical professional, mental health professional, etc., monitor some of your drills
 - Conduct de-briefing sessions with staff after drills.
2. The Experiential Learning Drills concentrate on skills and responses building. There does need to be a basis in knowledge concerning policy and procedure, but this easily be accomplished before drills in the Shift-Overlap Training sessions. The actual learning becomes tested in performance, and the test should be varied so that staff must solve some unanticipated problems in the middle of a routine drill. That’s when true learning and skills development will occur. These drills must for formal events, and staff must recognize them as training and take them very seriously as a basis for the drill and to use a stop-watch to add pressure to staff to perform **PROMPTLY!** It is all training; you should be doing these things routinely anyway, so begin to formalize it and document it as such.
3. Schedule at least one critical incident practice drill every month for each shift. Stress fire and suicide as the most probable events. The duration of the learning experience of each drill will probably exceed one hour. A conservative estimate of the yield in formal in-service training hours for this kind of critical experiential training is **13 hours** per year per employee.

D. SHIFT SCENARIO REVIEWS: THINK, UNDERSTANDING, AND LEARN WHILE WORKING A SHIFT

Schedule: Twice a month

Duration: One hour per event

Yield: 24 hours/employee/year

There is nothing wrong with handing out information sheets, hypothetical situation summaries, incident fact sheets, or other job relevant information at the start of a shift, and asking the staff on duty to read and discuss the information or situations during the course of the shift. These fact sheets, situational sheets, or scenarios need to be backed up by written learning objectives as part of the Shift Scenario lesson plan, and some form of evaluation or testing for comprehension needs to occur at the end of the shift to formalize this learning experience as training. In this instance, persons working together on the shift will be discussing the information with each other during spare moments, and will in essence be training themselves concerning the given topics.

A good example of Shift Scenario Training would be to hand out a fact sheet concerning an escape from custody by an inmate in another facility or the use of force on an inmate. Then hand out a copy of your facility's policy and procedures on security and control, counts, etc., and have staff answer a series of BRIEF QUESTIONS at the bottom of the sheet by the end of the shift. Countless scenarios can be developed based on problems that are occurring in other facilities. If you ever go dry on topics, look in any of the publications that report litigation results or cases. The subjects are limitless!

1. Twice a month, declare a Shift Scenario Training day. Prepare for this with written learning objectives, and good documenting form, and handouts for the trainee/shift workers. It would be advisable to develop an annual lesson plan for Shift Scenario Training which shows each of these topics or individual scenarios as a module of the overall plan. You will need to prepare.
 - An overall lesson plan concerning Shift Scenario Training including 24 planned modules
 - Learning objectives for each individual module.
 - Handouts for each shift (Fact sheets, Scenarios, Agency Policy and Procedure etc.)
 - Simple questions that staff must answer in writing **to assess trainee comprehension**.
2. Shift Scenario Training is appropriate as a training method to increase **knowledge and comprehension** of a wide variety of given topics in the facility. It is not designed for skills building or increasing abilities: that is more appropriately done through the FTO program and the experiential drills. Appropriate follow up must be provided in response to a trainee's written answers to the scenario question. Once the answers are evaluated, further training which may be either knowledge-based or experientially-based may be indicated. Develop and use a good documenting form that covers all 6 items required for defensible training!
3. Use of Shift Scenario Training twice a month for each shift would conservatively yield 2 hours/month of valid training. This means a total yield per employee of **24 hours** per year of documented in-service training.

E. STAFF INDEPENDENT STUDIES PROGRAMS: LET THEM TRAIN THEMSELVES

Schedule: Once a month (or as needed)

Duration: 2 hours

Yield: 24 hours/employee/year

This is a good methodology to use for staff who have been missing training sessions or ducking the alternative training suggested in this document. It also is a good training device to use with staff who is potential supervisors. If you as the Administrator need to know something, assign your staff to research the topic and make recommendations to you. That, in fact, becomes training as they educate themselves by calling other detention facilities, calling NIC, going to the library, etc., in order to discover what should be done in your own detention facility.

For example, if one staff member is assigned the responsibility of designing the FIRE DRILLS, that person will readily educate himself by obtaining information from the Fire Marshal, NFPA, ACA, DOC, NIC, etc. Perhaps you want to know how to upgrade your program of special diets. Assign a staff member an independent study project to identify the state of the art and make recommendations. The subjects are countless and directly job-relevant.

Special care must be taken to write learning objectives for each Independent Study Module, and the duration of learning will vary based upon the actual time required to research a topic. The real benefit is that someone on your staff will become the expert on that topic, and can then make a training presentation at the next staff meeting to give your organization even more hours.

1. Once a month assign an independent study topic to one or two staff members with a deadline to respond with a written report. Not all staff can get involved, and not all staff have the interest or motivation to research information for you. The key is not to “dream up” topics, but to request information that you really need to find out in order to set policy, assess and solve problems, or improve the organization. If you give these staff a WRITTEN ASSIGNMENT, chances are you have already defined the learning objectives in that memo. Always give them a written assignment and use that as the device to begin the documentation of the training. Save their written response as a part of the evaluation that they actually learned something!
2. The Independent Study Program will generally concentrate on increase in knowledge, but there is also a distinct possibility that some staff will go beyond information and knowledge, and proceed with actually developing skills and abilities concerning a given topic. For example, the fire marshal may in fact experientially train one staff member in fire drills (as the Fire Marshal’s equivalent of an FTO session) when that staff person researches fire prevention issues. The real value is that not only does a staff member train himself, but he provides both the Administrator and the Organization with information of useful and direct value!
3. Use of an Independent Study Program with selective employees once a month should yield at a minimum 2 hours of training experience (and probably considerably more!) This means a potential for an additional 24 hours of in-service training per employee per year.

F. TRAINING PRESENTATION DURING STAFF MEETINGS:

Schedule: Once a month

Duration: One hour per staff meeting devoted to training

Yield: 12 hours/year/employee

If you are not holding regular facility staff meetings, you probably should. This is an excellent time to make sure people problems are solved, and shifts run consistently. It is also a good time to present new material to your staff and to make sure they comprehend it. That, of course, is training! Not all parts of a staff meeting can count as training, but the parts that are covered by learning objectives or a lesson plan, and where some form of trainee evaluation is documented are most certainly valid training.

In most instances, the Administrator or certain staffs who have researched topics or developed expertise are appropriate in general custody or administrative topics: However, staff meetings are also an excellent time to bring in outside experts to make brief presentations concerning various topics. Since you will only be asking someone for about **one hour’s presentation**, chances are you can get an expert for free. (If you had asked for a formal 8 hour training session, that same expert would probably charge you!) by asking in small amounts, you can probably get a great deal of free expert training. If you hold a regular 2 hour staff meetings, it would seem reasonable to schedule one hour of that time as the training component.

1. Schedule one staff meeting every month. Then either assign staff to develop the one hour training component for that meeting (as an Independent Study Project) or identify the topic yourself. Make sure there are written learning objectives developed before the staff meeting, and that someone is assigned to take good notes during the training component. Those notes become good documentation! Develop a quick and easy way to test staff comprehension of these staff training topics.
2. Ride Along with other Community or County experts such as the Fire Marshal, Health Inspector, Building Inspector, etc. Ask if one of your staff could accompany these persons as they conduct inspections in other County buildings or facilities. Have the Fire Marshal, etc., write you a letter documenting what the trainee was shown. If your staff spends four hours with these experts learning Codes, inspections, and techniques, that is 4 hours of valid detention facility employee training if it can be related to the facility situation of Fire Safety, Sanitation, Hygiene, Food Service, etc.
3. Form a training consortium with a nearby facility or within your Sheriff’s District. Share training resources and programs. While you have been busy developing some on-the-job components, a nearby facility may have stressed a different approach. Get together regularly as discuss training methods and training needs. If you do it right, that also counts as training!
4. As a last resort, provide Classroom Training sessions. Make sure the training is based upon your needs, and only fill in the gaps when your in-service training program can not provide either the knowledge, information, skills, or abilities for your staff while they are working a shift. **Classroom-based training has its role, but it is the most expensive training delivery system.**

V. SUMMARY:

This Training Resources Package has recommended several cost effective methods of providing valid in-service training for existing staff. Using the suggestions, the following volume of defensible in-service training can easily be attained at a very low cost:

A. In-service FTO program:	32 hours/employee/year
B. Shift Overlap Training:	12.5 hours/employee/year
C. Experiential Drill Training:	12 hours/employee/year
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E. Independent Study Program:	24 hours/employee/year
F. Training Presentation at Staff Meetings	12 hours/employee/year

TOTAL ON-THE-JOB TRAINING: 116.5 Hours/Employee/Year

G. Other in-service Training concepts:

Correspondence Course	40 hours each course
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2 classroom sessions/yr.	16 hours

TOTAL "OTHER" IN-SERVICE 64 Hours/Employee/Year

GRAND TOTAL IN-SERVICE TRAINING: 180.5 Hours per Year!

In other words, if a jurisdiction follows this prescribed training plan for in-service training, all know standards for training will be greatly exceeded at a very low cost. If just half of the suggestions are implemented, or if the frequency of events is reduced by $\frac{1}{2}$, approximately 90 hours of in-service training will be provided to each employee with most of that being on-the job! Following that logic, if the frequency of events were reduced by $\frac{1}{4}$, which means conducting Experiential Training Drills once a quarter, holding staff meetings once a quarter, holding Shift Overlap Training once a month, and holding Shift Scenario Training every other month, combined with use of independent studies, correspondence courses, and a few formal classroom sessions, **the ACA standard of 40 hours of in-service training for custody employees can easily be met at a low cost.**