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MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 11TH PROGRESS REPORT, COMMUNITY SPONSORSHIP PROGRAM.

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THE VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT AT DRAPER CORRECTIONAL CENTER, AN EXPERIMENT TO REDUCE RECIDIVISM THROUGH VOCATIONAL TRAINING, IN ITS FIRST 21 MONTHS TRAINED 173 YOUTHS IN SEVEN TRADES AND PLACED 150 GRADUATES IN JOBS. DETAILS OF SELECTION, COUNSELING, TRAINING, PLACEMENT, AND FOLLOW-UP OF INMATES THE USE OF INDIVIDUALIZED PROGRAMED MATERIALS AND OF EXPERIMENTS TO INCREASE MOTIVATION IN BASIC EDUCATION CLASSES ARE GIVEN IN THIS REPORT. ALTHOUGH THE PROJECT HAS SUCCEEDED IN TEACHING TRADES, IT HAS FAILED IN EFFECTING ENOUGH BEHAVIORAL CHANGE TO AVERT RECIDIVISM AND PERSISTENT DEVIANT BEHAVIOR--THE RATE OF RECIDIVISM AMONG PAROLEES HAS ACTUALLY INCREASED SINCE THE LAST REPORT. IN AN EFFORT TO PRODUCE BEHAVIORAL CHANGE TWO PROPOSALS ARE MADE--(1) TO INITIATE A DETAILED STUDY OF EACH RETURNEE, ANALYZING HIS FAILURE AND PRESCRIBING TREATMENT, AND (2) TO BEGIN A COMMUNITY SPONSOR PROGRAM COORDINATED THROUGH THE PAROLE SUPERVISOR. WORKING WITH COMMUNITY ORGANIZATIONS, THE PAROLE OFFICE WILL TRAIN MEN TO ASSIST THE NEWLY RELEASED INMATE TO ADJUST TO SOCIETY AND TO SUCCEED IN HIS NEW TRADE. THE SPONSOR WILL BE EITHER A CRAFTSMAN IN THE SAME TRADE AREA AS THE PAROLEE OR A PERSON WITH A HISTORY OF CRIME WHO IS NOW DOING WELL. THE SPONSOR WILL ACT AS A GUIDE, FRIEND, AND BEHAVIOR MODEL TO THE RELEASEE. (AJ)

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MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT

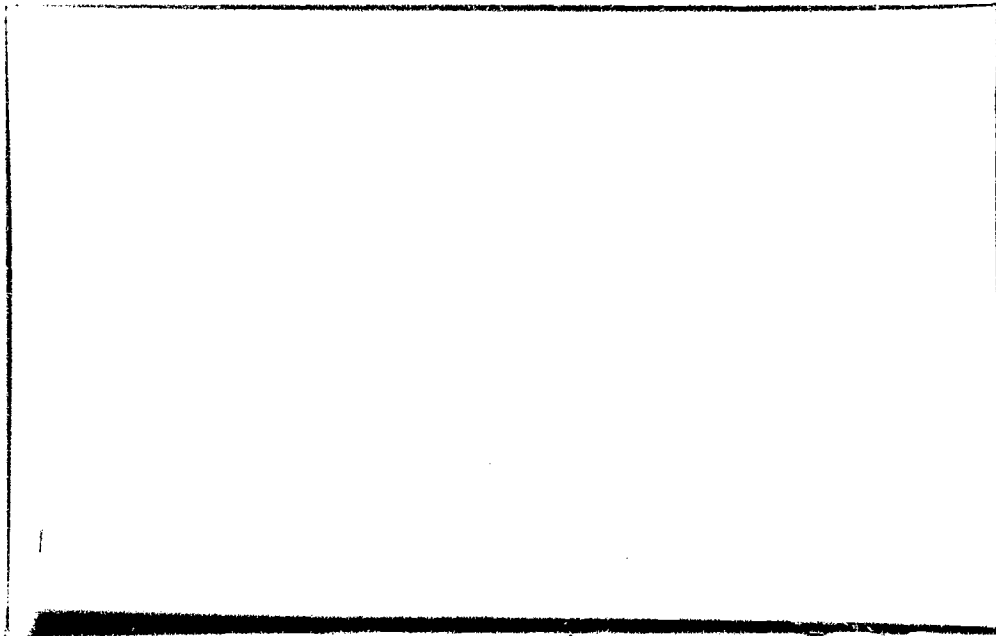
for

TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-07

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR

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11th PROGRESS REPORT

June 1 - August 1

1966

Featuring: COMMUNITY SPONSORSHIP PROGRAM

U. S. DEPARTMENT OF LABOR
OFFICE OF MANPOWER POLICY,
EVALUATION AND RESEARCH
CONTRACT No. 82-01-07

U. S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE
DIVISION OF VOCATIONAL EDUCATION
TRAINING AGREEMENT, ALA-(M)6068

Attention: Division of SPECIAL PROGRAMS

June 1, 1966 - August 1, 1966

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Introduction

Initiated in October of 1964 as an experimental effort to help reduce the high number of recidivists to Alabama's prisons, the MDTA Vocational Experimental-Demonstration Project at Draper Correctional Center has, some 21 months later, trained 173 incarcerated youthful offenders in seven trade areas and has placed in jobs 150 graduates as they became eligible for release. Since its inception, the project has evaluated the educational achievements and vocational interests and aptitudes of 396 of Draper's total average population of 650 inmates. Those who were ineligible for training because of the length of their prison sentences were referred to the Academic School at Draper which is sponsored by the National Institute of Mental Health, if academic preparation for vocational training were required. Or, their applications were placed in suspense until such time as they might become eligible for parole near the completion of vocational courses. Still other applicants have now enrolled in the J. F. Ingram Trade School at Draper which does not require that its trainees be placed in jobs within four to six months following completion of training.

The rate of recidivism for MDTA graduates of the Draper experiment has increased from 12.7 percent to 19 percent since our last report. (Twenty-nine graduates have returned to prison to date; 21 for having violated parole rules and regulations, eight for having committed new felonies.) Since the highest rate of recidivism occurs during the first three years following release, there is no way to predict the final rate of recidivism even for our first graduates, for they have been free little longer than one year.

However, this rising rate of recidivism makes it very clear that the program's failures must be studied intensively with a view to improving ongoing institutional training and to developing community resources and services that will help released offenders remain free and employed.

"Training in social competence and human effectiveness is a continuing problem. The problem of recidivism and the persistence of deviant behavior is related to a complex of factors. We must avoid the error of the 'simple solution'; eliminate thinking in terms of program types, such as vocational training, basic education, halfway house, or any peculiar or single corrective approach, such as psychotherapy or programmed instruction. What is called for as MDTA joins the forces aimed at reducing recidivism is the closest coordination of effort, training, program design, content, and methods, with research unabashedly directed toward behavior change in all its essential settings--both in prison and following release--and in all its involvement with change agents, such as university (behavioral research) scientists, project personnel, custodial forces, and community organizations and groups."

These remarks made by the Draper Project Director when he addressed the OMPER Planning Conference on Corrections and MDTA Programs in February were based on the daily findings of the Draper experimental program, and they constitute the basic philosophy of our request to continue the program for another year. Not only is the Draper project preparing to formally disseminate its experimental findings and evaluative data to the nation; it is also proposing to serve as a pivotal program from which other experiments may evolve to make an all-out attack on the "complex of factors" that nurture "recidivism and the persistence of deviant behavior."

PROGRESS REPORT

June 1, 1966 to August 1, 1966

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

"MDTA has entered the big picture and has, perhaps unwittingly, requested a part in the rehabilitation process. Though some may not welcome the involvement, MDTA is bringing refreshingly new approaches and an idealism long needed in corrections. When this idealism is coupled with a realistic grasp of the scope of the problems and scientific endeavor toward solving them, then we may truly see a breakthrough in rehabilitation of the offender that leads to validated recidivism reduction."¹

Purposes and E&D Features

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or

¹John M. McKee. "A Report on the Draper Project." OMPER Planning Conference on Corrections and MDTA Programs, Washington, D. C., February, 1966.

quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged,² guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.
2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.
3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.
5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.
6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.
7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.
8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.
9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

² Joe L. Frost and Glenn R. Hawkes in The Disadvantaged Child--Issues and Innovations, (Houghton Mifflin Company, Boston, 1966) state: "In an educational context, 'disadvantaged' refers to children with a particular set of educationally associated problems arising from and residing extensively within the culture of the poor. This is not to say that other cultural groups within society escape similar problems, but the ills restricting the intellectual, social, and physical growth of children tend to be concentrated here." (Introduction, p. 1.)

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluative data accumulated by the project in the pursuit of its goals.
11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.
12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.
13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.
14. An evaluative analysis of each E&D feature can be made to determine the specific elements of success and failure.

Administration

A three-week study tour of the Draper programs in education and human development highlighted this reporting period. Juan Sanatan-Márquez, Superintendent of Schools, Division of Corrections; Casiano López-Nieves, Classification Officer Supervisor; and Miguel A. Mújica, School Director of the Penitentiary, Department of Justice, San Juan, Puerto Rico, arrived at Draper on June 27 to study firsthand the application of anthropology and behavioral science to institutional practices and to observe rehabilitative efforts to effect behavior change of prisoners. The study tour included training experiences for the visitors in the use of programmed instruction.

Administrative activities during June and July included the preparation of a proposal and budgets to extend the present contracts, extensive consultation with agencies which may be able to cooperate in establishing a

community-based halfway house, preparation of an outline for a dissemination and utilization phase of the experimental project, preparation of the Community Sponsorship Program, and the usual tours and conferences that occur during a two-month operational period. (Refer to Conferences, Presentations and Tours in Appendix A.)

The resignation of the Technical Writing Instructor, effective May 31, necessitated several staff changes. Jack Parsons, who had gained a year and a half of experience in the use and evaluation of programmed instruction in his role as Remedial Instructor, was considered the staff member most capable of supervising the Technical Writing trainees. Mr. Parsons is well oriented to the development of programmed instructional materials, having served as a Subject-Matter Specialist in Mathematics. He has received in-service training in both mathematical and classical programming, having participated in Mr. Harless' seminar and the one conducted by Mr. Katz of Performance Systems, Inc.

Wayne Booker, a graduate of Troy State College with a B.S. degree in Business Administration, was employed June 1 to replace Mr. Parsons as Remedial Instructor. Tom Claybourne, a College Corpsman in the Counseling Department, was promoted to the position of Assistant Remedial Instructor June 20.

A request for an extension of the present contracts, first submitted in May, has been revised considerably since that time. Revisions of the budget requests were required because our first request was made on the assumption that an extension, if approved, would be funded from 1966 appropriations. Having learned that this was not the case, the administrative staff was asked

to rework budget requests according to the guidelines for use of 1967 appropriations which require that matching funds be included. The budget requests have been revised accordingly and will be resubmitted for approval.

Unfortunately, the delay in approval for extension is detrimental to many applicants for training who need to receive basic education 20 weeks prior to entering vocational courses. Since the next courses are scheduled to begin in December, there will not be sufficient time to initiate this academic phase of the program for present applicants.

The delay in approval also made staff members apprehensive about the future of the program. Having experienced a great deal of worry and confusion from the lengthy delay of approval we encountered last year, many of the staff were fearful that we were in for another round of uncertainty. Consequently, all of the staff members were greatly relieved to learn that an extension of the present contracts had been assured, subject to approval of the revised budget requests.

The request for an extension is based primarily on the need for more time to implement the originally proposed Community Sponsorship Program; to intensify the family counseling component of the program; to accumulate normative data in order to validate assessment instruments designed for this type of population; and to prepare guidelines for setting up similar programs for the use of others in the fields of education, corrections, and rehabilitation.

Two separate proposals are contingent upon the continuation of both the experimental and training components of the Draper project. One is for a community-based transitional adjustment residence; the other, for

a teacher training program. The latter proposal would allow us to develop a full course of study for instructors and teachers who work with disadvantaged youth.

Many other facets of the present project, if continued, would allow us to accumulate valuable data on the use of subprofessional college students in an experimental program, help solve post-release problems and needs, develop effective motivational techniques, upgrade educational levels in preparation for vocational training, and analyze failures to implement a study and retraining program.

We have found that one Follow-up Counselor cannot possibly provide the services that are so very much needed by many of our graduates. Our state-wide follow-up program has been in operation for six months and during that time, the 60 graduates we served when the follow-up program first began has more than doubled to the current figure of 173 graduates, 150 of whom have already been released. The total number will become 243 when 68 more trainees will be eligible for release after their graduation on November 23.

In addition to follow-up services provided by the project--contact with graduates, employers, family, and parole supervisors--we have learned that there is another form of follow-up which was not originally anticipated. It is concerned with gathering data for Employment Service on Form MT 103a entitled, "Work Experience Since Training." (Refer to sample copy in Appendix B.) These forms must be forwarded to Employment Service on the third, sixth, and finally the twelfth month following the trainee's graduation.

Classes should have been scheduled during training to explain the Form

MT 103a to trainees to teach them how to complete it and to impress upon them the importance of their responding to it. Consequently, the trainees who have already graduated are not very responsive to the "mail outs." Only one former trainee completed the form and mailed it in, according to Regional Office records. The fact that the form is complicated, plus the well-known fact that prison releasees rarely respond to mail outs, meant that our one Follow-up Counselor had to personally contact within a two weeks period all former trainees except one in order to meet the due dates. (Refer to Report on Contacts in Appendix B.)

The fact that our graduates are scattered throughout the State of Alabama makes our own follow-up program more complex. Some graduates are placed as far away as the states of California and New York. Locating releasees and getting accurate information by personal interview (or out-of-state correspondence) is a time-consuming process. That 29 graduates have returned to prison emphasizes the urgency for more intensive coverage in our follow-up program. There is also a pressing need to implement the proposed Community Sponsorship Program which will involve the training of volunteer sponsors. Training individual sponsors will be another primary responsibility of the Follow-up Counselor.

We have therefore requested approval to employ one additional Follow-up Counselor who will primarily be responsible for implementing the Sponsorship program, but who will interchange roles with the Job Development & Placement Officer as well as the present Follow-up Counselor. The fact that these three staff members can function in either position will allow greater and faster coverage of the geographical areas in which our trainees live and work.

During the past year, we have received an ever-increasing number of requests for technical guidance and assistance from correctional centers, Job Corps Centers, Youth Opportunity Centers, vocational trade schools, and other groups who are working or seek to work with a disadvantaged population. Representatives of the states of South Carolina, Georgia, Tennessee, New York, Hawaii, Colorado, Florida, and Kentucky have studied our program with an eye to establishing comparable vocational programs in their own institutions. We have been visited by Federal probation officers and correctional officials from Puerto Rico, Hawaii, the U. S. Air Force, and Illinois. Other visitors from institutions and private organizations have come to Draper from all over the nation, and requests for future visits are increasing.

Our most recent experiences in attempting to meet the needs of these visitors indicate a demand for guidelines in conducting MDTA programs in an institutional setting. While much work is required to crystallize these data into formal training conferences, it is most urgent that information about successful and effective experiences in the E&D Projects at Draper, Lorton, and Rikers Island be disseminated to and utilized by other correctional institutions which will seek to set up similar programs should the amendments to the Manpower Development and Training Act, designed to permit a substantial increase in job training and education in the nation's prisons, be approved.

For this reason, we were requested by the Office of Manpower Policy, Evaluation, and Research to revise the budget for the proposed extension

of our contract to include the cost of a knowledge dissemination and utilization phase. The preparation of these training conferences will no doubt be our largest task during the proposed extension, for little has been written to date that is specifically tailored for use by other correctional personnel. The proposed outline for the knowledge dissemination and utilization phase is included in Appendix C . Additional staff needed to carry out this phase of the program include a Public Information Coordinator and an Information Specialist. Approval of these two positions has been requested.

Two other positions remain unfilled. One is a Programmer for the Materials Development Unit. The other is a clerk-typist position. During the next reporting period interviews will be scheduled for applicants for the following positions:

Follow-up Counselor (1)
Public Information Coordinator (1)
Public Information Specialist (1)
Programmer (1)
Clerk Typist (1)

Other plans for the next reporting period include the following:

1. Final drafting of proposal for community-based facility for releasees.
2. Presentation of Community Sponsorship Program to Birmingham citizens.
3. Presentation of Community Sponsorship Program to the State Pardon and Parole Board for approval.
4. Initiation of in-service training sessions in group dynamics to be conducted by the part-time clinical psychologist.
5. Scheduling field tests for programmed materials developed by MDU
6. Field trip to Atmore Prison to recruit and test trainees

Recruiting

Each time we begin recruitment activities, we are made more and more aware of the low educational level of the Draper inmate population. For this reason, plans for a basic education program which would precede vocational training by 20 weeks were included in the request for an extension of our contract. Hopeful that early approval would be received, we began recruitment activities for the next courses during this reporting period in order to screen out applicants who would need to avail themselves of this academic training.

Recruitment activities have been long and drawn out for two reasons. Ongoing training within the project limits the space available for testing and interviewing applicants so that only about 30 inmates can be served at any one time. All applicants are, of course, assigned to prison duties, and it is a time-consuming task to arrange for them to be free for recruitment interviews. "Stop-up lists" (names of potential trainees) are given to the Classification Officer so that he may arrange for applicants to be away from their prison assignments and be sent to the project for testing. The Classification Officer then must arrange replacements for these applicants on the farm, kitchen, and other work crews so that the prison schedule will not be disrupted. Inmates are sometimes fearful that they will lose "choice" positions on the work crews if they report to the project, even for testing. With no guarantee that they will be accepted for training--some applicants must be delayed because we find there is no possibility of their being paroled near the completion of vocational courses, they are reluctant to report for testing. They are fearful that their

supervisors will interpret their interest in the vocational project as a disloyalty to their prison assignment and will not allow them to return to their jobs should they not be accepted by the project.

While every effort is made before interviewing begins to screen potential trainees according to their eligibility for parole, eligibility remains, in many cases, an indeterminate factor at the time recruitment is undertaken. It is not until names of applicants are submitted to the State Board of Pardons and Paroles and reviews of their cases are made that we receive definite decisions as to whether or not they will be considered for early parole.

During this period, the Classification Officer furnished the Counseling Department a list of 105 inmates whose parole review dates would allow them to be considered for the courses which are to begin in December. Stop-up lists were prepared and sent to the Classification Office so that we might test and interview approximately 30 applicants at a given time. Of the 23 inmates listed on the first stop-up order, only eight reported to the project. Five of those eight could neither read nor write. Seven subsequent lists containing approximately 30 names each were issued at various times as our schedule would permit. In each case, only seven or eight inmates appeared for the interviews. Inasmuch as the basic education program will be delayed, we have recommended that applicants who are illiterate or those who have low educational achievement levels be assigned to the Self-Instructional School to prepare for vocational training. In the meantime, we are continuing to test and interview inmate applicants who can be assigned to the project.

Counseling

Counseling sessions were scheduled so that each trainee currently enrolled in the project would have at least one interview. These sessions were completed over a period of 14 days. Some of the topics which were considered during the interviews included individual problems, course progress, family relationships, military service, grade level, student awards, tattoo removal, and release plans. The Counselors report the following interview observations:

1. There was a ready response to the idea of at least one scheduled interview. Trainees were cooperative and expressed their gratitude for such an opportunity.
2. A vast majority of the trainees expressed their appreciation for the opportunity to learn a trade and indicated their willingness to cooperate in project activities.
3. Several trainees displayed a remarkable degree of self-confidence which they attributed to their becoming accomplished in a trade area.
4. A few of the trainees discussed changes in their behavior which had occurred since training began. In all instances, this topic was initiated by the trainees themselves.
5. All of the trainees have begun to make concrete plans concerning their release from the institution.
6. Vast differences were observed by the Counselors concerning the amount of reinforcement needed by individual trainees.

It is quite evident to the Counseling Department that the one scheduled interview with each trainee should continue so that each may at least be

assisted in making realistic plans for his release. Of course, trainees are encouraged to talk with counselors whenever problems arise and are referred to the Counseling Department by Instructors should their training progress be impeded for reasons that obviously need attention.

Following the scheduled interviews, the Personal Counselor prepared a list of those trainees who had requested removal of tattoos and presented the list to the prison doctor for further action. (The Counselor learned during some of the early interviews that information was being circulated that the removal of tattoos had been discontinued. Upon investigation, he found this to be only a rumor which had been given wide circulation, and he was able to assure interviewees that they could have tattoos removed.)

Four students were dropped during this reporting period. Two Electrical Appliance Repair trainees were dropped because of the length of time they were detained from school for trials. One Bricklaying trainee was dropped because of recurring illness. It was the Counselor's opinion that the latter trainee's illness was psychosomatic. However, referral to the prison doctor and all efforts to help him adjust to training requirements were of no avail, and when his illness persisted, he was dropped.

A fourth trainee was dropped from the Radio-Television Repair Course when he had to be transferred to Kilby Prison for a psychiatric evaluation and possible transfer to a mental hospital. Events that are believed to have led to this trainee's breakdown are reported in a case summary in Appendix B.

The following table is a breakdown of the current enrollment:

Class	Enrollment	Number Dropped	Reasons		Total Enrollment
			Good	Bad	
ASSMA	11	0			11
Barbering	10	0			10
Bricklaying	10	1	X sickness absence		9
Electrical Appl. Repair	10	2	X taken away for court trials		8
Radio-TV Repair	10	1	X transferred to mental hospital		9
Tech. Writing	10	0			10
Welding	11	0			11
Total	72	4			68

In-Service Training in Group Therapy Begins

At a staff meeting held during this reporting period, a feeling of despair permeated the room as the follow-up Counselor reported the rising number of returnees. There ensued a lengthy discussion during which details concerning the problems being encountered by graduates were vividly described by the Follow-up Counselor who spared few words in spelling out exactly what pitfalls await the released prisoner as he walks through the prison gates into the free world. (Refer to Follow-up Section.)

The staff was reminded by the Project Director that we must not become too discouraged about our failures but must learn everything we can from them in order to so modify the ongoing institutional training program as to prevent future trainees from returning to prison. Recalling that 65 to 70 percent of the first group of trainees were recidivists before

they entered the project, he noted that present returnee figures indicate some degree of success in reducing the high rate of recidivism in Alabama. The fact that our rate of returnees is rising is, of course, cause for concern; but it means we must work faster and harder to implement the proposed community sponsorship program and to establish a community-based facility to continue the rehabilitation program beyond the institution for those trainees who are less mature and who need continuing help in meeting free-world demands.

Instructors then discussed some of the problems they had encountered in trying to lead trainees to total commitment to the program. Particularly emphasized was the point that the project does not have control over the total environment of the inmates while they are in training. Each step of progress that is made during school hours is challenged by the fact that trainees feel they must adhere to the convict culture during after-school hours in order to survive in this institutional setting. In a sense, they lead "double" lives.

As a result of this discussion, Instructors requested an opportunity to receive in-service training in the areas of group dynamics, group counseling, and group therapy. The Clinical Psychologist agreed that instructors are in daily contact with trainees and are the people who are most likely to be able to effect genuine behavior changes because they are in a position to follow up daily those actions and interactions that begin to take place in a classroom setting. He also agreed to initiate such training during the next reporting period. It is hoped that if Instructors are prepared to manage group interaction, trainees may learn to help each other, may commit themselves totally to the program, and will thereby be able to grow from dependent persons into responsible human beings who are able to function in an atmosphere of freedom.

Remedial (Basic Education)

In the experimental Self-Instructional School at Draper, which is operated under a grant from the National Institute of Mental Health, it was discovered that highly individualized programmed instructional materials were more successful with an inmate population than were traditional instructional techniques. Still, the success of programmed instruction, like that of other techniques, is highly dependent upon the student's interest and attitude. Because of the success experienced with programmed instruction in the first experiment, the Project Director proposed this method as the basic technique to be used in providing vocational trainees a means to overcome in the shortest possible time educational deficiencies in mathematics, language arts, and other subject-matter areas which would prohibit their success in learning a trade.

Vocational trainees presently spend two hours per day attending remedial classes. While progress is being made, instructors report some problems in motivating trainees:

Inmates who apply for vocational training have very little, if any, initial interest in remedial classes. The nature of remedial training is such that it all too vividly recalls to the youthful offender, who is generally a "dropout" from public school, the classroom setting in which he experienced failure time after time--failure to become interested in material he could not visualize as related to his goals and failure in mastering that material.

Nor is the Draper inmate's attitude toward remedial training much better. He grudgingly accepts its requirement as a part of the diet prescribed. If he is to take advantage of the opportunity to learn a trade, he must take

remedial training because those who control the program say so.

That the young offender enters the project with this lack of interest and poor attitude is not too surprising when one realizes that little value was ever placed on academic learning in the disadvantaged society from which he came. In prison, his poor attitude toward learning is reinforced by other inmates who have had the same or similar experiences with education. An inmate may see the advantage of learning a trade because he can relate it to an ever present goal of earning money which will enable him to buy the material possessions he feels will give him status when he is released to free society. He can tolerate shop-related classwork because he understands that he can put this knowledge to use on the job. The relationship between academic training and success in vocational training is somewhat more difficult; its relationship to his success as a free citizen is virtually unrealized. Bringing these attitudes into training with him, the young offender is easily and deeply influenced by all people in his environment who fail to recognize a need for "book learning," whether it be fellow inmates or staff members with whom he comes in contact.

Motivating trainees to become actively involved in upgrading their educational achievement levels while they are learning a trade is a continuing challenge to Remedial Instructors. After these instructors learn from the vocational instructors just how much subject matter a trainee must master in order to perform and to learn shop-related theory, they consult with the trainee and go over his pre-course achievement test scores which reveal broad gaps of knowledge. The trainee is shown how much material he needs to master and which subject-matter area he needs to concentrate on first. He is then given a diagnostic test in the subject matter area to further pinpoint his

deficiencies. Although diagnostic tests help to pinpoint the trainee's exact needs, we have found in many cases that we are still not reaching the core of his academic problems. A trainee who spends several hours on a subject and then fails a spot test on a specific operation becomes very discouraged. An inmate trainee cannot long tolerate reviewing material which he already knows. Apparently, his having to cover material he needed only to review quickly causes him to get bored and lose interest in the subject matter before he reaches the point which called for the greater concentration. When his time and effort have been invested in subject matter already known to him and he is still unable to grasp unfamiliar material sufficiently to pass a spot test, his interest in the entire course begins to wane. He feels a little betrayed, for his contract with the instructor called for learning only that material which is essential to his learning the trade. The instructor's difficulty in diagnosing the trainee's precise deficiencies and weeding out material that has already been learned is presently our biggest problem in remedial training.

Although motivational devices of various sorts are devised and used, they are not comprehensive or meaningful enough to get trainees caught up in concerted efforts to improve their educational achievement levels. Frequent testing has been helpful during this reporting period. After a trainee begins a prescribed program, the Instructor periodically administers spot tests to measure the progress the trainee is making. If he has not progressed enough, he can repeat part of the program without experiencing the same sense of failure he experiences when he fails the posttest given when he completes the program, failure that would require him to repeat the entire course. At the same time, if the trainee is successful in passing

the spot tests, he generally is ready to pass the posttest on the program. Such success positively reinforces him to begin study in another area in which he is found to be deficient. When the trainee is successful in passing a posttest, he feels that his time has been well spent and he does not become discouraged. Instructors are spending more and more time developing spot tests, since they help give the student a sense of success by minimizing final test failures.

Other motivational devices have been planned and put into use during this reporting period. Instructors felt that if they could devise a number of motivational devices that would present to students a great enough variety to allow each a choice, perhaps some of the blocks to academic learning could be removed.

Since the need for individuality is very strong in a prison, instructors placed the students' names on their learning booths to give them some sense of individuality. As soon as a trainee completes the required number of courses to qualify for a Certificate of Achievement, he is immediately given the certificate and is allowed to post it in his learning booth. We had formerly awarded these certificates during the graduation ceremony but have found that their presentation immediately upon completion of required courses is more effective in motivating trainees to maintain a high level of performance. Quotations of great men who emphasized the need for education and initiative were presented on posters. The importance of working for the Student of the Week Award is promoted. Instructors also give constructive guidance to trainees in individual interviews after class hours. For trainees who have a strong competitive drive, a form of team competition was devised

with emphasis on the team, rather than the individual. Colorful progress charts are posted on the classroom walls as tangible evidence of the teams' progress and achievement.

While all of these motivational techniques have been helpful, it is the general feeling of the Remedial Instructors that trainees need to identify with a more overall need for academic training, to be reminded that the more they learn the better they can live. A trainee's concept of his future as a bricklayer or television repairman is still somewhat unrealistic. He may dream and talk of owning his own business after he has been free and worked hard for a while. But when an instructor who agrees that he has an admirable, even realistic, goal begins to question him about how he will manage and defend that business in a highly competitive society, he begins to grow uncertain, unrealistic, and less goal-directed. While it is urgent that the staff members lead the inmate trainees to set new and better goals for themselves, it is even more urgent that we help them to see that every step toward these goals must be prepared for.

Once again, the entire staff needs to examine its belief in the importance of academic preparation. Consciously or unconsciously staff members reflect their own attitudes toward a given idea or program. We need, then, to be careful that our attitudes toward remedial training are good ones. Everyone has suffered at certain points in his life because he lacks sufficient knowledge to cope successfully with a day-to-day transaction and has thus found himself helpless to defend his own interests. Perhaps if instructors and others could share such experiences from time to time with their trainees they could prove that academic education is valuable in everyday living, thus making it more meaningful to the trainees.

Supplementary

To assist inmate trainees with extremely low educational levels in learning to read well enough to master shop-related classwork, a reading improvement class was set up when the last section of training began. The Supplementary Instructor reported that trainees complained about having to attend, were often late in getting to class, and dreaded the humdrum practice that is inevitable for a person learning to read. After investigation of the PerceptoScope and the reading programs designed for it, the staff agreed to try out this instrument with the special reading class. The trainees' attitudes changed entirely. So eager were they to continue the class that they were willing to review programs they had already completed when the project could not get additional programs. The Class Summary Report for this Reading Improvement Program which is included herein reflects the progress that was made after the Supplementary Instructor began using the PerceptoScope.

Much of the trainees' success must be attributed to the instructor's creative use of the instrument. His enthusiasm in making a game of learning seemed to draw the most reluctant learner into active participation. If trainees were sensitive about answering questions individually, he would get them to choose partners and compete with other partners. As soon as he felt they were ready to compete on their own, he would break up the partnerships, and trainees who had by then gained self-confidence in working in partnership were eager to outdo their former partners.

READING IMPROVEMENT PROGRAM

CLASS SUMMARY REPORT

Student's Name	IQ	Met. Ach.	Pre-Course Test			Mid-Course Test			Achievement Increase	Improve %
			Rate	Comp	R.A.	Rate	Comp	R.A.		
Hill, Logan	70	4.8	136	30	41	297	85	252	211	515%
Phillips, Larry	94	8.2	145	25	36	255	60	153	117	325%
Ray, Gerry	96	7.8	128	30	38	204	70	143	105	276%
Ard, Jimmy	100	8.9	138	35	48	349	50	175	127	264%
Berry, Thurman	97	8.1	153	60	92	553	60	332	240	261%
Powell, Wayne	89	7.2	221	55	112	399	80	319	207	185%
Broome, Edward V.	93	7.6	145	75	109	340	90	306	197	181%
Grant, Mack	81	6.4	128	30	38	340	25	85	47	124%
Davis, Joseph C.	93	8.5	212	45	95	349	55	192	97	102%
Martin, James	88	7.9	161	70	113	255	80	204	91	81%
Castleberry, James	80	5.3	170	60	102	213	85	181	79	77%
Allen, James	90	7.0	145	45	65	204	50	102	37	57%
Swendson, Pete	98	7.2	170	55	93	230	60	138	45	48%
Lewis, John	92	7.5	289	75	216	442	70	309	93	43%
McGlaun, Tommy	85	6.4	102	25	26	221	55	122	96	37%
Williams, Travis	88	7.3	179	65	116	289	55	159	43	37%
Hixon, James	86	5.3	306	55	168	363	60	218	50	30%
Cochran, Ray	101	7.2	150	80	120	204	70	143	23	19%
Williams, David	88	7.3	179	40	72	221	35	77	5	6%
Chunn, Raiford	81	5.8	187	55	103	255	45	105	2	.9%
Barnes, Harvey	88	7.3	265	80	212	289	55	159	-53	-25%
Gins, Larry	84	7.1	194	55	107	213	30	64	-33	-31%
Averages	89	7.0	177	52	96	294	60	179	83	118%

The Supplementary Instructor continues his regularly scheduled classes in personal-social training and distributive education. He makes every effort to reach the current trainees and effect some lasting behavior change through this course, but he is not confident that the trainees will be able to transfer what has been learned to real life situations. It is his opinion that attitude change is a training need that would best be met in a realistic, non-simulated environment--after a parolee is on a job in free society. Since this is not presently possible in our program, he attempts to simulate many free-world situations through role playing and other procedures in an effort to effect certain types of change in attitudes and behavior.

The Supplementary Instructor plans to arrange a discussion session during the next reporting period with graduates who have returned to this institution. While key staff members have talked with returnees individually, it is believed that if these former trainees can be made experimental partners in a group effort to help keep others free, they will be more willing to probe for the true reasons they were unsuccessful in the free world. Many of the returnees, in individual interviews, have not shed their "I don't care what happens to me" attitudes, but our past experiences with the way they express themselves leads us to doubt that they are so unconcerned. It is hoped that the Supplementary Instructor who had established some degree of rapport with these young men before their release can draw out the real reasons for their failure in adjusting to the demands of free society. Those reasons are not only essential to realistic planning for the Community Sponsorship Program and the community-based transitional adjustment residence, but will also govern any new approaches to institutional training.

Shop Supervisor

The Shop Supervisor contacted the American Red Cross during this reporting period to try to arrange for an in-service course in first aid for instructors and trainees. The regular Red Cross instructor is away on military duty, but we may be able to get an inmate from Kilby Prison who is a registered, qualified first aid instructor to conduct this training at Draper. The training, which is planned for early September, will be concluded with the presentation of certificates by the Montgomery Chapter of the American Red Cross to inmates and instructors who successfully complete the course.

Among his other duties, the Shop Supervisor spends a great deal of time picking up supplies and materials for the various courses. He visits Maxwell Field to select from surplus property any materials and equipment that will be useful to the various classes. He also visits the Maxwell film library from time to time to borrow films and filmstrips for use in the Remedial and Supplementary courses. He is trying to locate a hydraulic press for the Welding Class so that the instructor can put the trainees' welded materials through a strength test, but most of his recent visits to Maxwell have proved unfruitful. The surplus property now available is junk or scrap and of little value to the project. Since additional property arrives at Maxwell from time to time, it is hoped that the Shop Supervisor will soon be able to locate a hydraulic press, a complete lap and die set and a tune-up machine with an oscilloscope for the Auto Service Station Class.

Auto Service Station Mechanic-Attendant

Most instructors agree that as the staff gains more experience the selection of trainees for specific courses improves. The Auto Service

Station Mechanic-Attendant Instructor reports that his present class is comprised of trainees who nearly all reflect a genuine interest in the trade. Consequently, they are hard workers and are making more progress than any of the trainees in previous courses. His class is now building an electrical test board for use in the shop area.

Barbering

The Barbering Instructor reports that the training film on the areas of a medium haircut and the correct methods of working in the different areas has been completed. He feels this is a good pilot film that would be superior if sound could be dubbed in. One more film remains to be produced. Filming of the flat-top (or crew-cut) haircut must be done again because faulty film was used the first time. The films and slides already in use with the trainees are proving to be very helpful. They give a novice trainee a good mental picture of the finished product and clearly illustrate how he may arrive at different points of procedure in the work.

Radio-Television Repair

To update courses so that they will include training with the very latest equipment is a challenge to all instructors, particularly in the area of Radio-Television Repair. The widespread popularity of color television makes it essential that trainees be given practical shop experience in repair of color sets. Since even black and white television sets are difficult to come by, it has been necessary for the Radio-TV Repair Instructor to call for sets and return them after hours to shop owners who were willing to cooperate.

One Montgomery shop owner recently donated a color set for use by this class, and it has proved to be invaluable in providing practical shop experience for trainees.

Welding

All instructors make every effort to pack as much training experience into their courses as possible, for they realize the trainee's need to know enough to earn a living when he is released. While courses are set up to prepare trainees for entry-level jobs, most of them receive additional training which helps them to get better jobs when they are released.

A case in point is that the Welding Instructor has added an advanced Blueprint Course to the curriculum for the present group of trainees.

This advanced course was made possible because of the higher grade level of this particular group of trainees. The Welding Instructor points out that only a select few from shops in the free world are given the opportunity to train in Advanced Blueprint Reading.

Thus, successful completion of this blueprint course will give the present Welding trainees an advantage over fellow workmen and will, of course, make them more valuable to the companies for which they will work and to the trade in general.

Technical Writing

Almost as quickly as the Technical Writing Instructor position was filled after Joe Harless' resignation in May, it again became vacant. The rapid turnover of personnel in this position did have an adverse effect on the trainees. During the period when there was no instructor, the Editor-Coordinator and Programmer of the Materials Development Unit assumed the responsibility for these trainees and spent considerable time with them. In most cases, the young men's work had to be reviewed with them almost word by word. The discovery of their lack of facility with the language

indicated that their training should have begun with the study of writing and grammar. At any rate, these two MDU staff members were able to guide the trainees through a period of insecurity in which they felt their position in the project greatly threatened by the lack of an instructor.

When Jack Parsons assumed the instructor position, he was able to quickly assess the status of training and assignments. He found the class in a sad state of affairs. One of the elements he found was very poor motivation on the part of trainees. About the time the present trainees were enrolling in the Technical Writing Course, we were learning that it was virtually impossible to place ex-inmate graduates of the first Technical Writing Course in training-related jobs, however well trained they might be. There is relatively little demand for technical writers who do not have a college degree. Still another factor prevents placement of an ex-convict as a technical writer. Employers will not run the risk of hiring an ex-offender to work in an office which generally employs women. Only one graduate from the first course was placed in a training-related job, and he was placed with a firm in Texas who assigned more layout work than actual writing. As these facts began to come to light after the second course was under way, the trainees became demoralized and concerned that they would not find jobs. After assessing the situation, the project staff assigned students on a part-time basis to other vocational courses wherein they could learn a trade which would enable them to secure employment upon release.

Realizing that trainees were poorly motivated and discouraged by the fact that there would be little demand for their technical writing skills, the new instructor first held "bull sessions" in which he and the trainees

discussed the possible advantages of program writing to a person in the free world. He consulted with instructors and other staff members in an effort to enlist their support for building up the morale of the trainees. He then assigned each of the students a topic for writing, noting that he would check on him periodically to determine the progress he was making. Mr. Parsons also assured trainees that he would be available for the guidance and assistance each needed to carry out his assignments.

Materials Development Unit

Staff vacations and a heavy demand for printing material other than lessons have caused the reproduction section of the MDU some difficulty in meeting its production schedule. Some of this difficulty should be alleviated when the collator, ordered in June, is delivered. Delivery has been promised for early August.

In spite of the reproduction problems encountered, six complete lessons were printed and packaged for field testing which is tentatively scheduled for September. We had planned to field test these lessons during the summer months but were advised by state trade school officials that early fall would better fit their schedules. The lessons ready for field testing are as follows:

Identification of Joints, Welds and Grooves (Welding)

Introduction to Table Manners

How to Read a Rule

Using Decimals

Using the VOM, Part I*

Using the VOM, Part II*

*These lessons were group tested with the Electrical Appliance Repair Class.

Following is the status of other lessons:

Ready for Individual Tryout

Using the VOM, Part III

Guide to the VOM

Using Copy Editor's Symbols

The Barber's Four Preparatory Steps

Credit Plans

The lessons ready for Individual Tryout are also expected to be ready for field tests in September.

Being Written

Fractions Package (12 lessons)

Shop Safety (presently ready for art work)

Water Valves

Being Rewritten

Letter Writing

How an Auto Runs

Living Within your Income

Barber Science Package (9 lessons)

Estimating Materials (8 lessons)

When the lesson, "How to Read a Rule," was group tested with the Brick-laying Class, the instructor was so impressed with the way it taught that he was eager to have the package of lessons on estimating materials completed. He and Sam Cassels, MDU Programmer, have reviewed the entire package and have determined how the materials should be reorganized and presented. Mr. Cassels has begun the rewrite.

Under Study or in Analysis

Calculating Time Constants

Trouble Shooting a Radio

Oxyacetylene Cutting and Welding (10 lessons)

Alignment of the Superhetrodyne Receiver

Mr. Cassels and the Welding Instructor made a joint analysis of the course of study in welding to pinpoint the places at which training materials are needed and to determine the kinds of instructional materials which would be most appropriate for each such place. The resulting prospectus will serve as a much-needed guide for the MDU in preparing materials, whether they be programmed lessons, guides, booklets, or charts. An effort will be made to draw up similar "blueprints" for all courses, including Supplementary (personal-social development).

Mr. Cassels also worked with the Barbering Instructor during this reporting period to produce three sound training films which demonstrate the three basic haircuts. If these films are successful, more will be produced to illustrate the major variations of the three basic cuts. Texts to be used with the films are also planned, as are sets of slides with accompanying scripts. The artist has already prepared charts with overlays to be photographed for one series of slides.

During the next reporting period the Editor-Coordinator of the MDU and the Assistant Project Director will work with the Director of State Trade Schools in scheduling field tests for September.

Job Development and Placement

There has been no scarcity of jobs during the paroling period since the last graduation. Two areas are off-limits for parolees. Ft. Rucker

area parole supervisors have asked that no more trainees be placed in this area as a result of public indignation arising in the case of one of our graduates who has been returned to prison. (Refer to Case Study in Appendix B.)

The rate of returnees from the Montgomery area is higher than anywhere else. Of the 22 men who have been placed in Montgomery, 11 have returned to prison. Unfortunately, most of the returnees from this area were working in the barbering trade. For this reason, the Barbering Instructor reports that he cannot recommend that any more of our trainees be placed in barbering jobs in Montgomery, Alabama. The adjustment of trainees there, particularly graduates of the Barbering Course, has been exceptionally poor. The Instructor's professional associates and friends in the trade feel that these men are very poor risks as employees and do not want to be responsible for hiring them or recommending them for licenses. However, the problem lies not in their ability to perform as tradesmen. Quite the contrary, most have performed unusually well on the job and earned good salaries in the Montgomery area. Personal problems and involvements are the pitfalls that lose them the jobs which promised good careers.

Many of the graduates who go to Montgomery to work do not have homes there and must live in unsupervised boarding houses where other released prisoners often reside. Trainees released to other areas in the state usually do return to their homes and are encountering less difficulty in their adjustment to the community.

In spite of the gloom that permeates the project when staff members learn of another returnee, instructors and other staff members continue to help publicize the project and its methods and scope of training by

talking with people who are potential employers and encouraging them to give graduates jobs.

We have no trouble in eventually placing the graduates. The main problem is they are not staying employed very long, and our Follow-up Counselor is having difficulty finding them. Unfortunately, most of the jobs are on an entry level which start the graduate at about \$1.25 per hour. The parolees learn about other places which pay common laborers \$2.00 per hour and immediately quit their jobs and go to work as common laborers. Their primary interest is in making money. Although Instructors have pointed out to trainees that they can ultimately earn more money by staying in their trades and upgrading their performance there, it is difficult for these ex-offenders to project their plans concerning the future. They are prone to gratify immediate desires at the expense of future benefits.

The U. S. Labor Department's new Trainee Placement Assistance Program, popularly called the "Bonding Demonstration Project," should be helpful in placing the 68 trainees who will graduate in November. We have been authorized to use 3,000 bonding units for the benefit of graduates of our program. These bonding units should prove helpful to former graduates in getting promotions to positions in which the company would prefer their being bonded.

The Bonding Demonstration Project was provided for by a 1965 Amendment to the Manpower Development and Training Act and enables bonding of selected persons who have participated in federally financed programs and who could not secure suitable employment because they have police, credit, or other records which prevent their being bonded through normal channels.

Photographs are being made of present trainees and release information on each is being accumulated so that the Placement Officer and Follow-up Counselor can begin scheduling interviews with prospective employers.

Follow-up

At a staff meeting during this reporting period, the Follow-up Counselor gave a vivid report of some of the incidents a few of our returnees had been involved in. As he described some of the pitfalls that await the released prisoner when he leaves prison and enters the free world, he told staff members that our job of rehabilitation is only partially done. First, he described the type of women who, concerned only for themselves, take every possible advantage of the fact that the inmate releasee has been imprisoned so long. In case after case, the troubles of the graduates were precipitated either by their involvement with women--wives, former wives, sweethearts, or just women--or by the graduate's own inability to delay immediate gratification of all the needs he felt he had been deprived of while in prison.

If we are to be realistic, we must acknowledge that generally the first three things a releasee has on his mind when he leaves prison are "wheels," women, and "wine." Whether or not he has participated in an institutional treatment program, these immediate desires override any other plans he may have made to keep himself free.

Several of our returnees indicated to staff members in individual interviews that they meant only to have one fling to celebrate their release before settling down to their job the following day. However,

when a released inmate goes out to celebrate, he goes to a "dive." He does not have enough money to go elsewhere. Even should he have the money, he feels uncomfortable in any place except a dive and feels there is little chance of his finding feminine companionship. In a dive, he does find a woman--the kind of woman he is looking for--who encourages the celebration and even agrees to stake the fellow to a few days in the free world, until he gets his first paycheck. In a sense she is investing in him, for soon he will be buying clothes for her and taking her out every night of the week, a social life practically none of our graduates can afford.

Soon the graduate has become caught up in a relationship with this woman and finds it easier to spend the night with her than to go home to his boarding house. After several nights of partying, the graduate finds it harder to awake each morning. The woman generally isn't too concerned about the graduate's getting to work on time; so he oversleeps, or fails to get to work at all, and he soon loses his job. Often his first evening in the free world leads the inmate graduate into the vicious cycle of being late to work, not showing up at all, receiving too many personal calls, becoming heavily indebted, and in a few instances, becoming reinvolved in criminal activities. Thus it is poor management of himself rather than failure to perform well on the job that causes him to become unemployed. In almost all instances where our graduates have been placed in jobs, employers have been well pleased with job performance. The project has obviously succeeded in teaching young offenders a useful trade, but in some cases we have failed to effect

enough lasting behavior change to arm them against their tendency toward irresponsibility and loss of direction.

In our attempt to control the problem of recidivism, we are learning that the releasee, whether he is a parolee or has completed his sentence, definitely needs intensive services in the community. It is true that the ex-offender has acquired a skill with which he can earn a living, but the personal-social skills that are so critical to his remaining free have not been tested in a realistic, free-world setting.

To understand the various problems related to recidivists, which would be useful not only to this project but to other prison MDTA programs, there is a need to study the recidivist in detail, not only through intensive interviews but through analyzing, from community sources of information, the reasons for his failures.

To implement such a study which would involve a recidivist retraining program, we have proposed that our counseling and research division initiate an intensive study of all Draper MDTA recidivists who have been returned to the prison system of Alabama. A few recidivists who are in out-of-state prisons would not be readily available for such a study. We propose to develop structured interview forms and questionnaires for prison officials, training personnel, inmates, and people in the community, all of whom had contact with the recidivist in or outside of prison. Data will be classified and evaluated to weight important factors that either led to recidivism or prevented it.

We also propose to make an intensive study of the literature to analyze some of the critical factors in preparing inmates for release and

follow-up in the community so that we may become aware of other factors, or give added weight to those already analyzed, that will either prevent or accelerate recidivism. As reliable information becomes available from the recidivism study, plans will be made for a retraining program. This program will be based upon the best knowledge available to retrain returnees in areas of personal-social skills, in their identifications with the inmate contraculture, and in other behavior patterns that are found to be essential to conforming to free-world expectations.

The recidivism study will be conducted by Draper's MDTA personnel, the State Department of Education vocational rehabilitation counselor, the prison physician, a clinical psychologist, and the warden. Personality factors, social and economic considerations, and those interpersonal relations that bear upon the inmate's return to prison will be carefully assessed, and a treatment program will be prescribed. Both individual and group therapy will be an integral part of this rehabilitative effort.

Obviously, information from this study and retraining program will have significant bearings on our community sponsorship program and our proposal for a community-based transitional adjustment facility. A report of our findings will also be published and will be incorporated into our dissemination and utilization phase.

Summary

The Draper E&D Project for training, placement, and follow-up of youthful offenders has, in 21 months, assessed over half of the Draper Correctional Center population. Training has been provided 173 inmates, and 150 graduates have been placed in jobs as soon as they were released from prison. Follow-up statistics verify that youthful offenders can be successfully trained in a vocation and placed in a job upon their release to the free world, but they also reflect that employment is only one of the problems with which releasees are generally unprepared to cope when they leave prison. The problems of manpower training in corrections have been found by us to be complicated ones, made more so by certain personality factors of the population under study, by society's lack of understanding of the releasee's problems, and by the releasee's lack of experience in living responsibly as a free man.

At the outset of this experimental undertaking, we requested a total of no less than three years to achieve our objectives. We still believe that at least this much time is necessary to improve the ongoing institutional treatment program, to develop community resources and services that will help released offenders remain free and employed, and to disseminate evaluative data to others who serve this type of population so that they may use these findings toward the salvage of human potential and consequently reduce the high cost to society of its unaccommodated members.

Appendix A

Conferences, Presentations & Tours

Conferences, Presentations & Tours

A series of conferences and consultations took place during this reporting period in an effort to facilitate completion of the final draft of a proposal for a community-based facility for releasees who are having difficulty in adjusting to the community. This facility is being proposed for the Montgomery, Alabama area. Montgomery, smallest metropolitan area in the state, is an IMPACT AREA as far as placement is concerned and has the highest number of returnees.

On June 2, Project Director John McKee consulted with Marty LaVor of the Office of Economic Opportunity concerning cooperation which might be received from that agency.

The Project Director and his Assistant, Donna Seay, met with O. F. Wise, Director of the State Division of Vocational Rehabilitation on June 3, and again on June 17, concerning the cooperation of his division in establishing the community-based facility.

Plans were made for an early August conference with Dr. Elvia Cooney, Consultant, who will assist the administrative staff in preparing the final draft of the proposal.

Other Conferences

- June 9 Dr. McKee spoke on behalf of the Draper Projects at a Sertoma Breakfast in Montgomery.
- June 12, 13 Dr. McKee and Mrs. Seay met with regional office representatives to obtain guidelines for preparing renewal budgets.

- June 12-16** The Historian attended a conference sponsored by the American Management Association, "How to Write Shorter, More Effective Reports," held at the Parliament House, Atlanta, Georgia. We wish to express publicly our appreciation to the American Management Association for allowing the Historian to attend this \$300 Seminar as a complimentary registrant.
- June 17** The Project Director and his assistant met with O. F. Wise, Director of the State Division of Vocational Rehabilitation, to make plans for two Vocational Rehabilitation Counselors who are to be assigned to work in the state prison system.
- June 28** The Project Director and Assistant Director conducted a workshop on the Use of Programmed Instruction at the Educational Media Institute in Auburn, Alabama. The workshop included an overview of the Draper projects, information on how to select good programs, three types of programming, and resource information on programmed instruction. Attending the workshop were teachers and school administrators who were also given time to look over display materials that were exhibited during the workshop. Refer to Outline of Presentation and Resources & Evaluation of Programmed Materials Sheet included in this Appendix.
- July 8** The Project Director met with the Southern Regional Education Board in Atlanta, where he served as a member of a committee which planned for an Institute for Correctional Manpower in the South to be held in November.
- July 12, 13** The Assistant Project Director, Donna Seay, was asked to represent

an Ad Hoc Committee which had been appointed to study the need for an MDT professional organization. She appeared in that capacity before the American Vocational Association Board meeting in Charlottesville, Virginia. The AVA Board not only voted to accept the MDT group as an affiliate organization (contingent upon potential members' having approved a proposed constitution to be presented for approval at the AVA Convention in Denver, Colorado in December) but also granted the Ad Hoc Committee's request for time during the AVA convention when programs planned specifically for MDT personnel from fields of education and labor might be presented.

July 14-16

The Counseling & Evaluation Supervisor, Editor-Coordinator, Technical Writing Instructor, and Historian conferred to prepare an outline for use by staff members in writing training materials for the knowledge dissemination and utilization phase of the MDTA project.

From the Visitors' Register

- June 1 Vera Bruhn, President of the Rehabilitation Research Foundation Board of Directors, brought Birmingham citizen, Charles F. Zukoski, Jr., to Draper for a tour of the educational and human development projects.
- June 16 Bobby Andress of the Nassau County Adult Education Program, Pine Forrest Community School, Callahan, Florida, toured the projects and received an orientation to basic education practices. Mr. Andress also has responsibility for assisting the Florida prison road camps in developing a literacy program.
- June 24 Captain Stuart S. Burstein, Psychiatrist, Maxwell Air Force Base, and a group from his division toured the project.
- June 26 Juan Sanatana-Márquez, Superintendent of Schools, Division of
thru Corrections; Casiano López-Nieves, Classification & Treatment
July 16 Officer; and Miguel A. Mújica, School Director of the Commonwealth Penitentiary, Department of Justice, San Juan, Puerto Rico, visited Draper for a three-week study tour.
- June 28 Burton Wolfe, a freelance writer, visited the project on an assignment for THINK Magazine. He toured the educational projects at Draper and consulted with the Warden and Project Director concerning behavior change, individual therapy, group therapy, and conversion from the convict culture.
- June 28, 29 Father Thomas J. Harte, Bureau of Social Research, the Catholic University of America, Washington, D. C. interviewed numerous staff members to evaluate job placement and family counseling.

July 1 Earl Pippin, Executive Director of the Alabama Consumer Finance Corporation, presented a film, "The Wise Use of Credit," to Mr. A. F. Lee, Commissioner of Corrections. The film which was presented to Mr. Lee on behalf of the National Consumer Finance Corporation will be used by the Supplementary Class in preparing trainees to manage wisely the wages they are being taught to earn. (Refer to news release in this Appendix.)

July 7 Austin McDonald and Robert Robinson, Vocational Rehabilitation Counselors who will be assigned to Draper Correctional Center and Atmore Prison, were oriented to Draper and to its educational and training facilities in preparation for their assignments. Their orientation included a tour of the Self-Instructional School, the MDTA Project, and the J. F. Ingram State Trade School, as well as consultation with the Warden, the Classification Officer, Counselors from each area, the Security Officer, the Prison Doctor, the Executive Director of the Rehabilitation Research Foundation, and his assistant.

July 12 Captain Wasserzieher of the OIC, Occupational Therapy Section of the USAF Hospital, Air University, Maxwell Air Force Base, toured the project.

July 20 David Morgan, Chief Psychologist for the South Carolina Board of Corrections, Columbia, S. C. visited the project and met with staff members to study in detail MDTA procedures of operation, organizational structure, financial structure, etc. in preparation for implementing a half million dollar program recently approved for his state. Two staff members concluded the conference during an evening meeting with Mr. Morgan.

- July 21.** Lucille Jolley, Director of the State Division of Mental Health Planning, and Ann Clarke, Psychiatric Social Worker for the same agency, visited the project to study its experimental aspects.
- July 25** President of the Research Rehabilitation Foundation Board of Directors, Vera Bruhn, brought two members of the Jaycees, Dick Miree and John Lemon, from Birmingham to tour the experimental projects. These two gentlemen will probably participate in our proposed Community Sponsorship Program.
- July 28** Representatives of the State Training School for Girls in Birmingham included Mrs. Weiss, School Superintendent; Mrs, Aaker, Assistant Superintendent; and Miss Mildred A. Swim, Principal. They were interested in the entire operation of the schools at Draper, particularly in the use of programmed instruction, and hope to establish similar academic activities in their institution.

Capital Finance Corporation

One Hundred East Broad Street

Columbus, Ohio 43215

HARRY E. FULLER
PRESIDENT

July 11, 1966

Dr. John M. McKee
Executive Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama

Dear Dr. McKee:

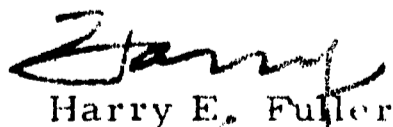
Thanks for your letter expressing appreciation for having received the film "The Wise Use of Credit."

We are glad the film was well received by the trainees, and that it was instrumental in instigating a lively and worthwhile discussion. The credit, however, should go to Earl Pippin and the Alabama Association for making it possible for you to have the film.

I have told many people about my afternoon at the Rehabilitation Center and have also notified our National headquarters office of your letter reporting upon the reception the film received from your trainees.

With best wishes, I am

Sincerely yours,


Harry E. Fuller

HEF:lkt

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Through the efforts of Past-President Harry Fuller, the National Consumer Finance Corporation recently made an unusual investment--an investment in the rehabilitation of youthful offenders who will soon be released from prison to begin a new life in free society.

In a brief ceremony on July 1 at Draper Correctional Center, Elmore, Alabama, Earl Pippin, Executive Vice President of the Alabama Consumer Finance Association, presented a 16mm. color film, "The Wise Use of Credit," to A. Frank Lee, Commissioner of the Alabama Board of Corrections. The film will be used in an experimental vocational training program offered youthful offenders who are institutionalized at Draper.

Harry Fuller first learned about the experimental program, conducted by the Rehabilitation Research Foundation, when he visited the correctional institution with Earl Pippin in June. Mr. Pippin serves as a member of the Foundation's Advisory Committee. He also visits the vocational project from time to time to conduct a seminar on credit.

The Past President was impressed when he learned that 50 inmates had waived early parole to take advantage of learning a trade by enrolling in the Vocational Experimental-Demonstration Project supported by the Manpower Development and Training Act. He also learned that 78 of Draper's average population of 600 inmates had passed the General Educational Development Test for the equivalency of a high school diploma and that seven of these youth are enrolled in college, a privilege afforded them through a special Draper Scholarship Fund.

During his tour of the projects in June, Mr. Fuller was told that it was a young warden's concern over the high incidence of crimes committed by inmates while in prison in Alabama and after release and a psychologist's eagerness

to test some of his human development theories that led to what was then the only full-time self-instructional school in the nation. Warden of Draper, John C. Watkins, and John M. McKee, then Director of the Alabama Division of Mental Hygiene, obtained the support of the Alabama Board of Corrections to run a one-year experimental pilot project during which they tested the effectiveness of using programmed instruction as a means of educating youthful offenders. So successful proved their findings that Dr. McKee resigned his position with the Mental Health Division so that he and Warden Watkins might administer a grant from the National Institute of Mental Health to continue the experiment.

Today in its fourth year of operation, the Academic School at Draper offers inmates literacy training through college preparatory work and enrolls approximately 150 inmates per year. Its sister project, which is supported by grants from the U. S. Departments of Labor and Health, Education, and Welfare, has to date trained 173 young prisoners as barbers, bricklayers, welders, service station mechanics, technical writers, electrical appliance or radio-television repairmen. Vocational trainees also receive remedial instruction in language arts and mathematics as well as supplementary training in the development of personal-social skills.

Experimental features of the Vocational project include job development and placement services, counseling during training and after release, and the development of programmed instructional materials for use in the seven trade areas and for personal-social training. Programs developed at Draper for a population generally considered to be disadvantaged are tested both with the inmates at Draper and with other youth in similar training situations. After validation, these programs are published by the State Department of Education

for distribution to other prisons and educational institutions which are engaged in training disadvantaged youth.

Of the 173 vocational trainees who have graduated since the MDTA program began in October of 1964, 140 have been placed in jobs; 115, in training-related jobs; 25 in non-related jobs. Six were released to face additional charges. Twenty-three are awaiting release and will begin work as soon as they are paroled. Eight are awaiting job placement.

Counseling services begun while the inmates are in training continue after the young men are released. The project sends a Follow-up Counselor to visit each graduate, his employer, and his family for periodic intervals after the youth is released. This Counselor not only gathers data needed to evaluate the overall effectiveness of the program in reducing the rate of recidivism to Alabama's prisons but also works with the Parole Supervisors throughout the state in solving the problems the releasees encounter in the various communities to which they are released.

One of the problems a released offender is sure to encounter upon release from prison is a nearly total economic impoverishment--a condition not unlike the one that usually fostered his original crime. Young men released from Alabama's prisons are given no more than \$10 upon release, plus the cost of transportation to the place from which they were sentenced. Unless the releasee has relatives or a friend who will stake him to his first few weeks in the free world, he has little means of establishing an economic base from which he can work to develop a stable income and begin to acquire the basic material possessions he actually needs to function in the free community. Often, the lack of funds with which to pay room and board or to purchase tools and clothing looms large as economic traps to the released offender.

"You can realize," stated Commissioner A. F. Lee, as he accepted the film on behalf of the Draper Vocational Project, "that knowing how to establish credit and use it wisely is essential to the young man who leaves prison almost broke. We certainly appreciate this contribution by the National Consumer Finance Association. You may be assured the film will be put to use right away."

The first graduates have been free little more than a year, and it is too early to judge whether the overall goal of reducing the recidivist rate of youthful offenders has been successful. However, it has been found that a few graduates are having difficulty in managing the wages they have been trained to earn. These follow-up findings place a heavy responsibility on the training program which seeks to help the inmate to develop his personal-social skills and manage his own wages. The film will greatly enhance the training of future inmates who will learn from it how credit is established, types of consumer credit, credit cost factors, the amount of credit a family can afford, and attitudes toward credit.

"Information the trainees gain from the film may be critical to those inmates who are released from prison almost broke," stated Dr. John M. McKee, Director of the programs at Draper. "Their knowing how to establish credit and use it wisely may prove to be the knowledge that helps prevent their committing new crimes in order to obtain some of the material possessions they actually need to function in the free world."

News release prepared for "Consumer Finance News," a publication of the National Finance Association. July, 1966.

COMMUNITY VOLUNTEERS continue to assist Draper programs.....

Volunteer classes are, with the exception of one, conducted during the evening hours in the Academic school area. Carl Clements, Coordinator of the Academic School, reports as follows:

"A course in 'Creative Writing' which is being conducted by Wayne Greenhaw, Staff Writer for the Alabama Journal, meets every other Tuesday afternoon. One of the six enrollees has written a short story and negotiations for its publication are being considered, subject to approval of the Warden of Draper, the Commissioner of Corrections, and acceptance by the editor of 'The Sunday Magazine.'

"We learned a valuable lesson in implementing the Great Books Course. Unfortunately, we overestimated the target population. Although there are perhaps 25 men at Draper who could fully benefit from this program on an adult level, we apparently failed to draw the right 25. Attendance was high at the beginning of the course, but has now dwindled to a faithful group of only six to eight inmates. The problem lies in the overall difficulty of the material. The students who dropped out became discouraged because their reading was too frequently interrupted by the need to consult dictionaries and other reference sources. We may need to look toward the Junior series for future use. I do share the volunteer instructor's view that if any, though it be only six or eight, derive benefit from this voluntary pursuit, then his efforts are justified.

"An interesting thing has developed with regard to the proposed Air Class. Although we have not yet been successful in finding a volunteer instructor, one inmate has taken the initiative to begin a type of art class. He is one of the day students and has a good deal of ability. About eight or ten inmates are participating in the course, and they are allowed to study and do art work on

alternate evenings. The group would be even bigger had we publicized and encouraged it, but I prefer that it not grow too large until we get professional help. At present, the boys are using typing paper and pencils. With some added materials, we could have an excellent course; perhaps they could have their own exhibit."

We express our appreciation to Paul Bailey of Radio Hospital, Montgomery, for his contribution of a color television set for use by the Radio-TV Repair trainees in gaining practical shop experience.

I. The Draper Projects.

A. Academic

1. Brief history
2. Purposes of project
3. Description of operation
 - a. Service Corps
 - b. College
4. Use of P.I.
5. Literacy
6. Contingency Management
7. Fact sheet
8. Physical conditions for learning

B. Vocational

1. Purposes
2. Organizational chart (transparency)
3. Operation (slides)
 - a. P.I. - Using P.I. effectively
 - b. PerceptoScope
 - c. Teaching machines (AutoTutor)
4. Development of P.I. material
5. Unitized Fractions Lab (transparency)
6. CAI

II. How to Select Good Programs

III. Harless' Three Types of Programming

IV. Resources Information Sheet in P.I.

V. Display Materials

RESOURCES & EVALUATION OF PROGRAMMED MATERIALS

I. Resource references

A. Hendershot Catalog, 4114 Ridgewood Drive, Bay City, Michigan 48707

B. Automated Education Handbook
Automated Education Center, Box 2658, Detroit, Michigan 48231

II. Appropriateness

A. Best available instructional procedure

1. Critical reviews--opinion of someone who has actually used it is preferable

2. Inspection

a. Content

- (1) Covers topics interested in
- (2) Skills it develops
- (3) Obsolescence of subject matter

b. Construction

- (1) Presence of criterion frames
- (2) Presence of prepared tests

c. Level

- (1) Prerequisites
- (2) Vocabulary and style proper
- (3) Expected knowledge or behavior after completing

d. Pedagogy

- (1) Organization of subject matter
- (2) Presentation of subject matter

3. Research evidence - how well it teaches

a. Relevance of conditions of data collection

- (1) Who the students were
- (2) How the program was used
- (3) What results were obtained (variability of achievement and mean level) (learning time) (attitudes)

(4) Copies of pre- and posttests used

4. Your own tryout

a. Small, carefully observed informal tryout

b. Formal evaluation

(1) Output measures

(2) Personnel, equipment, materials, space cost

Appendix B
Counseling and Follow-up Data

WORK EXPERIENCE SINCE TRAINING

REFERENCE WEEK _____ TO _____

Trainee's name _____

Please complete form by _____

and address _____

and return to:
(agency name
and address)

(please correct if wrong address)

Please enter a telephone number where you can be reached _____

Please read carefully. If you check an answer with an arrow, please follow arrow before answering next question.

1. a. About how many weeks is it since you completed training? _____
- b. In how many of these weeks did you do no work for pay? _____
- c. In how many weeks have you worked since training? _____

5. For whom did you work?

_____ (name of company)

_____ (address)

_____ (plant, division or department)

2. Since training, have you had any one job which lasted 30 days or more? Yes No

Skip to question 3

6. What did you mainly do on the job?

a. How many jobs lasted 30 days or more? _____

b. In how many jobs did you use your training? _____

c. Please check or explain reason for leaving last job that lasted 30 days or more.

- | | |
|--|--|
| Did not leave a job <input type="checkbox"/> | Illness <input type="checkbox"/> |
| Slack work <input type="checkbox"/> | Didn't like job <input type="checkbox"/> |
| Plant shutdown <input type="checkbox"/> | Other (explain) <input type="checkbox"/> |

7. How many hours did you work?

less than 15 15-34 35 or more

(skip to question 8)

Were these hours:

- usual for this kind of work
- all you wanted
- short-term because of slack work
- other reason _____
- (please explain)

3. Did you work at any time during reference week specified above? Yes No

Please answer questions in next column

8. How much are your average hourly earnings? (excluding overtime) \$ _____ per hour

4. During most of the week were you looking for a job?

Yes No

Not looking for a job because you

- Were keeping house
- Were in school
- Were ill
- Had a promise of a job
- Other _____
- (Please specify)

9. Did you use your training at least part of the time?

a. Do you think your training helped you get this job? Yes No

10. Have you worked or do you expect to work at least 30 days on this job? Yes No

11. Did you have to move 50 miles or more in order to take this job? Yes No

a. For whom do you expect to work? _____ (company name)

b. Do you expect to start within 30 days? Yes No

c. Do you expect to use some of your training? Yes No

Don't know

12. Please indicate where you heard about this job

local employment service office

in the place where you took training on-the-job

school

other _____

(Explain)

Analysis of "Work Experience Since Training"

D/L Form MT-103a, of Barber, Welding, Auto Service Station Mechanic, Bricklaying, and Electric Appliance Repair students who graduated April 29, 1966. This data covers the three month period from April 29, 1966, to July 29, 1966.

<u>48</u>	Total graduated
<u>45</u>	Number of contacts made by Follow-up Counselor & Placement Officer
<u>3</u>	Number of inquiries out of state mailed, but not returned
<u>33</u>	Number released and placed on jobs
<u>12</u>	Number awaiting release from prison
<u>33</u>	(73%) Total employed (of those released 100% employed)
<u>24</u>	(73%) Number training related
<u>9</u>	(27%) Number non-training related
<u>\$1.53</u>	Average hourly wage
<u>\$1.55</u>	Training related
<u>\$1.52</u>	Non-training related
<u>27</u>	Have had 1 job since release
<u>6</u>	Have had 2 jobs since release

Training Course	Training Related Jobs	Non-training Related Jobs	Graduates Awaiting Release	Total
Barbering	4	3	3	10
Welding	6	0	2	8
Auto Ser. Sta. Mech.	5	4	1	10
Bricklaying	2	2	4	8
Electric Appliance	7	0	2	9
Sub-Total	24	9	12	45
				3*
Total				48

*Three graduates did not return inquiries.

All trainees indicated either that their training helped them get their job or that they used their training at least part of the time in their work.

Case Summary

"I wanted to learn Electrical Appliance Repair or Barbering," stated this nice-looking, 21 year old trainee, when he applied for training in November, '65, "but I could not get a parole setup near the completion of either of these trades; they are both six-month courses."

Instead, Fred enrolled in the 12 month Radio-TV Repair course one week later than his fellow classmates, and, according to his instructor, "worked very hard to catch up." A month after his training began he was reported still to be working hard. Although he rated a "C" in both vocational and Remedial courses, he was doing his best, and he made an "A" in the Personal-Social (Supplementary) course. Two months after training began, Fred's instructor noted that he was sometimes difficult to work with and needed to improve his performance.

The trainee had earlier indicated a desire to talk with the counselor about his being "nervous," the only problem he felt he had. During counseling sessions, however, he was concerned about the possibilities of parole and whether or not he could serve sentences for other charges concurrently with the one for which he was imprisoned at Draper.

The Follow-up Counselor, on a trip to the area where these charges were made, investigated Fred's case. He learned that the trainee had originally received a five year sentence (the one which he is presently serving) in _____ County, then was taken to _____, Alabama where he was given four one year and one day sentences. The district attorney and judge had considered concurrent sentences, but were dissuaded when they

learned Fred had attempted to escape from the jail, had hit the guard in the head with a broom, and had, in fact, resisted arrest when the sheriff of _____ picked him up. He also displayed disturbed behavior by banging his head against the dash of the sheriff's car.

The Follow-up Counselor also learned that Fred had received a five-year sentence in Georgia when he was a juvenile. He was sentenced to the reformatory at Alto, and during his stay there had caused so much trouble that he was transferred at the end of 14 months to the adult prison in Reidsville. There was no consideration of parole while he was in the Georgia system, and he was finally released in October of 1964.

Following release, he returned to Alabama to live with his mother and stepfather. He does not have the socioeconomic background of most of our trainees--this young man's parents live in a \$30 to \$40,000 split-level home in a good, middle class neighborhood. His stepfather earns \$9,000 to \$10,000 annually. The stepfather feels a considerable amount of hostility toward the trainee, but his mother is very interested in her son and confided to the Follow-up Counselor when he visited the family that she became pregnant with Fred when she was 14 years old, although she did not reveal what happened to Fred's father. She was having many problems of her own and had been under psychiatric care for some time.

When the Follow-up Counselor finished his investigation, he reported as follows:

"December 30, 1965 (about a month and a half after Fred began training)

"As it stands now, Fred will receive four years and four days in addition to his present five year sentence--a total of nine years and four days.

He is presently set up for parole consideration the latter part of 1966. Whether the additional sentence will affect his parole setup at that time is not known. I recommended that this additional time be brought to the attention of the Parole Board immediately since a transcript had not been forwarded them from _____, Alabama."

The Follow-up Counselor recommended that the trainee be counseled frequently concerning the hostility that appeared to exist between him and his stepfather, for this problem would have to be overcome before Fred could be paroled back to his home. One last recommendation was that the Counseling Department write the Georgia authorities for an official account of Fred's problems while in prison there.

Fred was generally described by those who came in contact with him as a young man "with a chip on his shoulder." He was easily angered and flared up at a college corpsman on one occasion because the corpsman explained that Fred should have a "referral" slip from his Instructor if he wanted to visit the Counseling Department during class hours.

From time to time, the Instructor encouraged the trainee to talk with Counselors, as recommended by the Follow-up Counselor, and although his grade dropped to a "D-" in Remedial, his performance in vocational and Supplementary training was good.

On March 9, four months after training began, Fred received a letter from the State Board of Pardons and Paroles which stated that the Board regretted it had found him ineligible for parole at that time. The Board did challenge him to maintain a good prison record so that he might enjoy the benefits of the law which allows credit on his sentence for good prison conduct.

Disciplinary action was taken against Fred shortly thereafter when he was confined to the "doghouse" (solitary confinement) for gambling. Since his confinement was so arranged that he would not miss too many classes (weekends, etc.), Fred remained in training. However, when the school was closed for vacations and trainees had been assigned to the farm, Fred was caught carrying a concealed knife and was placed in the doghouse again for several days. When released, he began talking all the time, saying that he knew how to rehabilitate everyone; in fact, he had developed a master plan for everything concerning the prison. The Warden noted his unusual behavior while he was still assigned to the farm and had him talk with the project counselors as soon as they returned from vacation. The Placement Counselor and the Follow-up Counselor talked with the trainee; he was then referred to the Project Director. The prison doctor decided that the trainee should be given sedatives for a few days, and a fellow classmate was assigned to look after him. During this time, the trainee's mind seemed "to snap," and he began tearing up things inside the prison. He was immediately transferred to Kilby Prison for psychiatric evaluation and possible transfer to the state mental hospital.

This is one of the most tragic cases we have encountered. From information the counselors could gather, it seems that this young man, who had a long history of criminal activity and institutionalization, had gradually come to suspect that he was illegitimate and that his mother's own father was his father. His solitary confinement apparently came at a time when he began to brood over these suspicions, and matters grew worse. On the Sunday after he was released from the doghouse, his mother's sister visited

him. He told her of his suspicions, of his having figured out that his grandfather, with whom he lived as a child, was also his father. His aunt thought he already knew, and her validation of his suspicions by relating that she, too, had been forced into having relations with her own father when she was a child seemed almost too much for one human being to accept in one large dosage. It was only a few days later that Fred appeared to lose all contact with reality and had to be finally transferred to the state mental institution.

CASE SUMMARY ON AN OUTSTANDING STUDENT

Jim's case is a particularly interesting one, for he was a first offender who, unlike most of our trainees, had no previous history of criminal activities. His life had been very much like that of the average American boy until he first got into trouble. His parents, who have three daughters and two other sons, are still married and the entire family live near each other in the same Northern state.

Jim, who completed the 11th grade, joined the Army in January, 1964 when he was 21 years old. Two months later he married. Although it was a "shotgun" wedding, there had been no divorce when he entered vocational training at Draper. In fact, one of his greatest concerns was that his wife and two children who lived in the same state as his parents needed financial assistance.

While stationed at an Army Base in Georgia, Jim went A. W. O. L. He was picked up by the F. B. I. in a South Alabama town and placed in custody at a nearby Army Base. From there, he escaped and stole an automobile. He was apprehended, tried, and charged with Grand Larceny; and eventually sentenced to two years at Draper.

Jim applied for training in the Draper project in November, 1965. Although he completed 11 grades in public school, achievement test scores revealed he had a 7.0 grade level, rating highest in spelling and word knowledge and lowest in total language. The Kuder Vocational Preference Inventories revealed highest interest in artistic and literary fields, but the trainee chose the Auto Service Station Mechanic-Attendant trade in spite of the fact that

his mechanical interest was very low (18 percentile), second only to musical interest (15 percentile).

In summarizing Jim's case for this report, it is interesting to note that the Kuder Personal Preference Inventory rated Jim highest (91 percentile) in "preference for avoiding conflicts." Undoubtedly, he was successful in this preference, for no disciplinary action was taken against him during his stay at Draper. He made excellent progress in training and won the Outstanding Student Award for the entire time he was in training. He was chosen by his classmates to represent them as a speaker for the graduation exercises in April, 1966. Jim's instructor rated him as one of the most cooperative trainees he has ever taught. In shop, Jim was "above average, a hard and willing worker who does a thorough job on familiar work and who is eager to learn. He does average classwork, but applies himself. His social attitude is excellent."

Jim was released on May 16, about a month and a half after graduation. With such an excellent record while in prison and in training, it was not difficult to place Jim in a good job. The one condition of his parole required that he stay in Alabama on one job for a year before returning to his home state. The Parole Board Investigation report described Jim as the "type of individual who will run at the first opportunity" when he was imprisoned at Draper in May of 1965. Perhaps this investigative comment led to his conditional parole.

Although the job was not training-related, Jim was placed with a company which offered him an excellent opportunity for advancement. He went to work as a warehouse clerk for a paper firm and his employer, who was impressed with his training record, promised that he would be able to advance as fast as he

could learn the business.

The Follow-up Counselor's prognosis for this trainee is good. His only concern is uncertainty about the graduate's marital situation. He is making plans for his wife and children to join him now. Although Jim is a nice-looking young man, about 5' 10" tall, weighing about 170 pounds, whose appearance is always neat, he is extremely shy. The Follow-up Counselor believes that as he grows more competent in his job, he will overcome this extreme shyness.

Case Summary

A most unfortunate incident involving one of our Barbering graduates occurred in the Ft. Rucker area and resulted in this area's being closed to placement of ex-convicts in the near future.

Only one month after his release, the graduate in question was arrested for public drunkenness twice in less than two weeks. The last arrest included a charge and conviction for indecent exposure.

Charles was given the benefit of doubt when he was first reported as a "peeping tom" or prowler by a divorcee at whose home he was arrested. He was found in an intoxicated condition and told arresting officers he was trying to get into the divorcee's house to telephone a taxi. Officers took him to jail on the charge of public drunkenness.

In less than two weeks, Charles was reported not only as being intoxicated but as exposing himself indecently to a lady and her daughter. Both were shocked and upset that this incident could happen in their small hometown. Both positively identified the graduate as the offender, and Charles was convicted and returned to prison.

The Follow-up Counselor contacted Charles' employer when he learned of the incident. The employer stated he could not re-employ Charles at any time again because the incident had caused a great deal of embarrassment to his business. He did say that Charles was a very capable barber but had a very poor attitude. He pointed out that Charles was the third graduate of the Barber Class to prove unsuccessful in this area. The officers at Ft. Rucker and the police in nearby Enterprise had asked him not to employ any more of these graduates in the immediate future.

Appendix C

Plans for a Dissemination and Utilization Program

PLANS FOR A DISSEMINATION AND UTILIZATION PROGRAM

I. DEVELOPMENTAL PHASE

- A. Planning conferences
- B. Participants in developing program plans
 - 1. Draper's E & D staff
 - 2. U. S. Labor Department
 - 3. American Correctional Association
 - 4. HEW: Vocational Education
 - 5. State Pardons and Paroles Board
 - 6. State Board of Corrections
 - 7. Representatives from other correctional E & D Projects
- C. Time and place for planning conferences
 - 1. Pre-planning conference, Washington, D. C.--Labor, HEW, and Draper
 - 2. Draper Correctional Center and meeting room in Montgomery hotel, preferably in early fall--State agencies, Draper personnel, Labor, HEW, and AGA

II. PRELIMINARY PREPARATIONS NECESSARY

- A. Guidelines
- B. Program content and methods
- C. Audio Visuals
- D. Papers and instructional samples for conferences and workshops
- E. Orientation and demonstrations for site visits
- F. Dissemination of workshop proceedings

III. TRAINING AREAS

- A. Administering program
- B. Recruiting and selecting trainees
- C. Training
- D. Job Development and Placement
- E. Follow-up
- F. Evaluation
- G. Personnel requirements
- H. Dissemination of information

IV. LOCATION OF TRAINING

- A. Draper Correctional Center, Elmore, Alabama
- B. Montgomery, Alabama
- C. Four regional offices of Department of Labor
 - 1. New York
 - 2. Chicago
 - 3. Dallas
 - 4. San Francisco
- D. Other centrally located cities selected by Labor and HEW

V. EVALUATION OF DISSEMINATION PROGRAM

- A. Methods and instruments used to evaluate program
 - 1. Survey questionnaires
 - 2. Consultation visits
 - 3. Number of requests for printed materials (guidelines, papers, proceedings)
- B. Participants in evaluation

1. Department of Labor and HEW
2. Rehabilitation Research Foundation
3. Participants of training program

VI. PERSONNEL REQUIRED

A. Present staff of Draper E & D Project

1. Director
2. Assistant Director
3. Counseling Supervisor
4. Job Development and Placement Officer
5. Follow-up Counselor
6. Supplementary Instructor
7. Basic Education Instructor
8. Finance Officer
9. Other personnel and consultants as needed from time to time

B. Additional staff needed at Draper

1. Public Information Coordinator

a. Qualifications

- (1) College degree
- (2) Experience in speaking, writing, conference planning and leading, and public relations

b. Duties

- (1) Plan, organize, and implement dissemination programs
- (2) Plan, organize, and implement community sponsorship programs

2. Information Specialist

a. Qualifications

- (1) Journalism major with college degree
- (2) Experience--promotional and newspaper writing

b. Duties

- (1) Write informational and training materials for dissemination program
- (2) Prepare informational packages for . . .
 - (a) Potential employers
 - (b) Sponsors
 - (c) Other interested groups

3. Consultants

VII. TRAVEL

- A. Planning conference
- B. Four regional conferences
- C. Consultation visits
- D. Consultants

VIII. EQUIPMENT NEEDED

- A. Recorder - Transcriber
- B. Typewriter - 17"
- C. Two desks
- D. Two chairs
- E. One filing cabinet
- F. One storage cabinet
- G. Bookcase

IX. MISCELLANEOUS (printing, mailing, film and development, paper and accessories, tape, postage, long distance telephone charges, and other conference expenses, such as meeting rooms)

Appendix D

Community Sponsorship Program

8

COMMUNITY SPONSORSHIP PROGRAM

"An effective rehabilitation program must do more than discourage the offender from relapsing into an old behavior; the program must actively offer opportunity for a meaningful substitute pattern of existence. This substitute existence has to be all-encompassing, involving employment, social contacts, ways of using leisure time, and a change in attitudes, values, and identifications."¹

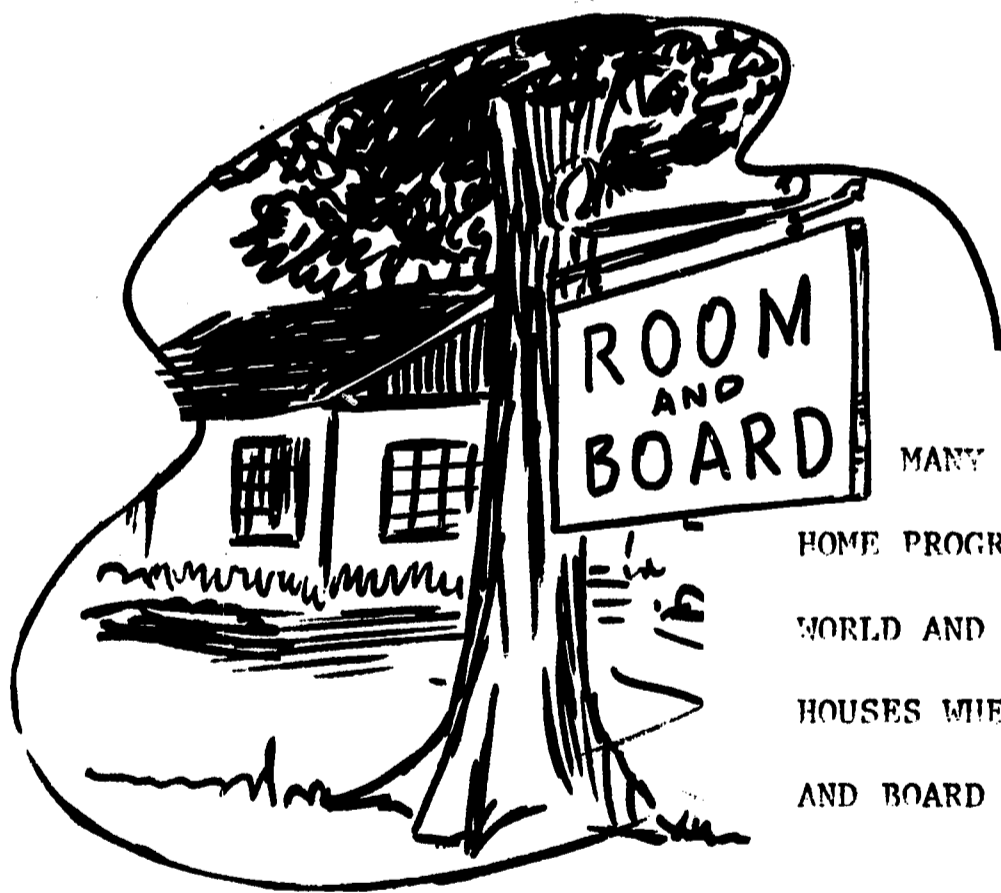
To break down an offender's resistance to behavior change and get him deeply involved in pushing for legitimate benefits for himself is indeed a tough educational task. So tough a task, in fact, that it must be continued from the institution into the community. The progress an offender makes in an institutional treatment program can be quickly swallowed up in the apathy of a community which has little realization of the active role it must play in helping the offender to remain free.

Because of the extensive use by prison authorities of external controls that lead to behavior patterns of marked dependency, the problems that many of our graduates confront upon release are overwhelming. In a period of six months, the trainee is given his "feet," so to speak, when he learns a trade. He is also exposed to knowledge of how to make decisions, how to spend his money wisely, and how to get along with people. But the real test comes when he takes his first steps into the community. His nearly total economic impoverishment, his cultural deprivation, his lack of resourcefulness, and his ever-present fears of failure and rejection are often stronger forces than he can overcome alone.

Very much like a young child who is learning to walk is the released prisoner who is learning to live a life different from the one in which he has

¹Arthur Pearl. "The Halfway House: The Focal Point of a Model Program for the Rehabilitation of Low Income Offenders." Mental Health of the Poor, (New York: Free Press, 1964) p. 498.

WITH ILL-FITTING, OUT-OF-STYLE CLOTHING ON HIS BACK AND IN HIS POCKET THE MEAGER \$10 WHICH IS GIVEN HIM UPON RELEASE, THE EX-CONVICT MUST BEGIN A NEW LIFE.



MANY EX-INMATES DO NOT HAVE APPROVED HOME PROGRAMS AWAITING THEM IN THE FREE WORLD AND MUST FIND ACCEPTABLE BOARDING HOUSES WHERE THEY MUST USUALLY PAY ROOM AND BOARD IN ADVANCE.

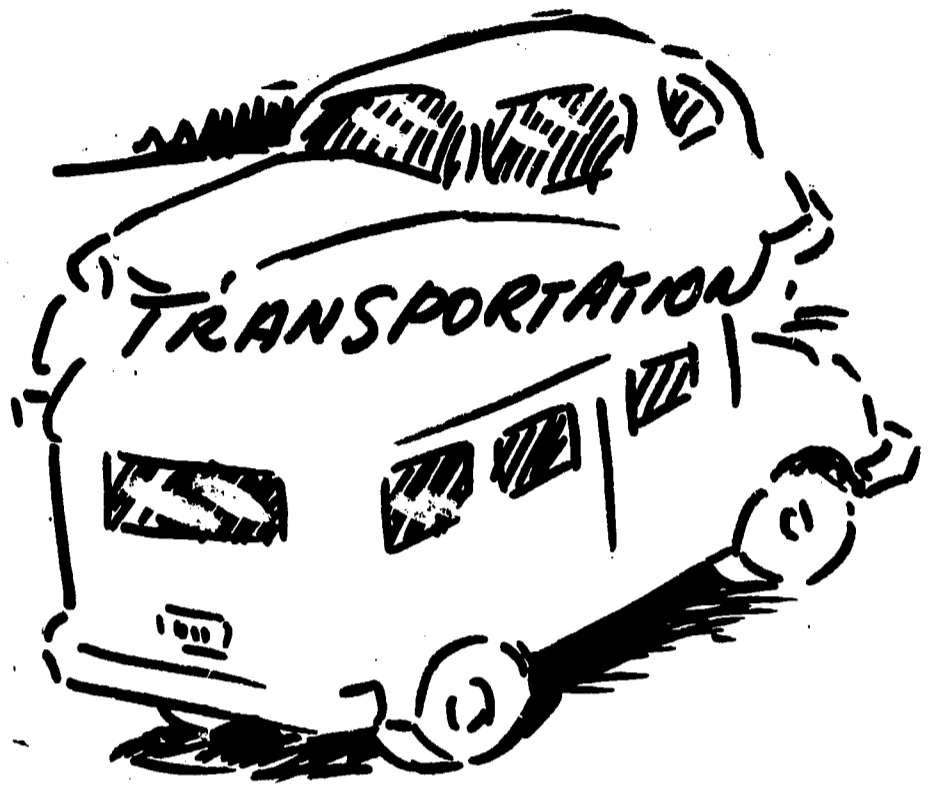
failed. He needs to be recognized for his achievements when he has made progress; he needs to be guided in pacing his goals in terms of the achievable; he needs inspiration when he begins to lose confidence. Unlike the young child who has parents to steady him, the released prisoner generally has no one to encourage his efforts. Yet, the ex-prisoner needs a "steady-ing" relationship as surely as the child needs parents. Most important, he needs early success experiences in his efforts to adapt to society.

Fortunately, there are citizens of our state who are interested in assisting the released prisoner. A Community Sponsorship Program which has been projected for the entire state will be initiated in Birmingham as a pilot demonstration. Eventually, individual members of communities throughout the state will be trained to assist in finding solutions to the special problems of the released inmate as he attempts to adjust to free society.

Citizens of Birmingham, Alabama, have already expressed their interest and willingness to assist in this program. The Jefferson County Association for Mental Health there has agreed to serve as a liaison agency which will from time to time invite people from various community organizations to attend meetings to learn about the sponsorship program. At such meetings, the staff of the Rehabilitation Research Foundation will present the proposed sponsorship plan and will seek volunteers who will come to Draper and learn in detail about the experimental programs and the needs of the released prisoner.

Following their visit to Draper, these volunteers will take the information they gain to their respective organizations and will seek their commitment to serve as Community Service Groups. Once committed to the program, the Community Service Group would select at least two of its members as

AN EX-INMATE MUST ARRANGE FOR HIS TRANSPORTATION TO AND FROM WORK. WHEN HE IS FIRST RELEASED, HE MAY NEED TEMPORARY TRANSPORTATION TO FIND A SUITABLE HOME AND TO GET BACK AND FORTH TO WORK UNTIL HE RECEIVES HIS FIRST PAYCHECK. SOMETIMES, HE IS UNABLE TO FIND A SUITABLE HOME IN THE SAME TOWN WHERE HE WORKS AND MUST COMMUTE TO HIS JOB FROM A NEARBY COMMUNITY. SHOULD THIS BE TRUE, HE MUST LEARN BUS SCHEDULES AND LEARN HOW TO BUDGET A PORTION OF HIS EARNINGS FOR TRANSPORTATION.



SHOULD AN EX-INMATE BE HIRED BY EMPLOYER WHO EXPECTS HIM TO MAKE DELIVERIES AND RUN ERRANDS FOR THE COMPANY, IN ADDITION TO HIS OTHER DUTIES, THE EX-INMATE MAY NEED EITHER TO LEARN TO DRIVE OR TO TAKE A REFRESHER COURSE IN DRIVING. AT ANY RATE, HE MUST SECURE A DRIVER'S LICENSE.

"Representatives" who would receive further training from the Foundation and the Birmingham Pardons and Paroles Supervisor. After they have completed their training, these Representatives would work with the Birmingham Parole Office in selecting INDIVIDUAL COMMUNITY SPONSORS. The Community Sponsors will be trained by the Birmingham Parole Supervisors and the project's Follow-up Counselors. They, too, will visit Draper to become acquainted with the inmate before his release.

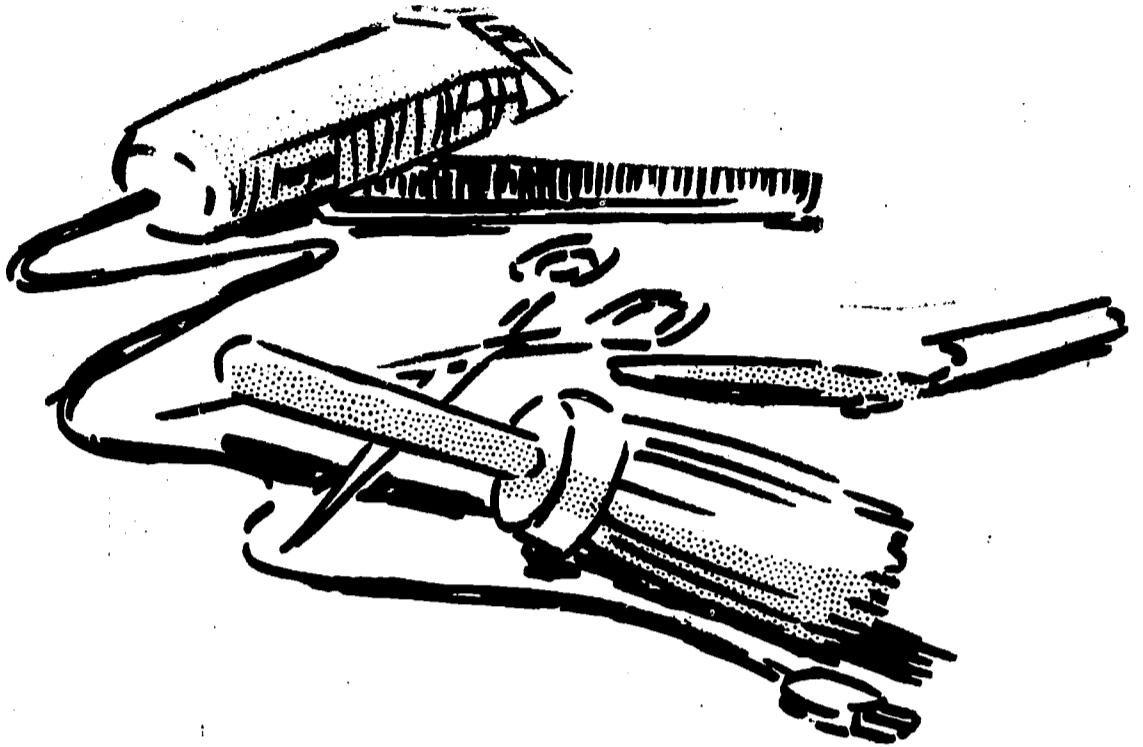
It is recommended that a Community Sponsor be one of two types of community members. One is a person who is a craftsman or skilled tradesman, preferably a worker in the same trade area in which the parolee assigned to him has received training. This person would not have a history of incarceration, but would be able to easily relate to the youth on the grounds of a mutual interest in the trade. Further, he could easily encourage the young man to upgrade his training because he knows about the opportunities which exist in his field. This type of sponsor would be influential in getting the releasee into a trade organization and involved in any recreational opportunities it may offer, such as softball or bowling teams, etc.

It is important to realize that the ex-prisoner can more easily identify with the skilled craftsman or tradesman than he can with the "white collar" office worker. The tradesman's goals are goals the releasee can, with encouraged effort, set and achieve for himself; thus it is not unrealistic to expect the releasee to pattern his life after this stable, hardworking member of society who is a person of "down to earth" practicality. Such a Sponsor's solidarity would provide the youth a base of security from which to operate.

The second type of recommended Community Sponsor is a person who has a history of crime but is now either on parole or has completed parole and is doing very well. In many cases, such a person would know how to warn the

MANY NEWLY RELEASED EX-INMATES DO NOT HAVE SUFFICIENT FUNDS OR CREDIT TO PURCHASE

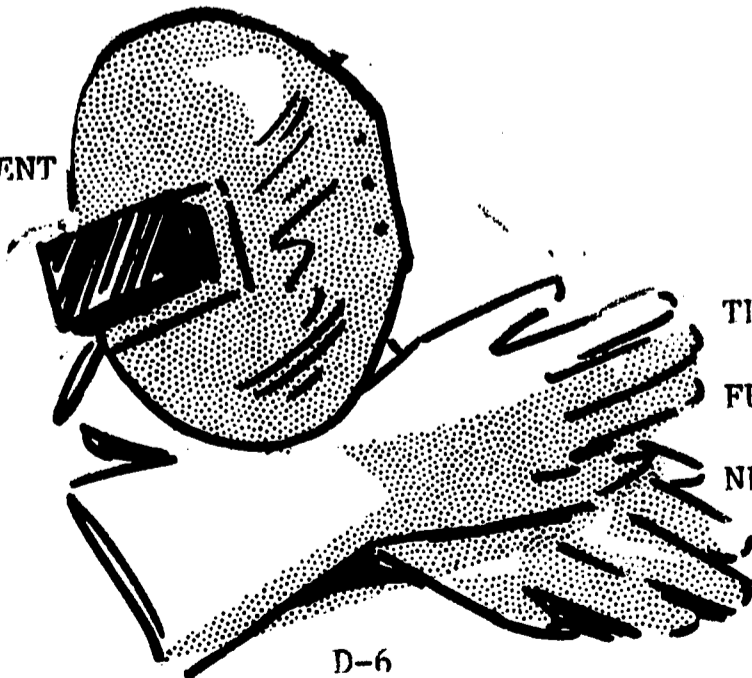
TOOLS,



WORK CLOTHING,



OR THE SAFETY EQUIPMENT



THEY WILL NEED IN ORDER TO FUNCTION WELL IN THEIR NEW JOBS.

youth against pitfalls he may have encountered and overcome himself. His very success allows him to serve as a behavior model with whom the releasee hopefully will identify because he feels his sponsor had the same "odds" to overcome. Much on the principle of Alcoholics Anonymous, the ex-convict can assist the newly released inmate because he knows how it feels to have been in the same situation, but he also knows it is possible to overcome the stigma and claim some of the fruits of life for himself in a legal and socially acceptable manner.

Primarily, Community Sponsors are to be trained by the pardon and parole office. The initial contact with the sponsor occurs when that office would ask him to serve as a volunteer to help a youth from the Draper program to go straight. The sponsor will then visit Draper to meet his charge before the youth is released. The cost of transportation for such visits will be borne by the Rehabilitation Research Foundation. The sponsor will be present when the youth first reports to the parole office immediately after release.

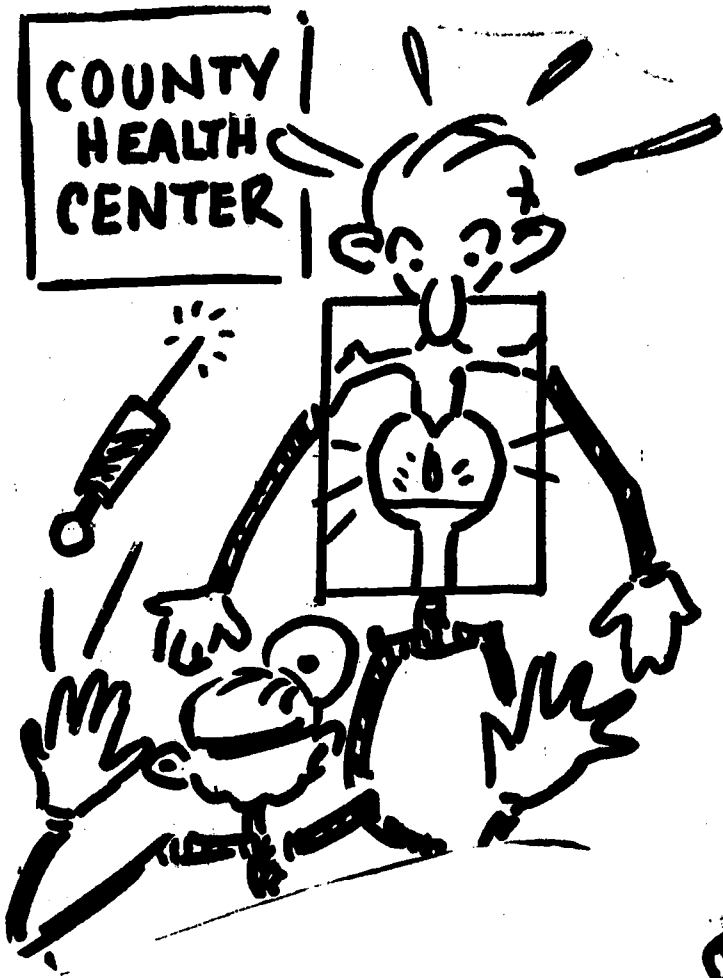
The sponsorship program is to be totally coordinated through the parole supervisor who explains the sponsor's interest in the program to the parolee. The releasee will be assured that because his sponsor wants to help, he has agreed to meet with other sponsors at the parole office for regular group discussions to bring up and seek solutions for the various problems that arise during the releasees' adjustment to the community.

The sponsor's relationship with the youth is guided by the parole supervisor. In meeting certain needs of the releasee that the sponsor himself is unable to provide for, such as finding a better job, obtaining work clothes, tools, or transportation, the sponsor may seek the assistance of the community service groups who helped to choose him as a sponsor, or the Draper follow-up counselors.

OTHER

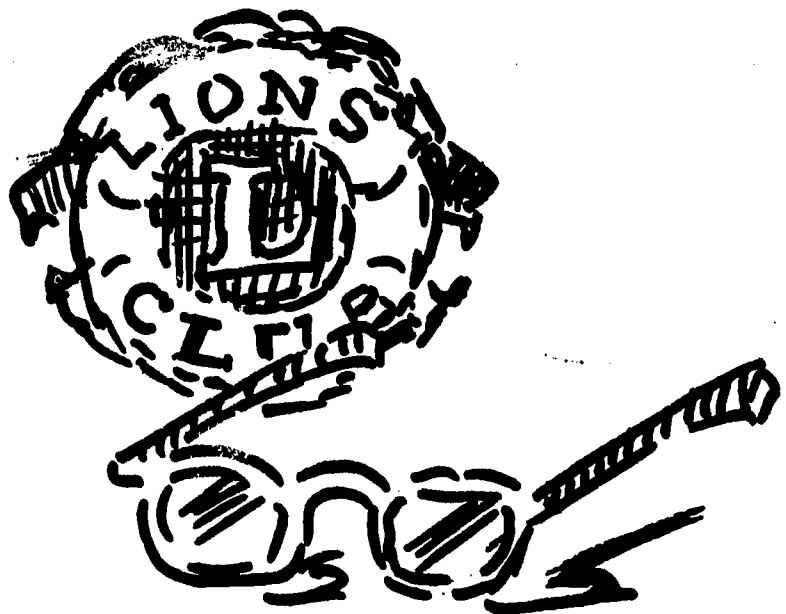
TEMPORARY NEEDS

OF A NEWLY RELEASED EX-INMATE INCLUDE:



AN X-RAY, OR

GLASSES.



UNFORTUNATELY, THE RELEASED PRISONER DOES NOT KNOW HOW TO
SEEK THE COMMUNITY SERVICES THAT ARE AVAILABLE TO HIM.

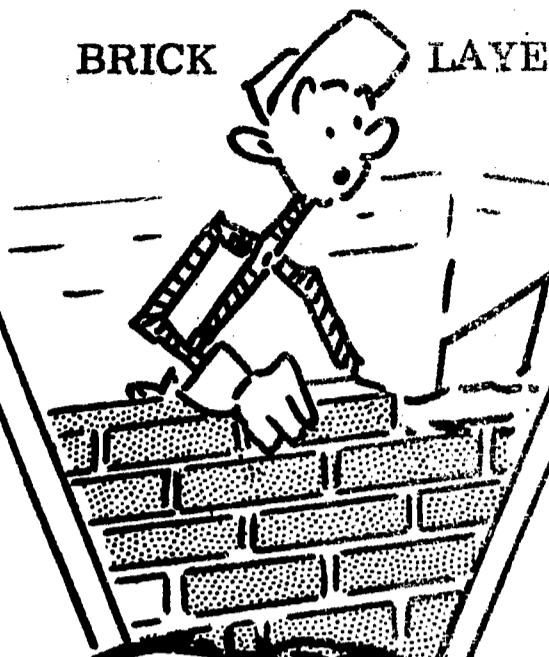
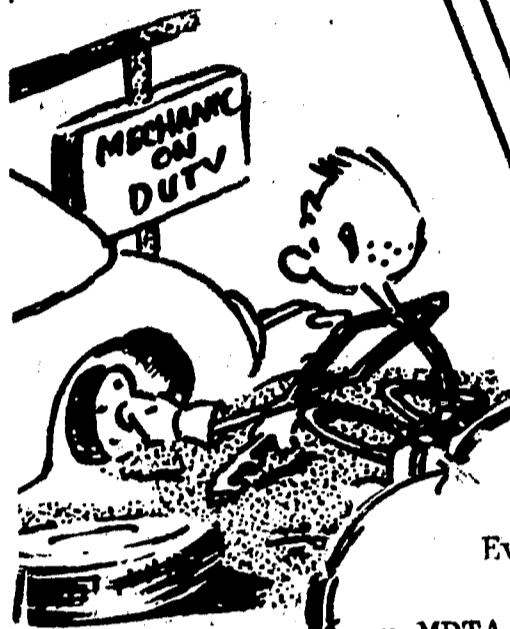
The amount of time required for an individual to serve as a sponsor will average two to four hours per week after the relationship is under way. Initial training will require more than the average time per week as will any crises that may arise. However, once the relationship is well under way and progressing, less time will usually be required. The important factor is the relationship that develops between the parolee and his "free society" sponsor.

What does the sponsorship program mean to the released prisoner? It means that he has a personal friend he can talk to or turn to in times of need--someone who can guide him in the use of his leisure time, someone to help him advance in his trade or get a better job, someone who can counsel him in the wise use of his earnings, someone who has a real and vital enough personal interest in him to assist him in looking out for his own best interests.

What does the sponsorship program mean to the sponsor? It is an opportunity to help a person who is trained in a trade to become a better craftsman and to make a better adjustment to society than he would be able to without this assistance. And there is the opportunity to serve as an experimental partner by extending the rehabilitative services of both the Draper project and the state's parole program. But above all, there is the personal satisfaction of being instrumental in the salvage of a human life.

SERVICE
STATION
MECHANIC

BRICK LAYER



WANTED!!

Even though the graduates of
our MDTA project have jobs when they
are released, most are entry-level jobs
which pay minimum wages. Ex- inmates
need help in finding better paying

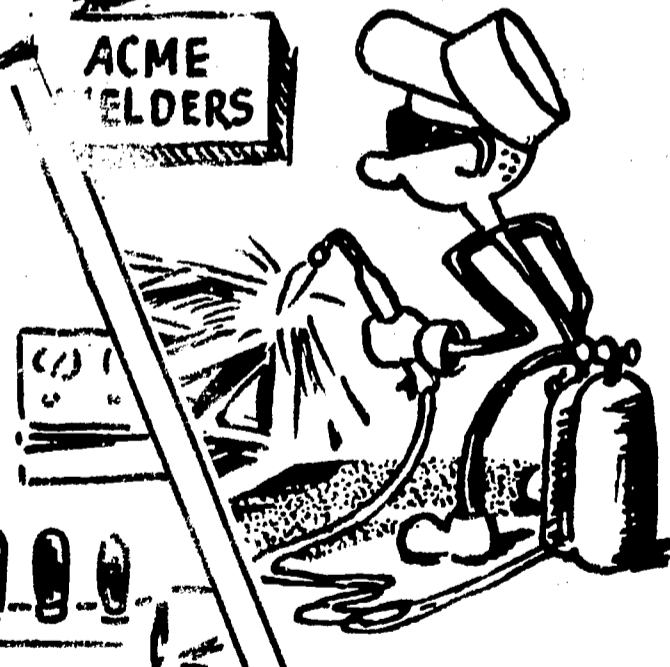
BARBER

ELECTRICAL
APPLIANCE
REPAIRMAN

JOBS!!



ACME
WELDERS



WELDER

RADIO-TV REPAIRMAN

BUT THE RELEASED INMATE'S GREATEST NEED

IS FOR A FRIEND.....

A COMMUNITY SPONSOR IS A FRIEND WHO

UNDERSTANDS THE RELEASEE'S BACKGROUND

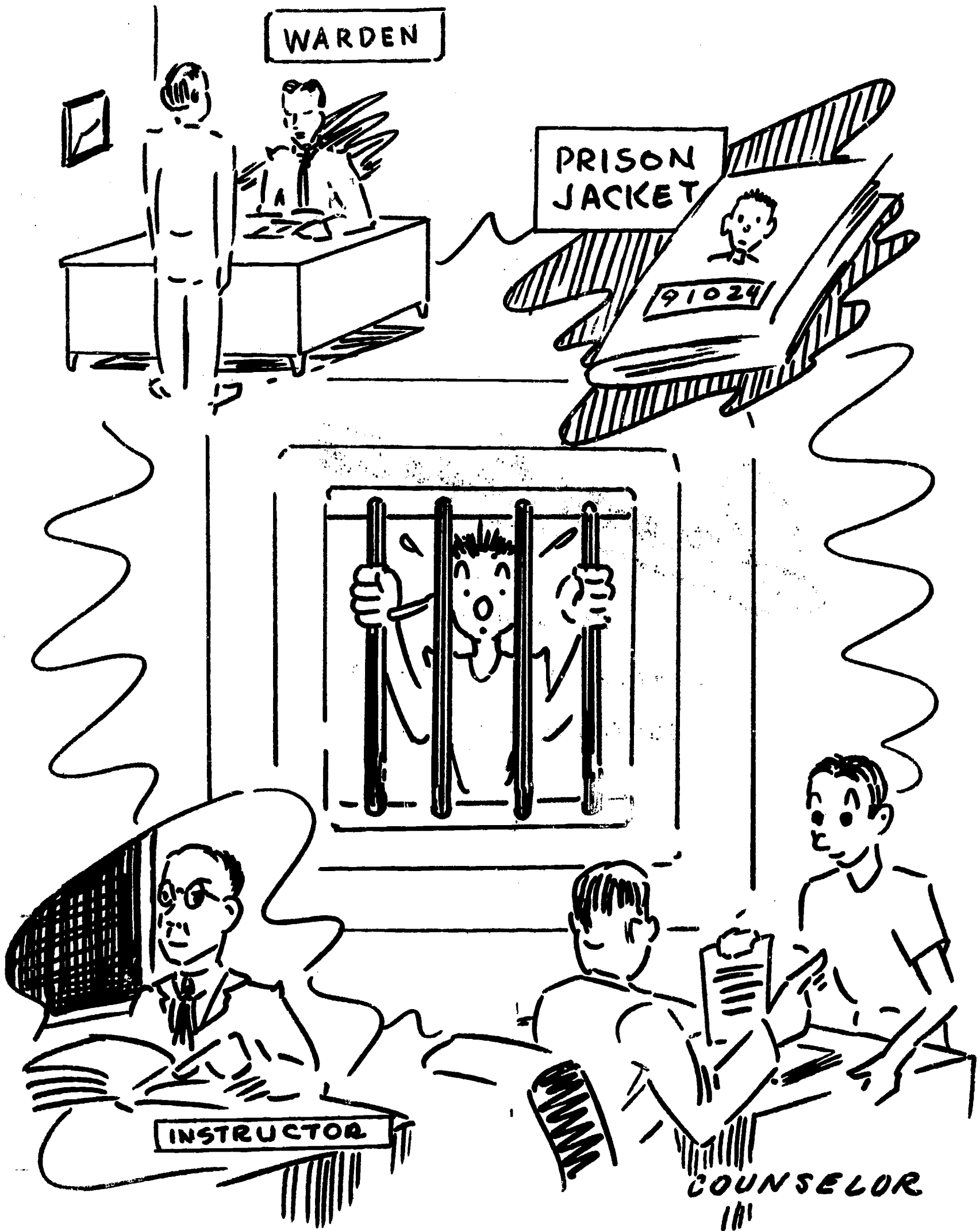
KNOWS WHAT PROGRESS HE MADE IN TRAINING

UNDERSTANDS HIS STRENGTHS, WEAKNESSES, AND NEEDS

for he has been interested enough to

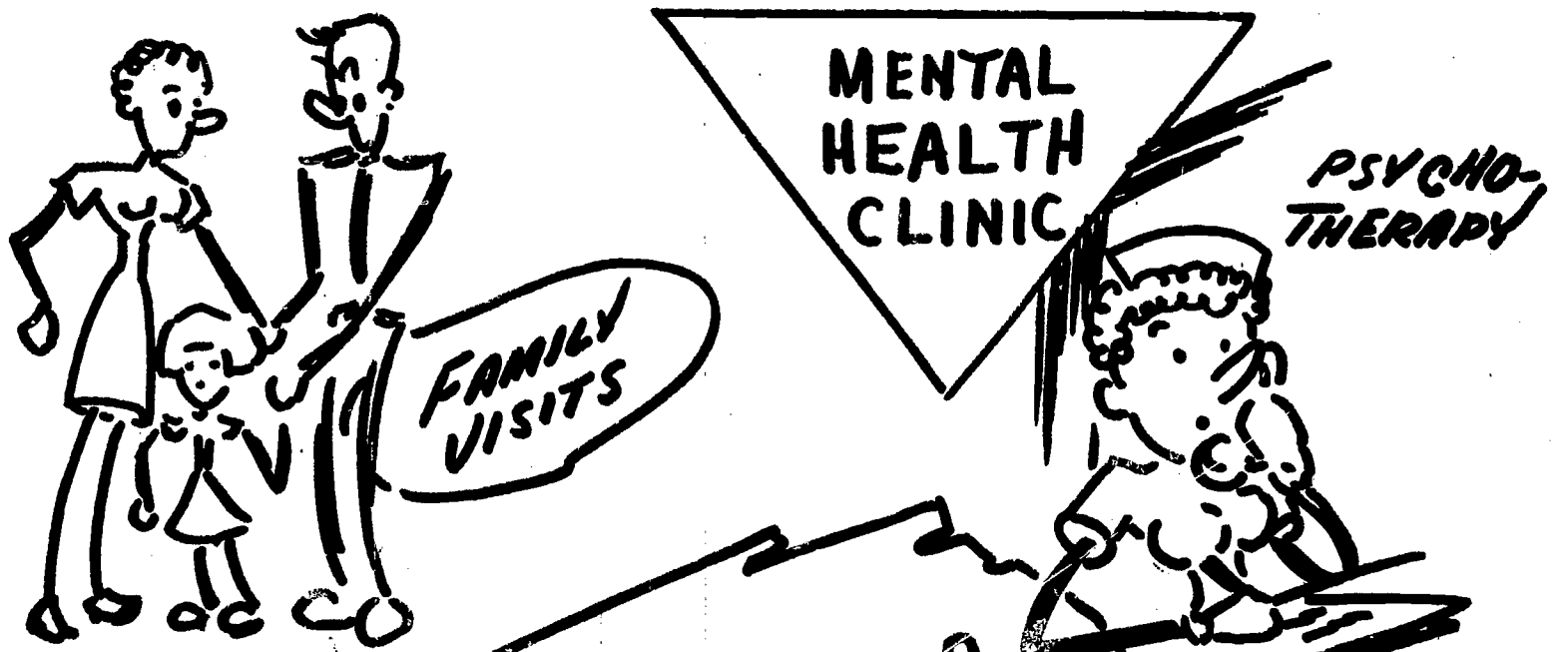
Investigate

the inmate



Investigate
his
Community

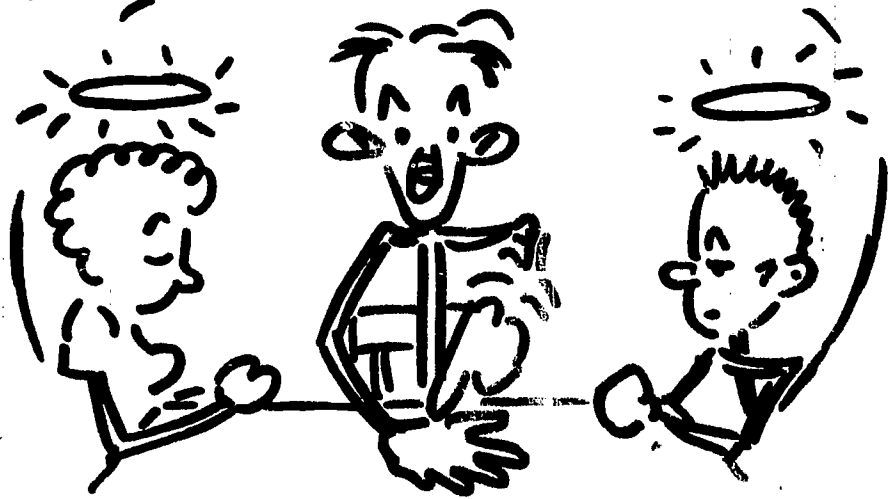
to familiarize himself
with its opportunities.



EMOTIONAL

FIRST BAPTIST
CHURCH
JAN 2007 ADOR

FAMILY GUIDANCE CENTER



PASTORAL COUNSELING

WHEN THE INMATE IS FINALLY RELEASED,
HIS SPONSOR

Introduces

him to the OPPORTUNITIES for physical, social,
religious, and cultural development in the
COMMUNITY.



.....and

Encouraged

him to continue his education in all areas which
may contribute to his development.

UNIVERSITY
EXTENSIONS
for
COLLEGE
TRAINING

BUSINESS
SCHOOL
for
FINANCIAL
TRAINING

EDUCATIONAL

CIVIC CLUBS
COMMUNITY &
CIVIC AFFAIRS

CHURCH
FAMILY
LIFE

TRADE SCHOOL
to

UPGRADE JOB
PERFORMANCE

PERSONAL-SOCIAL
DALE CARNEGIE
TOASTMASTERS

THE LIBRARY OF
OCT 24 1967

CONTINUING EDUCATION