

ACTIVITY REPORTING AND PROPOSAL FORM


JUDICIAL COUNCIL DIRECTIVES AOC RESTRUCTURING

DATE	3/25/2013
PREPARED BY	Diane Cowdrey
OFFICE NAME	<u>Center for Judiciary Education and Research</u>
JUDICIAL COUNCIL DIRECTIVE NUMBER	86
JUDICIAL COUNCIL DIRECTIVE	E&P recommends that the Judicial Council direct the Administrative Director of the Courts that the Education Division should conduct true cost benefit analyses in determining the types of training and education it provides for new judicial officers and others, and to report to the council on the results. Analyses should include types, lengths, locations of programs, delivery methods, and the costs to courts.
SEC RECOMMENDATION	The Education Division should conduct true cost-benefit analyses—and not rely only on its own preferences—in determining the types of training and education it provides, including types, lengths, and locations of programs, delivery methods, and the costs to courts. This type of analysis should apply to training and education programs for new judicial officers.
RESPONSE (check applicable boxes)	
<input checked="" type="checkbox"/> This directive has been completed and implemented:	
<p>The Judicial Council requested that CJER submit recommendations on the cost-benefit process, and this was submitted at the January 17, 2013 Council meeting. Based upon the Council's approval of CJER's approach to the directive, this final report is submitted to the Council at its April 2013 meeting. This directive, if approved by the Council, will be implemented in the remainder of this calendar year. In order to implement the directive, CJER's recommendations are to 1) increase oversight by the Governing Committee of CJER management with respect to determining the appropriate expenditures for developing education, 2) ensure validation by Governing Committee of the analyses and recommendations of curriculum committees, and 3) provide Advisory Committee-level oversight of cost effectiveness in the manner in which education is delivered while maintaining educational effectiveness.</p> <p>In order to comply with Judicial Council directive #86, CJER has strengthened the "cost" side of the equation by making the following changes to current process:</p> <ol style="list-style-type: none"> 1. Prior to the development a two-year Education Plan, CJER staff will provide the Governing Committee with budget information on the programs and products that have the highest cost. The Governing Committee will review these to determine if (a) there are ways to reduce costs, and (b) whether the benefits of those programs and products justify the cost of their inclusion in the next Education Plan. 2. CJER staff will provide additional information on costs of each delivery method to the curriculum committees so they can analyze the relative delivery costs against the effectiveness of a particular delivery method for achieving stated educational goals and objectives. See attached two Job Aids: one on delivery methods, and one on relative costs of delivery methods. 3. The Governing Committee and curriculum committees should examine costs in their selection of the types of delivery methods. It should include variables such as the lengths and locations of live 	


programs, direct and indirect development costs and estimated costs to courts.

4. Staff should facilitate discussion among committee members about the effectiveness and costs of various delivery methods and should ensure that the benefits of more expensive methods are clearly documented for review by the CJER Governing Committee should the curriculum committee determine that a more costly delivery method is necessary to effectively achieve educational goals. See attached updated process.

After the curriculum committees have conducted the cost-benefit analysis and made their prioritized recommendations to the Governing Committee, CJER staff will continue with the established practice of resourcing the prioritized committee recommendations to ensure the efficient delivery of as many of the committee recommendations as possible, with the available budget and staff resources.




Delivery methods.docx
Microsoft Office Word Document
16.8 KB





Relative cost document
EP 86 version 6 (2).docx
Microsoft Office Word Document
36.9 KB

This directive is forwarded to the Judicial Council with options for consideration:

 File Attachment

Other:









 File Attachment

 File Attachment

TIMELINE AND RESOURCES FOR IMPLEMENTATION

IMPLEMENTATION DATE OR PROJECTED IMPLEMENTATION DATE	Will be implemented for the next Education Plan (2014-16). Curriculum Committees will begin meeting in Fall 2013 to begin this work.
RESOURCES REQUIRED FOR IMPLEMENTATION	<input type="text"/>

ADDITIONAL IMPLEMENTATION INFORMATION (complete only applicable sections)

<input checked="" type="checkbox"/> PROCEDURES/ POLICIES UPDATED OR DEVELOPED	<p>Attached is a new form for Curriculum Committees to use in making cost/benefit decisions about education and making recommendations to the CJER Governing Committee.</p> <div data-bbox="500 323 818 527">  <p>Cost Benefit Analysis Form.docx Microsoft Office Word Document 14.0 KB</p> </div> <div data-bbox="500 554 818 617">  File Attachment </div>
<input type="checkbox"/> TRAINING UPDATED OR DEVELOPED	<div data-bbox="500 688 818 751">  File Attachment </div>
<input checked="" type="checkbox"/> SAVINGS	<p>Implementing a more rigorous cost effectiveness analysis and workflow process may enable CJER and the committees it serves to develop and deliver more education to the judiciary and the courts with reduced resources, while maintaining a focus on the effectiveness of the education provided. As part of this new process, the Governing Committee will review the higher cost education programs and products and may determine that costs should be reduced. When provided with financial data on the costs of providing education in the various delivery methods, curriculum committees may determine that a less costly method is the most effective one to use.</p> <div data-bbox="500 1037 818 1100">  File Attachment </div>
<input checked="" type="checkbox"/> COST	<p>The overriding purpose of this recommendation is to ensure that information on costs is being effectively provided to the appropriate decision-makers, and that each education program and product is effective in imparting the knowledge, skills, and abilities necessary. When provided with financial data on the costs of providing education in the various delivery methods, the Governing Committee and curriculum committees may determine that a more costly method is the most effective one to use.</p> <div data-bbox="500 1331 818 1394">  File Attachment </div>
<input type="checkbox"/> EFFICIENCIES	<div data-bbox="500 1465 818 1528">  File Attachment </div>
<input type="checkbox"/> SERVICE LEVEL IMPACT	<div data-bbox="500 1604 818 1667">  File Attachment </div>
<input type="checkbox"/> OTHER	<div data-bbox="500 1738 818 1801">  File Attachment </div>
ADMINISTRATIVE DIRECTOR OF THE COURTS (ADOC) REVIEW AND APPROVAL	
<hr/>	

ADOC REVIEW	Administrative Director of the Courts Review Date: 4/10/2013
EXECUTIVE AND PLANNING (E&P) COMMITTEE REVIEW	
E&P REVIEW	Executive and Planning Review Date: 4/17/2013

EDUCATION DELIVERY OPTIONS

FACE TO FACE EDUCATION—Courses are designed and delivered to encourage participants to interact with the content, and share experiences, expertise, challenges, concerns, and successes. This format is especially effective when interaction and immediate feedback are important.

Statewide: Opportunity to work with participants from across the state and learn from their varied experience. This delivery option is the most costly form of education per participant.

Regional: Focused on a tighter geographical area/content that can be covered in a 1-day format.

Local: Content delivered by courts internally in partnership with CJER.

ONLINE VIDEO—Video for content that can be developed in short segments designed for focused and/or “just-in-time” learning. **(24/7)**

Lecture Series—Discrete topics delivered in primarily lecture format by one or more subject matter experts that last 30 minutes to 1 hour.

10-Minute Mentor—This series consists of short topic videos presented by judicial officers who are experts in the areas they discuss.

Video Simulation Series—A series of short videos demonstrating techniques that participants can use to increase efficiency and effectiveness.

BROADCAST—Scheduled courses developed for delivery through the statewide satellite broadcast system and focused on specific audiences.

Live Broadcast—Content selected may be either lecture-/information-based (short format) or skills-based (1–2 hour format).

Individual & Facilitated Locally—Courses are repurposed for online desktop viewing and/or viewed by a group in a face to face course facilitated locally from DVD.

SELF-PACED ONLINE—Education that is designed for online delivery. These courses represent a range of complexity and interactivity. Content is generally stable, with limited updating requirements. Additionally, online courses provide judicial branch audiences with a convenient reference for related statutes, rules, and forms. **(24/7)**

PUBLICATIONS—Benchguides, Bench Handbooks, Benchbooks, and Job Aids are resources written and updated by staff with review by workgroups. These are available in hard and/or soft copy online. **(24/7)**

VIDEOCONFERENCE TRAINING—Videoconferencing is linking two or more locations (up to 8) by two-way video, allowing participants to communicate with each other and faculty during the course. Best designed for small numbers in multiple locations and short formats (1–2 hours). Currently only available at the Appellate Courts and the AOC Regional Offices.

WEBINARS—Short for Web-based seminar. These are courses transmitted over the Internet, consisting of a shared group environment online that includes live audio and video communication with an audience that is in a remote location from the faculty. Webinars may include video, PPT, chat capability with faculty, faculty feedback, and polling for audience participation. (*i.e.*, WebEx)

Each of these delivery options can be part of a blended learning plan. For example, a face to face course might require participants to complete an online course before attending the course, or a Webinar might follow a studio video as a way to expand the learning.

JOB AID: Relative Costs of Education Delivery Methods

According to “Developing the Judicial Branch Education Plan: Objectives, Roles and Responsibilities,” approved by the CJER Governing Committee in November 2009, the primary role and responsibility of the Curriculum Committee is to develop a two-year education plan for its respective curriculum area, in partnership with CJER staff, for approval by the Governing Committee. Curriculum Committees determine what content should be addressed in a two-year plan, prioritize that content, and also make recommendations about the appropriate way to deliver the content. Curriculum Committee members have knowledge about the variety of delivery methods available to CJER. This job aid provides information about the relative cost of the various delivery methods so that committee members can weigh the costs and benefits of particular delivery methods and make informed decisions about which delivery method is the most effective, cost-effective and appropriate to use. Committee members should carefully consider the cost and benefit of choosing a high cost delivery method (items 1-5 on the attached summary), and work with CJER staff to document their rationale for doing so for review by the CJER Governing Committee.

Below are summaries of the primary methods of providing education, a chart of relative costs, and a set of individual charts that provide greater detail about the costs associated with each of the delivery methods.

Live, face-to-face education programs can involve the highest number of cost elements to the courts and the AOC, and some forms of this delivery method incur the highest aggregate costs among the various options available. They range in format from half-day local courses to multi-day programs held at a conference or hotel venue.

Distance Education (Satellite Broadcast) typically entails very little direct cost beyond faculty travel and meals unless video production is required (for development of vignettes or interviews of subject matter experts shown during the broadcast). In that case, standard direct costs such as staff and faculty travel and lodging are incurred and indirect staff time costs are significantly increased. The other standard cost is satellite broadcast transmission, which costs approximately \$1,000 per hour. There are also annual costs associated with maintenance and repair and occasional installation charges for downlinks in new facilities.

Distance Education (Online Video) costs vary depending on the complexity of production. Only the *video simulations*, which entail the creation of vignettes, require a great deal of faculty and staff time and various direct costs. *Video lectures* from live programs incur direct costs for staff travel to record at a program and staff time to edit the videos, but they leverage faculty in a cost effective fashion. *Videos* created in the studio typically incur only costs for faculty travel and staff time.

Distance Education (Videoconference) typically entails very little direct cost beyond faculty travel and meals. There may be some indirect costs for faculty and staff preparation depending upon the complexity of the faculty and participant materials that must be developed and the technical challenges incorporating multiple sites. Because the signal is transmitted over the AOC and Appellate Court computer network, it is reliable and does not entail any transmission costs. There are some annual costs associated with equipment maintenance and repair.

Distance Education (Webinars) typically entails very little direct cost beyond faculty travel and meals. There are some indirect costs for faculty and staff preparation depending upon the complexity of the faculty and participant materials that must be developed. There are some annual costs associated with the software and some associated telecommunication charges.

Distance Education (Online Courses) involves preparation from staff writers and faculty reviewers similar to CJER publications. They require a greater level of instructional design than publications and the added element of media production staff to create the web pages and their various elements. They vary significantly in length and complexity and the indirect cost of CJER staff time varies proportionately.

Publications currently provided by CJER are available in print or online. The bench books and handbooks are the only publications remaining solely in print form, and most of the costs for printing are funded by legal publisher partners. The primary costs are indirect, and are associated with the staff that write and edit the publications and the faculty time to review that work. The largest publication product, the Civil Bench Book series, is written by contractors and funded almost entirely from grant money. CJER's bench guides are provided only online. As with online course development, publications vary in length and complexity and the staff time required varies proportionately.

Direct cost factors and how they are funded:

- Faculty Lodging and Meals (Trial Court Improvement and Modernization Fund or IMF)
- Faculty Travel (IMF)
- Contract faculty and contract publications writers (IMF, other Special Fund money or Grant Funding)
- Participant Lodging and Meals (IMF)
- Meeting room rental costs (IMF)
- Satellite broadcast transmission time (IMF)
- Participant Travel (Individual Court)

CJER Staff Lodging, Meals, and travel (AOC General Funds)

Relative Cost Summary Chart: Education Delivery Methods

	Delivery type	Delivery Method Category	Direct Cost	Indirect Cost	Cost relative to other delivery methods
1	<ul style="list-style-type: none"> Statewide events Two or more days Hotel meeting facility 	Live, face to face education	Very High	High	Very High
2	<ul style="list-style-type: none"> Bench Books (new and updates) 	Publications and resources	High	High	High
3	<ul style="list-style-type: none"> Statewide events Two or more days AOC Meeting Facility 	Live, face to face education	High	High	High
4	<ul style="list-style-type: none"> Unique online courses on complex subjects 	Online courses	Low	High	Medium
5	<ul style="list-style-type: none"> Bench Guides (new and updates) 	Publications and resources	Low	High	Medium
6	<ul style="list-style-type: none"> Complex broadcast program 	Satellite broadcast	Medium	Medium	Medium
7	<ul style="list-style-type: none"> Regional events One day or less AOC or court meeting facility Offered in more than one region 	Live, face to face education	Medium	Medium	Medium
8	<ul style="list-style-type: none"> Video simulations online 	Online video	Medium	Medium	Medium
9	<ul style="list-style-type: none"> Video lectures from live programs online 	Online video	Medium	Medium	Medium
10	<ul style="list-style-type: none"> 10-minute Mentor 	Online video	Low	Medium	Low
11	<ul style="list-style-type: none"> Simple broadcast 	Satellite broadcast	Low	Medium	Low
12	<ul style="list-style-type: none"> Bench Tool and staff job aids 	Publications and resources	Low	Medium	Low
13	<ul style="list-style-type: none"> Online judicial articles 	Online courses	Low	Medium	Low
14	<ul style="list-style-type: none"> Encore broadcasts (reruns) 	Satellite broadcast	Low	Low	Low
15	<ul style="list-style-type: none"> Video lectures (Produced in the AOC studio) 	Online video	Low	Low	Low
16	<ul style="list-style-type: none"> Local court location One day or less Court meeting facility 	Live, face to face education	Low	Low	Low
17	<ul style="list-style-type: none"> Videoconferences (1-3 hours) 	Videoconferences	Very Low	Low	Very Low
18	<ul style="list-style-type: none"> Webinars (1-2 hours) 	Webinars	Very Low	Low	Very Low

Definitions of Relative Cost Categories

	Direct Costs	Indirect Costs
Very High	<p>High participant food and beverage costs at off-site venues, and high staff travel costs at programs such as the Judicial College (\$100,000-330,000) and Judicial Institutes (\$45,000-\$75,000).</p> <p>Ranges from \$45K – 400K per event or product</p>	<ul style="list-style-type: none"> • Multiple days of faculty time in preparation and teaching • Multiple days of participant time away from court • Large number of staff required • Large amount of staff time required (including site contracts)
High	<p>Reduced costs of participant food and beverage, and staff travel costs, due to holding a program at an AOC or court location; for example, the Winter Primary Assignment Orientations, which typically includes 5-6 different courses (\$75,000). Also, the Civil Law Bench Book (\$100,000/year).</p> <p>Ranges from \$45K – \$100K per event or product</p>	<ul style="list-style-type: none"> • Multiple days of faculty time in preparation and teaching • Multiple days of participant time away from court • Large number of staff required • Moderate amount of staff time required (including site contracts)
Medium	<p>Few direct costs, usually faculty travel and lodging, and/or CJER staff travel; for example, regional courses, complex video products.</p> <p>Less than \$5,000 per event or product</p>	<ul style="list-style-type: none"> • Two days or less of faculty time away from court • Two days or less of participant time away from court • Some appreciable staff time for content development, production and delivery logistics
Low	<p>Few direct costs, usually faculty travel and lodging; for example, local courses at courts, or distance education such as bench tools and simple broadcasts.</p> <p>Less than \$2,500 per event or product</p>	<ul style="list-style-type: none"> • One day or less of faculty time away from court • One day or less of participant time away from court • Small amount of staff time content development • Small amount of staff time for production or delivery logistics
Very Low	<p>Very few or no direct costs; for example, webinars or videoconferences.</p> <p>Less than \$1,000 per event or product</p>	<ul style="list-style-type: none"> • No staff time for content development, production, or delivery logistics

Live, Face-to-Face Education

Primary forms of live, face-to-face education	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
Statewide multi-day program with multiple courses held at a hotel conference facility	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (H) • Faculty travel (H) • Participant lodging (H) • Participant meals (H) • Participant travel (H) • CJER staff lodging & meals (H) • CJER staff travel (H) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty & Participant time away from court (H) • CJER staff time* (H) 	<i>Juvenile Law Institute</i>	Very High
Statewide multi-day program with multiple courses held at an AOC meeting facility	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (H) • Faculty travel (H) • Participant lodging (H) • Participant meals (L) • Participant travel (H) • CJER staff lodging & meals (H) • CJER staff travel (H) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty & Participant time away from court (H) • CJER staff time* (H) 	<p><i>Primary Assignment Orientation Program</i></p> <p><i>Civil & Criminal Evidence Course</i></p>	High
Regional program of one day or less held at an AOC or court facility	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (H) • Faculty travel (H) 	<p><i>Parole revocation hearings</i></p> <p><i>Hot topics in Decedents</i></p>	Medium

and offered in more than one region	<ul style="list-style-type: none"> • Participant lodging (L) • Participant meals (L) • Participant travel (L) • CJER staff lodging & meals (H) • CJER staff travel (H) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (H) 	<i>Estates & Trusts</i>	
Local program of one-day or less held in a court facility	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (H) • Faculty travel (H) • Participant lodging (None) • Participant meals (L) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (L) 	<i>Local training catalog courses</i>	Low

* CJER staff typically involved in the development of live face-to-face education may include the following classifications: Attorney or education specialist, education coordinator(s), meeting planner (RFPs & contracts), registration coordinator, secretary, 1–3 AV technicians, copy editor, and other staff performing minor support functions. Depending on the complexity, length and size of the event, staff on site typically include: Attorney or education specialist responsible for the content area, education coordinator, hotel meeting planner, (one day), registration coordinator (one day), AV Technicians 1–7 days.

Distance Education: Satellite Broadcasts

Primary forms of broadcasts	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
Complex Broadcast: Complex subject Matter and/or using video vignettes or other pre-broadcast video production combined with lecture and panel discussion	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (M) • Faculty travel (M) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (L) • CJER staff travel (L) • Broadcast transmission time <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (H) 	<i>Continuing the Dialog broadcast: Implicit Bias</i>	Medium
Simple broadcast: Single subject and/or Live Panel Discussion	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (L) • Faculty travel (L) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) • Broadcast transmission time <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (L) 	<i>Small Claims Processing for court staff</i>	Low

<p>Encore broadcasts (reruns)</p>	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) • Broadcast transmission time <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (None) • Participant time away from court (L) • CJER staff time* (L) 	<p><i>Court staff broadcasts: Customer Services</i></p>	<p>Low</p>
-----------------------------------	--	---	------------

* CJER staff typically involved in the development of broadcast education may include the following classifications: Attorney or education specialist, media production specialist, copy editor, education coordinator, web developer, 1–5 AV/Video technicians, and other staff performing minor support functions.

Distance Education: Online Videos

Primary forms of online video education	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
Video simulations	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (M) • Faculty travel (M) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (L) • CJER staff travel (M) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (H) 	<i>Continuing the Dialog broadcast: Implicit Bias</i>	Medium
Video lectures from live programs	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None additional) • Faculty travel (None additional) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (M) • CJER staff travel (H) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (None additional) • Participant time away from court (L) • CJER staff time* (M) 	<i>Appellate Judicial Attorneys Institute Lectures</i>	Medium

10-minute mentor	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (L) • Faculty travel (L) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (H) 	<i>Expedited Jury Trials</i>	Low
Video Lectures (Produced in the AOC Studio)	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (L) • Faculty travel (L) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (L) 	<i>Hearing DV Cases: Avoiding Pitfalls</i>	Low

* CJER staff typically involved in the development of online videos may include the following classifications: Attorney or education specialist, media production specialist, copy editor, web developer/analyst, education coordinator, registration coordinator, secretary, 1–3 AV technicians, video editor, and other staff performing minor support functions.

Distance Education: Online Courses

Primary forms of Online education	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
Unique Online Courses on complex subjects that take from 1- 6 hours to complete	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (reviewing and writing) (M-L) • Participant time away from court while taking the course (L) • CJER staff time *(H) 	<p><i>Juvenile Dependency Hearings;</i></p> <p><i>Preliminary Hearings Primer</i></p>	Medium

* CJER staff typically involved in the development of self-paced online courses may include the following classifications: Attorney or education specialist, copy editor, media production specialist, web developer/analyst, education coordinator, AV/Video Technicians and other staff performing minor support functions.

Education Publications & Resources

Primary forms of education publications	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
Bench Books and Handbooks (new writing and ongoing updates)	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M-L) • Participant time away from court (L) • CJER staff time)* (H) 	<p><i>Civil Proceedings Bench Book</i></p> <p><i>Mandatory Jury Instructions</i></p> <p><i>Small Claims</i></p>	High
Bench Guides & Bench Handbooks, new practice and job aids (new writing and ongoing updates)	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M-L) • Participant time away from court (L) • CJER staff time)* (H) 	<p><i>Right to Counsel Issues</i></p> <p><i>DUI Proceedings</i></p>	Medium

<ul style="list-style-type: none"> • Bench Tools • Job aid resources available online • Development and updating 	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (L) • Participant time away from court (None) • CJER staff time* (L) 	<p><i>Case initiation in Probate;</i></p> <p><i>Confidentiality and sealing records</i></p>	<p>Low</p>
<ul style="list-style-type: none"> • Online Judicial Articles 	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (None) • Faculty travel (None) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (None) • Participant time away from court (None) • CJER staff time* (L) 	<p><i>Introduction to California Land Use Law</i></p>	<p>Low</p>

* CJER staff typically involved in the development of education publications and resources may include the following classifications: Attorney or education specialist, copy editor, other staff performing minor support functions. When writing is performed by grant-funded consultants (Civil Proceedings Bench Book), those costs are considered direct costs.

Distance Education: Videoconferences

Primary form of videoconferencing education	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
1-3 hour program held at 2-4 AOC or appellate court sites and occasionally including a trial court site	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (M) • Faculty travel (M) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (L) • CJER staff travel (L) <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (M) 	<p><i>Appellate Court Staff</i></p> <p><i>Appellate Justices Qualifying Ethics</i></p>	Very Low

* CJER staff typically involved in the development of educational videoconferences may include the following classifications: Attorney or education specialist, education coordinator, registration coordinator, secretary, AV Systems Technical Analyst, 1–2 AV technicians, and other staff performing minor support functions

Distance Education: Webinars

Primary form of webinar education	Primary cost factors, designated as High (H), Medium (M) or Low (L) Cost	Example	Cost relative to other delivery methods
1-2 hours Webinars	<p><i>Direct Costs</i></p> <ul style="list-style-type: none"> • Faculty lodging & meals (L) • Faculty travel (L) • Participant lodging (None) • Participant meals (None) • Participant travel (None) • CJER staff lodging & meals (None) • CJER staff travel (None) • Broadcast transmission time <p><i>Indirect Costs</i></p> <ul style="list-style-type: none"> • Faculty time away from court (M) • Participant time away from court (L) • CJER staff time* (M) 	<i>Current Issues in Criminal Law</i>	Very Low

* CJER staff typically involved in the development of educational webinars may include the following classifications: Attorney or education specialist, education coordinator, administrative secretary, AV technician, and other staff performing minor support functions.

Education Committee Delivery Method Selection: Cost Benefit Analysis Form

Curriculum Committees determine what content should be addressed in a two-year plan, prioritize that content, and also make recommendations about the appropriate way to deliver the content. Curriculum Committee members have knowledge about the variety of delivery methods available to CJER. Committee members should carefully consider the cost and benefit of choosing a high cost delivery method (items 1-5 on the Relative Cost Summary Chart) and work with CJER staff, using this form, to document their rationale for doing so for review by the CJER Governing Committee.

Note: Use this form only when proposing use of delivery methods that have a high cost element (Items 1-5 on the Relative Cost Summary Chart: Education Delivery Methods)

CONTENT AREA	DELIVERY METHOD SELECTED	CURRICULUM COMMITTEE COST BENEFIT RATIONALE	STAFF NOTES	GOVERNING COMMITTEE NOTES