

Office of the Staff Judge Advocate-Court-Martial Process

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Submitted to:

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Abstract: This project describes a legal office performance problem and provides a prototype of an instructional solution to the performance problem. The performance problem is that Battalion paralegals are often not properly uploading documents into MJO. Paralegals are not briefing escorts or bailiffs prior to arraignment or court-martial and do not appear to understand what hearings escorts are supposed to attend. The judge often reports that documents that were uploaded and transmitted via MJO are unacceptable due to readability and escorts are frequently showing up to arraignment 90 percent of the time without the accused. Battalion paralegals are supposed to be able to provide legal support to commanders in all aspects of military justice. Battalion paralegals are unable to complete a court-martial for their unit efficiently because they lack the knowledge in key tasks that need to be performed.

The battalion paralegals seem to lack knowledge of the proper way to upload documents and don't seem to understand what hearings the escorts are supposed to show up to nor do they seem to have an understanding of the expectations of the court when it comes to documents introduced at trial.

The proposed instructional solution includes a three-part 120-minute session with an introduction, description of the bates numbering system; military justice standard operating procedures; and adjacent unit coordination. The instructional solution also includes a demonstration the paralegals ability to label files of the bates numbering system; the ability to input data into the military justice database; and the demonstration of the ability to contact adjacent units and coordinate their court-martial attendance.

An implementation and evaluation plan are included with a description of a cost analysis to ensure effective and cost beneficial instruction.

The overall goal is to reduce the number of documents that are not accessible in court by 50% and ensure those that are to be at a court-martial are present 100% of the time.

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Task 1: Battalion Paralegal Analysis

Problem statement: Paralegals do not properly upload documents into military justice online (MJO) and fail to properly brief escorts and bailiffs on their duties and responsibilities.

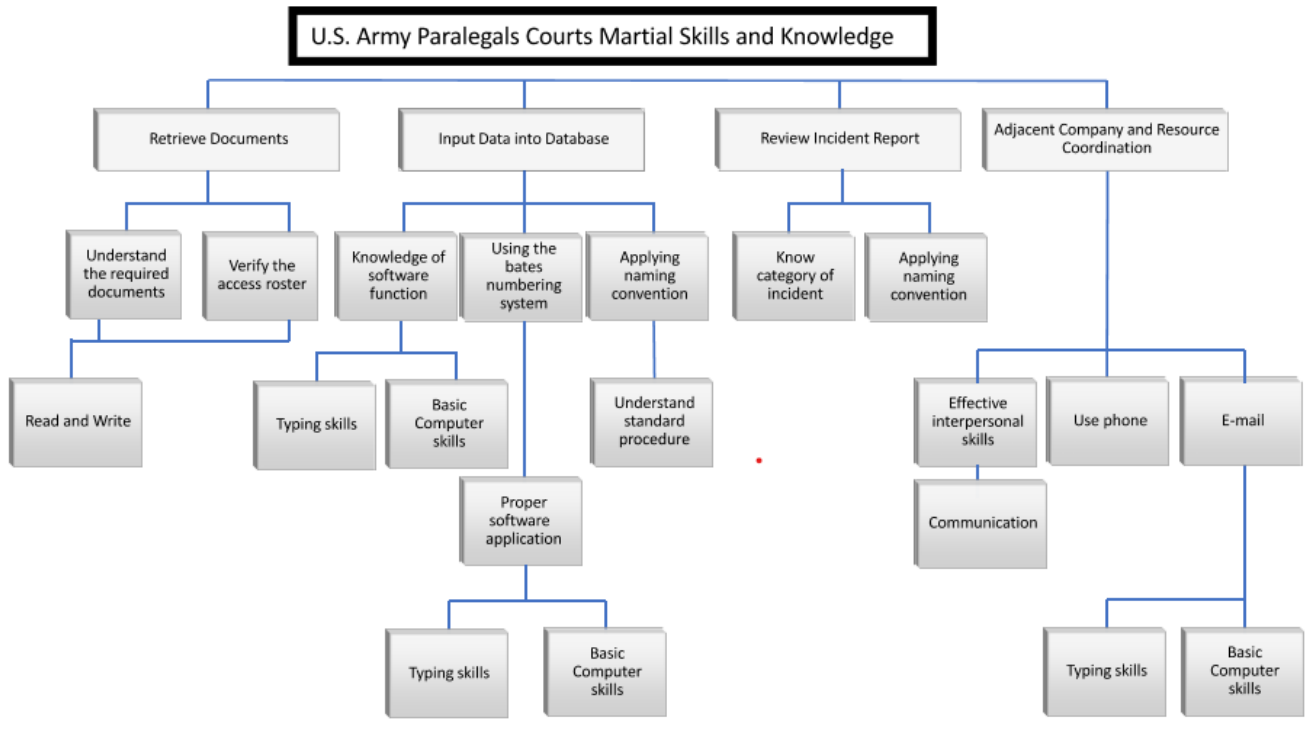
Competent Performance: Paralegals use a military justice application known as (Military Justice Online) to assist in completing critical administrative functions in a court-martial. All investigations and administrative actions should be uploaded into MJO without error prior to referral of charges to a trial by court-martial, escorts and bailiffs are briefed and trained to understand what hearings they are supposed to attend, and paralegals make sure all documents are completed that will place a prisoner in confinement. Paralegals must know and understand the court-martial process and perform all administrative functions without error.

Performance problem: Battalion paralegals are often not properly uploading documents into MJO. Paralegals are not briefing escorts or bailiffs prior to arraignment or court-martial and do not appear to understand what hearings escorts are supposed to attend. The judge often reports that documents that were uploaded and transmitted via MJO are unacceptable due to readability and escorts are frequently showing up to arraignment 90 percent of the time without the accused. Battalion paralegals are supposed to be able to provide legal support to commanders in all aspects of military justice. Battalion paralegals are unable to complete a court-martial for their unit efficiently because they lack the knowledge in key tasks that need to be performed.

Audience Profile: Battalion Paralegals are typically high school graduates with approximately 50% of the paralegal population completing one or two years of college prior to enlistment. Most battalion paralegals have served in the Army for approximately six months to one year. Typically, because the paralegals arrive to Fort Bliss during their first enlistment most of the request reassignment to a location of choice the moment, they become eligible (2 years after arriving to Fort Bliss). All Battalion Paralegals attend Advanced Individual Training. Advanced Individual training is approximately 11 weeks long. The training does include training on the Court-Martial process but does not include training on how to upload investigations into the database or how to review incident reports. Some Battalion Paralegals (about 10 of 40 per year) will attend the Basic Leader Course and/or Advanced Leaders Course (ALC) to learn the requisite skills to promote to supervisory rolls within the organization. ALC does not include training on the software either as this is presumed to be taught in the organization upon graduating from entry level training. Within the organization all Soldiers attend training every Thursday on a variety of topics (including military justice topics) during the weekly office Sergeants Time Training.

Learning and Working Environments: The working environment for Battalion Paralegals is indoors and in a relatively comfortable and quiet office. There are seven Paralegals per office and occupy an open space with cubicles. The only time the working environment may get a little noisy is when customers are in the office talking about various cases. Battalion Paralegals work in cubicles so frequent visitors often serve as a distraction. Battalion Paralegals are free to decorate and arrange their individual cubicles in a manner most suitable to them. Battalion Paralegals have their own desk and most of the time (not always) have functioning computers and printers. There is one phone in the office with the seven Battalion Paralegals. Both the supervising attorney and the supervising Paralegal have their own separate office with their own desk, chair, computer, and office phone. The supervising attorney and supervising Paralegal office is within the same area that is occupied by the Battalion Paralegals so there is clear oversight of the Battalion Paralegals due to the supervisor's office being in proximity. Each computer has access to the military justice online application to generate actions and shared reference materials are available to research applicable laws, rules, and regulations. The learning environment where the Battalion Paralegals receive weekly training is located on the opposite side of the installation approximately a 15-minute drive from the Battalion Paralegals location. The building is an older building with low lighting. Often a computer, projector, and a projection screen are brought into the building to conduct the training.

Content Analysis: The knowledge and skills of a Battalion Paralegal include knowledge and skills necessary to review daily incident reports, identify the agency responsible for investigating the incident, and retrieving the necessary documents once the investigation is complete. Upon retrieving the necessary documents, the battalion paralegals are responsible for inputting the documents and filling in the required data fields for initiating the action in the centralized database and software system (Military Justice Online). Once the incident is set for trial Battalion Paralegals are responsible for contacting and coordinating for the appearance of required court personnel (escorts, panel members, bailiff, etc.). Although, a performance gap exists where escorts are not arriving to court on time it was determined through the analysis that training and informing escorts of their duties and responsibilities are primarily the responsibility of the military police and not battalion paralegals. The performance gap that exists for the battalion paralegals with respect to escorts is informing them of the date/time that escorts are required to appear in court and the responsibility to ensure they escorts are appearing with the accused at hearings such as arraignment. Our analysis suggests instruction should include training on document retrieval procedures, understanding software functions of centralized database and their required inputs, knowledge of the format of the military incident report and understanding which agencies process investigations and the procedure for requesting a completed report, and understanding who needs to be contacted as a member of the court and what hearings each member must attend. See diagram below for knowledge required of a Battalion Paralegal to perform their job.



Content Analysis Table 1.1

Instructional support is required to:

- utilize Adobe Acrobat DC to input bates numbering into scanned PDF documents and review documents for accessibility.
- employ the organizational standard operating procedure for the military justice database to ensure all required data fields are completed and documents are properly named, uploaded, and stored in the database for quick access and retrieval.
- identify incidents that require a court-martial and schedule adjacent unit resource requirements.

Task 2: Battalion Paralegal Instructional Course Design

Summary of Performance Issues

Summary of Performance Issues

Performance	Content
Properly utilize Adobe Acrobat DC to apply bates numbering to scanned PDF documents. Higher order thinking- Utilizing Adobe Acrobat DC and applying bates numbering to a scanned PDF document.	Recognize documents or images that are not PDF accessible; remove inaccessible documents or images and replace them with accessible documents/images; utilize adobe acrobat DC to apply bates numbering to scanned PDF documents.
Employ the organizational standard operating procedure to identify required data fields that must be completed and ensure proper naming conventions are being used and documents are safely stored for quick access and retrieval. Higher order thinking- Demonstrating the ability to properly identify required data fields that must be completed and applying proper naming conventions to allow for quick access and retrieval.	Identify required data fields that need to be completed in the military justice database; ensure documents are properly named and documents are stored for quick access and retrieval.
Identify incidents that require a court-martial and schedule adjacent unit resource requirements Higher order thinking- Identifying adjacent unit resource requirements and arranging for the appearance of required personnel through synchronized scheduling.	Identify resource requirements for a court-martial by screening the incident report and recognizing what incidents will require a court-martial; verify schedules are synchronized for all required personnel and resources to ensure appearance when a court-martial is initiated.

Summary of Performance Issues Table 2.1

Instructional Goals:

- To facilitate learners (paralegals) in developing the knowledge and skills to properly input data into the military justice database and organize information for easy access and retrieval by utilizing the organizational standard operating procedures.
- To facilitate learners (paralegals) in developing the knowledge and skills to incorporate bates numbering into documents using Adobe Acrobat DC and reviewing PDF document for accessibility.
- To facilitate learners (paralegals) in developing the knowledge and skills to identify court-martial resource requirements and ensure appearance of personnel through synchronized scheduling.

Learning Objectives:

- Learners will be able to use the organizational standard operating procedures to input data into the military justice database and fill out all required fields.
- Learners will be able to demonstrate an understanding of the bates numbering system and apply bates numbering to PDF documents using Adobe Acrobat DC.
- Learners will be able to apply proper naming conventions to documents and store all documents on the military justice database allowing for quick access and retrieval.
- Learners will be able to identify incidents that require a court-martial and resources by gaining
- access to the military police station and screening incident reports.
- Learners will be able to demonstrate the ability to identifying incidents that require a court- martial and scheduling required adjacent unit resource requirements.

Phase 1: MJO Goals, Objectives, Assessments

Instructional Goal	Learning Objectives	Learning Assessment
To facilitate learners (paralegals) in developing the knowledge and skills required to properly input data into the military justice database and organize information for easy access and retrieval by utilizing the organizational standard operating procedures (SOPs).	<p>Learners will be able to apply proper naming conventions to documents and store all documents on the military justice database 100% of the time. Attorneys or judges needing access to the information will be able to access and retrieve documents within a two-minute timeframe.</p> <p>Learners will be able to use the organizational standard operating procedures to input data into the military justice database and fill out all required fields 100% of the time.</p>	<p>Given access to the military justice database and a file containing 25 pages of evidence, learners will scan, organize, name and upload all documents into the database in accordance with the organizational standard operating procedures and ensure 100 percent of the documents are accessible.</p> <p>Given access to the military justice database, learners will input all data required in the appropriate fields 100 percent of the time.</p>

MJO Goals, Objectives, Assessments Table 2.2

Phase 1: Bates Numbering System Goals, Objectives, Assessments

Instructional Goal	Learning Objectives	Learning Assessment
To facilitate learners (paralegals) in developing the knowledge and skills to incorporate bates numbering into documents using Adobe Acrobat DC and reviewing PDF document for accessibility.	Learners will be able to demonstrate an understanding of the bates numbering system by applying bates numbering to PDF documents using Adobe Acrobat DC.	Given access to a 25-page evidence file and a computer with Adobe Acrobat DC, learners will label all documents with a bates number and ensure 100% accessibility.

Bates Numbering System Goals, Objectives, Assessments Table 2.3

Phase 2: Adjacent Unit and Resource Goals, Objectives, Assessments


Instructional Goal	Learning Objectives	Learning Assessment
To facilitate learners (paralegals) in developing the knowledge and skills to identify courts-martial resource requirements by gaining access to the military police station and screening reports and synchronizing schedules with adjacent units to ensure personnel appearance.	Learners will be able to demonstrate an understanding of courts-martial resource requirements by identifying when a court-martial is required through the review of military police incident reports and demonstrate the ability to identify and schedule resource requirements for an impending court-martial.	Given access to an incident report, learners will identify incidents that require courts-martial and describe required resources. Learners will coordinate with adjacent units to notify adjacent units of resource requirements and schedule their appearance. Learners will identify 100% of the incidents that require court-martial and schedule 100% of personnel for court-martial appearance. .

Adjacent Unit and Resource Goals, Objectives, Assessments Table 2.4

Task 3: Battalion Paralegal Course Instruction Development

Course Instruction Storyboards:

	Course title: Using the military justice database to initiate a courts-martial Purpose: Add Bates numbering to PDF files, Upload into Database and coordinate resources with Adjacent Company's for Courts-martial	Estimated Time: 180
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Context: This is introductory training for new Paralegals and unit Leadership. It is the only formal training for uploading documents and unit coordination requirements. It will be conducted as new paralegals arrive or units change out Command Groups.


Overview: Instruction will cover how to identify incidents on the daily report that require courts-martial...by providing an example report to review during instruction, Discuss who needs to be notified by discussing how to use the notification matrix. Military Police will brief how to retrieve required documents from the station and how to gain access. Senior Paralegal will show video on how to apply bates numbering to documents and demonstrate how to upload the documents. Senior Paralegal will then explain common technics for coordinating additional resources for Courts-martial.


Expected Outcomes: Demonstrate an ability to gain access to Police station, notify adjacent units of incidents and resource requirements, then label PDF documents using the bates numbering system and upload to the military justice database with all required fields filled out to initiate a courts-martial.


Resources: One projector and computer for instruction. Enough handouts for all students

Facilities: Building capable of sitting 10 learners

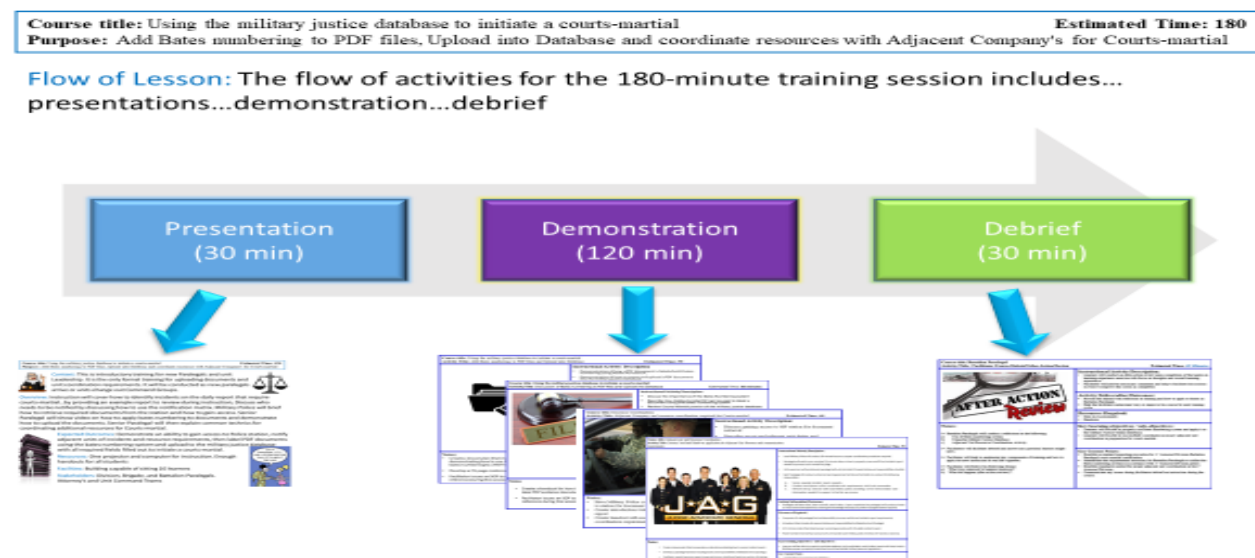
Stakeholders: Division, Brigade, and Battalion Paralegals. Attorney's and Unit Command Teams









Storyboard Overview Table 3.1




Flow of Course Lesson Table 3.2

Course title: Using the military justice database to initiate a courts-martial Activity Title: Discussion of Bates numbering to PDF files and Upload into Database Estimated Time: 30 minutes	
	Instructional Activity Description <ul style="list-style-type: none"> Discuss the importance of the Bates Numbering system Describe how Adobe Acrobat DC can be used to label a document using the bates numbering system Review Courts-Martial portion of the military justice database. Identify all data fields required to be completed in the database to initiate a court-martial Conduct a check on learning evaluating the learner's knowledge of the bates numbering system and the required fields to be completed in the military justice database
	Activity Deliverables/Outcomes: <ul style="list-style-type: none"> learners take notes on bates numbering and the court-martial section of the military justice database at conclusion of presentation and understand the bates numbering system and the required fields to be completed to initiate a court-martial
	Resources Required: <ul style="list-style-type: none"> Computers for all student with Adobe Acrobat DC and access to the military justice database A handout (guide) for how to label documents using the bates numbering system A handout of the organizational SOP for how to properly name documents in the database and identifying all required fields
Notes: <ul style="list-style-type: none"> Create a handout for how to use Adobe Acrobat DC to label PDF evidence document Facilitator issues an SOP to each student to use as a reference during the session 	Key learning objectives / sub-objectives: Learners will be able to label PDF documents using the bates numbering system and be able to fill out all required fields of the military justice database to initiate a court-martial
	Key Content Points: <ul style="list-style-type: none"> Bates numbering system Filling out all required fields in database to initiate a court-martial


MJO Database Storyboard Table 3.3

Course title: Using the military justice database to initiate a courts-martial Activity Title: Add Bates numbering to PDF files and Upload into Database Estimated Time: 30 minutes	
	Instructional Activity Description <ul style="list-style-type: none"> Demonstration of how a PDF document is labeled with bates numbering using Adobe Acrobat DC Demonstration of how to name and upload a PDF document into the military justice database Demonstration of how to fill out each field in the military justice database in accordance with the SOP Conduct a check on learning following each demonstration to track student progress and understanding
	Activity Deliverables/Outcomes: <ul style="list-style-type: none"> learners follow along with the facilitator as he/she demonstrates how to perform activities.
	Resources Required: <ul style="list-style-type: none"> Computers for all student with Adobe Acrobat DC and access to the military justice database A lesson plan that includes a video that shows how to use Adobe Acrobat DC Student handout consisting of the organizational SOP 25-page evidence file to use for demonstration
Notes: <ul style="list-style-type: none"> Create a lesson plan that incorporates a video demonstrating how to use Adobe Acrobat DC to add bates numbering to a PDF file Develop a 25-page evidence file to use for demonstration Facilitator issues an SOP to each student to use as a reference during the session 	Key learning objectives / sub-objectives: Learners will be able to label PDF documents using the bates numbering system and be able to fill out all required fields of the military justice database to initiate a court-martial
	Key Content Points: <ul style="list-style-type: none"> Bates numbering system Filling out all required fields in database to initiate a court-martial


Bates Numbering System Storyboard Table 3.4

Course title: Schedule adjacent unit resource requirements Activity Title: Adjacent Company and resource coordination required for Courts-martial Estimated Time: 30 minutes	
	Instructional Activity Description: <ul style="list-style-type: none"> Discuss gaining access to MP station for document retrieval Describe escort and adjacent unit duties and coordination requirements Identify incidents that require courts-martial on daily incident police report Explain Proper notification procedures
	Activity Deliverables/Outcomes: Review incident report, identify court-martial requirement and notify adjacent Unit or resources
	Resources Required: <ul style="list-style-type: none"> Example incident report Handout of escort responsibilities Video of reviewing incident report Military Police Officers to conduct Brief
Notes: <ul style="list-style-type: none"> Have Military Police come brief how to gain access to station for document retrieval Create introduction video for reviewing incident report Create handout with escort duties and adjacent Unit coordination requirements 	Key learning objectives / sub-objectives: Demonstrate and ability to gain access to Police station, notify adjacent units of incidents and resource requirements
	Key Content Points: <ul style="list-style-type: none"> Best Practices for coordination Common/un-common incidents that require courts-martial Technical support issues when unit numbers are not updated

Adjacent Unit and Resource Coordination Storyboard Table 3.5.a

Course title: Schedule adjacent unit resource requirements Activity Title: Lecture, brief and Hands-on application for Adjacent Unit Resource and communication requirements		Estimated Time: 30 minutes
		Instructional Activity Description: <ul style="list-style-type: none"> Local Military Police will conduct 30-minute lecture on proper coordination procedures required. Paralegals will watch a pre-recorded 15-minute video on how to properly screen and fill out incident report needed to process court-martial for judge. Unit supervisor will provide each paralegal with a by line brief of created duties and responsibilities checklist. Each Paralegal will conduct a check on learning exercise that forces the Soldier to conduct the following measurables: <ol style="list-style-type: none"> Screen example incident report properly. Conduct mock phone call to coordinate unit requirements with local commander. Perform link-up exercise with local military police providing correct memorandum and information needed for support in the link up process.
		Activity Deliverables/Outcomes: <ul style="list-style-type: none"> Paralegals will take notes, listen to briefs, watch videos. Upon completion the paralegals will conduct a hands-on mock real-world experience showing the knowledge necessary to perform assigned duties required.
		Resources Required: <ul style="list-style-type: none"> Computers for all paralegal that includes ability to screen and format incident report requirements. A handout that includes all required duties and responsibilities for Battalion level Paralegal. A 15-minute video that details proper screening procedures for the daily incident report. Panel members that will act as local unit commanders and military police members for hands-on exercise.
Notes: <ul style="list-style-type: none"> Create a lesson plan that incorporates a video demonstrating how to screen incident report. Develop a paralegal handout including duties and responsibilities of Battalion level paralegal. Facilitator needs classroom space to execute lectures, briefs and hands-on portion of training. 		Key learning objectives / sub-objectives: <ul style="list-style-type: none"> Learners will be able to properly coordinate adjacent unit coordination, and incident report with local units to facilitate proper a properly streamlined courts martial IAW military laws and regulations.
		Key Content Points: <ul style="list-style-type: none"> Incident Report screening and validation. Proper adjacent unit and unit resource coordination.

Adjacent Unit and Resource Coordination Storyboard Table 3.5.b

Course title: Battalion Paralegal Activity Title: Facilitator Course Debrief/After-Action Review		Estimated Time: 45 Minutes
		Instructional Activity Description: <ul style="list-style-type: none"> Learners will conduct an after-action review upon completion of the hands-on learning experience exercise with focus on thoughts and overall learning experience. Facilitator will add the necessary comments and help to facilitate discussions on ways to improve the course as completed.
		Activity Deliverables/Outcomes: <ul style="list-style-type: none"> Provide the learner with reflection on training and how to apply to duties as Battalion Paralegal. Help the facilitator understand ways to improve the course for next training cycle.
		Resources Required: <ul style="list-style-type: none"> Data on Assessments Handouts
Notes: <ul style="list-style-type: none"> Battalion Paralegals will conduct a reflection on the following: <ol style="list-style-type: none"> Use of Bates numbering system Using the Military Justice Database Adjacent Unit Resource Coordination Activity Facilitators will facilitate debrief and answer any questions learners might have. Facilitator will help to emphasize key components of training and how to apply the new instruction to real life vignettes. Facilitator will follow the following format: <ol style="list-style-type: none"> What was supposed to happen (purpose)? What did happen (after action review)? 		Key learning objectives / sub-objectives: <ul style="list-style-type: none"> Learners will be able to properly use Bates numbering system and apply it to the Military Justice Online Database. Learners will be able to successfully coordinate necessary adjacent unit coordination in preparation for courts martial.
		Key Content Points: <ul style="list-style-type: none"> Establish a standard operating procedure for 1st Armored Division Battalion Paralegal courts martial certification. Standardize the requirements necessary for Battalion Paralegals to utilize the Bates numbering system in accordance with 1st Armored Division policy. Establish standards needed for proper adjacent unit coordination in the 1st Armored Division. Communicate any issues during facilitator debrief on instruction during the course.

Facilitator Course Debrief/After-Action Review Storyboard Table 3.6

Implementation Dissemination Plan:

Students will watch a video and the Senior Military Justice Operations Non-Commissioned Officer (NCO) will provide a lecture to the target audience in order to meet the learning objectives. The Military Police will conduct a 30-minute lecture on proper coordination procedures. The target audience for the training will be identified through the monthly inbound personnel roster and will be provided to the senior military justice operations NCO.

The Senior Military Justice Operations NCO will arrange for the training to be conducted in Building 112 on Fort Bliss Texas on a quarterly basis. The Senior Military Justice Operations NCO will be responsible for scheduling training and arranging for all the logistics (ensuring equipment is functional, arranging for the attendance of guest speakers from the MP station and outside organizations, scheduling training, etc.).

The primary barriers to implementation will be additional unit and Soldier training requirements that paralegals are required to attend as well as competing demands of their daily responsibilities extending beyond their Courts-Martial duties such as administrative separations and administration of non-judicial punishment. Installation support from outside agencies could be a barrier to implementation based on varying mission requirements of the external organizations.

Senior Military Operations Paralegal NCO will ensure senior paralegals from the Brigades that directly supervise the paralegals understand the quarterly training requirement and make their paralegals available for training. The Senior Military Justice Operations NCO will be the individual responsible for messaging the importance of the training to the paralegals that are required to attend as well as to the supervisors of the paralegals required to attend. Additionally, the training will be incorporated into the quarterly training brief and approved by the Commanding General of the installation to ensure organizational compliance. The Staff Judge Advocate and his delegate (the installation Command Paralegal NCO) have the sole responsibility of briefing the installation chief of staff regarding the importance of the training and ensuring the training is added to the quarterly training brief.

Task 4: Evaluation for the Battalion Paralegals Course

Formative Evaluation:

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
Content Presentation	Does instruction provide a clear presentation on the Bates Numbering System? Does the briefing from an outside agency flow smoothly with the content? Do instructors believe the instruction is appropriate for learners? Does the Instructional Design expert feel the instructional strategy of lecturing and hands on training is appropriate for learning theory?	-Pre course Survey -Pretest administered to sample of target audience (AIT students focus group) -Read-think-aloud technique to validate video mediated component of the instruction.	Learners Instructor Expert Instructional Designer
Hands on Activity	Are the instructions for the hands-on activity clear? Does the hands-on activity align with content? Are the hands-on activities effective?	- Survey - Focus Group - Document analysis	Learners Instructor
Review of assessment specifications	Are the assessment items practical and reliable? Do the assessment items adequately cover the range of content and align with the learning objectives?	Assessment item and blueprint review	Instructors Skilled learners

Formative Evaluation Table 3.7

Summative Evaluation:

Components of Course Instruction	Sample Evaluation Questions	Instruments/Protocol	Uses
Overall Satisfaction	Did the course increase solve the Battalion Paralegal deficiency? Do the Battalion Paralegals feel the instruction was beneficial?	End of Course Survey	Determine the continued use of instruction design for the Battalion Paralegal Training Course
Course Objectives and Assessment	Are the Battalion Paralegals more proficient in executing required duties necessary for court martial? Did the course flow follow the designed instruction and was implementation effective as designed? Did the designed instruction course provide the ability for Battalion paralegals to <u>accomplish</u> : a. effectively upload documents into the MJO database? b. coordinate all adjacent stakeholder and resource coordination?	Pretest ↓ Course Instruction ↓ Posttest ↓ Observation	Determine if instructional course design meets Battalion Paralegal course objectives. Determine if future enhancements are necessary to improve the course instruction design for course objectives.
Training Course Future Impact	Does training course build skills necessary to for new Battalion paralegals to train next Soldiers entering the unit? Did course instruction design provide proficiency to apply on-the-job skills for future junior supervisor duties?	Supervisor Survey Attorney Survey Judge Survey	Ensure course instruction design meets requirements of stakeholders and provides success to the Battalion Paralegals success for the court martial process.
Return of Investment (ROI)	Was the overall time required for training cost effective? Is the return of investment effective based on the cost of the program?	Headquarters Department of the Army S-1/S-4 Force Management Survey	Provide Commanding General force management cost analysis for Army wide implementation

Summative Evaluation Table 3.8

Cost Benefit Analysis:**Cost-benefit Analysis** (cost-benefit for suggested instruction.)

Costs associated with implementation (personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (financial, resources, quantitative and qualitative) (Based on report of 200 hours annually, courts being delayed because of miss filings and delayed escorts)
Quarterly Training break down: Senior Paralegal x 4 hours = \$132 Military Police instructor x 1 hour = \$21 Command Group guest Instructor x 1 hour = \$54 15 Student Paralegals x 2 hours = \$480 Facilities rental (includes projector, chairs, desk, and network connectivity) x 3 hours = \$330 15 Paper Handouts (1 box of paper) = \$25 Pens/pencils (1 box of each) = \$14 Total Quarterly Cost = \$1,055 Total Annual cost = \$4,220 16 computers = \$8,100 (one-time cost)	Annual Cost: Defense Lawyer = \$40,000 Prosecution Lawyer = \$40,000 Judge = \$13,000 Bailiff = \$4,200 Recorder = \$3,200 Security Escorts = \$8,400 Court Room = \$22,000 Military Police Officer = \$3,200 Total Annual Cost for Delays = \$134,000

Personal cost was determined using the average salary of the required positions.

Cost Analysis Table 3.9

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Appendix A-Battalion Paralegal Analysis Questions

Analysis

What skills or training do the paralegals have already in AIT?

Is there a created checklist of requirements for paralegals to follow?

Do the paralegals like there job?

What causes most paralegals to pick their MOS?

What is the paralegals perspective on environment? Do they think they are able to complete courts martial effectively?

How many courts martial cases do each paralegal typically handle?

How many paralegals per Team Leader? How many Team Leaders total at Fort Bliss?

What kind of systems and/or training are in place to review paralegals requirements prior to courts martial?

Are there different requirements for paralegals for defense and prosecution? If so, are paralegals crossed trained for both tasks?

How much time is being allocated to the Battalion for each paralegal? If all time is being allocated at Battalion, then how much time is left to execute the pre tasks for courts martial?

Are paralegals changing Battalions? If so, how often?

Do all courts martials happen at Fort Bliss?

How often are courts martial canceled and the paralegals must execute tasks all over again. How many of these tasks carry over even if cancelled?

How long to become a Team Leader and Squad Leader as a Battalion Paralegal?

What other tasks outside of paralegal work does each paralegal deal with? This is the Army?

How many actual working paralegals are there due to Soldier issues within the team? Are they at full strength?

Do all courts martial tasks apply to every single case or is each case different?

Does it require more than one paralegal at a time to execute the duties required?

Does the online data base apply to every installation in the Army? Use, functionality etc....

How is the relationship with Battalions and the Division? Does the unit know their paralegals are supposed to execute the duties in time?

End of Report

Final Report Checklist – Include as last page of Report



Final Report Checklist

Front Matter (2 pages)	<input checked="" type="checkbox"/> Title page and Table of Content present <input checked="" type="checkbox"/> Effective Abstract (good grammar, spell checked)
Analysis (¾ page)	<input checked="" type="checkbox"/> Required components present (problem statement, content analysis) <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate <input checked="" type="checkbox"/> Section conforms to length guidelines <input checked="" type="checkbox"/> Grammar, spelling, format check
Design (2 pages)	<input checked="" type="checkbox"/> Required components present (instr. strategies, resources, assessments) <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate <input checked="" type="checkbox"/> Section conforms to length guidelines <input checked="" type="checkbox"/> Goals, objectives, activities, assessments <u>align</u> and address identified gap <input checked="" type="checkbox"/> Grammar, spelling, format check
Development (4 pages)	<input checked="" type="checkbox"/> Required components present (storyboard set) <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate <input checked="" type="checkbox"/> Prototype clearly demonstrates design of instruction <input checked="" type="checkbox"/> Section conforms to length guidelines <input checked="" type="checkbox"/> Grammar, spelling, format check
Implementation (1 page)	<input checked="" type="checkbox"/> Required components present (dissemination plan) <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate <input checked="" type="checkbox"/> Section conforms to length guidelines <input checked="" type="checkbox"/> Grammar, spelling, format check
Evaluation (1 page)	<input checked="" type="checkbox"/> All required components are present (formative/summative; cost/benefit) <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate <input checked="" type="checkbox"/> Section conforms to length guidelines <input checked="" type="checkbox"/> Grammar, spelling, format check
Appendices (End matter)	<input checked="" type="checkbox"/> References section is BEFORE appendix A, in APA style <input checked="" type="checkbox"/> Supplemental Appendixes referenced in body of report <input checked="" type="checkbox"/> Supporting graphics, charts, clear and accurate in Appendixes <input checked="" type="checkbox"/> Grammar, spelling, format check <input checked="" type="checkbox"/> Final checklist attached after LAST appendix
Formatting Overall	<input checked="" type="checkbox"/> All sections are written in a professional manner, single spaced <input checked="" type="checkbox"/> 12 pt Times New Roman font is used in main text, (tables can be 10pt) <input checked="" type="checkbox"/> APA formatting is followed in citations <input checked="" type="checkbox"/> Graphics and/or diagrams are used effectively <input checked="" type="checkbox"/> Report is formatted into one file (pdf)
Overall Report Content	<input checked="" type="checkbox"/> Performance problem is clearly described <input checked="" type="checkbox"/> Analysis supports recommendation for instructional solution <input checked="" type="checkbox"/> Instructional Design solutions address gaps identified in Analysis <input checked="" type="checkbox"/> Development plan addresses Design specification <input checked="" type="checkbox"/> Implementation plan aligns with Analysis and Design plan <input checked="" type="checkbox"/> Evaluation plan aligns with instruction and performance problem <input checked="" type="checkbox"/> Flow of messages among sections and performance problem are clear



IDE 631 – Project Template Final Checklist