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The purpose of this report is to summarize the findings that relate to the training initiative involving the National Coalition Building Institute, the 16th District of the Philadelphia Police Department, and the community members who live in the Mantua section of Philadelphia

EPIC PROGRAM EVALUATION REPORT

WAM-BCJI Project

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This document was written and produced by Scott Home and Kerrie Baker from Cedar Crest College in January 2017, as part of a yearlong independent evaluation (2016) of the NCBI law enforcement/ community citizen program. They conducted visits, focus groups, and pre and post evaluations of a trust building program in the Mantua neighborhood of Philadelphia. The We Are Mantua! Byrne Criminal Justice Initiative (WAM! BCJI) and the independent evaluation were funded in 2016 by a grant from the US Department of Justice, Office of Justice Programs.

The purpose of this report is to summarize the findings that relate to the training initiative involving the National Coalition Building Institute, the 16th District of the Philadelphia Police Department, and the community members who live in the Mantua section of Philadelphia. The cooperative project began in January 2016 and this report will cover the findings made over a 13-month period ending January 31, 2017.

As was identified in the initial documentation submitted with this project, the evaluation process was intended to address two different goals, both of which are identified below:

- Goal #1

Training Effectiveness

To measure if the designed training curricula are effective at teaching the members of the police department and community the skills and knowledge necessary to address community issues.

- Goal #2

Sustainability:

To measure the sustainability of the police-community intervention design.

In evaluating the first goal, the training effectiveness of the curricula, the research team attempted to use the Kirkpatrick model, which calls for the assessment of effectiveness across six different dimensions. Each of the dimensions is summarized below:

- Content validity – Are the skills taught in the training necessary to the performance of the individual’s job? In this case, we evaluated whether or not the skills taught are an essential part of the police officer’s job responsibilities. To do this, we evaluated the job analysis for a police officer in that particular district.
- Employee reactions – This is what is traditionally considered a satisfaction survey of training participants. In this case, we evaluated employee reactions to only the training specifically targeting the police officers. This post-evaluation survey asked the participants to rate the quality and content of the training and trainers. The survey instrument used a likert-type rating scale.
- Employee learning – This part of the evaluation process required the completion of pre- and post-tests. The pre-test was intended to establish a baseline measure of attitudes, awareness, and behaviors to which post-evaluation results could be compared. The post-test results were then used to draw conclusions as to the extent of participant learning.

- Application of training – There was an attempt made to determine if the participants could apply the skills they learned during the training and to what degree a participant’s behavior changed on the job as a result of the training.
- Business impact – The point to this element is to determine whether or not the goals of the training initiative have been met. If the focus of the training is to change the nature of the interaction between the police and community, the goal was to measure to what degree that has occurred in the short-term.
- Return on investment – With this element we wanted to attempt to determine if there was some measurable long-term benefit to the community and police department. Since there is no dollar amount attached to this training, we thought to measure the change in perception. There would be value in trying to determine if members of the community and members of the police department notice changes in the interaction between the two groups. One could suggest that perceived improvements in the level of communication could be equated to a return on investment.

With respect to the second goal of the evaluation process (sustainability), at the time the evaluation component was designed, the schedule was crafted in such a way that would have allowed the sustainability of the model to be measured. However, given unforeseen scheduling changes, it was not possible for the research team to provide an assessment of this goal. As a result, the results presented in this report will be limited to those that addressed the first and primary goal of training effectiveness.

Dimension I - Content Validity

- *Are the skills taught in the training necessary to the performance of the individual’s job? In this case, we evaluated whether or not the skills taught are an essential part of the police officer’s job responsibilities.*

In assessing the content validity of the training curricula, the evaluation process required a thorough content review of the job analysis for a Philadelphia police officer. In doing that, the research team reviewed a document provided by NCBI staff. The document details the job responsibilities of a Philadelphia police officer including examples of “typical” work assignments and a required list of knowledge, skills, and abilities.

Upon review, there does appear to be direct relevance between the material presented in the training seminars and the knowledge, skills, and abilities of the officers. Below is a list of the most relevant knowledge, skills, and abilities to this training:

- *Knowledge of*
 - “The techniques, practice, and procedures necessary to the effective interaction with the general public, victims, suspects, and officers of other agencies or municipalities.”
- *The skill and ability to*
 - “Cope with situations firmly, courteously, tactfully, and with respect for the rights of others.”
 - “Analyze situations quickly and objectively, to determine a proper course of action to be taken.”
 - “Identify, analyze, and respond to crime and disorder problems.”

In addition to observing each of the training sessions to qualitatively assess content validity, the NCBI learning objectives further solidified the conclusion that the process had strong content validity in its design. The following objectives, taken from the training manual associated with the Diversity Workshop, can be linked to the list of skills and abilities noted above.

Training Objectives

- Identify the components of great and terrible customer service and discuss the impact of great and terrible customer service.
- Discuss the concepts of stereotypes” and share their “records” of misinformation about different groups. Participants will be able to explain how to “break a record of misinformation.”
- Experience an appreciation for their individual and collective diversity as well as begin to explore the diversity of the state of the consumer base.
- Practice a model for dealing with difficult customer situations and/or attitudes.
- Provide...an understanding of diversity issues and the direct impact of these issues on the community they serve.

Dimension II - Employee reactions

- *This is what is traditionally considered a satisfaction survey of training participants. In this case, we evaluated employee reactions to the training specifically targeting the police officers. This post-evaluation survey asked the participants to rate the quality and content of the training and trainers. The survey instrument used a likert-type scale.*

Satisfaction surveys were used to assess the initial Diversity Workshop held in the second quarter of the grant cycle. That was the only session in which the surveys were distributed because, at least from the officers’ perspective, the Exposure and Train-the-Trainer Workshops covered similar material. This may have caused the satisfaction results to be skewed in some fashion. Having said that, the results of the satisfaction survey are provided below:

Table 1 Satisfaction Survey Results

Items below rated: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Sample Size	Mean	Median	Mode	Standard Deviation
1. The objectives of the training were clearly defined.	50	4.68	5.00	5	.51
2. Participation and interaction were encouraged.	50	4.82	5.00	5	.44
3. The topics covered were relevant to me.	50	4.52	5.00	5	.81
4. The content was organized and easy to follow.	50	4.56	5.00	5	.71
5. The materials distributed were helpful.	50	4.42	5.00	5	.84
6. This experience will be useful in my work.	50	4.44	5.00	5	.76
7. The trainer was knowledgeable about the topic.	50	4.82	5.00	5	.44
8. The trainer was well prepared and organized.	50	4.88	5.00	5	.39
9. The trainer developed rapport with the participants.	50	4.74	5.00	5	.53
10. The training objectives were met.	50	4.56	5.00	5	.64
11. The time allotted for the training was sufficient and well-spent.	50	4.64	5.00	5	.69
12. The training was appropriate for my position.	50	4.52	5.00	5	.79
13. The training met my expectations.	50	4.36	5.00	5	.99

As one can see from the results, the participants reported a high degree of satisfaction across all areas of the assessment. For each question the participants' mean responses were above a 4.0 and the most common response in each question indicated that the participants "strongly agreed" with the statement provided.

In addition, the officers were asked what they liked most about the training sessions. The comments that were most often reported are detailed below. For a more comprehensive list, please refer to the report filed for the second quarter of the project.

- Personal stories
- Up/downs
- Interactions with others
- Knowledge of trainers

The participants were also asked what part of the training could be improved. The most common responses are identified below:

- Build a better bridge with community
- Give more breaks during training
- The time of training

The officers were given the opportunity to make any other type of comment that they felt was relevant to the training. A summary of their comments is noted below:

- A lot of helpful suggestions were made
- Enjoyed the lecturers
- Enjoyed sharing stories
- Every officer should have this training
- Having residents from community would help
- Instructors were knowledgeable
- Program is informative
- Talk more about how media can have positive or negative impact on policing
- Tell community if they make a false statement, they should be arrested
- I would like to become an instructor

The final piece of information presented with respect to the satisfaction survey may be one of the most important pieces of information collected: the officers' willingness to continue

in the training process. Only 14% of the officers reported that they were not likely to continue in the training process. Quite a large number, 64%, reported that they would like to continue to be involved and another 22% said they were not sure. Anecdotally, these positive numbers did correspond to the observations made by the research team with respect to the level of participation and engagement of the officers who participated. As a group, the officers were very interactive and very participatory.

Dimension III - Employee learning

- *This part of the evaluation process required the completion of pre- and post-tests. The pre-test was intended to establish a baseline measure of attitudes, awareness, and behaviors to which post-evaluation results could be compared. The post-test results could then be used to draw conclusions as to the extent of participant learning.*

The task of assessing participant learning became more complicated because the material presented in the Diversity and Exposure Workshops was largely based on the soft skills of self-awareness and self-evaluation. Soft skills are much more difficult to assess because changes in attitudes and perceptions are not as concrete as one would like. That is, some people's self-reports are more accurate than others. Many people report themselves more favorably than may be reality. Plus, it may take some time until changes in attitudes and perceptions are recognized and appreciated.

The results are presented in two different sections because participant learning was measured in both the Diversity and Exposure Workshops. The results for the Diversity Workshops are presented first.

Diversity Workshop

The results discussed in relation to this workshop are a result of an evaluation of pre- and post-session surveys. The two surveys were identical and the intent was to measure whether or not the participants became more self-aware of the concepts presented as a result of their participation.

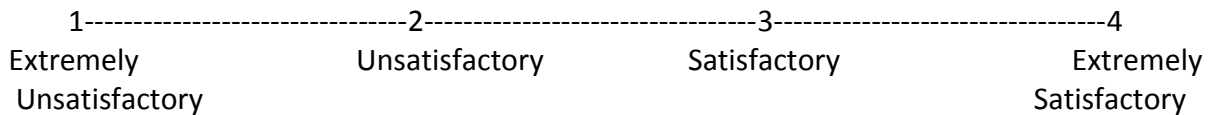
For each survey item, statistical analyses were conducted to examine changes from pre- and post-session, and whether these changes were statistically significant. The concept of statistical significance is important to research as statistical significance indicates whether any changes noticed in the post-session responses were a result of the training or were simply a matter of chance. When a statistically significant finding is reported, that suggests that there is a high level of confidence that the changes were a result of the training. A significance value of .05 means that we can be 95% confident that the changes in the scores were a result of the training. A significance value of .01 means that we are 99% confident that the training influenced the scores of the participants. However, findings that are not statistically significant are not less important or meaningful. It should be noted that, while some item results did not significantly

change from pre to post-session, there were still obvious and sizable increases which suggest positive changes in attitudes or skills and abilities at the end of training.

Results Summary

At the beginning of the pre- and post-test we asked the officers how they would characterize the relationship between the police and the community. The question and results are presented below:

How would you rate the state of community police relations at the current time? (circle one)

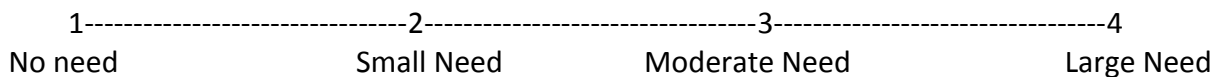


Pre-workshop Mean= 2.24 Post-workshop Mean = 2.35 (no significant change after training)

What the results suggest is that the officers reported a below satisfactory relationship between police generally and the community. The fact that there was not a statistically significant change in the responses is not surprising because we would expect, based on years of service, that the officers had a good handle on the state of community relations. The purpose of the question was to provide a benchmark from which future measurements could be made.

The second question asked the officers whether or not they felt that there was a need to change, or in this case improve, the relationship between the police and the community. The results are presented below.

Rate the level of need to change community police relationships. (circle one)



Pre-workshop Mean= 3.29 Post-workshop Mean = 3.47 (no significant change after training)

The results of this question are consistent with those presented in the first question. It would logically follow that if one were to assess a poor relationship that one would suggest improvement was needed. The average of the responses indicated that the officers felt that there was a moderate-to-large level of need to improve the relationship.

Table 2 presents the results of the statistical analysis of the change in the pre- and post-test results for the Diversity Workshop.

Table 2 Diversity Workshop Results – Section I

Items below rated: 1= Very Low 2= Low 3= Moderate 4= High 5= Very High

Rate your Level of Confidence to:	Mean	Median	Mode	Standard Deviation
1. Explain how the concept of customer service applies to policing.	Overall 3.84 Pre 3.46 Post 4.22 **	4.00	4	.93
2. Identify how poor customer service impacts the community.	Overall 3.96 Pre 3.66 Post 4.26 **	4.00	4	.95
3. Identify the factors that support excellent customer service.	Overall 3.66 Pre 3.24 Post 4.06**	4.00	3	.96
4. Identify the barriers (challenges) that prevent good customer service.	Overall 3.74 Pre 3.43 Post 4.04 **	4.00	3	.80
5. Be aware of the stereotypes and prejudices about your own ethnic and racial group.	Overall 3.85 Pre 3.62 Post 4.08 *	4.00	4	.91
6. Understand the stereotypes and prejudices about your own ethnic and racial group.	Overall 3.82 Pre 3.54 Post 4.10 **	4.00	4	.99
7. Be aware of the stereotypes and prejudices about other ethnic and racial groups.	Overall 3.65 Pre 3.32 Post 3.98**	4.00	4	.95
8. Understand the stereotypes and prejudices about other ethnic and racial groups.	Overall 3.70 Pre 3.36 Post 4.04**	4.00	4	.95
9. Identify how your own stereotypes of a group in the community influence your perception of that group.	Overall 3.64 Pre 3.24 Post 4.04 **	4.00	4	1.00
10. Identify how the community's stereotypes of police influence the way the community interacts with the police.	Overall 3.89 Pre 3.68 Post 4.10 *	4.00	4	.86
11. Understand how different members of the community have experienced discrimination.	Overall 3.68 Pre 3.42 Post 3.94 **	4.00	4	.96
12. Discussing your opinions about diversity issues.	Overall 3.63 Pre 3.20 Post 4.06 **	4.00	3	1.00

13. Defuse a controversial or difficult conversation.	Overall 4.02 Pre 3.82 Post 4.22 **	4.00	4	.74
14. Identify issues that need to be addressed in the community.	Overall 3.77 Pre 3.48 Post 4.06 **	4.00	4	.84
15. Possess the knowledge (know-how) of how to address those issues in the community.	Overall 3.61 Pre 3.22 Post 4.00 **	4.00	3	.90
16. Possess the skills and abilities to address those issues in the community.	Overall 3.63 Pre 3.28 Post 3.98 **	4.00	4	.94
17. Take action to change community conditions.	Overall 3.62 Pre 3.28 Post 3.96 **	3.50	3	.98

* statistically significant at the .05 level

** statistically significant at the .01 level

As one can see from the results, in each and every question there is a statistically significant change in the post-session rating. What that means is that there is a 95% confidence level in many instances, and a 99% confidence level in others, that the results in the post-session scores were a result of the officers’ exposure to the workshop. Whether the question asked about the concept of “customer service”, prejudices, discrimination, diversity, or community needs, there is evidence that the training had an effect on officers’ perceptions.

The second half of the pre- and post-session assessment asked officers to rate their ability in relation to an identified skill. Self-reported performance assessments are challenging in that there may be some hesitation on the part of a participant to identify that he or she is lacking in a certain skill. However, despite that realization, the questions were thought to be important. Table 3 presented results of the analysis.

Table 3 Diversity Workshop Results – Section II

Items below rated: 1= No ability 2= Minimum ability 3= Moderate ability 4= Maximum ability

Instructions: Please rate your level of ability to do the following by placing an X or a check mark ✓ in the appropriate space.

Rate your level of ability to:	Mean	Median	Mode	Standard Deviation
1. Be an effective communicator	Overall 3.33 Pre 3.24 Post 3.42	3.00	3	.64
2. Attentively listen to others when spoken to	Overall 3.44 Pre 3.36 Post 3.52	3.00	3	.54
3. Effectively listen to others without interrupting	Overall 3.36 Pre 3.24 Post 3.48*	3.00	3	.61
4. Appreciate another person’s point of view	Overall 3.42 Pre 3.32 Post 3.52	3.00	3	.59
5. Rationally think through situations	Overall 3.56 Pre 3.50 Post 3.62	4.00	4	.54
6. Identify important issues in a controversy	Overall 3.49 Pre 3.42 Post 3.56	4.00	4	.54
7. Acknowledge both sides of a controversy	Overall 3.49 Pre 3.36 Post 3.62*	3.50	4	.52
8. Reach agreement on some parts of a controversy	Overall 3.42 Pre 3.34 Post 3.50	3.00	3	.54
9. Recognize your own stereotypes and prejudices	Overall 3.45 Pre 3.40 Post 3.50	4.00	4	.64
10. Not apply stereotypes to others	Overall 3.41 Pre 3.27 Post 3.55*	3.00	3	.59
11. Be positive when someone says something hurtful or negative	Overall 3.13 Pre 2.90 Post 3.37**	3.00	3	.72
12. Use a relaxed tone following a negative comment	Overall 3.25 Pre 3.04 Post 3.45**	3.00	3	.71

13. Use non-verbals that indicate a non-combative appearance	Overall 3.21 Pre 3.04 Post 3.38*	3.00	3	.71
14. De-escalate a heated situation or discussion	Overall 3.42 Pre 3.23 Post 3.60**	3.00	4	.68
15. Effectively interrupt oppressive jokes or comments made about other groups	Overall 3.15 Pre 2.90 Post 3.40**	3.00	3	.81

* statistically significant at the .05 level

** statistically significant at the .01 level

The results presented in this table indicated that there was a statistically significant change in 8 of the 15 questions, which means that there is reason to believe that the training had an effect on a number of the different traits that were evaluated. Even in questions where there was no statistical difference, the post-test scores were always higher than the pre-test scores, which indicated movement in the anticipated direction (i.e., increases in confidence of skill or ability).

Exposure Workshop

Participant learning was also measured during the Exposure Workshops. The challenges here were different than in the Diversity Workshops because there were three different types of people who attended these workshops. The first were the officers who attended multiple Exposure Workshops or the Diversity Workshop and one of more of the Exposure Workshops. The second were officers who had never attended the Diversity Workshop and only attended one Exposure Workshop, and the third group was members of the community who were attending the Exposure Workshop for the first time.

In running the statistical analyses, it was possible to collapse across these groups and evaluate the pattern of responses for two subsets of participants: police and community members. Although it would have been most desirable to split the police into two subsets (those who attended one event versus those who attended multiple), it was not possible to do so. The purpose of running an analysis on the police and community members separately was to see if their responses to the questions were statistically different from one another.

The pre- and post-test assessments given to community members were nearly identical as those given to police with the exception of the concept of “customer service” that was covered in the Diversity Workshops. That concept was not presented to community members.

As was the case with members of the police department, the first question asked of community members was to assess the state of the relationship between the police and the community. The question and the results are presented below:

How would you rate the state of community police relations at the current time? (circle one)

1-----2-----3-----4
 Extremely Unsatisfactory Satisfactory Extremely Satisfactory
 Unsatisfactory

Pre-workshop Mean = 2.51 Post-workshop Mean = 2.97 (no significant change after training)

Community Member Mean = 2.77

Police Officer Mean = 2.71

Interestingly, when the results of the community members are compared to the results of the police officers who participated in this session or the Diversity Workshops, the community members rated the relationship between the police and community to be slightly better than the police. As was the case with the question posed to police during the Diversity Workshop, there was no statistically significant change in the response to the question, nor was one expected.

The second question that each participant in the Exposure Workshops was asked was to rate the need for a change in the relationship between the police and the community. The results are presented below.

Rate the level of need to change community police relationships. (circle one)

1-----2-----3-----4
 No need Small Need Moderate Need Large Need

Pre-workshop Mean= 3.54 Post-workshop Mean = 3.41 (No significant change after training)

Community Member Mean= 3.41

Police Officer Mean= 3.63

Similar to responses from police officers in the Diversity Workshops, members of the community and the police in the Exposure Workshops reported a moderate-to-large need for a positive change in the relationship. As expected, there was no statistically significant change in the pre- and post-workshop results.

Table 4 presents the results of the analysis of part I of the Exposure Workshop assessment instrument. In reading this table, there are two boxes under the column labeled “means”. Here we are reporting on two different analyses. The upper box summarizes the change in pre- and post-session scores for all of the participants, regardless of whether they were members of the police department or community. The bottom box compares the scores recorded by members of the community to the scores recorded by members of the police department. In running two different sets of results, we were trying to determine whether or not there was a noticeable difference in the way members of those two groups responded to the questions asked. If there is a statistically significant change in the pre- and post-test scores, there will be an asterisk (*)

after the post-test value. Similarly, if there is a statistically significant difference between the answer reported by the two groups, an asterisk (*) will appear after the reported police value.

Table 4Exposure Workshop Results – Section I

Instructions: Please indicate your level of confidence to do the items listed below by placing an X or a check mark ✓ in the appropriate space.

Items below rated: 1= Very Low 2= Low 3= Moderate 4= High 5= Very High

Rate your Level of Confidence to:	Means	Median	Mode	Standard Deviation
1. Be aware of the stereotypes and prejudices about <u>your own</u> ethnic and racial group.	Overall=3.88 Pre=3.65 Post=4.12*	4.00	4	.96
	Comm. Member=3.76 Police Officer=4.21 (No Sign. Diff.)			
2. Understand the stereotypes and prejudices about <u>your own</u> ethnic and racial group.	Overall=3.86 Pre=3.60 Post=4.14*	4.00	4	.93
	Comm, Member=3.79 Police Officer=4.04 (No Sign. Diff.)			
3. Be aware of the stereotypes and prejudices about <u>other</u> ethnic and racial groups.	Overall= 3.69 Pre=3.36 Post=4.05*	4.00	4	.93
	Comm. Member=3.57 Police Officer=4.00 (No Sign. Diff.)			
4. Understand the stereotypes and prejudices about <u>other</u> ethnic and racial groups.	Overall= 3.67 Pre=3.30 Post=4.05*	4.00	4	.96

	Comm. Member=3.56 Police Officer=3.92 (No Sign. Diff.)			
5. Identify how your own stereotypes of a group in the police department (or community?) influence your perception of that group.	Overall= 3.64 Pre=3.36 Post=3.93*	4.00	3	.87
	Comm. Member=3.52 Police Officer=3.92 (No Sign. Diff.)			
6. Identify how the community's stereotypes of police influence the way the community interacts with the police.	Overall= 3.74 Pre=3.51 Post=3.98*	4.00	4	.90
	Comm. Member=3.67 Police Officer=3.92 (No Sign. Diff.)			
7. Understand how different members of the community have experienced discrimination.	Overall= 3.78 Pre=3.45 Post=4.12*	4.00	4	.93
	Comm. Member=3.74 Police Officer=3.88 (No Sign. Diff.)			
8. Discussing your opinions about diversity issues.	Overall= 3.83 Pre=3.49 Post=4.19*	4.00	3	.95
	Comm. Member=3.76 Police Officer=4.00 (No Sign. Diff.)			
9. Defuse a controversial or difficult conversation.	Overall= 3.75 Pre=3.44 Post=4.07*	4.00	4	.91

	Comm. Member=3.57 Police Officer=4.20*			
10. Identify issues that need to be addressed in the community.	Overall= 3.88 Pre=3.64 Post=4.12*	4.00	4	.89
	Comm. Member=3.84 Police Officer=3.96 (No Sign. Diff.)			
11. Possess the knowledge (know-how) of how to address those issues in the community.	Overall= 3.66 Pre=3.33 Post=4.00*	4.00	3	.91
	Comm. Member=3.57 Police Officer=3.88 (No Sign. Diff.)			
12. Possess the skills and abilities to address those issues in the community.	Overall= 3.63 Pre=3.29 Post=4.00*	4.00	3	.95
	Comm. Member=3.56 Police Officer=3.80 (No Sign. Diff.)			
13. Take action to change community conditions.	Overall= 3.67 Pre=3.36 Post=4.00*	4.00	3	1.01
	Comm. Member=3.53 Police Officer=4.00 (No Sign. Diff.)			

* statistical significance = .01

The results indicate that there was a statistically significant change in the scores on all of the items from the beginning (pre) to the end (post) of the training workshops for all of the participants (community members and police). This means that, with a high degree of certainty,

we conclude that the changes in their perceived confidence levels on those items were a result of the participants' exposure to the workshop rather than by pure chance.

Interestingly, there was only a statistically significant difference between the scores of police and members of the community on one question, which was question 9. This question asked participants to rate how confident they were that they could diffuse a difficult or controversial conversation. For that question the police reported a higher level of confidence than did members of the community. It is possible that this occurred because of the specific training that police officers receive for their job and because of their years of service and experience using this skill.

The next two questions asked the participants to rate the degree to which they have acted differently toward someone based on their racial or ethnic diversity. The first question asked about interactions with police and the second asked about interactions with members of the community. The results are presented below:

*To what degree have you interacted differently with a group (i.e., **police officers**) based on their racial or ethnic diversity? For example, to what degree have you acted differently towards an African American police officer versus a Hispanic police officer? (circle one)*

1-----2-----3-----4
 None Small Degree Moderate Degree Large Degree

Overall Mean = 2.01 Median= 2.00 Mode= 1 Standard Deviation= 1.11

Pre Training Mean= 1.62 Post Training Mean= 2.46* (significant at the .01 level)

Community Member Mean= 2.08 Police Officer Mean= 1.86

As was the case with Table 4, we were able to report two comparisons: the change in scores for the participants as a whole from before and after the training, and the difference between the scores recorded by police and members of the community. It is worthy to note that there was a statistically significant change in the post-test score for the group as a whole. This suggests that participation in the training session influenced all of the participants' ability to evaluate their behavior in a more objective manner. The post-test results indicate that all participants reported a higher level of biased interaction based on one's race or ethnicity.

In comparing the scores reported between the two groups, there was no statistically significant difference in the outcomes. Community members and police officers reported approximately the same (small) degree of acting differently with police officers, based on their racial or ethnic diversity.

The second question asked participants to evaluate their interaction with other members of the community. The results are resented below:

*To what degree have you interacted differently with a group (i.e., **people in the community**) based on their racial or ethnic diversity. For example, to what degree have you interacted differently towards an African American community member versus a Hispanic community member? (circle one)*

1-----2-----3-----4
 None Small Degree Moderate Degree Large Degree

Overall Mean = 2.11 Median= 2.00 Mode= 1 Standard Deviation= 1.07


Pre Training Mean= 1.83 Post Training Mean= 2.43* (.01)

Community Member Mean= 2.23 Police Officer Mean= 1.82

Similar to the results for question 1, the results for the second question indicate that there is a statistically significant difference in the pre- and post-session scores for the group as a whole. Again, results show that by participating in the training, the participants became more self-aware of their behavior and reported differences in their interactions. Results also showed no statistically significant difference between the community members and police officers. Community members and police officers reported approximately the same (small) degree of acting differently with people in the community, based on their racial or ethnic diversity.

Table 5 displays the results of the second half of the Exposure Workshop assessment instrument where the participants were asked to rate their ability levels in a number of different areas. Like for the earlier items, two comparisons were made: a) at the beginning and end of the workshops for all participants, and b) community members versus police officer participants.

Table 5 Exposure Workshop results – Section II

Instructions: Please rate your level of ability to do the following by placing an **X** or a check mark  in the appropriate space.

Items below rated: 1= No ability 2= Minimum ability 3= Moderate ability 4= Maximum ability

Rate your level of ability to:	Means	Median	Mode	Standard Deviation
1. Be an effective communicator	Overall= 3.28 Pre=3.13 Post=3.43*	3.00	3	.60
	Community Member=3.24 Police Officer=3.26 (No Sign. Diff.)			
2. Attentively listen to others when spoken to	Overall= 3.54 Pre=3.49 Post=3.60 (No Sign. Diff.)	4	4	.61
	Community Member=3.55 Police Officer=3.52 (No Sign. Diff.)			
3. Effectively listen to others without interrupting	Overall= 3.54 Pre=3.49 Post=3.60 (No Sign. Diff.)	3	4	.66
	Community Member=3.55 Police Officer=3.52 (No Sign. Diff.)			
4. Appreciate another person's point of view	Overall= 3.55 Pre=3.49 Post=3.62 (No Sign. Diff.)	4	4	.55
	Community Member=3.55 Police Officer=3.56 (No Sign. Diff.)			

5. Rationally think through situations	Overall= 3.59 Pre=3.56 Post=3.62 (No Sign. Diff.)	4.00	4	.54
	Community Member=3.58 Police Officer=3.60 (No Sign. Diff.)			
6. Identify important issues in a controversy	Overall= 3.48 Pre=3.40 Post=3.57 (No Sign. Diff.)	3.00	3	.57
	Community Member=3.44 Police Officer=3.60 (No Sign. Diff.)			
7. Acknowledge both sides of a controversy	Overall= 3.51 Pre=3.44 Post=3.59 (No Sign. Diff.)	4.00	4	.55
	Community Member=3.46 Police Officer=3.64 (No Sign. Diff.)			
8. Reach agreement on some parts of a controversy	Overall= 3.45 Pre=3.38 Post=3.52 (No Sign. Diff.)	3.00	3	.59
	Community Member=3.40 Police Officer=3.56 (No Sign. Diff.)			

9. Recognize your own stereotypes and prejudices	Overall= 3.53 Pre=3.49 Post=3.57 (No Sign. Diff.)	4.00	4	.59
	Community Member=3.48 Police Officer=3.64 (No Sign. Diff.)			
10. Not apply stereotypes to others	Overall= 3.43 Pre=3.36 Post=3.50 (No Sign. Diff.)	3.00	4	.62
	Community Member=3.39 Police Officer=3.52 (No Sign. Diff.)			
11. Be positive when someone says something hurtful or negative	Overall= 3.35 Pre=3.24 Post=3.46 (No Sign. Diff.)	3.00	3	.59
	Community Member=3.26 Police Officer=3.56 *			
12. Use a relaxed tone following a negative comment	Overall= 3.26 Pre=3.11 Post=3.40 (No Sign. Diff.)	3.00	3	.62
	Community Member=3.21 Police Officer=3.38 (No Sign. Diff.)			

13. Use non-verbals that indicate a non-combative appearance	Overall= 3.27 Pre=3.14 Post=3.40 (No Sign. Diff.)	3.00	3	.58
	Community Member=3.27 Police Officer=3.25 (No Sign. Diff.)			
14. De-escalate a heated situation or discussion	Overall= 3.30 Pre=3.20 Post=3.40 (No Sign. Diff.)	3.00	3	.56
	Community Member=3.29 Police Officer=3.33 (No Sign. Diff.)			
15. Effectively interrupt oppressive jokes or comments made about other groups	Overall= 3.19 Pre=2.98 Post=3.40*	3.00	3	.73
	Community Member=3.24 Police Officer=3.04 (No Sign. Diff.)			

* *statistical significance = .01*

The results indicate that there was a statistically significant change in the pre- and post-workshop scores in two of the 15 questions (questions 1 and 15). This is interesting when one considers that these are the exact same set of questions that were asked of the police officers in the Diversity Workshop where the difference between the pre- and post-workshop scores were significant for each question. Two explanations may help explain these findings. First, we would expect bigger change and growth in the first set of workshops completed by the participants, which was the Diversity Workshop in this case. Second, the Diversity Workshop was provided to the police officers only, without any community members present. It is surmised that having community members present in the Exposure workshops changed the dynamics by which these skills were self-assessed. This finding certainly warrants further consideration.

Another interesting result was that the only statistically significant difference between the scores recorded by police and members of the community was found for question 11. This question asked the participant to rate his or her ability to remain positive when someone says something hurtful or negative. Responses for officers were greater than those for community members. During the training process a number of police officers commented that they have become “numb” to the comments made to them by members of the community because it occurs so often. It may be that these comments are reflected in the higher scores recorded for this question.

Dimension IV - Application of training

- *There was an attempt to determine if the participants could apply the skills they learned during the training, and if a participant’s behavior changed on the job as a result of the training.*

Assessing whether participants could apply the skills that they learned during the training workshops was one of the more challenging aspects of the overall evaluation for a number of reasons. First, the soft-skills of self-awareness and self-evaluation are hard to measure while the participants manage different community events. A community event, lasting only a short period of time, may not be a reliable measure of one’s ability or skill level because of various factors that may influence that specific event. Instead, it would be best to observe repeated demonstrations at several events. Second, because of the timing of the delivery of the workshops within the contract period, time did not permit sizable follow-up to observe participants’ application of skills in the community. Consequently, in the absence of time, we tried to assess the energy and confidence participants had during the last section of the training. Participants were asked to identify activities (practiced in the training) that they could utilize at new or upcoming community events. This activity in the last section of training served as a means to assess participants’ ability to apply what they learned.

The comments that follow come from our post-workshop assessment instrument used to evaluate the Train-the-Trainer Workshop.

Table 6 presents the first question that was asked of the participants on the post-training assessment. Since much of the work during this training centered on conflict resolution, we thought that it would be prudent to ask the participants if they felt that this was the central theme of the final training session.

Table 6 Question 1 – Post-training Assessment Instrument

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

<i>Item</i>	<i>Sample Size</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Standard Deviation</i>
This training program concentrates on the skills needed for effective conflict management.	20	4.75	5.00	5	.44

The results confirm that participants viewed the training as strongly centered on the skills needed for effective conflict management. Although there were more than 20 people who attended various components of the three-day training, only 20 handed in the assessment form.

Table 7 presents results from the next two questions, which specifically asked participants whether they felt more confident in their ability to perform some aspects of community-engagement based on their exposure to the training. These questions were intended to serve as an assessment as to whether or not the participants could apply what they learned.

Table 7 Questions 2 & 3 Post-training Assessment Instrument

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

As a result of this program, I am more confident in my ability to effectively resolve conflicts.	20	4.40	4.00	4	.60
I am more confident in my ability to lead workshop components (e.g., up/down awareness discussions.)	20	4.30	4.00	4	.57

The results indicate that participants confidently assessed their ability to reproduce the community-engagement components they were trained on during the three-day workshop. We hope to observe community events in which training components are reproduced by the workshop participants, prior to expiration of the grant funding.

The final two questions asked the participants to identify how willing they were to lead aspects of the training in the community with members of the other group (police or community). Again, this was an attempt to measure participants’ ability to apply what they learned during training. A participant’s willingness to apply and roll-out various activities in the community would lead to the actual application of skills trained while a lack of willingness to actually roll-out and do activities in the community would most likely result in little transfer of training or utilization of skills trained. As one can see from Table 8, the results are promising in that the respondents agreed that they are ready to partner with members of the police and community to accomplish some form of community-engagement.

Table 8 Questions 4 & 5 - Post-training Assessment Instrument

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

I am ready to partner with community members (or police) to deliver a workshop.	20	4.50	5.00	5	.69
I can build on-going authentic relationships between police and community residents.	20	4.75	5.00	5	.55

The enthusiasm that workshop participants reported on the assessment instruments could also be seen in their overall evaluation of the Train-the-Trainers’ workshop curriculum. Each participant was asked whether or not they would recommend the training to others and how they would categorize the quality of the experience. There was a unanimous response to each of the questions, with everyone reporting they would recommend this training to another person and everyone reported that the quality of the training was “excellent”.

One last comment pertains to the final small-group exercise that took place on the last day of the Train-the-Trainer workshop. In this exercise the participants were split into three small groups and were asked to brainstorm ways the group could respond to a pre-assigned scenario. This was basically an application exercise where participants were required to identify the most appropriate use of community-engagement components they were exposed to during training. Correctly identifying methods to address the scenario would speak to an understanding of how to apply the skills learned to a particular community situation.

We directly observed the work by two of the three work groups. In each, the participants were able to correctly identify possible solutions and created a list of possible community-based activities. Each idea was well articulated and directly related a component of the training to a

positive form of community-engagement. The groups were given time to discuss when these activities could take place and we are hopeful that we will be able to observe at least one of these activities.

Dimension V - Business impact

- *The point to this element is to determine whether or not the goals of the training initiative have been met. If the focus of the training is to change the nature of the interaction between the police and community, we would like to measure to what degree that has occurred in the short-term.*

It is possible to assess this dimension of training effectiveness; however, given the time constraints that existed with this grant cycle, business impact could only be measured via the direct observation of one event. We attended a community meeting of the Mantua Civic Association (MCA) on Thursday, December 15, 2016 at a local school. The focus of the meeting was to hear a supermarket proposal presentation and community announcements, and then celebrate with a holiday dinner. A community member and 2 police officers attended this meeting and conducted a listening table (which was introduced and discussed during the training workshops). They hosted a table in the same room as the meeting, and posted a sign on the wall to ask the question "How can we build healthier relationships with/between Mantua youth (under 24) and police?" An announcement was made by the community member during the meeting to invite community members to discuss this question with each other and the police officers. Community members were also invited to write their thoughts on post-it notes.

Initial observation of this event indicates that the police and community and more willing and able to work together. Dialogue and interest in the question were observed. In the short-term it appears that the training is having a business impact on the police and community interactions. Initial observation of this event indicates that the police and community and more willing and able to work together. Dialogue and interest in the question were observed. In the short-term it appears that the training is having a business impact on the police and community interactions.

Dimension VI - Return on investment

- *With this element we will attempt to determine if there has been some measurable long-term benefit to the community and police department. Since there is no dollar amount attached to this training, we would like to measure the change in perception. There would be value in trying to determine if members of the community and members of the police department notice changes in the interaction between the two groups. One could suggest that perceived improvements in the level of communication could be equated to a return on investment.*

As was noted for business impact, it is possible to assess return on investment. However, such assessment would require a much longer period after the conclusion of training than existed in this instance. As a result, this dimension was not assessed.

Summary

We were tasked with evaluating the training initiative involving the National Coalition Building Institute, the 16th District of the Philadelphia Police Department, and the community members who live in the Mantua section of Philadelphia. The cooperative project began in January 2016 and ended on January 31, 2017. The qualitative observations and quantitative results indicate that this training initiative to promote police and community relations was indeed successful. Before the actual workshops began, the trainers invested hours of time and effort to initiate relations with the police and community members to become familiar with the people, their surroundings, and daily operations. This initial introduction into the community, coupled with the trainers' personal experiences (police work and training experience), enabled the trainers to build up a level of credibility. Subsequently, the trainers were well-received by the police and community members when the training workshops began.

As a result of the evaluative process, results indicated that there were positive outcomes in five of the six measurable dimensions of training effectiveness.

- Content validity – an analysis of the job description indicated that the training curricula were relevant to the essential functions, skills, and abilities of the officers.
- Employee reactions – the results from the employee satisfaction survey completed at the Customer Service workshops indicated a high degree of participant satisfaction across all areas of measurement.
- Employee learning – pre- and post-test assessments completed at the Customer Service and Exposure workshops indicated that participation in the workshops positively influenced student learning.
- Application of training – surveys completed at the train-the-Trainers' workshop indicated that the participants were confident that they had the skills to reproduce the community-engagement activities they were taught. In addition, the qualitative observations of the research team during the Train-the-Trainers' workshops and at the community forum led to the conclusion that the participants were able to apply the concepts to their environment.
- Business impact – The initial evaluation of the “listening table” exercise at the community meeting indicates that the goals of the training have been met over the short-term. There is demonstrated evidence of a change in the relationship between the police and members of the community.

Upon review and discussion with the trainers, it seems that the first phase of training, the Diversity Workshops, may not make a significant difference on the final outcome. That is, the purpose of the Diversity Workshops was not so much to teach adaptable skills, but to provide the police officers with a sense of what the training would be about. Most importantly, the Diversity Workshops allowed police officers to become acquainted with the materials and understand that

it was safe to discuss diversity and community issues, without fear of reprisal or criticism or other consequences. They were able to become aware of their own feelings and values, and communicating them with one another before interacting with the community.

In the training that followed, the NCBI trainers remained neutral, acting as facilitators or conduits between the police officers and community. Their behaviors empowered the police officers and community members; that is, they gave the police officers and community members the tools and resources to interact effectively. This style of training signaled that the police officers and community members were more alike than different once they got to know one another, and that they all wanted the same outcome, a safe and efficient community.