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ABSTRACT

The report describes a manpower assessment and classification system for criminal offenders directed towards making practical training and job classification decisions. The model is not concerned with custody classifications except as they affect occupational/training possibilities. The model combines traditional procedures of vocational psychology, such as job aptitude testing and individual vocational counseling, with more recent technologies, such as life planning exercises, behavioral simulations of job situations, and the "assessment center" concept. The assessment center, the central feature of the classification model, is designed to be conducted at that time just prior to most inmates being assigned to training programs, and is thus labeled a "Mid-Sentence Career Development Center." Offenders would be placed in a variety of behavioral simulations to reveal a profile of strengths and weaknesses to a staff composed of professionals and prison officials. Prior to release, inmates would be scheduled for a "Pre-Release Career Development Center," designed to provide inmates with critical job seeking skills and to continue the life work planning program begun earlier. An evaluation design is included. A site visit protocol form, descriptive data from an inmate survey, information on the assessment center, life planning activities, and a discussion of work samples are appended. (Author/JB)

TECHNICAL REPORT

A Model, Assessment and Classification System for Men and Women in Correctional Institutions

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THOMAS O. MURTON · PHYLLIS J. BAUNACH

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16. Abstracts This report describes a manpower assessment and classification system for criminal offenders oriented towards making practical training and job classification decisions. The model is not concerned with custody classifications except as they impact on occupational/training possibilities. The model combines traditional procedures of vocational psychology, such as paper-and-pencil job aptitude testing and individual vocational counseling, with more recent technologies, such as life planning exercises, behavioral simulations of job situations, and the "assessment center" concept.

The assessment center is the central feature of the classification model. It will occur somewhere during the middle phase of the sentence of an offender, but would be preceded by more traditional testing at a Reception and Diagnostic Center for making course placement decisions where necessary. At the assessment center, which is designed to be conducted at that point just prior to most inmates being CONTINUED

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assigned to training programs, and thus labeled a "Mid-Sentence Career Development Center," offenders would be placed in a variety of behavioral simulations designed to reveal a profile of strengths and weaknesses to the staff. The staff will be composed of "line" prison officials, as well as professionals. Finally, at a point just prior to release, inmates would be scheduled for a "Pre-Release Career Development Center," designed to provide inmates with critical job seeking skills and to continue the life work planning program begun earlier.

This system rejects a rigorous classification taxonomy in favor of a dynamic and open-ended, but structured process, based on present career development theory. A unique application of the GATB and the MIQ is proposed, however, that would classify these two measures, thus measuring both the likely "satisfactoriness" and the likely "satisfaction" of any given inmate on nearly 150 jobs.

The system is designed to be implemented at very low costs per institution. An evaluation design is also included.

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Chapter 1. STATEMENT OF THE PROBLEM

1. Introduction and Overview. Our society's vicious cycle of crime and delinquency, incarceration and punishment, and further unemployment-induced crime produces devastating effects on the utilization of human resources. The skills and abilities of vast numbers of able men and women of all ages are not only not utilized, they are most frequently stifled, allowed to wither, or actually destroyed during periods of incarceration in "correctional" institutions throughout the country. As a result, society suffers severe losses at all levels--economically, materially, emotionally, and psychologically. Economic losses alone, in underemployment, crime rates, and constantly increasing costs of our criminal justice and correctional systems, justify designing and implementing new vocational assessment or "classification" procedures in our correctional system. While no single strategy will be sufficient to break the cycle of human resource destruction in our present system, improved classification procedures should help inmates achieve better occupational adjustment and thus reduce the likelihood of recidivism. This project proposes such procedures.

The objective of this project was to design a model assessment and classification system that could be used by correctional institutions to improve classification decisions relevant to occupational training and ultimate placement. Our intention was to design a system that would improve the state of the art, yet be practical and sufficiently flexible to be usable in the variety of institutional settings where it would be employed. Custody level classifications were deemed to be outside the scope of the project except as a practical constraint to be considered in overall program design.

The study's major components were:

1. The survey of assessment and classification problems through intensive examinations of ten correctional institutions throughout the country.

2. An audit of inmate occupational skills and interests at one correctional institution.

3. The examination and development of new methods for assessing a significant subset of aptitudes, skills, and proficiencies, with a heavy emphasis placed on work sample techniques.

4. The design of an overall assessment and classification system with a detailed description for implementation and testing in a subsequent demonstration project.

We are recommending a three-phase assessment and classification model. Under our model, initial assessment will be conducted at a Reception and Diagnostic Center. This is a centralized processing unit, as developed in several states at the present time, which will conduct

the usual procedures--physical examinations, social history, employment background, etc. Since our site visits revealed a uniform belief that testing data obtained early in an inmate's incarceration are not valid, and since institutional decisions concerning vocational training and placement are typically not made until later, our most sophisticated classification diagnosis occurs at a later point in the individual's sentence.

The Mid-Sentence Career Development Center, our Phase II, will guide offenders toward those occupational categories and training opportunities most likely to result in occupational success for them. This one-week unit will be conducted within the correctional institution and will be staffed by present personnel. In addition to measuring abilities and interests for specific training programs directing them toward realistic occupations, inmates will participate in a Lifework Planning Workshop. These exercises are designed to help participants clarify and identify their life roles and to think realistically and constructively about the future.

Phase III consists of a Pre-Release Center which emphasizes a practical job hunting effort for each individual. This unit includes a training course in job seeking skills, sessions with a Division of Vocational Rehabilitation and/or Employment Service person to arrive at job and location preferences, and one or more rap sessions with former inmates to discuss general problems they can expect to encounter on the street and on the job.

II. Some Background Facts.

- It is estimated that there are 300,000 prisoners in custody in the United States at any given time (Smith, 1971).
- In 1960, 20 to 25 per cent of the newly committed federal prisoners were functionally illiterate (FBP Annual Report, 1960).
- During the calendar year 1970, nine per cent of the federal inmates received their high school diploma (FBP Annual Report, 1970).
- The U.S. Bureau of Prisons in 1971 reported that 90 per cent of the federal inmates did not have a high school diploma or its equivalency. In fact, they did not have skills of any kind (Hearings, 1971).
- In 1969 Stillwater Prison in Minnesota classified 58 per cent of their inmates as unskilled (Maresch, 1969).
- In 1971, 4,200 federal offenders were enrolled in full-time vocational training. This represents 25 per cent of the federal population. The same testimony reported 85 per cent lack a marketable skill (Hearings, 1971).

Of 7,000 felony cases over a two-year period in Florida, the average offender was between 22 and 25; 56 per cent were serving their first sentence; 61 per cent were economically or culturally disadvantaged; 84 per cent had not completed high school; 40 per cent had not reached the ninth grade; and 40 per cent had no workable skills (Endwright, 1969).

"It does not take a slide rule to draw the conclusion from those figures that unless the majority of inmates in all institutions receive significant academic and vocational training, they will return to the streets unable to keep or find a job", (Endwright, 1969). Such training requires a system of assessment and classification geared directly to practical training and job classification decisions.

III. Classification: An Historical Perspective. Concern over assessment, classification, education, and industrial training of inmates has been expressed by correctional officials for over 100 years. In 1870 the National Congress on Penitentiary and Reformatory Discipline enunciated roughly three dozen statements of principle defining their new organization, (Transactions, 1870). The following extracts from this first statement illustrate their initial concerns with assessment, classification, and training:

> "The progressive classification of prisoners, based on character and worked on some well adjusted mark system, should be established in all prisons above the common jail."
>
> "... education is therefore a matter of primary importance in prisons, and should be carried to the utmost extent consistent with the other purposes of such institutions."
>
> "Industrial training should have both a higher development and a greater breadth than has heretofore been or is now commonly given to it in our prisons."

These statements indicate that there has been a recognition among penologists for at least a century that assessment and classification is a viable area of concern in prison management and rehabilitation of criminal offenders.

The first real classification system was instituted in New Jersey in 1917 (Fox, 1970). The first formal statement of classification guidelines was made in the Handbook on classification in correctional institutions in 1947.

"Classification contributes to a smoothly, efficiently operated correctional program by pooling all relevant information concerning the offender, and by devising a program realistically in line with the individual's requirements. It furnishes an orderly method to the institution administration by which the varied needs and requirements of each inmate may be followed through from commitment to discharge."

The handbook emphasized that classification not only implies a thorough analysis of the individual and his/her background, but also a "procedure by which this information can be utilized as the basis for a well-rounded, integrated program for him/her, looking toward his/her improvement as a social being." The thorough analysis was to include information in ten areas--social background, criminal history, initial adjustment to the institution, medical examination, psychological study, vocational study, educational history and analysis, religious background and attitudes, recreational interests and abilities and a psychiatric evaluation. The designated program was to include educational classes, work or vocational activities, and physical training and recreation (Handbook, 1947). Very few new concepts related to classification have been presented in the last 25 years.

The Manual of correctional standards, prepared by the American Correctional Association in 1966, delineates eight "essential features" of the classification procedures.

1. A classification process consisting of organized procedures for the diagnosis, treatment-planning, and implementation of the individual program.

2. A reception program for orientation to institutional and parole programs.

3. An admissions summary from all phases of the "diagnostic study".

4. A Records Office.

5. The institutional classification committee.

6. The initial classification meeting.

7. Reclassification whenever a major change in the inmate's program appears indicated.

8. Classification procedures immediately prior to parole or release.

The suggested diagnostic areas include present crime, criminal history, social history, physical condition, vocational interests, competence, behavior, and religious and recreational interests. As can be seen, these correlate closely with the 1947 suggestions with slightly more emphasis on the vocational area.

Classification decisions may be divided into five phases: (1) assignment to a suitable institution; (2) degree of custody required; (3) work assignments; (4) academic program; and (5) inmate quarters or particular cell blocks within the institution. Often the first two decisions are made by a State Classification Committee and may determine work and academic assignments automatically, due to the facilities of the particular institutions.

The Manual of correctional standards (1966, pg. xiv-xxiv) further lists 33 declared Principles of the American Correctional Association. Among those relevant to the purposes of our study are the following:

Principle VIII

"The variety of treatment programs corresponding to the different needs of the offenders suggests a diversification of correctional institutions resulting in a system of specialized institutions so classified and coordinated and so organized in staff and program as to meet the needs of those offenders who present specific problems. The spirit of continued experimentation with new types of institutions and agencies which show promise of more effective results should be encouraged and supported."

Principle XIII

"Correctional institutions and agencies can best achieve their goal of rehabilitation by focusing their attention and resources on the complete study and evaluation of the individual offender and by following a program of individualized treatment."

Principle XXII

"To assure the eventual restoration of the offender as an economically self-sustaining member of the community, the correctional program must make available to each inmate every opportunity to raise his educational level, improve his vocational competence and skills, and add to his information meaningful knowledge about the world and the society in which he must live."

Principle XXIII

"To hold employable offenders in correctional institutions without the opportunity to engage in productive work is to violate one of the

essential objectives of rehabilitation. Without in any way exploiting the labor of involuntary confines for financial gain, or unduly interfering with free enterprise, it is not only possible but imperative that all government jurisdictions give full cooperation to the establishment of productive work programs with a view to imparting acceptable work skills, habits, attitudes, and work discipline."

Thus, the American Correctional Association has specifically called for experimentation with new methods directed toward the restoration of the offender as an economically self-sustaining member of the community. This is to be accomplished by a complete study and evaluation of the offender followed by a program of individualized treatment designed to raise educational level, improve vocational skills and competence, and impart acceptable work skills, habits, attitudes, and work discipline.

IV. Vocational Assessment. Special attention was paid to the vocational training needs of prisoners at that first 1870 meeting of what is now known as the American Correctional Association. As a result of that conference and other efforts, the first reformatory at Elmira, New York, came into operation late in 1870. It was founded for the specific purpose of segregating and classifying inmates in order that they might benefit from educational and vocational training programs which were instituted at that time. However, results of these and most other training experiences have been difficult to assess.

A recent survey by the National Council on Crime and Delinquency (Task Force Report, 1967) reports some effort at vocational training in 70 per cent of the adult institutions. There were 761 vocational teachers employed and 893 academic teachers. They estimate 88 per cent of the institutions have some type of academic training.

Yet, very little scientific attention has been devoted to the question of vocational assessment and successful placement of offenders. The 1967 President's Task Force Report: Corrections has no major heading devoted to such assessment and classification. Anderson (1960), in a study on "Vocational Guidance in a Correctional Program", reports the chief criteria for vocational assignment are age, security needs, and degree of criminality. Vocational training needs have only a slight influence on the choice of institutional assignment (Anderson, 1960). Judicial decisions about probation or incarceration, classification decisions for incoming inmates to correctional institutions, and the parole and release decisions are haphazard and arbitrary (Kassebaum, 1971). In short, true vocational assessment as a guide to rehabilitation training just does not exist.

Further, studies attempting to develop means of predicting parole "success" have largely failed to yield useful results. Brenner (1970) in an attempt to predict vocational success of criminal offenders found very little research relating institutional practices or programs with any criteria outside the institution. He found no study using a criteria other than recidivism and even that was rarely studied in relation to institutional programs.

Brenner attempted to study the elements of vocational success rather than recidivism in ex-offenders. He found skill in assigned tasks, relations with supervisor, relations with fellow employees, absenteeism, and job advancement to be the key factors (Brenner, 1970).

Daniel Glaser, in his study of the federal prison system (Glaser, 1964), found that "learning a trade or in other ways preparing for a better job opportunity outside of prison was the first interest of most inmates of every prison studied" (p. 234). Furthermore, he found that 30 per cent of the interviewed success cases (i.e., non-recidivists) mentioned improved work habits or skills based on their training in the institution. Of those ex-inmates who were successful on parole, 54 per cent stated that they were helped in prison by their work supervisor, 14 per cent by the chaplain, 9 per cent by the warden or senior guards, and 4.5 per cent by the caseworker and/or psychiatrist. This study indicates that those personnel who were directly involved in work programs apparently spent the most time with the inmates, had the potential for a greater positive impact, and this, coupled with the actual training received, was perceived by the ex-inmates as accounting for their successful post-release from the prison.

Clearly, little is known about what contributes to successful rehabilitation or even who is a "successful" parolee. We believe that most studies and systems have been overly dominated by trait-oriented psychology. Efforts have been biased toward discovering the special characteristics or attributes likely to be possessed by those few parolees or ex-offenders who "succeed" in society. The possibility of individualized job training and job placement programs have been all but ignored by judges, prison officials, psychologists, parole agents, and social workers alike.

V. Summary Comments.

Classification. For purposes of this project, classification is defined as the process by which inmates are evaluated, programmed, and trained for the purpose of making them employable upon release from prison.

Assumption. A significant factor in parole failure and/or recidivism is the inability of the ex-offender to become and/or remain gainfully employed.

Problem. Current practices in institutions do not enhance and, in fact, may inhibit training of the offender for the free world. There also appear to be discrepancies between stated policies or models of classification and training within the institutions and the implementation of these models.

Scope. The vagaries of management, deficiencies in programs, lack of a viable prison philosophy, and related factors are excluded from consideration in this report.

Approach. (1) to enunciate a model classification system designed to assess vocational needs and aptitudes, and; (2) to design a mechanism or process for implementing this model.

Chapter 2. REVIEW OF ASSESSMENT AND SELECTION PRACTICES

1. Surveys of Present Practices. The literature reveals few recent studies of classification procedures. As stated earlier, in 1965 the President's Commission on Law Enforcement and Administration of Justice appointed the National Council on Crime and Delinquency (NCCD) to survey the correctional agencies and institutions throughout the nation. Of 52 jurisdictions selected for intensive study, 47, or 92 per cent, reported some classification system, i.e. by age, sex, and custodial requirements. The information gathered and utilized, professional personnel involved, and alternatives considered were extremely varied (NCCD Survey, 1967).

Distefano, et al. (1961) devised and mailed a questionnaire to all state correctional agencies concerning classification-parole organization. They found, among other things: (1) the state parole board meets at the state institution to interview each inmate in 93 per cent of the cases; and (2) 81 per cent of the states favor integration of parole and classification functions at the institutional level.

Glaser (1964) describes the traditional classification meeting as a committee of several senior officials hearing ten to thirty cases at a session. Each case is summarized by the caseworker who often provides the only input. The caseworker, in turn, obtains information from an inmate interview and other data from an inmate personnel file. Thus, although the caseworker may have no direct decision power, the subjective impression he or she projects from information gathered may greatly influence subsequent decisions (The Effectiveness of a Prison and Parole System, 1964).

The NCCD survey clearly states a conclusion shared by many informed observers. Some classification systems "are exceedingly sophisticated, possess considerable clinical resources, involve the participation of key decision makers, offer broad alternatives, and pervade the entire institutional process from admission to parole. Others do not amount to much". A common criticism of even comparatively sophisticated classification programs is that available information is used neither efficiently nor effectively. In fact, various classification/decision boards within a single institution often do not share information or use available data let alone among the various facilities that may deal with the offender throughout his/her term. Thus, although progress is being made in some facilities and some areas of classification, the entire process still warrants extensive improvement.

An Experimental Model. Under a three-year NIMH Grant, Florida State University has established a program of behavioral research at the Federal Correctional Institution in Tallahassee. Among the projects reported is a model classification and orientation program. During an

initial four-week period, each inmate is administered a standard battery of tests including the Minnesota Multiphasic Personality Inventory (required in the Federal prison system), a values and attitude check list, the Adjective Check List, Revised Beta Intelligence test, the Minnesota Vocational Interest Inventory, the California Personality Inventory, the General Aptitude Test Battery, and the Stanford Achievement Tests. These test results along with an individual structured interview for attitudinal measures and personal life history are used to complete a classification summary (Megaree, et al., FCI Research Report, 1971).

The classification committee composed of a psychologist, classification and parole officer, educational representative, and dorm counselor then uses this classification summary, the Federal Bureau of Investigation RAP sheet and the presentence investigation report (PSI) to develop a detailed, individual plan for the inmate. The RAP sheet is the FBI fingerprint report and previous criminal history. The Presentence Investigation Report is prepared by the probation staff of the courts. It attempts to relate verified information on prior arrests, employment, military service, education, and family history to the subjective elements of the defendant's attitudes, feelings, family background, culture, environment, and groups with which he/she associates and identifies (U.S. Courts, 1965).

The FCI project collects extensive data and hopes to attack such questions as how to select inmates for various educational and vocational programs, work release, etc.

Classification Innovations. Among suggested classification procedure improvements from the literature, the treatment team concept and the reception and diagnostic center notion have been implemented in several institutions. According to Hagan and Campbell (1968) "the use of treatment teams in classification in Federal institutions is the most significant development since inmate classification was first recognized 25 years ago". First instituted at the Federal Reformatory at El Reno, Oklahoma, the treatment team concept attempts to solve the fractionalization of classification decisions by decentralizing institutional case management. The team consists of staff persons representing different functions of the institutional program:
(1) those who have continual contact with the inmate: i.e., custodial supervisor, caseworker, etc., as well as higher administrators;
(2) those who serve as decision makers for each of the caseloads, and
(3) those who manage inmates' programs throughout their time of confinement.

In 1964, the Federal Youth Center at Englewood, Colorado further developed this system by composing staff caseloads according to housing areas served by one classification team. Thus, it was possible for the staff to develop and continue a viable working relationship with each inmate.

The Federal Correctional Institution at Tallahassee, Florida incorporated features of "special efficacy": (1) caseloads structured around living units; (2) teams small in size and limited to specialists: i.e., a caseworker, education staff member, and correctional officer; and (3) assignment to teams of the full range of case management responsibilities including discipline. Similar systems are reported at Ashland, Kentucky; Lampoc, California; Seagoville, Texas; Marion, Illinois; Milan, Michigan; and Petersburg, Pennsylvania. (Hagan and Campbell, 1968; Glaser, 1964).

Reception and diagnostic centers comprise a second major innovation in classification. All convicted offenders are sent to such a center for orientation, study, and classification by a team of specialists. Although various centers differ in evaluation techniques, staff, and final decision power, centralized classification does offer more alternatives than the decentralized systems for inmate rehabilitation programs (Texas, Mears, 1965; Ashland, Kentucky, Eichman, 1969; Kansas, Cape, 1967). Descriptions of such centers are expanded later in this report as Phase One of the proposed model.

I.1. Suggested Classification Categories and Research. Fox, in a statement to the American Correctional Association in 1970, suggested that present classification procedures operate on two separate philosophies: (1) segregation of types of offenders; and (2) a concept of individual treatment (Fox, 1970). Much of the literature relates to this concept of typologies.

Typological studies. At the Robert F. Kennedy Youth Center in Morgantown, West Virginia, juveniles are classified into behavioral categories as a basis for differential treatment. The conceptual system and assessment techniques as developed by H. D. Quay consist of four categories labeled BC1, Immature; BC2, Neurotic; BC3, Psychopathic, and BC4, Subcultural. Each category describes behavior characteristics and has a set of behavioral objectives. Three instruments, a 100-item questionnaire completed by the student, a behavior problem check list completed by the Correctional counselor, and a case history analysis check list completed by the case worker, serve as the basis for classification. Treatment programs, housing and staff assignments are then matched to these four groups (Gerard, 1969).

The Stonewall Jackson Project in North Carolina utilizes Gibbons' delinquent typologies: (1) predatory gang delinquent; (2) casual gang delinquent; and (3) behavior problem delinquent. A check list developed from Gibbons' description of each typology determines basic classification. On the assumption that the first two types are subject to external influence and the third to internal influence, the first two groups are treated by group therapy and the third by individual therapy. A study of post-release results has been

conducted, but no data were available in the report describing this project (Adams, 1969).

The Community Treatment Project (CTP) in California has made an extensive effort to apply a typology and differential treatment model in the rehabilitation of juvenile delinquents using an Interpersonal Maturity Level (I-level) theory postulating seven stages of personality integration. This classification model establishes the offender's "typical patterns of adjustment". By relating individuals' perceptions of the world, of themselves, and of others to their reactions to these perceptions, individuals are classified into one of several patterns of adjustment.

After extensive discussion of reliability data, construct validity, and various independent and CTP research results, Beker and Heyman conclude, "CTP typology has not been shown to be a reliable, valid, effective tool in planning treatment programs for delinquent youngsters". The authors then call for a continuation of rigorous research on all correctional programs (Beker, Heyman, 1972).

Long (1965) reports a related classification system at the Oregon Correctional Institute. "Instead of trying to convey understanding of why the offender has behaved as he had by labeling him according to type and subtype of personalities, an attempt was made to describe the offender's capacity for reaction to any human problems at a given time".

However, instead of categorizing the behavior, this system categorizes human problem situations. The offender is then evaluated and reevaluated on a quarterly basis in the following areas: (1) conflict of individual values, hopes, and aspirations with society's; (2) conflict arising from individual's relations to other people; (3) conflict arising from action to obtain material things, status, or security; and (4) problems arising from the individual's perception of him/herself and his/her distortion of this image (Long, 1965).

Roebuck, in his book Criminal Typology, explores four typological approaches: legalistic, physical-constitutional-hereditary, psychological-psychiatric, and sociological. He then proposes a legal, psychological-sociological approach emphasizing statistical and qualitative analyses. Using 400 adult felony offenders he isolated 13 distinct criminal types [i.e., single pattern of armed robbery, double pattern of drunkenness and assault, etc], Roebuck does not relate his typology to treatment methods (Roebuck, 1967).

Warren cross-tabulated 16 typological systems from a number of clinical and research studies. After describing the various approaches and their implication for efficiency of management practices and effective

treatment strategies, she combined them into six bands or offender subtypes: asocial, conformist, antisocial-manipulator, neurotic, subcultural identifier, and situational offender (Warren, 1971).

Gibson and Payne (1968) discuss the entire area of personality and classification in criminal corrections. After describing several psychological typologies, they conclude that a system introduced by Havighurst and Tallab is the most applicable. This typology designates the following categories of person "types": the self-directed person, the adaptive person, the submissive person, the unadjusted person, the defiant person, and mixed type. The authors further conclude that "corrections systems in America are operated as if all personalities were of one type, or with the purpose of converting all types into a single type".

Gibson and Payne further contend that the modern prison system attempts to convert all personality types into submissives. The submissive person is one who will not initiate action, waits for others to take the lead, never shows signs of [overt physical aggression, and rarely of overt verbal aggression]. He lives by authority. They further contend that personality types cannot be converted, that such attempts result in failure, and that "correction systems must reorient themselves to work with, rather than against the principles of personality consistency and coherence and adjust procedures accordingly" (Gibson and Payne, 1968).

As can be concluded from these few examples, a plethora of typological classification systems for offenders exists. Yet few have made any effort to validate themselves or even attempted any semblance of rigorous empirical definitions and testing.

Research Projects. The Federal Correctional Institution at Tallahassee seems to have conducted the most comprehensive classification research reported, as described below.

Bartlett, et al. developed a Community Adaptation Schedule to evaluate community mental health interventions, to identify populations [at risk], and to assess the effect of clinical interventions. The 217-item Likert scale questionnaire requires subjects to respond to items relating to work, family, social, and professional communities. The instrument failed, however, to distinguish federal prisoners from a group of nonprisoners attending a vocational-technical school (Bartlett, et al., 1970).

Wheeler and Megargee collected data from 678 federal youthful offenders on MMPI (Minnesota Multiphasic Personality Inventory) scales. Compared to a reference group of 198 married midwestern men tested about 1930, the prisoners scored significantly higher on scales which indicate more psychopathology, greater antisocial tendencies, less internal control, and less responsibility.

III. Summary Comments.

- The entire classification field is continually plagued by (1) a conflict of institutional goals--rehabilitation versus punishment, and (2) the conflicting needs of institutions and inmates (Handbook, 1947). This was stated 27 years ago and, unfortunately, still seems to summarize the present state of classification.

- As stated by the Joint Commission on Correctional Manpower and Training, "Classification methods are badly needed to provide a logical basis for differential programs of treating offenders", along with relevant criteria to evaluate programs, including a "detailed analysis of kinds of behavior change that are desired, development of procedures to measure such change, and a careful, long-term follow-up of offenders who have gone through the program". (Correctional Briefings, 8).

- The APA Classification Committee has stated, also in 1947, that "too often classification ends in diagnostics". (American Prison Association; Handbook, 1947). They further suggested individualized treatment plans with more emphasis on training needs of the offender.

- Most typological systems now employed lack any semblance of rigorous validation or evaluation research. Those which have attempted it are plagued by criterion definition problems, sampling problems, unvalidated theoretical assumptions, and negative results.

IV. Commentary. Besides the classification problems as described in the literature review above, our criminologist consultants have contributed several pertinent observations in the following commentary.

As Ray Page, former warden of the Oklahoma State Penitentiary, once said, "If 25 percent less of the inmates came back, we could not run the prison". Nearly all correctional administrators will admit privately and many will admit publicly that the first consideration for inmate placement within the institution is to meet the needs of the facility. With this heavy reliance upon the inmate population for routine operation and maintenance of the institution blocking effective inmate treatment, it is no wonder that sophisticated classification systems fall short of assuring proper evaluation and/or placement of offenders in viable training experiences.

Second, an archaic system of custody traditions precludes many inmates from training programs. Insistence upon placing all new prisoners in maximum custody prevents many offenders from such training simply because of their high custody level. Within the range of options available to the warden after custodial considerations are taken into account, it is the universal practice to place the skilled or

semi-skilled inmates into areas which benefit the prison operation. Consequently it is of little moment to boast of a comprehensive evaluation and diagnostic process if, in effect, that process is neutralized by the needs of the institution.

Finally, there is often a disparity between those who evaluate inmates and those who run institutions. It is not uncommon for the pure "social scientist" to render an evaluation based upon questionable data by a method which does not necessarily insure objectivity and then proceed to recommend a treatment program which may not even exist in the receiving institution. Furthermore, it seems that a single minded objective of establishing a model classification system that places inmates into a relevant training program which, upon release, will assure society of their not coming into further contact with the law, must be based upon a host of assumptions:

1. That education and vocational training are a cure for criminality. Although empirical evidence does demonstrate a correlation between lack of training and occupational drive, a causal sequence has not been proven. Prison reformers have for decades focused on new programs but none of these programs follow the vocational patterns of "trained" offenders after release.

2. That effective methods to assess and evaluate offenders both educationally and vocationally do exist; that these tools have been validated; that they will be administered under appropriate conditions; that the scoring and interpretation of the data will be handled in a consistent and professional manner; that diagnoses and recommendations produced will be understood by institutional officials.

3. That a variety of treatment programs are available to the institution and that the staff will act upon recommendations produced; that the requisites of custody and institutional maintenance will not inhibit the treatment program; that there will be adequate facilities for placement of inmates in a specified program; and that there will be no intervening variables throughout the inmate's prison career which will result in a change of interests, ejection from the program, or failure in some other manner.

4. That the equipment and training at the prison are contemporary in nature and equivalent to apprenticeship in the free world; that the staff are trained; that the inmate will be released upon termination of his training program; that the laws in the free world do not preclude his practicing his skills learned at the prison; that he will, in fact,

be able to obtain a position before or soon after he is released from prison; that he will be granted parole upon completion of his program; that restrictive laws and covenants will not interfere with his freedom of employment in the free world; that his parole supervisor will assist and not intimidate him; and that the larger society is willing to forgive and forget.

The things that could go wrong with such assumptions appear legion. We have not even brought into consideration the punitiveness, arbitrariness or depressive milieu of the prison environment. Any one of a number of critical variables could interrupt and divert the inmate in the process and return him/her to a higher custody classification or to some other menial task within the institution.

The foregoing treatise is not stated for the purpose of verbalizing pessimism or cynicism, but, in fact, a realistic statement of the situation as it exists in American corrections today. To deny the existence of these factors does little to contribute to the understanding of the complexities of the problem of prison training. They also buttress the notion that an improved classification process will be helpful in genuinely "rehabilitating" offenders, but many other actions must also be taken to improve the likelihood of ultimate occupational adjustment.

Being cognizant of the actual disparity between "what should be" and "what is", at this time we would like to move into an assessment of the classification process as observed in the course of this study.

Chapter 3. INSTITUTIONAL SITE VISITS

"Through its diagnostic and coordinating functions, classification not only contributes to the objective of rehabilitation, but also to custody, discipline, work assignments, office or inmate morale, and the effective use of training opportunities." (ACA Manual, p. 365)

Thus the stated objectives of classification are to systematize coordination of resources and information relative to the inmate, from commitment to the institution until discharge from parole. As the American Correctional Association defines it, this process is "neither specific training nor general treatment, but rather the process through which the resources of the correctional institution can be applied effectively to the individual case." (ACA Manual, p. 353)

I. Selected Institutions. In order to familiarize ourselves with assessment and classification procedures as they are implemented, we conducted site-visits to fourteen correctional facilities. Under consultation with representatives of the American Correctional Association, the National Council on Crime and Delinquency, the Federal Bureau of Prisons, and the Department of Labor, we selected the institutions listed below. Selection criteria included custody levels, geographical location, available programs, size, age, range and sex of the inmate populations, and centralized vs. decentralized institutions. We did not attempt a random sample but chose institutions to represent a wide variety of correctional facilities in the United States.

A team of psychologists and criminologists spent two or three days at each facility. We attempted to talk with all persons who play key roles in the classification process and paid particular attention to decisions relevant to vocational training and work placement. Such representatives included administrators, caseworkers, educational and vocational personnel, prison industry directors and a few inmates. We also attended at least one classification meeting at each institution. Finally, we reviewed relevant materials such as published rules and regulations on the subject of inmate classification, reports or regulations on testing procedures, copies of forms and files relating to inmate classification or reclassification and other published materials concerning classification, education, and vocational programs.

Below are listed these fourteen facilities:

Date	Institution
10/15/72	State Reformatory for Men; St. Cloud, Minnesota
10/30/72	Minnesota Correctional Institute for Women; Shakopee, Minnesota

11/10/72.	Washington State Penitentiary; Walla Walla, Washington
2/8/73	United States Penitentiary; Leavenworth, Kansas
2/12/73	Draper Correctional Center; Elmore, Alabama
2/14/73	Apalachea Correctional Institution; Chattahoochee, Florida
2/21/73	California Institution for Men; Chino, California
2/23/73	California Institution for Women; Frontera, California
3/8/73	Wisconsin Correctional Institute; Fox Lake, Wisconsin
3/22/73	Robert F. Kennedy Youth Center; Morgantown, West Virginia

Reception and Diagnostic Centers

Date	Institution
11/8/73	Washington Correction Center, Shelton, Washington
2/7/73	Kansas State Reception and Diagnostic Center, Topeka, Kansas
2/23/73	Reception and Guidance Center for Women, Frontera, California
3/9/73	Wisconsin Assessment and Evaluation Center, Waupan, Wisconsin

We selected the Wisconsin Correctional Institute for conducting an audit of inmate occupational skills and interests. The results of this audit are contained in Appendix A, along with the site visit guide used in visiting all institutions.

II. The Classification Process as Observed. Our purpose was to acquaint ourselves with classification as it happens. We were not evaluating particular institutions, and institutions were not selected for nor sampled from on any evaluative criteria. Our reactions are obviously not the result of a highly rigorous and systematic evaluation, since our purpose was one of acquainting ourselves with classification procedures. However, the design of our assessment and classification process was based partly on our knowledge of the system as it presently operates. Therefore, we are describing our reactions to classification procedures observed in relation to the "ideal"--the Manual of Correctional Standards (AGA, 1964). Specific institutions have been cited to illustrate several points, but the comments should not be interpreted as an overall evaluation of that facility.

A. Reception Program:

"No time may be more important to the prisoner, in determining his later attitudes and patterns of behavior, than when he enters the institution. To the man who has

been confined previously, his past institutional experiences may have established uncooperative attitudes which must be changed before he will accept assistance or enter into a constructive program. There is a great need for a well-organized activity program during the reception period." (ACA Manual, p. 354)

Comment: One of the difficulties inherent in a reception center is that it is important for the inmate to become adjusted to the institution but the fact remains that the institution to which he is becoming adjusted is the reception and diagnostic center, not the institution in which he is being placed. In several institutions, we found that inmates were at a reception and diagnostic center for a considerable period of time. For example, about the time the inmates became adjusted to the Shelton Center, they were transferred to another institution, which meant a double adjustment period. Although we favor such a center, recognition of the double adjustment period must be part of the design of our assessment and classification process.

During the orientation phase, inmates in most observed institutions are held in maximum custody.

Many of the states observed had a reception and diagnostic center separate from the institution. The main purposes of the reception and diagnostic center (RDC) are: 1) to collect psychological evaluations of the inmate to determine his potential for training at the institution; and, 2) to determine that institution in the state to which the inmate will go. We have made no distinction between the processes occurring at a reception and diagnostic center and those occurring at the institution itself.

There are advantages and disadvantages to separating the RDC from the prison itself. In Shelton, Washington, for example, the RDC is part of a training center. The warden of the RDC is also the warden of the training center. Although steps have been taken to eliminate the possibility that the warden of the training center can refuse inmates from the RDC at his whim, our observers at that institution noted that it is possible for him to select the inmates who will go to the training center. This process has the potential for bias, since the warden or his staff can select offenders who have particular talents that can be used for institutional convenience rather than the offenders' best interests. Therefore, states which have centralized RDC's under the administrative direction of a main institution warden might best locate them apart from the main institution--at least in terms of reporting relationships.

It was apparent both in Kansas and Shelton, Washington that there is surprisingly little consultation with the inmate during this entire reception period. If one excludes the time he is actually being tested and evaluated, there is very little contact with staff.

In contrast, the military prisoners at Fort Leavenworth appeared to have the best orientation plan that was observed. One aspect of this orientation which appears to be quite good was the fact that the inmate is shown slides of the institution, given materials that deal with all the policies at the institution, is taken on a guided tour of the entire institution, and is allowed to see the kinds of work programs that are in operation.

On the other hand, at Shelton, the inmate is handed a ten-page questionnaire on his first or second day of arrival, which he is to complete and return to the case worker, who uses this as the basis for later programming.

There are some institutions which involve the inmate in the orientation process. Historically, this has been done in some instances with only the inmates providing the orientation. The closest thing observed to inmate involvement in orientation in the course of this study was orientation by the inmates of the resident dorm council in Walla Walla, in addition to the official formal orientation. By and large, however, inmates are excluded from the orientation process; that is, the inmates who now exist in the institution are excluded from providing their input to the new inmates.

During the orientation period, inmates may be assigned to initial work assignments or they may remain idle. At some institutions, the work assignment is said to be along the lines of the inmate's preference, as, for example, at Shakopee, Minnesota. However, initial job assignments were found to be more in line with institutional maintenance needs than inmates' preferences.

As far as getting inmates involved in activities or programs, the reception period is surprisingly "dead time" for the inmates.

At the Draper Institution in Florida, inmates are not assigned to an initial work program. At the reception and diagnostic center in Shelton, the inmates neither work nor are they involved in recreational activities. The orientation period is, therefore, dead time for these inmates. In contrast, the inmates at the Morgantown, West Virginia Youth Center are involved in learning about the token economy and the programs of the institution during orientation.

B. Admissions Summary:

A diagnostic summary, including legal aspects, prior history, social history, physical condition, vocational interests, educational status, religious interests, recreational interests, psychological behavior, and initial reaction to group therapy (ACA Manual, p. 356).

Procedures varied widely from institution to institution. At the Kansas reception and diagnostic center, the primary focus was on psychological variables. Assessing the efficacy of the evaluation instruments, their administration, or interpretation, were considered beyond the scope of this project.

In those states visited which had a sophisticated probation service, the inmates arrived at the institution with a pre-sentence investigation report. This report was generally considered by staff to be of considerable value in making an initial tentative evaluation of the inmate for custody and treatment program purposes.

At Chino, the investigator reported that about half of the testing results accumulated in the evaluation process were never thereafter referred to by the classification team. This procedure calls into question the purpose of administering the tests.

From state to state, the extensive testing done during orientation varied from a comprehensive battery of psychological tests, such as those used in Florida and California, to a single IQ test such as that used in Alabama. Very rarely are work sample techniques, such as that used at Wisconsin, used to assess the inmates' abilities and skills.

There may not be a relationship between the tests used and the purposes of testing. For example, in Alabama the only test given is an intelligence test. Following the orientation phase, every able-bodied inmate works on the farm.

C. Records Office:

"Under no circumstances should inmates have access to these case records or to parole records" (ACA Manual, p. 357).

Comment: Probably one of the more sophisticated evaluation systems was observed at the Shelton reception and diagnostic center in the state of Washington. However, the efficacy of that system was jeopardized by the fact that with the exception of psychological testing, many tests were scored and evaluated by other inmates in the institution. It was also observed that the inmates actually handled other inmates' records and files.

D. Institutional Classification Committee:

"...composed of those staff members who most represent the diagnostic treatment and security responsibilities of the institution."

"The trend is toward smaller committees for classification."

"The institutional supervisor of classification is responsible for the development of procedures which will permit smooth and efficient operation of the program." (ACA Manual, p. 352 and 359).

Comment: It was observed that there are usually three voting members of a classification team. These members follow the ACA standard, but vary slightly from state to state, including perhaps the educational director, as at Walla Walla, Washington, or the superintendent of industries and food administration, as at Frontera, California. The military classification team similarly follows the ACA standard.

Variations from the ACA standard do, of course, occur. At the Kansas reception and diagnostic center, the psychiatrist, for all practical purposes, governs the classification team. The emphasis in Kansas is on a psychological orientation. In a Wisconsin institution, the school principal seems to be the most important person on the classification team. Initial classification at Shakopee, Minnesota, is accomplished individually by the warden and not a classification team.

Input is requested from custody, treatment, and training areas in order to determine what is best for the inmate. However, where there is conflict between custody and treatment representatives, in determining a treatment program, custody considerations take priority. The supremacy of the custody point of view is uniformly strong, but oftentimes the close custody specified by classification committees can be justified only by adherence to state regulations rather than what is best for the inmate.

One of the better and more realistic systems of evaluation seems to be that in Florida, insofar as being compatible with release from the institution. For example, the employment service in the state of Florida has assessed the employment needs by county and other geographical districts. This information is provided to the institution and then, at least theoretically, the institution is able to train inmates in those skills for which certain counties may be deficient. Thus, one would have a training program which realistically contributes to the needs of the free world community and eliminates the difficulty of training a man for a program which does not exist.

The other extreme is exemplified in Shelton, where the RDC classification team recommends an inmate for a nonexistent training program with full knowledge that the training program is nonexistent. Such recommendations are made to stimulate development of appropriate training programs, and thus could serve a useful purpose. Unfortunately, we were unable to discover that subsequent institutions made any use of them other than ridiculing the initial committee for making the recommendation.

In Fox Lake, Wisconsin, in order to supposedly avoid recommending inmates from the RDC for nonexistent programs, the institution uses a teletype communications network and tries to follow the inmate's progress closely through his prison program.

In terms of committee size, our feeling was that there are too many members. The inefficiencies resulting from having six or eight persons sitting through such meetings can be justified only by the diffusing of responsibility that thus results. Perhaps the best results would be achieved by a well-informed committee feeling a heavy sense of responsibility--a custody representative, a treatment representative, and the inmate's case worker--all backed by succinct reports summarizing the best data available, both from the point of view of a treatment program and from the custody perspective.

E. Initial Classification Meeting:

> "The initial classification meeting occurs shortly after an inmate's assignment to an institution. The purpose ... is to develop a program for and with the inmate which will be realistically directed toward his rehabilitation." (ACA Manual, p. 359).
>
> "The inmate should participate in the planning of his program."

At the meeting, the inmate should be "free to express his frank opinion of the values of the proposed program as he views it."

Committee functions are to: (1) assign the inmate to a suitable institution; (2) determine custody grade; (3) make work assignments; (4) determine a realistic academic program which is coordinated with the rest of the program, especially work and vocational assignments.

The length of time lapsed prior to the inmate's meeting with the initial classification committee varies across states. For example, inmates in Alabama see the classification committee the day after arrival. Inmates at Chino, California and Fox Lake, Wisconsin appear before the committee within two weeks of incarceration. On the other hand, inmates at Shakopee see the committee four months after incarceration.

The most efficient institution for quickly arranging for the inmate to appear before the classification board was the Disciplinary Barracks ("DB"). For short-termers, the inmates appear before the committee on the Friday following his commitment to the institution. Therefore, the longest period of time that an inmate must wait for appearance before the board is four days. For long-term offenders, the inmate might have to wait two weeks before coming before the classification team.

The duration of the Walla Walla classification meetings was anywhere from two to three minutes per inmate. Meetings generally lasted from five to ten minutes at Frontera, to two hours per inmate at the Kansas reception and diagnostic center. Most of the meetings observed lasted approximately 20 to 30 minutes per inmate.

There was a wide disparity in the methods by which the classification team reached their decision. At Fort Leavenworth, the inmate is involved in the planning process from the beginning and is actually involved with case workers prior to the classification meeting. At the classification meeting, he presents his recommendations and for the first time the team meets collectively to make the decision.

In contrast, institutions such as Chino, California, discuss the case before the inmate is brought in. The inmate sits in the hall while a consensus strategy is decided, off the record as it were. When he is brought into the meeting, the inmate is usually interrogated randomly by members of the committee. Typically the chairman announces the tentative decision of the committee and seeks reactions from the offender. Usually, the offender has very little to say, giving the outsider a feeling that genuine participation in the decision-making process is lacking, even though the offender usually has the opportunity to speak out if he has the will and verbal ability.

The third method observed was that of the inmate working out his program with his case worker. The case worker presents the material and recommendations to the classification team, which for all practical purposes rubber stamps the case worker's recommendation. If this recommendation is not approved, then it is referred to the case worker, who works out an alternative plan with the inmate.

The fourth method observed was the other extreme of the continuum, at Shakopee, Minnesota, where the inmate never appears before the classification committee at all.

Although the ACA standards suggest that the inmate should feel free to express his frank opinion, whatever the type of procedure followed, this practice was rarely observed. At the Kansas reception and diagnostic center, for example, the presence of a large number of female observers probably inhibited the inmate's remarks, since his crime had

been rape of a child. In Alabama, the inmate's expression of his opinions are irrelevant to the process of classification, since if he is physically able, he will always work on the prison farm. At the Kennedy Youth Center in Morgantown, it was observed that the inmate's freedom of expression was negatively reinforced by remarks from the staff members at the meeting.

As alluded to previously, the case files which are the end product of the evaluation effort are so extensive that it is impossible to read them during the hearing. It is equally obvious that in no case has any member of the team read the report prior to the hearing, with the possible exception of the case worker who prepared it for the board.

To add to the cumbersome file of the inmate, for example, at the Kennedy Youth Center in Morgantown all classification meetings are taped, then typed and placed in the folder for reference.

The end result of the accumulation and reproduction of this material may, in fact, be dysfunctional to the stated objective; that is, there may be such a wealth of information that it is not possible to digest it all. It was observed in most institutions that there is a case work summary, which is about one or two pages, and is read at the time of the meeting, just prior to the inmate's entrance.

The inmate's involvement in planning his own program varies across states, as suggested previously. The newest trend toward inmate involvement is the contract programming system observed in both Minnesota (Shakopee and St. Cloud) and Fox Lake (Wisconsin). The essence of this system is that the inmate along with a responsible staff member would negotiate a "contract" which would set forth the program guidelines which both the institution and the inmate are required to follow. The rationale is that if the inmate is involved in determining his destiny within the institution, he will have a more vested interest in his program and will be more likely to be "rehabilitated". Unfortunately, the inmate's involvement is minimal.

The system neither increases the availability of resources for his use, nor allows him to make any extraordinary choices for his program. The effectiveness of this program is, therefore, somewhat questionable. The investigators in Wisconsin report that the research pilot project will investigate the effectiveness of the program.

One of the primary difficulties facing the classification team is balancing the institutional needs against the inmate's needs.

As an official at the United States Penitentiary at Leavenworth stated, "The primary criteria of classification is to meet the needs of the institution at this point". At Shakopee, initial job assignments are said to be made on the basis of inmates' interests within the limits of jobs available. Initial job assignments typically include primarily

institutional maintenance, such as the sewing room, the laundry, and the food service. For example, in Alabama, after a rather exotic classification procedure is followed, the inmate, if he is physically able, is assigned to the minimum custody farm. Thus, it makes no difference whether or not there is a classification workup on him. The only requisite needed in Alabama apparently, then, would be the medical examination. The medical exam is done by an unlicensed physician because at the time of this writing the federal courts have ruled the medical services in the Alabama prison system to be unconstitutional and all of the medical personnel have either been released or have resigned. As a lieutenant at Walla Walla institution said, "A man goes where he is needed". It appeared to be the general rule rather than the exception that the inmate would be placed in that activity which best met the needs of the institution.

The most comprehensive classification system observed was that of the military prison at Fort Leavenworth. The classification board there considers the possibility of clemency (pardon), parole, custody, restoration to duty, assignments, and transfers to other institutions, such as a federal prison or to the training facility at Fort Riley. It appeared that this is the only institution visited which approaches the depth and breadth advocated in the ACA standards.

In attempting to determine whether initial classification decisions are made to suit institutional needs or the offender's needs, it's often difficult to make that judgment because in some institutions, such as Walla Walla, maintenance activities at the institution are classified as training. Therefore, if a casual observer looks at the results of the initial classification meeting, it would appear that the inmate were, in fact, assigned to a training program. However, such is not the case in many institutions, where the inmate is assigned to a task which primarily keeps the institution running rather than providing training.

With the possible exception of the military training programs, there seemed to be no hard evidence available in any institution visited that there was a relationship, either positive or negative, between the work that the inmate does in the institution and his successful employment when he is released from the institution. Furthermore, there was only one state, California, which had made any effort to determine whether there was such a relationship. In this case, less than five percent of the inmates released from the institutions were in the same job for which they were trained one year after release, according to a prison official.

At Walla Walla, there was an indication that there had been at least a partial follow-up evaluation at one time. There was an effort to determine how many inmates released from the computer program actually were employed in that field of endeavor upon release. According to the educational supervisor, a follow-up study done by the institution at

one time indicated at least 80 per cent of the inmates who had completed the program were placed and earning their living in data processing after release. Unfortunately, this program was discontinued at the institution for reasons which were somewhat unclear.

F. Reclassification:

> "Because human personality is dynamic and changing, reclassification is necessary to guarantee that there will be neither forgotten men in prison nor into 'dead-end' placements." (ACA Manual, pg. 362).

While most of the institutions have a system for reclassification, there is a wide disparity in implementation. The reclassification procedures in these institutions are identical to the original classification procedure. Only at Fort Leavenworth was reclassification routinely required to make sure that the inmate's case was reviewed frequently in all aspects.

The Disciplinary Barracks is structured in such a way that the inmate has input throughout the various steps in the process. It appears virtually impossible for an inmate to be prevented from working in the assignment which he chooses at the institution, because there is reclassification every 90 days and the inmate can request transfer to another work assignment as many times as appears feasible. On the other hand, at Shakopee inmates must work at their initial job assignment for "awhile" before they may request reclassification to a more palatable assignment.

In most institutions, it appeared that the reclassification requests were initiated with the inmate. In some cases, a program change could be recommended and requested by the case supervisor or by the inmate for a special reason, such as the inmate's family problems, or the inmate being near death, as at Shakopee.

In Florida, the reclassification is said to occur six months after the initial classification and at the inmate's request.

In reclassifying inmates at Chino, California, great consideration is given to the inmate's score on the "escape proneness scale". If this score is sufficiently high, he will not be considered for a lower custody grade.

G. Classification Procedures Immediately Prior to Parole or Release:

> "Just prior to an inmate's appearance before the parole authority, a progress report should be prepared ... (and) ... the relevant parts of the cumulative case history are sent to those actively supervising the inmate on parole."

> "The need is apparent for continuity of the treatment program which has been started in the institution. The classification material should be available to the parole officer, who should use it as basic data for planning his supervision of the inmate in the community."
>
> "When men violate their parole and are returned to prison, the institution officials should receive adequate information about their attitudes and behavior in the community."
>
> "Reports of the field parole agents and their statements about the man's parole violation become part of the man's cumulative case record. The readmission summary ... might draw heavily on these reports in evolving plans for the new institutional program for the parole violator." (ACA Manual; pg. 363-365).

Comment: Most of the institutions observed conduct a reclassification meeting either one month prior to meeting the parole board (e.g., Shakopee) or three months prior to the parole board (e.g., Chino, California).

The purpose of this meeting is to determine a progress report of the individual so that the classification committee may make recommendations to the parole board for either the continuance of the individual or his release. In Walla Walla, Washington, a parole plan is worked out between the inmate and the head of treatment before the inmate sees the parole board.

III. Conclusions Relevant to an Assessment and Classification Model

1. In our experience, classification committees have dealt only with custody classifications or have given only sporadic, haphazard attention to vocational classification.

2. Because of lack of expertise and lack of confidence in psychological tools presently available, occupational classification decisions are most often made on the basis of offenders' past jobs or present statements of intent/interest, as reported by case workers to the classification committee. Unfortunately, both past jobs and present intent or interest are based on an inmate's inadequate knowledge of self and inadequate knowledge of the work world. Better methods of providing such knowledge are needed if there is to be an improvement in occupational classifications.

3. The usual data available for assisting offenders in making decisions--test data--is viewed with great suspicion or apathy by offenders themselves and, especially, by institutional staff. They

tend to use the data haphazardly, partly because of lack of knowledge about the tests and partly because of lack of confidence in their validity--since the tests were administered too early in the offender's sentence.

4. There is typically a wealth of background information available on each inmate, and often extensive psychological tests and professional reports. However, there is usually not much emphasis on diagnosing ideal occupational placement and training.

5. There is no systematic approach to synthesizing data relevant to occupational training decisions. Thus, such decisions are made largely by persons with minimal expertise in career development or occupational decision making--case workers, who tend to be most interested in psychiatric adjustment.

6. Committee decisions should be based on synthesized versions of the mass of data available rather than forcing committee members to cope with too much information.

7. Greater commitment to classification according to offender need rather than institutional convenience must be achieved.

8. Increased offender involvement in the classification process must be sought.

9. Classification committees should consist of a custody representative, a treatment representative, and the concerned case worker to increase a felt sense of responsibility and knowledgeability of each.

10. A "pigeon-holing" classification process based on psychological tests alone will not permit the flexibility and inmate involvement required to make a classification process successful. Neither would such a system have face validity for those staff assigned to work with offender classification.

11. Because of the variety of correctional situations across the United States, whatever classification system is developed will need to be adaptive to a variety of structures, inmates, training programs, and staff.

12. Almost all vocational classification decisions are ignored until an appropriate time period that would permit completion of training by the termination of the offender's sentence. In the meantime (and, if necessary, throughout the sentence), the offender is placed on a job for purposes of institutional convenience. Thus, information gathering procedures for making classification decisions relevant to job training are best placed at a midway point in the offender's sentence.

13. A centralized Reception and Diagnostic Center, which is at least administratively independent from other institutions of the state, if not physically separate, should be established in each state's correctional system.

14. Only coarse screening and classification should occur at the centralized RDC. These classifications should be directed toward institutional placement, initial job and/or educational assignments, and initial custody determinations.

15. Assessment of inmate capabilities should be a continuing process, but the most valid single-point assessment results will be achieved after the offender has adapted to the institution to which he is assigned.

16. Increased emphasis should be placed on procedures that will reveal behaviors relevant to assessing vocational aptitudes, rather than relying solely on use of paper and pencil tests or background information.

17. Increased involvement in and commitment to vocational classification decisions by the staff is necessary--particularly on the part of custody representatives. Such involvement and commitment will best be obtained by presentation of data in which the staff has a high degree of confidence.

18. Reclassification is, and should continue to be, open to initiatives by offenders.

19. Increased involvement by offenders in the assessment process through integrating assessment with post-release planning will yield most meaningful results.

20. Continuing evaluation of classification and training results after inmates are released, while presently ignored, should be implemented in <u>each</u> institution.

Chapter 4. CONCEPTUAL BACKGROUND

1. Career Development: Theoretical Basis. The concept of career development can probably be traced to the 1909 publication of Parson's book Choosing a Vocation. He formulated a conceptual model of the individual's relationship to occupations based upon the assumption that adjustment to the world of work is a function of the agreement between an individual's capacities and characteristics on the one hand and the demands of the occupation on the other (Crites, 1969).[1]

A good deal of research and theory has been devoted to this concept of matching people and jobs. Crites (1969) divides this research into that relating to vocational motivation, that relating to vocational success, that relating to vocational satisfaction, and that relating to vocational adjustment.

The theorists in vocational motivation assume that workers have certain wants or needs which they strive to fulfill through their work. In other words, workers are motivated by the lack or deprivation of what they want. Maslow proposes a hierarchy of prepotent needs ranging from survival and safety to self-actualization. Thus, people first work for food and shelter, but once those needs are met, they continue working to fulfill other needs. Vroom discusses the motivation to work as a function of forces acting upon individuals to follow one course of action or another. Various inventories have been designed to assess vocational motivation, including Super's Work Values Inventory and the Minnesota Importance Questionnaire (MIQ).

Crites defines vocational success as "the probability that a worker's behavior will achieve a particular goal in a given work environment". This usually refers to ratings of employees' performance by their supervisors or some other measure of success such as pay increases, bonuses, promotions, productivity, etc. Research in this area focuses on the correlates and patterns of vocational success. The matching principle is most prevalent here in the development of sophisticated measures of workers' aptitudes, abilities, interests, and personality characteristics as they relate to success in specific occupations. Probably the most relevant measure for our purposes is the General Aptitude Test Battery (GATB) as developed by the Department of Labor.

Vocational satisfaction and adjustment refer to the workers' own reactions to their vocations. The underlying assumption is that workers who are satisfied and "like" their vocations will be more productive in

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[1] Crites, Vocational Psychology, 1969, is the major source for this section and thus primary sources for the various theorists mentioned are not cited.

that vocation and less likely to change occupations. Various indices have been developed to measure individual job satisfaction, but the most comprehensive discussion comes from the Theory of Work Adjustment as developed by the Industrial Relations Center at the University of Minnesota (Dawis, et al., 1964). Basically, work adjustment and satisfaction refers to the correspondence between the reinforcer system of the work environment and the needs of the individual. Thus, the concept of matching jobs and people has evolved into a sophisticated series of measures of individuals' capacities and abilities, of their vocational needs and interests, and of the reinforcers and required skills for various work environments.

Besides the focus on selecting the "right" vocation, several theorists have concerned themselves with the patterns and successive stages of career development. These theories assume that occupational choice is a development process: it is not a single decision, but a series of decisions made over a period of years. These developmental theories vary widely in their approach, components, and conclusions. Three such theories are discussed below as examples of this post-1950s trend in career development.

Super suggests that persons strive to implement their self-concepts by choosing occupations they see as most likely to permit them self-expression. He further suggests that the particular behaviors people engage in to implement their self-concepts vocationally are a function of the individual's stage of life development. Thus, vocational behaviors can be better understood by viewing them in the context of the changing demands of the life cycle and the concomitant development of self-concept. He further defines vocational maturity as the congruence between an individaul's vocational behavior and the expected vocational behavior at that age.

Roe has related career choice to personality development as resulting from early childhood experiences and family interaction patterns. In particular, she contends that early experiences influence people's orientation to the interpersonal world around them in a way that leads them to move toward or away from people. She also developed an occupational classification system which allows predictions about occupations people would prefer if they were person-oriented as opposed to those they would choose if they were not oriented toward people.

Blau et al. conceives of occupational choice as a continually modified compromise between preferences for and expectations of being able to enter various occupations. These interdisciplinary collaborators (from sociology, psychology, and economics) identify two distinct aspects within the social structure which affect occupational choice: 1) the matrix of social experiences which channel the personality development of potential workers; and 2) the conditions of occupational opportunity which limit the realization of their choices. In addition,

Blau and his colleagues state that it is an oversimplification to conceive of occupational choice and selection as occurring at one point in time, even if this is defined as a limited time interval rather than an instant, and even if the effects of earlier developments are taken into consideration. They suggest a series of successive choice periods must be systematically analyzed to show how earlier decisions limit or extend the range of future choices (Vetter, 1970).

Thus, Super relates occupational development to emergent self-concept; Roe relates it to early family interactions and experiences; and Blau et al. to a continual compromise of preferences for and expectations of entering particular occupations. All these theories stress career development as an ongoing process which can be conceived of as a series of events and resultant decisions.

Our proposed model is based on both of the above premises. Career development is an ongoing process composed of a series of decisions. Several of these later decision intervals, which correspond to occupational changes, focus on matching individuals' abilities, needs, and interests with compatible occupations. Thus, our model stresses both a sophisticated assessment of each inmate and relating the resulting vocational direction to the inmate's entire life cycle.

II. The "Assessment Center": A Method of Assessing Occupational Effectiveness. Many industrial and governmental organizations are presently developing and implementing "assessment centers" to identify and develop managerial, supervisory, and foreman talent for their organizations. Assessment centers typically range in length from one to three days and involve ten to twelve participants in a series of simulations of the activities required in the jobs for which they are being considered. Usually these managerial simulations include:

1. an in-basket, a set of materials such as most managers might expect to find on their desks each day, and requiring skills in planning, organizing, and handling paper work;

2. a business game, requiring skills in organizing, cooperating, processing information, and making decisions;

3. a leaderless discussion, requiring competitive aggressiveness, persuasiveness, leadership, judgment, and handling conflict;

4. a role played interview with a subordinate, requiring interview skills, psychological insights, and problem solving abilities;

5. a role played interview with a superior, requiring oral communications skill, analytical thinking, judgment, tact, and persuasiveness;

6. a formal presentation, requiring oral communications skill, poise, and persuasiveness;

7. a committee meeting, requiring ability to organize and conduct meetings, planning ability, and ability to delegate.

Psychological tests are interspersed with the simulations listed above, measuring mental abilities, specific aptitudes, job interests, motivations, and personality variables. In addition, a background interview is conducted to evaluate longitudinal achievement patterns and crucial variables unique to each individual.

Assessment center programs differ somewhat according to the specific nature of the simulations and tests employed. However, they are similar in their:

1. use of many techniques;

2. use of many independent staff observers;

3. use of simulations to elicit job relevant behavioral episodes for evaluation.

Thus, the richness of data generated goes far beyond that produced by paper and pencil techniques.

Following the assessment center, the wealth of data generated is evaluated and synthesized by the staff, normally composed of both line managers and psychologists. Staff members make ratings of estimated effectiveness on two to three dozen "dimensions" relevant to success in the job for which participants are considered candidates. A consensus of job relevant strong and weak points for each participant emerges from these staff discussions which is diagnostic and, therefore, highly useful for recommending individualized development actions for each participant.

Oftentimes a "career planning workshop" follows the assessment center. Participants share their immediate and long-range goals with each other, discuss the reality of these goals, and provide developmental suggestions that will help each person achieve his or her objective. In addition, an in-depth feedback of results of the assessment center as interpreted in staff discussions is provided to each participant by a staff member in a development counseling interview.

According to Dunnette (1971), research evidence suggests the following conclusions about these "multiple assessment" procedures:

1. Behavior observations can be recorded and rated with high reliability by staff members;

2. All elements of the multiple assessment procedures contribute important but differential aspects to overall judgments and specific behavior ratings;

3. Both the overall ratings and the specific behavior ratings have shown reasonably high validities for predicting promotion and specific strengths and weaknesses on the job;

4. Evidence is impressive that simulations contribute incremental validities beyond those shown by paper and pencil tests alone.

Assessment center staff have often been composed of either psychologists, managers, or a combination of both. Dunnette's (1971) data suggest that staffs composed solely of managers developed somewhat less valid data than those composed of psychologists. Many centers, however, use managers as staff members under the guidance of a behavioral scientist. Where organizations have used managers on the staff, there have been sizeable side benefits in improving their abilities to evaluate and help develop people. Therefore, we will suggest using a broad spectrum of institutional staff partly to minimize out-of-pocket costs, partly to help develop evaluation and development skills of staff, and partly to assure their emotional involvement in the classification process.

Although assessment centers have thus far been largely limited to evaluating potential for supervisory and management positions, the principles and procedures involved should be amenable to application for broader occupational planning at any level.

Chapter 5. PROPOSED ASSESSMENT/CLASSIFICATION MODEL

1. Overview. The objective of this project has been to present a design for a "model system of assessment and classification to be tested in a subsequent project", as stated in the initial proposal. The model is a first version of a manpower assessment and classification system for criminal offenders directed toward making practical training and job classification decisions. The system we have designed is "idealized" in a sense, since it does improve upon, rather than simply reflect, existing procedures. On the other hand, we have designed the system, where possible, with practical realities in mind. Thus, we believe the system is a significant improvement over the rather random procedures we observed in our site visits, yet the system is capable of being implemented at relatively low cost by a variety of federal and state institutions.

This model is directed toward improving occupational/training classifications and is not concerned with custody classifications, except as they impact on occupational/training possibilities. All procedures described in this model can be employed "within custody guidelines", whatever they happen to be for an individual.

Our model combines procedures used in several areas of vocational psychology: paper and pencil job aptitude testing; work samples and other forms of behavioral simulations of job situations; individual vocational counseling; group process, life planning, and other techniques now emerging as relatively structured products from those professionals concerned with career development, the "assessment center" concept, now achieving wide popularity in business and government as a tool for both identifying potential supervisors and managers and specifying developmental steps they might take to help them reach their potential.

We have chosen to reject a rigorous classification taxonomy in our model in favor of a dynamic, open-ended but structured process. Thus, instead of a process built upon the principles of "trait-factor" psychometrics, which would yield specific but rigid, narrow and often inappropriate classification, we have built a process which provides a systematic way of gathering information, evaluating that information, and making decisions. The decisions resulting from these systematic procedures, though, are flexible and adaptive to specific situations.

The flexibility built into our model was important for several reasons. First, no single classification taxonomy seemed feasible because of the variety of training programs and needs across various state systems or even within a single state's system across its institutions. For example, some states (or institutions) have data processing programs (or welding, business practices, etc.) while many others do not. Second, offender participation in training and career decisions was seriously

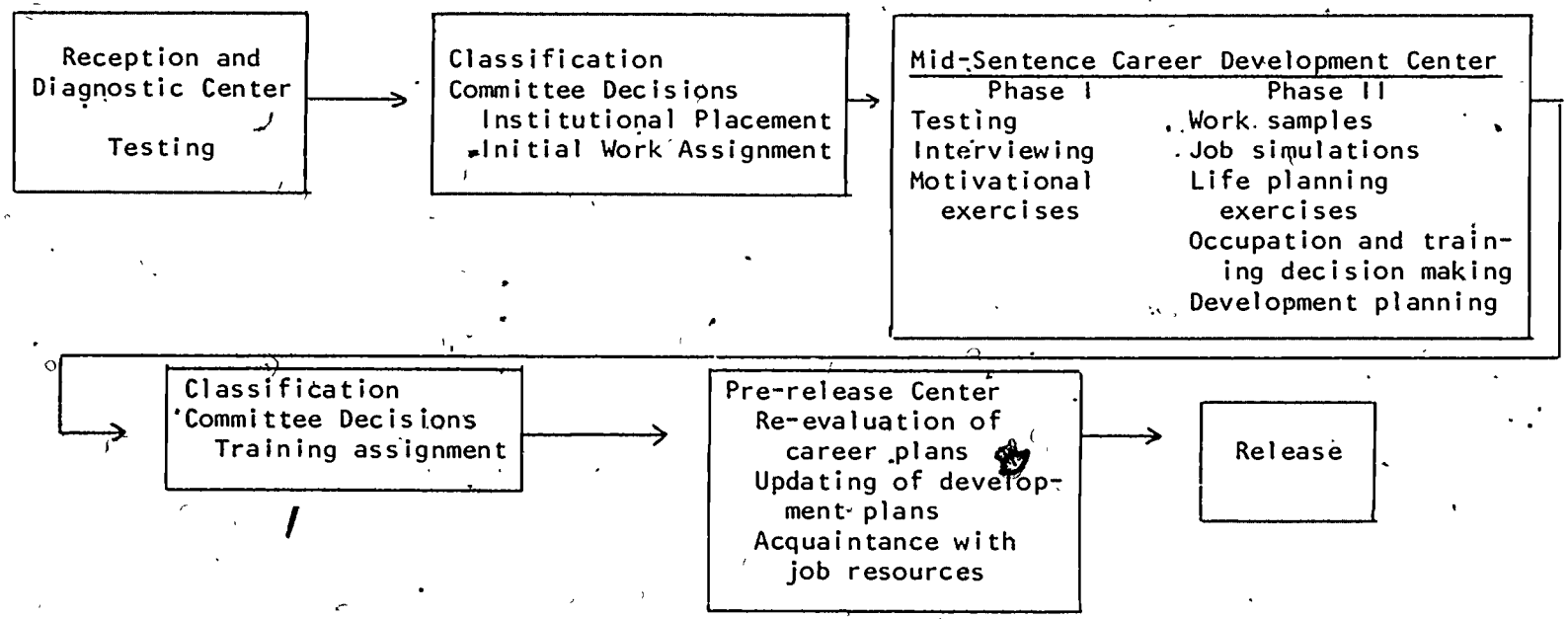
lacking in most institutions we visited. Decisions are often made by institution staffs to be approved after-the-fact by the persons most affected by such decisions--the offenders themselves. Obviously, commitment to such decisions by those offenders is at best extremely tenuous. Also, even where inmates are involved in those decisions, their involvement is based almost entirely on a limited fund of information--what the offender has done in the past. Third, a rigid "pigeonholing" process is not in keeping with the dynamics of occupational psychology as recently developed in such career development theories as those of Super, Roe, and Blau described earlier. According to these theories, then, occupational choice must be conceptualized as a process rather than a point in time. All persons possess a variety of talents that make them capable of being satisfied and competent in a variety of occupations or careers.

The implications of these theoretical notions are highly significant for our model classification system in prisons. First, theory argues against a narrow and fixed set of choices for training or an occupational decision. Thus, "broad band" psychological information (such as that provided by the "assessment centers" described in the previous chapter) is required that will permit a person to make decisions about himself outside the context of a fixed taxonomic classification system. Second, learning a process of vocational decision making using information about oneself and about the environment is at least as important as the immediate decision itself. Third, information and skills should be developed that can be useful to offenders as they continue to evolve in terms of their occupational choice (or "vocational development", more aptly stated) long after initial classification and training decisions have been made or after release from incarceration.

The core feature of our classification model is, then, an assessment center which we have named the "Mid-sentence Career Development Center". It will be preceded by more traditional testing at the Reception and Diagnostic Center, for making coarse placement decisions where necessary. Following both the RDC and the Mid-sentence Career Development Centers, a small classification committee will continue to function, giving formal approval to plans developed by other staff and the inmates. The inmate's sentence will be concluded with a pre-release center for reinforcing and fine tuning plans developed at the Mid-sentence Center. The flow of our model is depicted in Figure 1. Much of what we are about to suggest is not necessarily new to persons in specialized fields. However, we believe that systematizing the collection and processing of information according to procedures about to be outlined would be a significant step forward in the realm of prison classification.

FIGURE I

Schematic Diagram of
a "Model Assessment and Classification System"



II. Reception and Diagnostic Center. Several states have already established such a center for all offenders at the point of incarceration. In addition to orientation activities, the offenders receive physical examinations, complete educational achievement and ability measures, delineate their employment history, and complete psychological inventories. We suggest that such centers be established or improved according to guidelines established by several corrections officials (Cade, 1960; Cape, 1967; Eichman, 1969; Mears, 1965). In addition, we recommend that:

1. The Reception and Diagnostic Center determine the facility to which the offender shall be sent based upon his needs--both for custody level and vocational improvement.

2. A heavy emphasis be placed on orientation both to the correctional facilities and to the legal procedures surrounding incarceration and parole. An adequate orientation using present inmates and ex-offenders could help formulate attitudes before inmates enter the general prison population (see Cade, 1960).

3. Vocational and educational testing be completed, but viewed only as a coarse estimate of optimal institutional placement and educational/vocational placement if necessary. As these test results often prove invalid, they should not be viewed as the last word on an offender's ability or achievement levels and thus should never be the sole basis for preventing entrance to any institutional program.

III. Mid-Sentence Career Development Center. Using the "assessment center" described earlier as our model, a "Mid-Sentence Career Development Center" is central to our proposed assessment and classification process. It is designed to guide inmates toward training opportunities and occupational placement relevant to their needs and abilities. It involves, of course, job simulations of lower level positions, for the most part, because of the low skill level of most offenders. The center can be conducted off-site or on premises, though if held on the institutional premises, it should be in a remote section of the institution to emphasize its uniqueness. Ten inmates will be processed under the guidance of six staff members in two phases totaling five days within a three week period. Our simulations are those work samples deemed most likely to fit the particular needs of each offender based on prior paper and pencil testing. The offender's behavioral characteristics at the center, including his performance on work samples, will be rated independently by several observers on several dimensions of effectiveness. The profile of strengths and weaknesses developed by the staff will be used jointly by staff and offenders in planning training programs that will provide both skills and behaviors

necessary for success in the world of work. Staff will be composed of representatives from all elements of the institutional staff, but guided by those trained in the behavioral sciences. The Mid-Sentence Career Development Center will, therefore, provide the following advantages over the more traditional classification approach:

1. It provides for heavy inmate involvement in his/her own classification.

2. It provides for in-depth involvement in inmate career planning by all elements of institutional staff.

3. It provides a broad, clinically rich band of information from multiple situations.

4. It should provide improved diagnostic accuracy because of multiple observations and a systematic approach to combining available data.

5. It provides a highly visible point in the inmate's sentence where his/her only objective is to engage in realistic, meaningful career planning.

6. It provides an individualized development plan for choosing a training program, developing skills, and working on overcoming behavioral characteristics that could impede occupational effectiveness.

Because offenders are often preoccupied with legal concerns and disorientation during their initial weeks of incarceration because offenders are normally assigned to work programs for institutional convenience for the first portion of their sentence, and because vocational training programs are typically completed in the final portion of an offender's sentence, we believe the "Mid-Sentence Career Development Center" should be conducted at a point somewhere near the middle of an individual's sentence. Several such centers would be conducted each year, for offenders who arrive at such a mid-point at roughly the same time. The three major components of the Mid-Sentence Career Development Center are: (1) inexpensive paper-and-pencil tests which provide institution staff members and offenders with a "first-cut" notion of reasonable occupations and training programs; (2) job or work samples to provide offenders and staff with further confirmation of job interests and aptitudes suggested by the paper-and-pencil measures as well as estimates of behavioral characteristics that are likely to be effective or ineffective on the job; and, (3) life planning exercises designed to help participants clarify and identify their life roles and to think realistically and constructively about the future.

Based on a theory of work adjustment, we recommend the joint use of the Minnesota Importance Questionnaire (MIQ) and the General Aptitude Test

Battery (GATB) for first-cut notions of reasonable occupations. Other recommended tests include the Gates-McKillop Reading Diagnostic Test (GATES) as a screening measure for the GATB. If the GATES indicates insufficient reading skills, the Nonverbal aptitude test battery (NATB) recently developed by the U.S. Employment Service should be used. The California Achievement Test (CAT) measures general educational development and will be used to recommend supplementary educational courses required for chosen occupations. Finally, the Kuder Occupational Interest Scale (OIS) will provide information about the offender's vocational interests.

In conjunction with the broad occupational areas suggested by the MIQ/GATB and Kuder OIS results, we suggest inmates "reality test" several occupations by performing certain tasks related to the kinds of tasks required by those occupations in a series of work simulations under observations of a variety of staff. For this purpose we recommend the Work Sample Battery as developed at Stout State University in Wisconsin. Work samples will orient the inmate to actual tasks required in various occupations, provide information on the inmate's work habits and attitudes, and in general, be used for guidance and counseling rather than solely predicting inmate job performance.

Besides lacking the necessary skills for legitimate employment outside the institution, many inmates have personality characteristics and/or attitudes toward work which are maladaptive for finding and holding a job. Thus, in addition to the emphasis on classifying inmates into training programs and directing them toward realistic occupations, we intend to initiate a life work planning effort to provide inmates with a mature and adaptive attitude toward a vocational career. A central feature of this facet of the center is the writing of a personalized development plan by the inmate and a team of institution staff personnel. Individual and group exercises would thus be used to motivate inmates into directing and influencing their own futures.

The results of this center should be reviewed by a three person classification committee, and normally accepted as the offender's occupational classification. Obviously, the major advantage over what is presently happening is that the background work prior to presentation to the committee is far more systematic and extensive and there is a definite attempt to focus on occupational rather than custodial classification. More relevant information will have been gathered and it will have been more systematically synthesized than under the present system. Thus, the validity of the information as well as the commitment to it should be greatly improved.

IV. Pre-Release Career Development Center. Finally, we recommend a Pre-Release Career Development Center to be attended by inmates shortly before their release from incarceration. While the Mid-Sentence Center's

purpose is to classify inmates optimally for occupational careers and training program participation in addition to initiating a life work planning program, the Pre-Release Center is designed to provide inmates with critical job seeking skills and to continue the lifework planning program by updating each inmate's development plan. Development of job seeking skills such as interviewing, explaining the incarceration period, etc., familiarization with "on-the-street" help agencies such as employment service and initial job interviews will be conducted during the last weeks of imprisonment. Thus, the center's schedule of courses, interviews, and briefing sessions should provide a significant thrust toward moving inmates into responsible working lives in the community.

Many of our recommendations for this phase are adapted from an Intensive Employment Placement program (IEP) now in experimental implementation in Wisconsin and a few other states.

Chapter 6. THE MID-SENTENCE CAREER DEVELOPMENT CENTER

Within this chapter we describe our occupational/training program classification model and outline a system for implementing it in an institutional setting. We also describe in detail suggested procedures for running the assessment center including recommended staffing and specific scheduling of activities.

The five major purposes of the Mid-Sentence Center are:

a) To assess/classify inmates' interests and aptitudes and to feed back such information to them so they may make wise vocational decisions.

b) To assess/classify weaknesses in work-related personality factors which adversely affect inmates' capabilities to obtain and hold jobs and develop strategies to overcome them.

c) To classify inmates according to those institutional training treatments appropriate for each offender's need.

d) To improve total staff involvement in and commitment to the classification decisions relevant to each offender.

e) To improve offender involvement in his/her own classification process.

The Center's activities will be divided into two phases. During Phase One each inmate will take paper and pencil tests designed to generate information about his interests, abilities, achievements, and background. Within this phase our classification model will provide tentative occupational areas which the inmate can explore further in Phase Two of the Center. During the interval between Phase One and Phase Two the tests will be scored and an Occupational Choice Information booklet prepared for each inmate. All information gathered about the individual inmate during Phase One will be summarized and placed in this booklet. Prior to Phase Two, staff members will review this information. They will also suggest vocational areas for which the inmate seems best suited and recommend a tentative schedule for exploring those areas during Phase Two.

During Phase Two a staff member will feed back to the inmate information gathered during Phase One and together they will explore the vocational areas for which the inmate seems best suited. The staff recommendations based upon a computer printout of occupations likely to be realistic for an inmate to pursue will serve as the starting point from which the inmate should move toward a tentative occupational decision. Once that preliminary decision is made, the staff member and the inmate will plan

the inmate's Phase Two schedule including his participation in work samples, additional tests, and/or training experiences.

The work samples will serve two purposes. First, the inmate will gain experience with a type of work which paper and pencil tests suggest are optimal for him. Based upon experience gained from the work samples, the inmate should obtain a rough idea of how well he likes the work in that area. The second purpose for involving work samples in our model at this point is to provide staff members with an opportunity to observe inmate behavioral skills and work related personality characteristics. An assessment of these skills and personality characteristics will aid staff persons in counseling inmates further and in constructing a development plan for improvement in areas of weakness. Also during Phase Two, inmates will take part in lifework planning exercises. Hopefully, the exercises should stimulate long-term commitment to a legitimate occupation and a law-abiding life - at least for some.

After Phase Two of the Center is completed, the staff will meet in teams to generate tentative development plans for each inmate. A staff member will feed back the information developed by the staff to the inmate and together they will compose the inmate's development plan.

Finally, the classification committee will review the plans developed and, hopefully, approve them.

In summary, the strategy for the Mid-Sentence Center is to provide a realistic assessment of each inmate's aptitudes, present skills, and interests and to use that information for career counseling and the selection of training programs. The Mid-Sentence Center activities also will yield a development plan for each inmate aimed at helping him overcome weaknesses which will in turn help him focus on occupations that will take advantage of his strengths. We also hope that the Center will reverse the debilitating effect of past failures by positively reinforcing inmates with success experiences.

1. Theoretical Basis for Individual-Occupation Match. The theory of work adjustment (Dawis, Lofquist, England, 1964; and Dawis, Lofquist, Weiss, 1968) identifies two sets of variables as predictors of an individual's work adjustment. Work adjustment is hypothesized to be a function of job satisfactoriness and job satisfaction. Satisfactoriness refers to job performance, dependability, conformance, and personal adjustment. According to the theory, satisfactoriness for an individual in a job exists when his abilities match the requirements of the job, resulting in "success" along these four criteria. Work adjustment is also hypothesized to be a function of an individual's satisfaction with a job. The theory of work adjustment postulates that jobs differ to the extent that they fulfill or reinforce various psychological needs in individuals. Thus, job satisfaction is said to exist when an

individual's needs match the reinforcers in the job. Overall, then, work adjustment (or lack of it) is a function of the congruence between individual abilities and job requirements (satisfactoriness) and the congruence between individual psychological needs and the reinforcers in the job (satisfaction).

The theory of work adjustment has been operationalized and researched through the use of the General Aptitude Test Battery (GATB) and the Minnesota Importance Questionnaire (MIQ). The GATB is used to predict satisfactoriness or the ability to perform adequately in a given occupation. The GATB provides nine scale scores which estimate a person's ability to perform well in a number of areas. Through extensive testing of employees in many different jobs, researchers have developed occupational aptitude patterns (OAPs) which group occupations together in terms of the similarities in GATB tested aptitudes required for these jobs. That is, occupations within a single OAP require basically the same minimum aptitudes. Presently, 62 OAPs covering two hundred occupations have been developed. For a person to be assigned a grade of highly satisfactory (HS) for a given family his GATB scores on three critical aptitudes for that family must exceed the family's norms. To be considered satisfactory (M) for a family of occupations, a person's scores on the three critical aptitudes plus one standard error of measurement must exceed the norms for that family. And, if one or more scale scores fails to exceed the norm for a job family, even after one standard error of measurement is added to the score, the person is assigned an "L" which means that he lacks critical aptitudes necessary for a job in that family.

Considerable evidence has been gathered supporting the notion that persons who are predicted to perform satisfactorily in a given occupation do have the aptitudes and abilities necessary to perform adequately on jobs representative of that occupation.

The Minnesota Importance Questionnaire (MIQ) is also an important instrument in the theory of work adjustment. The theory suggests that an individual's vocational needs within the psychological domain should be compared with the reinforcers present in an occupational environment. That is, if an individual's pattern of needs (as measured by the MIQ) is similar to the pattern of needs which the given occupation fulfills, the individual is predicted to be satisfied.

Through extensive testing with the MIQ, jobs have been clustered into families, homogeneous with respect to needs that the job environment reinforces. These Occupational Reinforcer Patterns (ORPs) describe the reinforcers available in the work environment. Presently, 12 occupational clusters have been developed from 148 occupations. However, "satisfaction scores" can be derived for each of these 148 occupations. There exist large enough differences in ORPs within families to consider individual occupations separately at this point.

Thus, for a given occupation a person obtains a score which indicates the likelihood that he will be reinforced or satisfied in that occupation. The score is obtained by comparing the individual's MIQ scale scores with the mean scale scores for that occupation. A mean scale score indicates the extent to which that reinforcer is available in that occupation. The difference in scale points for each of the 20 scales is squared and the 20 different index scores (D^2) are summed across the scales. A low D^2 indicates high correspondence between an individual's needs and the reinforcers present in an occupation. A high D^2 indicates that there is a low correspondence between needs and reinforcers. To obtain a "satisfied" (S) score for a given occupation, an individual must have a D^2 of less than 9.00 across the 20 scales. A D^2 of 9.00 to 20.00 yields a "likely satisfied" (LS) score, and a D^2 of more than 20.00 suggests that the individual will not likely be satisfied (NS) in that occupation.

In addition to specifying the expected satisfaction in each occupation, the MIQ identifies persons who have answered the items randomly and/or who possess very poorly defined occupational needs. Approximately 96 per cent of the questionnaires completed in the past have been interpretable utilizing this criterion.

Evidence for the validity of predictions of satisfaction within jobs using the MIQ can be found in the Minnesota Studies in Vocational Rehabilitation series. For example, Weiss, Dawis, England and Lofquist (1965) found that for a given occupation, MIQ scale scores (used in a multiple regression equation) predicted satisfaction with that occupation.[1] Other kinds of validity have been tested also. For example, data from several studies indicate that persons currently satisfied with different occupations do have significantly different MIQ scale scores. Thus, in addition to the conceptual attractiveness of the theory of work adjustment, evidence exists which also supports the empirical soundness of the theory.

II. The GATB-MIQ Matrix Model. Having information predictive of a person's performance in and satisfaction with an occupation is extremely helpful for recommending rational job choices. Currently, vocational counselors guided by the theory of work adjustment might try to match an individual with a job in which the individual is likely to have high satisfactoriness and high satisfaction. However, we know of no formal system which exists presently to combine efficiently the information yielded by the GATB and the MIQ in order to counsel a person about an occupational choice. Thus, we have developed a procedure which should provide meaningful "first cut" clues about an individual's suitability for a wide range of occupations, both in terms of his

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[1] In this study the old form of the MIQ was used.

satisfactoriness and his potential satisfaction with jobs in those occupations. To utilize effectively information from both the GATB and the MIQ, we suggest using a GATB-MIQ matrix. We propose to re-tool the work adjustment project computer programming so that for each inmate, the computer considers the GATB and MIQ results and sorts the occupations into an appropriate GATB/MIQ cell described by the intersections of the HS, S, and NS MIQ designations and the H, M, and L designations within the GATB framework. Referring to Figure 2, for example, occupations which are in the high satisfactoriness range (H), based on similarity of GATB scores and occupational aptitude pattern, and are in the high satisfaction range, based on similarity between MIQ scores and those occupations' reinforcer patterns, would be listed in Cell 1. Likewise, occupations which are in both the low satisfactoriness and not satisfied range would be listed in Cell 9, and so on. Fortunately, the computer programming effort involved in operationalizing the matrix output is minimal.

Presently, 112 occupations representing a broad range of jobs are described by both Occupational Aptitude Patterns (GATB) and Occupational Reinforcer Patterns (MIQ). Thus, for each inmate who takes the GATB and the MIQ, 112 occupations will be sorted into appropriate cells indicating the likelihood of satisfactoriness and satisfaction. In short, this model considers an individual's needs and abilities and will provide an excellent first approximation of occupations for the inmate to investigate further.

III. Work Samples: Rationale*. In conjunction with the first approximation occupational choices provided by our GATB-MIQ classification procedure, we suggest that inmates "reality test" one or more occupations by performing certain tasks related to the kinds of tasks required on a job within those occupations. This can be accomplished by utilizing standardized work samples. After inmates have tentatively decided to move toward a certain occupation or a cluster of occupations, he will perform a series of work samples to test his interest in and aptitude for that type of work. If a work sample is not appropriate for this kind of reality testing, (e.g., for a teaching job), then the inmate who seems qualified for that occupational area will take more specifically focused aptitude tests and interest inventories.

As was mentioned earlier, the work samples will also provide staff members with an opportunity to observe an inmate's work related personality characteristics. The staff may discover weaknesses which have contributed to an inmate's problems in adjusting to a work environment. The rating of these personality characteristics along with a compilation of ratings from other sources will then form an important input to the inmate's development plan.

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*For a literature review on work samples, see Appendix D.

Figure 2

Example* of an Inmate's GATB-MIQ Matrix Results

Satisfaction (based on a match between the individual's needs--MIQ scores--and the satisfiers present in the occupation).

Satisfactoriness (based on a match between the individual's abilities--GATB scores--and the requirements of the job)

	Satisfied	Likely Satisfied	Not Satisfied
High	Aircraft and Engine Mechanic, Shop Machinist Pipefitter Sheet Metal Worker Automobile Mechanic Engineer, Mechanical	Taxi Driver Assembler, Production Assembler, Small Parts Battery Assembler Salesperson, General (Dept. Store) Salesperson, Shoe Mail Carrier Firefighter Bricklayer Electrician Maintenance Man, Factory or Mill Painter/Paperhanger Plumber Tool-and-Die Maker Automobile Body Repairman Salesman, Real Estate Salesperson, Sporting Goods Television Service and Repairman Marker	Clerk, General Office, Civil Service Bookbinder Meat Cutter Solderer (Production Line) Truck Driver Screw Machine Operator, Production Bus Driver Orderly Glazier (Glass Installer) Cosmetologist Barber Physical Therapist
Med.	Compositor Linotype Operator Cabinetmaker Electronics Mechanic Cement Mason Lather Plasterer Roofer Carpenter Welder, Combination Electrical Technician Electrical Engineer Engineer, Civil	Auto Service Station Attendant Hotel Clerk Medical Technologist Nurse, Licensed Practical Receptionist, Civil Service Baker Key Punch Operator Digital Computer Operator Draftsman, Architectural Personnel Clerk Telephone Operator Teller, Banking Waiter - Waitress Patternmaker, Metal Claim Adjuster Counselor, Private Employment Agency II Engineer, Stationary Office Machine Serviceman Statistical Machine Serviceman (Office) Teacher, Elementary School Teacher, Secondary School Claim Examiner Librarian Programmer (Business, Engineering, and Science) Statistician, Applied	Airplane Stewardess Embalmer Radiologic Technologist Secretary (General Office) Stenographer, Technical, Civil Service Cashier - Checker Punch-press operator Sewing Machine Operator, Auto. Cook (Hotel - Restaurant) Lineman (Telephone) Nurse Aid Post Office Clerk Interior Designer and Decorator Nurse, Professional (Office) Pharmacist
Low	Landscape Gardener	Accounting Clerk, Manufacturing Accounting Clerk, Civil Service Bookkeeper I Accountant, Certified Public Architect Caseworker Counselor, School Counselor, Vocational Rehabilitation Accountant (Cost)	Teacher Aid Typist, Civil Service Occupational Therapist Photographer, Commercial Commercial Artist, Illustrating Dietitian Writer, Technical Publications

*This is an example prepared specifically to display the computer printout format.

Thus, our general approach to the use of work samples in this context is for guiding and counseling inmates rather than for predicting their performance. Although the prediction of job performance is a legitimate domain for work samples, the reality testing and the diagnostic role for work samples are more congruent with the purposes of our Mid-Sentence Center. In particular, during the Center we intend to use work samples to learn even more about an inmate's skills, aptitudes, and interests in the occupations listed in cells 1, 2, 4, and 5 of the GATB/MIQ printout. However, to utilize work samples meaningfully within our model, we must first match samples with occupations.

Matching work samples and occupations: For a work sample to be matched with an occupation the task components of the sample must be similar to some or to all of the task components in the occupation. To achieve such matches, we propose to have a work evaluator first match occupations and work samples using the Department of Labor's method described in the Dictionary of Occupational Titles (DOT). One aspect of the DOT code classifies occupations with reference to "what people do" in relation to data, people, and things. In other words, using the DOT classification scheme, a good match between a given work sample and an occupation means that the skills needed to perform adequately in both the job and the sample require the same kinds of skills with respect to data, people, and things. Matches made on this basis will only be first cut estimates of the final matches.

For the purposes of the Mid-Sentence Center, matches made only on the basis of the DOT scheme of "what people do" in relation to data, people, and things are too gross. For example, the occupation "telephone installer" is matched perfectly with the work sample "baking cake" according to the DOT framework. Since inmates will be performing work samples in order to learn how their skills compare with the skills required in an occupation and how interested they are in the kind of work involved in that occupation, we need matches which have more "face validity". Thus, the work evaluator will need to consider both the underlying skills and the face validity of the work sample. Furthermore, we suggest that the work evaluator choose two or more samples for each occupation (of the 112 covered by the GATB/MIQ). That is, rather than setting certain standards for matches between occupations and samples and then following these guidelines strictly, we suggest that the work evaluator match as closely as possible occupations and samples such that two or more samples are assigned to each occupation, provided that the work samples are reasonably appropriate for an occupation.

Matching occupations with training programs--description and rationale for classifying training programs: To enable us to make reasonable institutional training program assignments, we must match individual occupations with the training program(s) which will be most beneficial for moving an inmate toward the occupation(s) he is tentatively choosing

at this point. We propose that a work evaluator examine the content of institutional training and educational programs within the system and then assign all occupations covered by the GATB/MIQ matrix model to at least one of the institution's programs. We suggest the evaluator use a system similar to the one outlined for the work sample-occupation match above. That is, the two criteria for matches should be: a) similarity of what people do on the occupation and in the training program in terms of data, people, and things; and b) the face validity of the match.

Table I provides our estimates of the matches between 107 occupations identifiable by our GATB/MIQ matrix and the work samples already developed by Stout State. This table should provide reasonably good estimates of work samples that should be administered to an inmate who scores high on given occupations according to the GATB/MIQ results.

Once training assignments have been made, the actual training received can be only as meaningful and complete as the quality and variety of the programs available within a state's prison system. In an institution or a state system which has very little training available, an inmate, deficient in skills needed to adequately perform his preferred occupation, may not receive the training he needs to perform adequately in that occupation. Obviously, as more training programs become available, the chances of teaching an inmate the skills he needs increase. Thus, we urge that more training programs be made available to inmates.

V. Detailed Description of the Mid-Sentence Center. Activities within the Mid-Sentence Center can be divided into four parts:

1. Phase I
2. Pre-Phase II
3. Phase II
4. Post-Phase II

The Chapter Summary contains a sample flow chart for the Center's activities, though institutions can obviously deviate from this schedule according to their needs. Also, we present in Appendix B the work schedules of the Center's staff based upon adherence to the outline of activities. Below we discuss more in detail our suggestions for Staffing the Center.

Staffing the Mid-Sentence Center: The Center will be staffed by members of the institutional staff who are connected with the classification, training, and counseling functions. Department of Vocational Rehabilitation (DVR) and Employment Service personnel can be used where

possible. A staff of six will be adequate for each ten-inmate Center, but a "cadre" of 12 staff should be available to permit rotation of assignments to the staff from center to center. For example, the staff might include:

a. a classification officer

b. a case worker

c. a custody representative

d. a vocational evaluator

e. a deputy warden for treatment

f. a vocational representative

The use of regular institutional personnel as members of the Center's staff should provide distinct advantages. First, compared to hiring extra persons from the outside, the costs of running a Center will be less when implemented primarily by institution staff. Perhaps even more important, the Mid-Sentence Center will encourage staff members to relate with inmates on a person-to-person level rather than on a staff-inmate basis. This experience may open valuable lines of communication between inmates and staff. Furthermore, it may render staff persons more effective in the future because of the depth of their understanding of inmate problems and potential, gained in the Mid-Sentence Center. In short, the Center experience should provide staff persons with an opportunity to become acquainted with inmates at levels which allow them to generate more informed assistance to inmates in making occupational/training decisions.

Members of the staff will be assigned to "Assessment and Development Teams", such that there is one team assigned to each inmate (staff will be assigned to more than one inmate). Each staff member will be a team coordinator for at least one team and a team member on approximately five other teams. Each team will consist of three Center staff members and one inmate. Examples of assignments of personnel to teams are presented in Appendix B. Since the Center's activities will consume a great deal of the staff's time, we recommend that the Center's staff be relieved of most regular institutional duties during the time the Center is conducted.

Also, we recommend that a member of the Assessment and Development Team, preferably the team coordinator, be a member of the inmate's institutional classification team. That is, someone on an inmate's team should know him and should be available to the inmate after the Center is over. This will insure a smooth transition from information gathered at the Center to its use in institutional classification decisions. We also

suggest that the institutional classification team approve the Center's classification and training recommendations with few exceptions.

Some of the activities during the Center are individual activities and some are group activities. For group activities, the ten inmates will be divided into two modules: Group 1 (Inmates 1-5); and Group 2 (Inmates 6-10). The primary reasons for dividing the inmates into two groups are:

a. Scheduling of staff time can be more efficient because inmates in one group can be working on individual activities while the other inmate participants are in group activities.

b. The smaller groups permit more individual staff-inmate interaction.

To insure that inmates receive maximum benefit from the Mid-Sentence Center experience we feel that certain guidelines should also be followed when selecting inmates for participation in the Mid-Sentence Center:

Inmate qualifications: Inmates should be selected for participation in the Mid-Sentence Center according to the following criteria:[2]

a. RDC psychologist's recommendation;

b. Job foreman's recommendation at termination of maintenance training;

c. Counselor's recommendation;

d. Case worker's recommendation;

e. Inmate's expression of readiness and willingness;

f. Custody status;

g. Time guidelines giving inmate enough time to complete training prior to his release date.

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[2] In order to evaluate properly the effectiveness of the Mid-Sentence Center treatment, we will need to place half of those eligible (under the criteria mentioned) for the Center into a control group whose members will not participate in the Mid-Sentence Center. (See the evaluation section of this chapter for a more complete explanation.)

The time guidelines should conform roughly to the following schedule:

Minimum Sentence	Mid-Sentence Center conducted after:
6-11 months	3 months
1-2 years	6 months
3-4 years	1-2 years
5-8 years	3-4 years
over 8 years	approximately 4-5 years prior to release

We feel that the information generated near the middle of an inmate's sentence is more likely to be reliable and valid. During our site visits a number of prison staff members complained to us about test results obtained shortly after incarceration. They explained that generally an inmate is not in the proper frame of mind to do his best very soon after incarceration. The inmate seems to be neither motivated nor sufficiently adjusted to his new environment to respond reliably and honestly to tests if they are administered at that time. Also, since most decisions concerning training programs occur sometime during the middle of an inmate's sentence, it seems logical to administer tests and inventories at that time.

We suggest that during the time the Center is scheduled the participating inmate engage only in Center activities. Although the Mid-Sentence Center will probably be located within the institution, perhaps inmates in the Center can move into special living quarters in a remote section of the prison. Separate living quarters will help emphasize the importance of the Center by completely removing the inmate from the normally scheduled institution activities.

Once the staff is ready and the participants selected, Phase One begins.

Phase One: Tests, Inventories, and Activities: In this section we will describe the paper and pencil inventories to be used at the Mid-Sentence Center. We will also discuss the purposes of certain Center activities scheduled to take place during Phase One.

a) The first activity will be an orientation period led by two staff members who will brief inmate participants on the purpose of the Center and outline the activities of the Center. The orientation should provide inmates with an explanation of the Mid-Sentence Center's function, including how the tests and work samples will be used to make classification decisions concerning institutional training programs. An inmate's full understanding of the purpose of assessment is essential.

Techniques which will insure a relaxed atmosphere must be used to avoid test-taking anxiety. The staff must emphasize that the tests will aid staff team members in helping the inmate decide on an appropriate training program and that staff members will use the test information as a guide, not as an iron-clad indicator of potential. It should be made clear to the inmate that the Center will help him to learn about himself and to make important decisions about his future. The staff will try to motivate inmates to perform conscientiously during the Center.

Also during the orientation, the staff will distribute to each inmate a list of his Center treatment team members. Then, if necessary, the inmates and the staff persons on the teams can introduce themselves to each other.

b) The GATES: The Gates-McKillop Reading Diagnostic Test will be administered to all inmates as a screening test to identify individuals for whom the General Aptitude Test Battery (GATB) is appropriate. The GATB is not appropriate for persons with a reading level below the sixth grade. If an inmate scores below the sixth grade reading level on the Gates, the Non-verbal Aptitude Test Battery (NATB) will be administered in place of the GATB.

c) The GATB: If an inmate has at least a sixth grade reading level, the GATB will be administered. The United States Employment Service developed the GATB to be used by employment counselors in the State Employment Service offices. The GATB measures the following ability factors: Intelligence (G), Verbal Aptitude (V), Numerical Aptitude (N), Spatial Aptitude (S), Form Perception (P), Clerical Perception (Q), Motor Coordination (K), Finger Dexterity (F), and Manual Dexterity (M). The entire battery takes approximately two and one half hours to complete. As mentioned earlier, through extensive testing of employees in many different jobs, occupational score patterns have been developed which represent minimum scores required on each scale for each occupation. Therefore, for each occupation, an inmate's score profile can be compared with the pattern of scores indicating minimum aptitude scores for that occupation.

d) The NATB: The NATB is the nonverbal equivalent to the GATB. As such, it provides information identical to the GATB. The NATB is normally administered to persons possessing lower than a sixth grade reading level.

e) The MIQ: The Minnesota Importance Questionnaire (MIQ) is a paired comparison instrument which measures 20 vocationally relevant need dimensions. According to the theory of work adjustment (Dawis, Lofquist and England, 1964), an individual's satisfaction with a particular occupation can be predicted from the correspondence between his pattern of vocational needs and the reinforcers provided by that occupation. Occupational Reinforcer Patterns (ORPs) describe the reinforcers available in the work environment for the satisfaction of workers' needs. Individuals are predicted "satisfied" if their needs are similar to the ORP for a given occupation.

In addition to a readout specifying the expected satisfaction in each occupation, the MIQ identifies persons who have answered the items randomly or who possess very poorly defined occupational needs.

f) The CAT: The California Achievement Tests (CAT) are standard intake tests for many correctional institutions. The CAT, which can be used for persons from the primary grades to the adult level, measures general educational achievement, and provides subtest scores for major academic areas. The results from this battery will help determine educational placement. The CAT results will help the inmate and his team decide upon supplementary courses that need to be taken to qualify for chosen occupations.

g) The Kuder OIS: The Kuder Occupational Interest Scale provides information about the similarity of the respondent's interests and preferences to those of persons in various occupations and fields of study. Scores on each occupational scale are expressed as a correlation between the respondent's interest pattern and the interest pattern of the occupational group. In addition to the information provided by the occupational scales, the OIS includes college majors scales and eight experimental scales.

h) The Personal Interview: The interview will provide an opportunity for each inmate to become acquainted with his team coordinator. The coordinator will obtain information about the inmate's prior employment history and probe for clues involving his work life. The coordinator should try to learn as much as possible about the inmate's feelings toward work and employment and about his attitude toward the Center. Also, he should double check the inmate's motivation for testing to insure that test and inventory results will be meaningful for him. Based on this meeting, the inmate's team coordinator may request that the inmate undergo further testing.

Another purpose of the coordinator/inmate personal interview is to "personalize" the orientation for the individual and to provide each inmate with an opportunity to ask questions about the Center in a one-on-one situation. We anticipate that some questions about the purpose and mechanics of the Center may not surface during the orientation period because of the large number of people present. In the more intimate individual interview setting, the inmate should feel more free to voice fears, questions, doubts, etc. The interview will provide an opportunity to tailor the purposes of the Mid-Sentence Center to the needs of the particular inmate. That is, team coordinators should insure that the purposes, scope, and meaning of the Center are understood by the inmate--and from his frame of reference. Thus, this interview provides an opportunity to make the Mid-Sentence Center and the overall career development program more meaningful for the individual inmate.

i) Mock Parole Board Hearing: The Mock Parole Board Hearing is a group exercise which will demonstrate what inmates may expect from such a hearing and confront them with the need to plan for their release. This exercise sets an atmosphere of immediate relevance to the entire Mid-Sentence Center (See Appendix C).

By the end of the second day of Phase I, the needs, aptitudes, academic achievement, and vocational interests of each inmate will have been assessed. The final Phase I activity--a summary statement meeting--will provide an opportunity for a staff member to outline the schedule for Phase II of the Center. This meeting will also provide a final opportunity for inmates to ask questions about post-Phase I or upcoming Phase II activities. Appendix B gives a suggested schedule of events for Phase I.

Pre-Phase Two Activities: During this time, tests and inventories will be scored and returned to the institution. All scores and other information gathered will be summarized and placed in an Occupational Choice Information Booklet for each inmate (see Appendix B for an example of the suggested format).

The reader will notice that the booklet contains the results of all tests taken during Phase One--the Gates, the GATB or the NATB, the MIQ, the CAT, the Kuder OIS. For the GATB and the MIQ, a computer printout which presents results from the two tests jointly will be placed in the booklet. As mentioned earlier, the two tests together identify occupations in which an inmate has the potential to do well and to be satisfied with the work. We also suggest that the Occupational Choice Information Booklet contain a summary of the Personal Interview in Phase One and supervisory ratings on work related personality dimensions completed by the inmate's work supervisor. Other information will be added

to the booklet within Phase Two of the Mid-Sentence Center. The booklet should provide an excellent display system for summarizing information important for aiding team members in making decisions about inmates during the Center.

After information gathered in Phase One has been entered into the booklet, each team (without the inmate) will meet to review the material contained within the Occupational Choice Information Booklet. They will exchange any additional information they have and discuss work samples and/or further aptitude testing strategies that the inmate might participate in during Phase Two. These discussions will yield tentative ideas for the inmate and his team coordinator to discuss the morning of the first day of Phase Two. At that time, definite scheduling and planning for Phase Two will be done.

Phase Two Activities:

a) The individual feedback and planning interview: During the individual interview the team coordinator will give the inmate a copy of material contained within his Occupational Choice Information Booklet and orally feed back the results of Phase I tests and activities. Together the two will discuss possible occupations of interest to the inmate based on the list of occupations appearing in cells 1, 2, 4, and 5 of the GATB/MIQ matrix. The inmate and the team coordinator will select appropriate work samples to further test the inmate's interests and aptitudes for the particular activities actually performed on jobs within his area of interest. Thus, the purposes of the interview will be to feed back Phase I results to the inmate, to get his reactions toward occupations appearing in the appropriate cells within the GATB/MIQ matrix, and to work with the inmate to choose work samples or further testing approaches applicable to the occupational area chosen. The interview should result in a Phase II schedule which is tailored to the particular needs and interests of the individual inmate.

   While half of the inmates are in personal interviews, the other half will learn about training opportunities.

b) Discussion of training programs: . For one-and-one-half hours a staff member will lead a discussion about training opportunities both within the institution and outside the institution. Since inmates are probably relatively uninformed about many of the training programs available outside the institution, it is especially important for the staff member to discuss such programs. Inmates will be encouraged to ask questions about the content and availability of the various programs.

c) Work samples: The work samples will serve three functions. First, the staff can assess an inmate's skill at the task. Second, the staff can assess the inmate's work related personality characteristics; and third, the inmate can reality test his interest in an occupation by performing actual on-the-job kinds of tasks. For each sample the inmate tries within the Center, staff observers will independently rate the inmate's skill on the relevant dimensions that the work sample taps. Staff members will also assess the work related characteristics of the inmate's personality and attitude, as shown in Table 1.

Table I

Possible Occupation-Work Sample Matches
Based on GATB-MIQ Occupations and Stout State Work Samples

	Occupation	Work Samples
1.	Airplane Stewardess	2, 7, 32
2.	Auto Service Station Attendant	13, 17, 81
3.	Clerk, General Office, Civil Service	7, 12, 14, 15
4.	Embalmer	
5.	Hotel Clerk	2, 7, 13, 14, 15
6.	Medical Technologist	3
7.	Nurse, Licensed Practical	3, 14
8.	Radiologic Technologist	3
9.	Receptionist, Civil Service	2, 14
10.	Secretary (General Office)	2, 7, 8, 12, 14
11.	Stenographer, Technical, Civil Service	7
12.	Teacher Aid	7, 14, 16
13.	Typist, Civil Service	7, 8, 12
14.	Aircraft and Engine Mechanic, Shop	41, 42, 54, 65, 81
15.	Compositor	36, 42
16.	Linotype Operator	38
17.	Taxi Driver	38
18.	Accounting Clerk, Manufacturing	7, 10, 15
19.	Assembler, Production	33, 34, 57, 77
20.	Assembler, Small Parts	57, 58, 60, 61
21.	Baker	28, 29
22.	Battery Assembler	34, 50, 51, 52
23.	Bookbinder	34, 57
24.	Cashier - Checker	9, 13
25.	Key-punch Operator	7
26.	Meat Cutter	9
27.	Punch press Operator	38, 62, 72
28.	Sewing Machine Operator, Automatic	32, 42, 62
29.	Solderer (Production Line)	63, 69, 77
30.	Truck Driver	
31.	Accounting Clerk, Civil Service	7, 10, 15
32.	Bookkeeper I	7, 10, 14, 15
33.	Cabinetmaker	42, 45, 46, 47
34.	Cook (Hotel - Restaurant)	28, 29
35.	Digital Computer Operator	38, 40, 65
36.	Draftsman, Architectural	42
37.	Electronics Mechanic	42, 55, 58, 61, 65
38.	Lineman (Telephone)	32, 65
39.	Machinist	42, 44, 47, 54
40.	Personnel Clerk	7, 14, 15, 16
41.	Salesperson, General (Dept. Store)	13, 15
42.	Salesperson, Shoe	13, 15
43.	Screw Machine Operator, Production	32, 38, 77
44.	Bus Driver	23, 32

Table (continued)

45.	Mail Carrier	6, 8, 12
46.	Nurse Aid	3, 12
47.	Orderly	3
48.	Post Office Clerk	6, 8, 12
49.	Telephone Operator	2, 7, 14
50.	Teller (Banking)	2, 7, 12, 13, 14
51.	Waiter - Waitress	2, 7, 13, 14
52.	Firefighter	14, 32, 34, 57
53.	Bricklayer	42
54.	Cement Mason	42
55.	Landscape Gardener	46
56.	Lather	63, 64
57.	Plasterer	63, 64
58.	Roofer	68, 70, 73
59.	Accountant, Certified Public	7, 19, additional testing
60.	Architect	42, additional testing
61.	Interior Designer and Decorator	additional testing
62.	Occupational Therapist	2, 14, additional testing
63.	Carpenter	42, 45, 46, 73
64.	Electrician	42, 55, 58, 65
65.	Glazier (Glass Installer)	72
66.	Maintenance Man, Factory or Mill	41, 42, 43, 54, 65
67.	Painter/Paperhanger	42, 71
68.	Patternmaker, Metal	42, 44, 47
69.	Pipefitter	34, 42, 54
70.	Plumber	34, 42, 54
71.	Sheet Metal Worker	42, 44, 47, 54, 72
72.	Tool-and-Die Maker	42, 44, 47, 54
73.	Welder, Combination	57, 69, 70
74.	Automobile Body Repairman	34, 54, 69
75.	Automobile Mechanic	34, 41, 42, 43, 54, 81
76.	Cosmetologist	22
77.	Barber	22
78.	Claim Adjuster	14, 19
79.	Counselor, Private Employment Agency II	2, 14, additional testing
80.	Electrical Technician	42, 55, 58, 61, 64, 65
81.	Engineer, Stationary	38
82.	Office Machine Serviceman	41, 42, 65
83.	Salesman, Real Estate	2, 14, 18, 23
84.	Salesperson, Sporting Goods	2, 13, 14, 18
85.	Statistical Machine Serviceman (Office)	41, 42, 65
86.	Television Service and Repairman	14, 42, 61, 64, 65
87.	Caseworker	2, 14, 19, additional testing
88.	Counselor, School	2, 14, additional testing
89.	Counselor, Vocational Rehabilitation	2, 14, additional testing
90.	Photographer, Commercial	
91.	Teacher, Elementary School	2, additional testing
92.	Teacher, Secondary School	2, additional testing
93.	Accountant (Cost)	19, additional testing

Table (continued)

94.	Claim Examiner	49
95.	Commercial Artist, Illustrating	additional testing
96.	Dietitian	
97.	Electrical Engineer	55, 61, additional testing
98.	Engineer, Civil	additional testing
99.	Engineer, Mechanical	54, additional testing
100.	Librarian	14, 16, additional testing
101.	Nurse, Professional (Office)	14, additional testing
102.	Pharmacist	42, additional testing
103.	Physical Therapist	14, additional testing
104.	Programmer (Business, Engineering, and Science)	additional testing
105.	Statistician, Applied	additional testing
106.	Writer, Technical Publications	additional testing
107.	Marker	7, 9

These ratings will be placed in the Occupational Information Choice Booklet to be used as input for the development plan.

What work samples show the most promise for satisfying the requirements of our model? Three major commercial sets of work samples are presently available for consumers: (a) JEVS; (b) the Tower method; (c) the Singer-Graphlex method. Each is relatively expensive; the purchase prices are between $5,000-$10,000. Some research has been conducted on the JEVS system, but almost none has been completed on the other two methods.

Table 2

Work Related Personality Factors

1. Frustration tolerance--The degree to which an individual can cope with his/her own anxieties or with frustration and continue channeling his/her energies into constructive work.

2. Persistence--The ability to maintain a sustained effort on a given task or series of tasks.

3. Dependent/Independent--The level of need for support from others in making decisions or in completing tasks.

4. Reaction to criticism--Characteristic emotional response to having work performance questioned or judged negatively.

5. Reaction to praise--Characteristic emotional response to approval and being supported in one's efforts.

6. Reaction to authority--Characteristic emotional response to supervisory personnel.

7. Reaction to co-workers--Characteristic emotional response to peers in work situations.

8. Leadership potential--The capacity to lead others in the pursuit of mutual goals.

9. Utilization of energy--The degree to which an individual is able to effectively channel energies into productive work.

10. Acceptance of responsibility--The extent to which an individual develops a commitment to the fulfillment of the work task.

11. Dependability--The level of confidence others have in his/her fulfillment of rules, regulations, duties, and responsibilities.

12. Sociability--The degree to which an individual is outgoing, sociable, and willing to initiate and sustain relationships with others.

Fortunately, Stout State University in Wisconsin has available approximately 80 samples (see Appendix B for a list). These samples overlap considerably in content with the three sets of commercial work samples. Also, the Stout State samples are much less expensive than any of the three major sets. Because persons in the Material Development Center at Stout State are enthusiastic about research connected with their samples, they are willing to provide them for the cost of materials.

In addition, Stout State's Material Development Center is sponsoring a program which will catalog and make available all work samples developed in the United States. Plans are being made to establish Stout State as a central clearing house for work sample distribution with an emphasis toward making samples available at minimum cost to persons desiring to do research with them. Consequently, we propose to utilize Stout State's present supply of samples and to tap into their clearing house when new samples seem to meet the needs of the Mid-Sentence Center.

Thus, within the Mid-Sentence Center, inmates will use work samples to learn more about their aptitudes, interests, and preferences for the occupations which look promising based upon the GATB/MIQ matrix results. That is, inmates will reality test work in selected occupations from those listed in cells 1, 2, 4, and 5 in the GATB/MIQ printout. They will learn how it feels to use skills, tools, etc., similar to those they would be using on the job. It is possible that even though the GATB and MIQ (paper-and-pencil tests) predict high satisfactoriness and satisfaction with a particular job, the inmate may not like the work once he gets a taste of it. Or, it is possible that, based on his experience with the work samples, the inmate may feel very committed to pursuing an opportunity within that occupational area. Either way, he has gained valuable knowledge about himself and about his occupational choice. In general, we suggest that inmates try work samples in promising occupational areas until they find an area for which they can generate some interest.

Though the work samples available from Stout State University seem to cover a large percentage of the occupations in the GATB/MIQ system, there are some occupations for which work samples are not readily available.

d) Additional tests: We have reason to believe that, for the most part, an inmate population will have abilities for and interests in so-called blue collar occupations.[3] The Stout State work samples provide good coverage for such occupations. However, some inmates may demonstrate aptitude and interest in occupations for which no work samples exist. Professional and managerial jobs are examples of occupations that require skills that are difficult to duplicate with work samples. We propose to test more thoroughly inmates who possess aptitude and interest in such occupations. To measure interests in such occupations we recommend an additional interest test--the Strong-Campbell Interest Inventory. This inventory provides more specific information for higher level jobs than does the Kuder or the MIQ. An inmate interested in being a rehabilitation counselor, for example, can get a direct readout relating his interests to interests of persons in that occupation.

In addition to probing more deeply into the interests of inmates seemingly motivated and properly skilled to go into higher level jobs, we suggest focused aptitude testing for those inmates. For example, it would be possible for inmates interested in becoming a teacher to take the National Teacher's Examination, a test aimed directly at measuring skills necessary for teaching. It's also likely that exercises designed to measure foreman/supervisory/management abilities will be used from time to time, depending upon need.

e) Lifework planning sessions: These semi-structured group activities are designed to help participants clarify and identify their life roles and to think realistically and constructively about the future. By examining their entire life --past, present and future--the participants look at themselves, decide what is important to them, and develop life plans and projects. Thus, participants are motivated and directed in influencing their own futures.

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[3] Our staff learned from the institutional audit we conducted of inmates' records in a midwestern prison that most inmates held relatively low level jobs before being incarcerated. This is not to say that all of those who held lower level, blue collar jobs in the past will have only blue collar occupations appearing in cells 1, 2, 4, and 5 within the GATB/MIQ matrix. However, it is likely that most inmates will display abilities and interests consistent with those occupations generally described as blue collar.

The activities are designed for a group of six or fewer people and one counselor/facilitator skilled in group processes. As the success of these group exercises may be highly dependent upon this person's facilitative skills, his/her selection should be carefully made. We also suggest employing an ex-inmate who is attempting to make it "on the street" as an assistant with the various tasks.

Although these activities have been selected for the Mid-Sentence Center, any or all of them may be utilized in ongoing institutional programs. All exercises are designed to be voluntary, and although all participants are expected to sit in the group, no one should be forced to speak or participate. The instructions found in Appendix C are brief summaries and should be elaborated and rephrased by the facilitator.

The exercises include:

Life Line: Confronts the participants with the reality of life and death and sets the tone for the remaining life-planning exercises. This exercise implicitly conveys the concept, "I have just so many years left, and I can determine how I will spend those years".

Group Discussion: How did I get here? Forces participants to explore their present life style and the real reasons for their incarceration. This exercise focuses on in-depth self-exploration and a sense of personal control.

Values Clarification - The Creation of Aipotu: Clarifies for participants their own unique value system. This exercise helps them understand their own behavior and motivations by stating the standards of desirability against which they choose alternative behavior.

Discussion - Future Life Fantasies: Focuses participants on the rest of their lives. The last few exercises focus on past and present behavior and present values. This exercise shifts gears toward specific future accomplishments.

Goal Setting: Incorporates the discussions and thoughts from past life-planning exercises into specific goals. By discussing the concept of a goal and guidelines for setting one, the participants move from dreams and thoughts into step-by-step plans for action.

f) Team meetings: From 2:00 p.m. - 5:00 p.m., Day 3, inmates are scheduled to meet with their Assessment and Development team. During this meeting the inmate will express what he has learned

about himself and about his occupational preferences. The staff team members will encourage him to think about his future and about his plans in terms of occupational choice and life work. Also, during this meeting, the inmate will rate himself on the work related personality dimensions and record his own perceptions of his strengths and weaknesses in relation to the occupations of his choice.

Again, the reader can refer to Appendix B for the scheduling suggested for these Phase II activities.

Post-Phase Two Activities: The activities following the completion of Phase Two of the Mid-Sentence Center are crucially important for the Center's success. During the period immediately after Phase Two, staff members must make tentative decisions about each inmate's occupational future, training course assignment, and development plan. Each team coordinator must prepare for a final coordinator-inmate meeting to discuss the inmate's Center performance, plans for development, and training course assignment. More specifically, the following two activities will occur:

a) The staff team meeting: Prior to the meeting, staff members of the team will individually review all the information contained in the inmate's Occupational Choice Information Booklet. They will independently assess each inmate's vocational skills, strengths and weaknesses for his tentatively chosen occupation(s) by referring to his GATB-MIQ results, occupational background, and work sample performance. Also, staff members will independently rate each inmate's standing along the work related personality characteristics. Work history prior to incarceration, work supervisor ratings, and recorded observations of the inmate's work sample performance will be data available to staff persons as input to these evaluations.

After individually evaluating each inmate, the staff members will, as a group, discuss and resolve any differences in the personality ratings and vocational skills strengths and weaknesses. They will then suggest tentative action plans aimed at correcting the weaknesses. These action plans will include specific goals to be attained while in the institution and perhaps recommendations for further training after release from the institution. In the area of work related personality problems or weaknesses, the action plans will emphasize means to achieve behavioral changes rather than attitudinal changes. In short, staff members of the team will develop a tentative list of needs and action plans to be presented to the inmate. The tentatively formed action plans will then serve as the starting point for development plans to be worked out with each inmate later.

b) The coordinator/inmate meeting: In this session the coordinator will feed back to the inmate the overall results of the Center's activities. The two will also discuss the inmate's strengths and weaknesses and the preliminary development suggestions devised by staff members. Together the inmate and the team coordinator will establish the final version of the developmental plan. This plan will consist of 1) "needs"--based on weaknesses in the vocational skills and work related personality characteristics areas and 2) "action plans"--based on developmental suggestions agreed upon by the coordinator and the inmate. It is imperative that inputs for the development plan come from both sides so that the inmate feels the plan is meaningful and realistic for him. Yet, it is also important that the coordinator enter the meeting with some good developmental suggestions focused on important weaknesses.

During this interview the team coordinator should emphasize the inmate's strong points. The inmate should feel that he does have strengths from which to attack his weak areas. That is, the session should motivate the inmate to move forward on his development plan. However, the session should not be a "whitewash", either. The team coordinator must confront the inmate with his weak areas and encourage him to improve in these areas via the development plan which emerges from this session.

In addition to discussing the inmate's Center performance and negotiating his development plan, the coordinator must present the staff's tentative training program suggestion. The training program selection should flow from the occupational area arrived at for the inmate. The training course-occupation matches made by a work evaluator should enable the inmate and the team coordinator to decide easily upon a training plan.

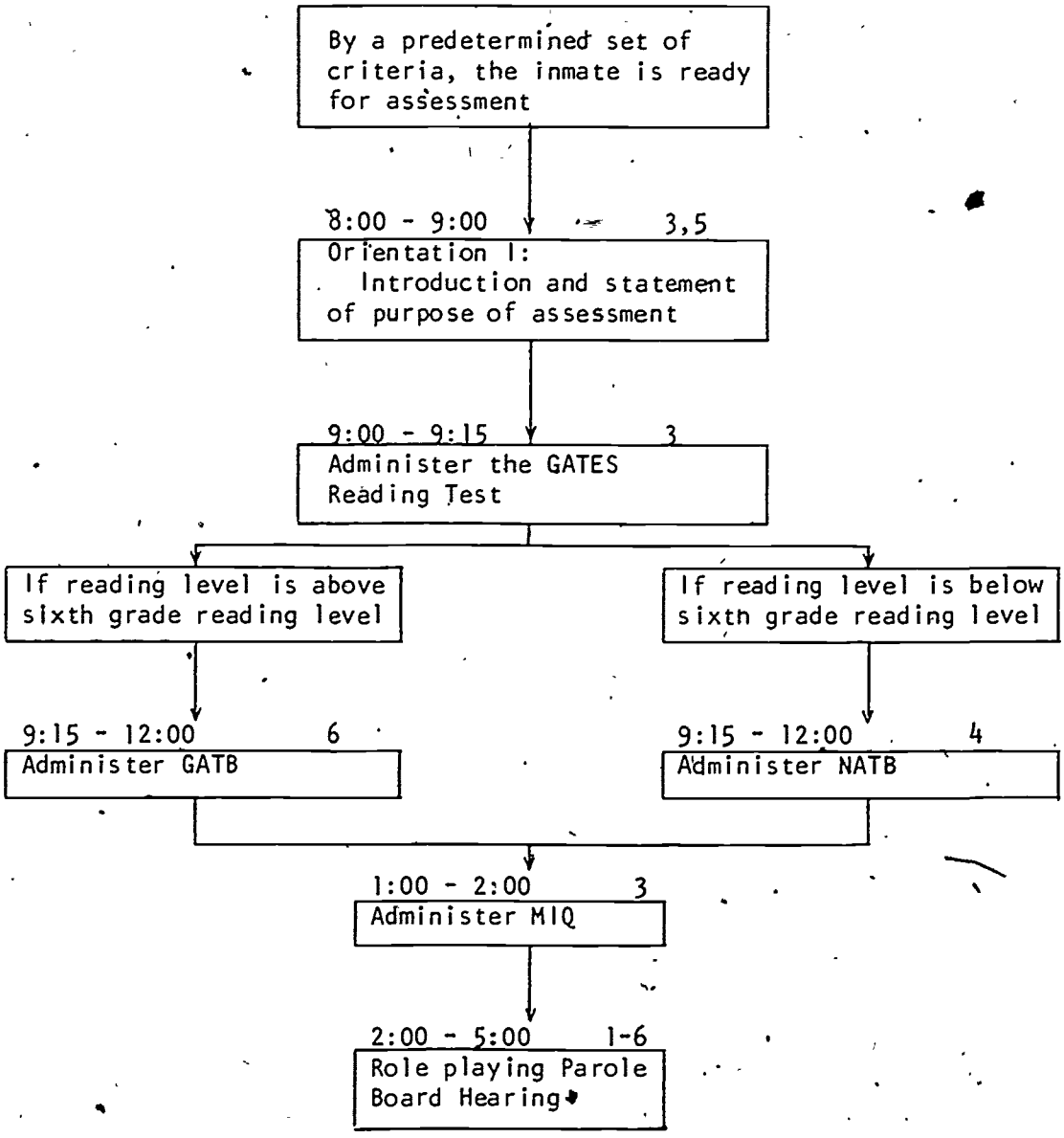
Thus, inmates will be dealt with as individuals in the Center. Many Center activities will be based on an inmate's individualized interests and aptitudes. Certain parts of the life work planning portion of the Center will be standardized for all inmates but the counseling, feedback, work samples, used, etc., will depend on the individual's needs. The main thrust of the Center is to make a person employable, by classifying the inmate using the best psychological tools available and involving the offender in her/his own classification. Obviously, we will not be able to deal with all of the factors which cause an ex-convict either to fail to find a job and/or to lose a job. However, we believe that the careful integration of information and classification through the process outlined holds the most promise for resulting in meaningful training decisions and long term career effectiveness. If the

individualized development plans "work", there is likely to be an overcoming of the weaknesses diagnosed, and thus a "defeating" of some of the classification decisions made. It is this kind of dynamic classification process--one that encourages change, growth, development--that we are recommending rather than a static process that feeds on "correct" classifications and predictions.

VI. Summary: Mid-Sentence Center Schedule.

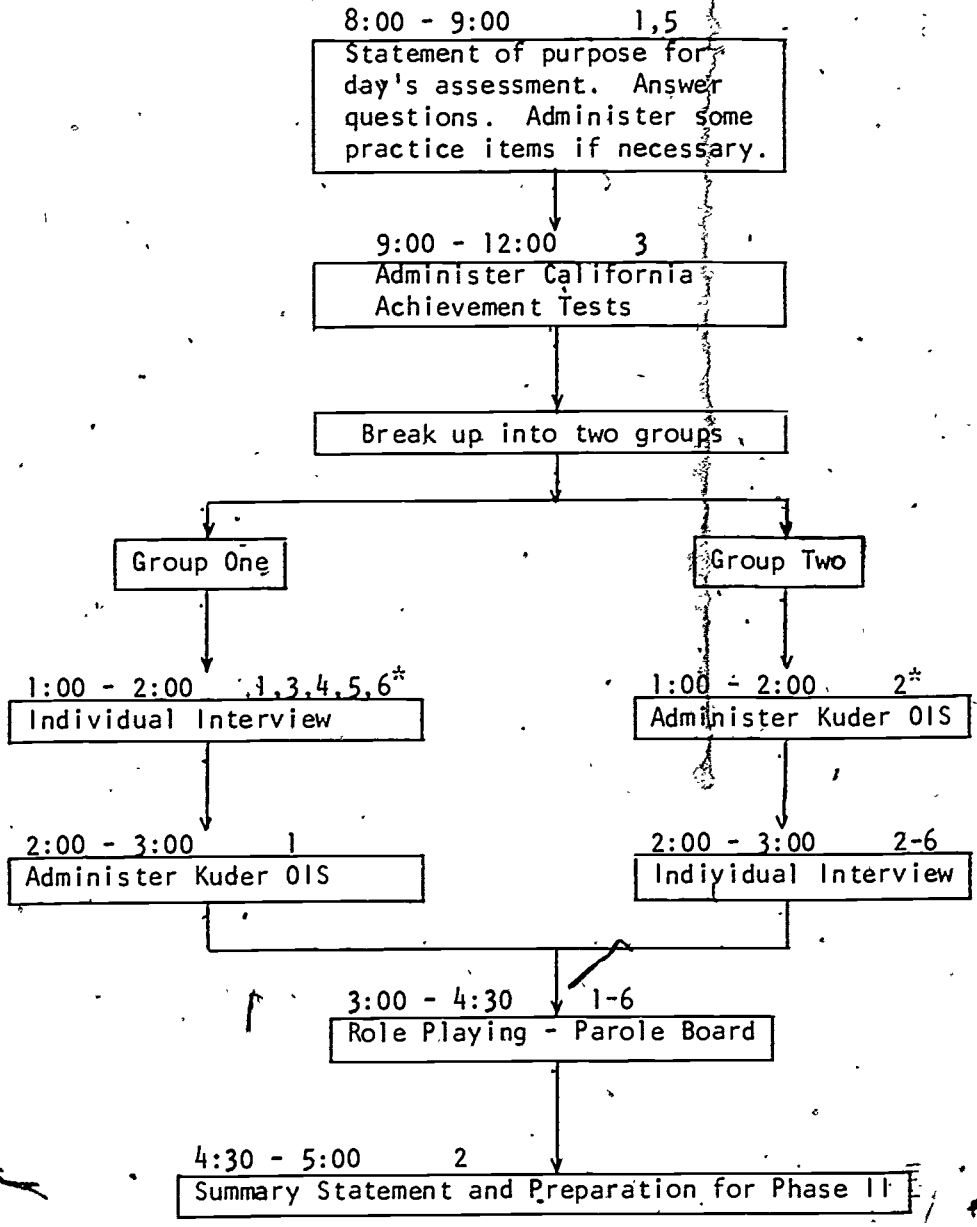
PHASE I

(Day 1)
(Week 1, Monday)



PHASE I

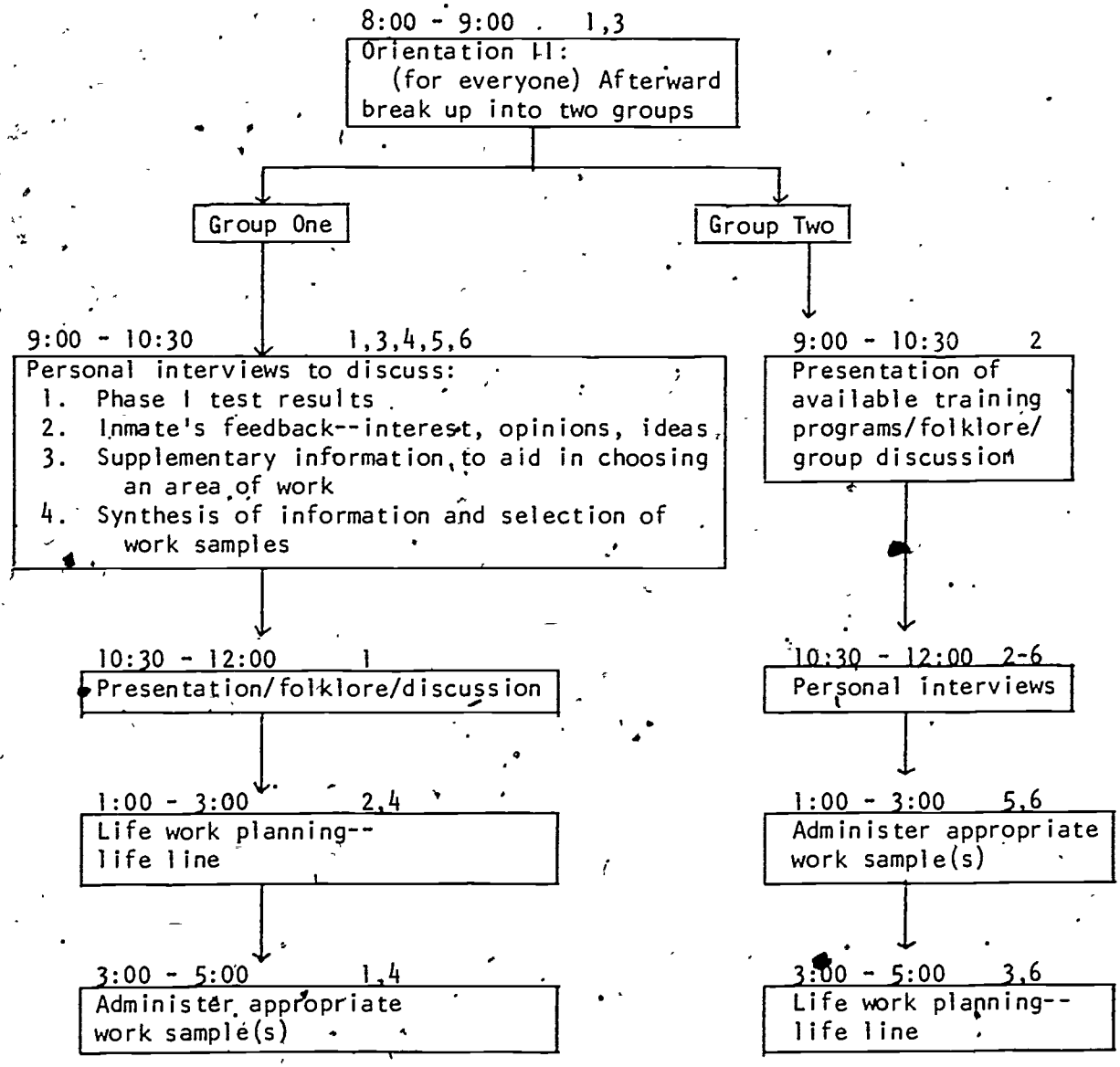
(Day 2)
(Week 1, Tuesday)



*Numbers refer to specific staff members involved.

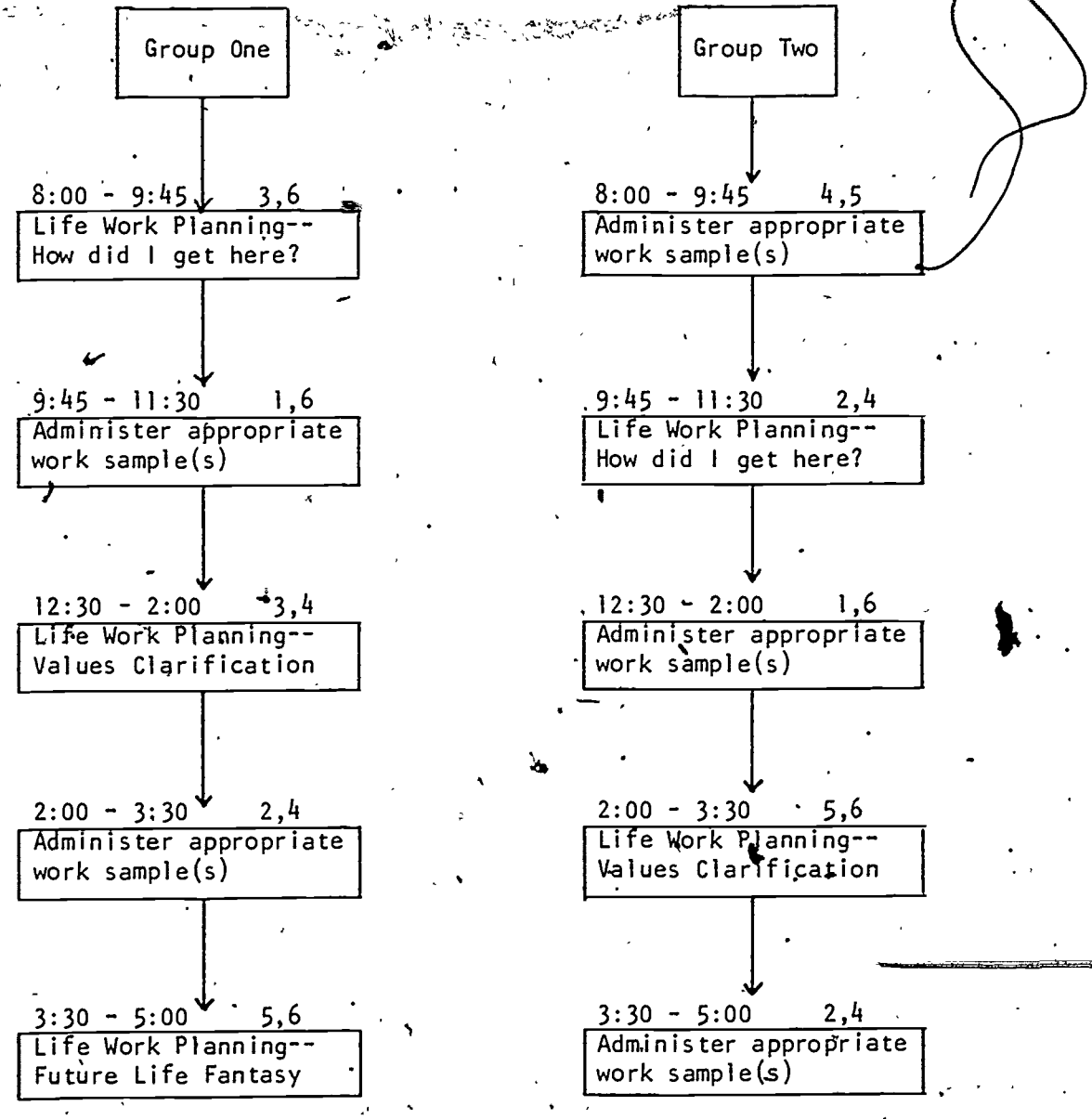
PHASE II

(Day 1)
(Week 3, Wednesday)



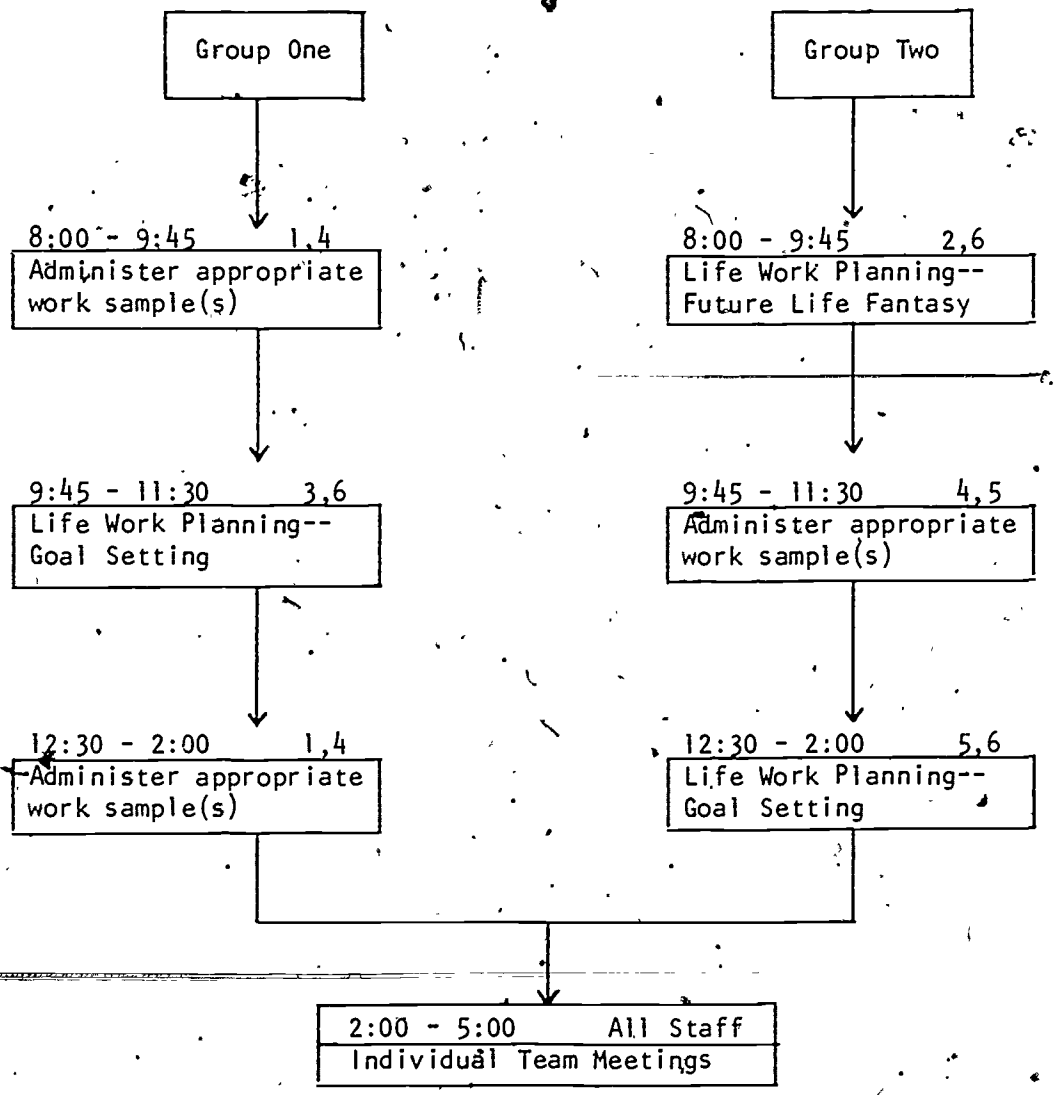
PHASE II

(Day 2)
(Week 3, Thursday)



PHASE II

(Day 3)
(Week 3, Friday)



Chapter 7. THE PRE-RELEASE CAREER DEVELOPMENT CENTER

The Pre-Release Center will emphasize a practical job hunting effort for each inmate by improving his job seeking skills and by attempting to place each inmate in a job utilizing Division of Vocational Rehabilitation (DVR) and U.S. Employment Service help. The main features of the Center will be a training course in job seeking skills, sessions with a DVR and/or Employment Service person to arrive at job and location preferences, one or more "rap" sessions with former inmates to discuss general problems they can expect to encounter on the street and on the job, and one or more sessions with a staff person to discuss progress made on the development plan and possible revisions in the plan.

Thus, the central purposes of the Pre-Release Center are:

a. To equip inmates with certain job seeking skills and to provide them with a preview of potential problems they can expect as ex-convicts in the world of work;

b. To successfully employ inmates;

c. To update the occupational classification and development plan determined at the Mid-Sentence Career Development Center.

The Pre-Release Center should last about one week. It can be held within the institution or at a "half-way house", if necessary. The scheduling for this Center can be looser than the schedule for the Mid-Sentence Center because the sequence of events is not as important here. Therefore, we will outline a sample schedule, but the user need not adhere to it strictly. Also, within broad limits, no set number of inmates need attend the Center. Six to twelve inmates at a time seems reasonable.

Within the Pre-Release Center, each inmate will have completed for him a booklet containing a number of items which should prove valuable to him. This Job Kit will also contain an occupational history of the inmate, information about DVR and Employment Service benefits and services, documented list of occupational skills developed in institutional training course(s), and his revised development plan along with a list of occupational goals derived from the life work planning portion of the Mid-Sentence Center and perhaps modified in the Pre-Release Center. Portions of the Job Kit can be used by Employment Service or DVR persons attempting to place an inmate in a job.

The following persons will be required to perform certain duties within the Center:

a. An employment service person to discuss ways in which his organization can help recently released offenders;

b. A DVR person to discuss vocational rehabilitiation aids available to the inmate after release;

c. Education, vocational, and/or classifications staff persons to conduct development plan reassessment meetings and to teach the job seeking skills course;

d. Instructors in the inmate's training program who must complete sections of the Job Kit pertaining to new jobs skills learned in the training program(s);

e. An ex-convict to conduct a rap session with each Center's inmate group.

I. Detailed Description of the Pre-Release Center. In this section we will discuss each component of the Pre-Release Center and then outline a possible schedule for the Center's activities.

a. Job seeking skills training course: This course can be led by a member of the institution staff (a counselor, DVR staff member, classification officer, etc.). The core of the program will involve practice employment interviews and feedback from the mock interviewer (staff member) and perhaps from other inmates. Each inmate will be interviewed by the staff member who will "play act" an employer. The inmate will play himself while the staff member questions him about his background, qualifications, etc. After each of the two interviewing sessions, the role playing staff member will debrief the inmate and make suggestions for improved performance in terms of his responses to questions and the image he projects. Inmates should be especially well counseled in dealing effectively with questions about their incarceration. After completing two interview-debrief sessions, inmates should be better qualified to make reasonably favorable impressions on employment interviewers.

b. DVR and Employment Service Briefings: We recommend that a DVR and an Employment Service representative be requested to be present for a portion of the Pre-Release Center. Our institution visits impressed us with the coverage of free services available from these organizations for ex-convicts and others. We were also impressed with the general lack of knowledge about these services. One contribution which representatives of these two organizations can make is to brief inmates on the nature of free services DVR and the Employment Service can deliver on the outside. In these briefings, inmates should be encouraged to take advantage of free services provided by the

two agencies. In addition to briefings by persons from these two organizations, we suggest that local addresses and telephone numbers for the two agencies be placed in each inmate's Job Kit along with a list of services available.

c. Rap Session(s): Inmates participating in the Pre-Release Center should attend one or more rap sessions led by an ex-inmate. This individual should be relatively successful on the street but someone to whom the inmates can relate. That is, he should be capable of providing a positive model for inmates at a time when they might be looking for someone on the outside with whom they can feel some affiliation.

In the rap sessions, the ex-convict leading the group will need to talk about what to expect on the street, especially in terms of employment possibilities, treatment by employers and co-workers, etc. The rap session leader should also be available to answer inmate questions about post release life.

d. Development Plan/Occupational Goal Discussion: During the Pre-Release Center a counselor or another staff member (the inmate's team coordinator from the Mid-Sentence Center, if available) should discuss progress made on the inmate's development plan and possible revisions based upon changes in outlook or situation for the inmate. During the same discussion the inmate and staff member can also review the occupational and lifework planning goals articulated earlier by the inmate and his team in the Mid-Sentence Center. Again, if changes in plans and goals seem necessary, the two should discuss them and attempt to agree upon a revision. We recommend that after the discussion of the staff member make a written revision if necessary, show the revised document to the inmate, and place the development plan and the occupational/lifework planning goal statement in the inmate's Job Kit.

The purposes of this session are similar to those of the feedback and development plan meeting within the Mid-Sentence Center. We hope that inmates will be motivated to work on components of their development plan after release. We also hope that inmates will keep in mind what they learned about themselves in the Mid-Sentence Center lifework planning sessions. The thrust of the development plan/occupational goal discussion within the Pre-Release Center will be to rejuvenate as much as possible a positive feeling toward progressing forward with constructive developmental efforts.

e. Developing the Job Kit: The following material will be placed in each inmate's Job Kit during the Pre-Release Center:

i. An occupational history of the inmate;

ii. Information about DVR and Employment Service benefits and services;

iii. Statement of occupational goals as modified in the Pre-Release Center;

iv. Documented list of occupational skills developed in prison training program(s);

v. Development plan constructed in the Mid-Sentence Center.

Much of this booklet's contents can be used by Employment Service representatives or other placement persons to help the inmate get a job. In addition, the information about DVR and employment service aid should aid in leading the inmate to persons who can work toward getting him a job.

II. Schedule of Activities for the Pre-Release Center. In the table which follows we have outlined a schedule of activities for the Pre-Release Center. As mentioned earlier, the sequence of activities is not extremely crucial within this Center. Thus, departures from the schedule would not be serious.

SCHEDULE FOR PRE-RELEASE CENTER

Time	Activity	Inmates Attending the Activity	Staff Required
	Day 1		
8:00-9:00	Orientation and questions	1,2,3,4,5,6	A,B,C
9:00-12:00	DVR and Employment Service briefings	1,2,3,4,5,6	D,E
1:00-2:30	Interview 1 and feedback in Job Skills training course (two inmates assigned to each staff person, one being interviewed, the other acting as observer and providing feedback)	1,2,3,4,5,6	A,B,C
2:30-3:00	Break		
3:00-4:30	Interview 1 and feedback in Job Skills training course (inmates interviewed in previous session are observers this time and inmates who observed last session are interviewed here)	1,2,3,4,5,6	A,B,C
	Day 2		
9:00-12:00	Rap Session	1,2,3	F
9:00-12:00	Individual development plan/ occupational goal sessions	4,5,6	A,B,C
1:00-4:00	Rap Session	4,5,6	F
1:00-4:00	Individual development plan/ occupational goal sessions	1,2,3	A,B,C
	Day 3		
9:00-10:30	Interview two and feedback in Job Skills Training course (same scheduling arrangement as in Interview one sessions)	1,2,3,4,5,6	A,B,C

10:30-12:00	Interview two and feedback in Job Skills training course	1,2,3,4,5,6	A,B,C
1:00-4:00	Additional development plan/ occupational goal sessions (if necessary)	1,2,3,4,5,6	A,B,C

Day 4

All day	Additional development plan/ occupational goal sessions or additional individual consultations with DVR and Employment Service representatives.	1,2,3,4,5,6	A,B,C,D,E

Chapter 8. EVALUATION PROCEDURES

If a program is to be instituted widely, we believe it should first be submitted to a rigorous evaluation process. Thus, our presentation explicates in some detail an evaluation plan which is capable of assessing individual elements of our model and which is designed to provide feedback such that improvements and modifications of our system can be readily implemented based upon empirically derived information. The evaluation of our classification model as operationalized in the experimental "assessment centers" discussed in this report can be divided into two general phases:

a. An "internal" evaluation which will assess the short-term impact the experimental program has on inmates. In this phase we propose to assess changes in inmates' feelings toward work and toward an occupation after release; we plan to evaluate, where possible, the content of the two centers in terms of its effectiveness in bringing about the desired changes in inmates' occupational skills and work values. We also wish to assess the effectiveness of the classification of inmates into institutional training programs.

b. An "external" evaluation which will be concerned with the longer term impact the experimental program has on inmates' skills and values concerning work and on a variety of occupational outcomes for inmates after release.

Campbell (1971) provides excellent general guidelines for training program evaluation. He points out that program evaluators make a real mistake when they limit their evaluation of a training course or program to a "go-no go" or a "succeed-fail" criterion. He argues forcefully for a more qualitative and multidimensional analysis in which the program is judged along a number of relevant dependent variables. Two advantages of a comprehensive multidimensional evaluation are: a) it recognizes that training programs can succeed in some areas and fail in others; and b) it allows for more direct feedback about individual program components which might need changing. We agree with these principles, and thus, in our evaluation of the impact of training upon inmates' occupational success, we will take a broad multidimensional approach.

Furthermore, Dunn (1973) has had an impact on our evaluation design. In his discussion of problems relevant to criterion related validity studies, he suggests that criteria developed to assess the success of work evaluation treatments are almost always too narrowly defined. Dunn points out that assessing only the predictive or concurrent validity of work samples is not to assess fairly this kind of tool. That is, work samples as used in work evaluation centers (and in our classification

model) are required to address other needs than prediction of job performance. In our model, work samples are also directed toward purposes other than simple job performance prediction. Thus, we propose to use a multidimensional strategy for evaluating the work sample approach as it will be operationalized within our model.

In order to increase our ability to test properly components of the experimental program, we must select randomly a subset of inmates to receive our "treatment". Then, we will assess whether or not the experimental program into which they are placed is more beneficial to them than the treatment they would have received without special classification treatment. We will take an incremental validity approach in this evaluation. The questions to be answered by the evaluation will shed light upon the degree to which our classification system and procedures are better than the existing system. Thus, we propose to split the available inmate sample into two groups, one experimental and one control group. The control group will receive training program assignments in the usual manner. Also, they will receive no special Mid-Sentence Career Development center treatment. The experimental group will be assigned programs using the procedures discussed in this report.

We feel strongly that the means for evaluating the model classification system should be built into our project. That is, even in the initial implementation stage we want to insure that methods for assessing the procedures are developed and implemented. As stated in Recommendation 39 of a monograph reviewing manpower research and development projects undertaken under Department of Labor grants: "An assessment component should be an integral part of planning from a program's inception" (Manpower Research Monograph No. 28; p. 73). Consequently, we plan to specify a research design which will provide information about our classification procedures on a broad set of criteria, so that we can determine not only the overall effectiveness of the system, but also learn about the strong and weak points in the experimental procedures. This "diagnostic" information will provide valuable feedback to us for refining and improving the classification system.

Components of our classification scheme should be evaluated using objective measures when available. In addition, perceptions of the classification system should be elicited from a number of sources when appropriate. Both subjective inputs, such as inmate's self-reports about their progress and treatment and more objective criteria will be utilized within the evaluation framework.

Again, referring to the Department of Labor monograph cited above we quote Recommendation 43: "The importance of both qualitative and quantitative information in program assessment should be recognized and provisions made in the assessment strategy to gather and utilize both types of information" (p. 74). Each of the two classes of measures has advantages for program assessment. Properly chosen objective measures

often provide solid, irrefutable incides of success for a project. Recidivism rate is an example of such an objective measure. However, subjective, qualitative information can also be valuable. For example, inmates' perceptions of the Mid-Sentence Career Development Centers can provide us with clues about possible problem areas in the centers. Perceptions generally have more diagnostic capabilities than do objective measures. It is easier to pinpoint problem areas by eliciting perceptions about the areas in question directly than by attempting to identify or devise objective measures. Thus, both kinds of measures possess strengths for assessing program effectiveness. Let us now discuss in more detail our evaluation plan.

1. The Internal Evaluation. The first place our classification system will differ markedly from others is at the time of the Mid-Sentence Career Development Center. Thus, evaluation of the experimental program starts then. We suggest choosing control and experimental group members such that persons in the two groups are matched on important variables such as age, type of offense, amount of time remaining before release, etc. That is, experimental group members should be chosen randomly. Then, upon choosing each experimental group inmate, a control group inmate should be selected such that the pair is matched on important variables. Also, we suggest that when each experimental group member enters the Mid-Sentence Center, the control group person matched with the experimental group member should then begin the usual classification process for obtaining an assignment to an institutional training program. This arrangement will ensure that important comparisons between experimental and control group members will be meaningful in terms of more efficiently isolating the independent variables of real interest.

At the time of the Mid-Sentence Center, several within experimental group longitudinal type measures, should be taken in addition to measures taken comparing control and experimental subjects. For example, measures of occupational goal clarity, work values, commitment to life change, etc. will be administered both before and after the Mid-Sentence Center. We will attempt to find out whether or not the concentrated effort toward focusing occupational goals in conjunction with the lifework planning effort helps an inmate to take a more responsible, serious, and hopeful look at his occupational future. We will try to determine the immediate effect that the Mid-Sentence Center has on an inmate's occupational outlook. We will also apply these measures later to identify the longer-term effect the Center might have on focusing occupational preference and on lifework planning energies.

In addition to these measures taken longitudinally relating to the effectiveness of the Mid-Sentence Center in terms of effecting change in an inmate, we will make comparisons at this point between the experimental and control groups. Specifically, experimental and control group members will respond to certain instruments both before and after the experimental group experiences the Mid-Sentence Center. Comparisons

between groups will be made on "gain scores" for each measure (the pre-test-post-test control group design outlined in Campbell and Stanley, 1963). The instruments administered to both groups will include measures of work values, openness to life change, and occupational goal clarity.

We will also gather information from experimental group members about their perception of strengths and weaknesses of the Mid-Sentence Center. We will evaluate the critical comments on the basis of consistency across inmates and move to change the Center's format if it seems warranted.

Another important component of the Mid-Sentence Center is the choice of training programs made by the teams. We will assess the degree of satisfaction with institutional training program selection on the part of Center participants and members of the control group. We hypothesize that the manner in which an inmate is led to a choice of programs will affect his attitude toward the program into which he is slotted. Presumably, more attention will be given to helping the inmate make a training program choice in the Mid-Sentence Center which, in turn, might make him relatively happy with the program he is assigned to. At any rate, we will be very interested to find out how satisfied inmates are about their program assignments developed in the Center, compared to inmates in the control group who are not so carefully dealt with.

After the inmate goes to the training program decided upon by the team and has a chance to experience the program for a reasonable amount of time, we will obtain from him information about feelings he has toward his choice of program now that he knows more about the training course chosen. We will design a questionnaire which taps inmate opinions about how appropriate they feel the training program assigned to them is for meeting their occupational skills needs. This questionnaire will be administered both to the inmates in the experimental group and to those in the control group. An objective measure getting at the "goodness" of the training program assignment can also be taken during the time inmates are participating in the training programs. We can simply compare the total number of requests for transfer to other training programs made by experimental group members to the total number made by control group members.

In addition to trainees' self-perception of their progress, we will gather reports from course instructors concerning inmate attitudes toward the training program, their suitability for the kind of work at which the training is aimed, and their proficiency within the course. If there are objective measures of proficiency available, we will gather them also. In general, at this stage, we will be interested in gathering information about inmates' interests in their training course and the degree to which they pick up the appropriate skills in the course. Also, we will again assess inmate attitudes toward the process of training program selection. Comparisons will be made between experimental and control group members on all measures.

The next point at which we need to gather evaluative information is after the experimental group of inmates completes the Pre-Release Center. We will ask them to report to us the good and bad points of that Center and make adjustments in the program if appropriate. We will seek opinions about each component of the Center--the job interview simulation, the rap sessions, etc. From these opinions, we can get a picture of the immediate impact the Pre-Release Center has had upon experimental group inmates.

For all experimental and control group members who have jobs arranged on the outside, we will elicit their opinions and attitudes toward those jobs at this time. Again, comparison between experimental and control group members will be made.

II. The External Evaluation: Impact. For assessing the longer-range impact on work behavior after release from the institution for the experimental program outlined in this report, we also suggest an incremental validity approach in which we compare experimental vs. control group persons in a follow-up study using certain objective measures and some questionnaire/interview assessment. We argue, again, that this procedure yields not only the relative success of the program, but also we get some idea of why it did or did not succeed based on our questionnaire and interview responses. Also, the incremental validity notion allows us to assess the utility of the extra classification, assessment, and lifework planning efforts.

A short-time after release we will ask both experimental and control group inmates who have a job to express their opinions about their jobs and occupations and to explain to us how they obtained their jobs. We will also elicit information from experimental group members about their job satisfaction and about the degree to which their jobs fit in with occupational plans developed in the Mid-Sentence Center. Finally, we will ask each inmate to complete a personal adjustment inventory. Comparisons will then be made between responses made by inmates who were in the experimental group and those who were in the control group. Thus, our purpose in this part of the evaluation will be to determine what kinds of different occupational outcomes (if any) occur for persons who went through the Mid-Sentence and Pre-Release Centers. And, we will want to assess the impact the experimental model program had upon the goodness of the job-person match. Finally, we hope to evaluate these former inmates' personal adjustment to living on the outside, again comparing experimental and control group persons.

In addition to looking at differences between means for experimental and control group persons on questionnaire and instrument responses, we also propose a more in-depth evaluation of the effect of the model classification program. This part of the analysis should be designed to generate hypotheses about potential changes in the model, inmate

characteristics critical for leading to good outcomes, and other factors which may have important impact on the model's success. That is, we see this part of the evaluation as dealing less in hard data (means, standard deviations, etc.) and more in the speculative, hypothesis producing area. The interviews may provide valuable insights implying additional trends and relationships among crucial variables. This comparatively subjective, in-depth analysis should suggest more systematic data analyses for future evaluation of the model.

To accomplish this portion of the model evaluation, we propose that a sample of experimental and control group members be interviewed approximately six months after release from prison. The sampling plan should (as much as possible) allow for both persons in the originally assigned experimental-control group pairs to be interviewed. In the interviews we will try to elicit a more complete statement (than is possible using a questionnaire) of each person's attitude toward his job and the degree to which he sees his occupational skills training in prison aiding his progress on the job. We also plan to get a more complete picture of each interviewer's personal adjustment and, for experimental group members, how (if at all) the lifework planning portion of the Mid-Sentence Center is impacting upon his adjustment to life on the outside. Thus, the purpose of the interviews will be to get a broad longitudinal slice of these ex-inmates' attitudes toward work and toward the preparation for obtaining and holding a job. A related objective will be to generate hypotheses about the impact of the model on these persons' work lives.

In Table 2, we summarize the program evaluation measures to be administered at various stages during and after the inmate's incarceration. We also specify the time each measure is to be administered and to whom it should be given.

III.

TABLE 2

Measures to be Administered in the
Evaluation of the Experimental Classification Model

When Administered	Measures Administered	Group Being Measured
Before Mid-Sentence Center	. MIQ (to measure occupational goal clarity)	E,C
	. Job Orientation Inventory (to measure work values)	E,C
	. Openness to life change	E,C
After Mid-Sentence Center (before starting training program)	. MIQ	E,C
	. Job Orientation Inventory	E,C
	. Openness to life change	E,C
	. Questionnaires eliciting attitudes and opinions about:	
	A) elements of the Mid-Sentence Center	E
	B) training program assignment	E,C
	C) the development plan	E

E = experimental group

C = control group

When Administered	Measures Administered	Group Being Measured
During Training	. Questionnaire eliciting opinions and attitudes about the desirability of the training program	E,C
	. Questionnaires (filled out by training program supervisor) eliciting information about:	
	A) how inmate is performing in training in terms of skills	E,C
	B) how inmate stands on the work related personality dimensions	E,C
	. Tally of requests for change in training program	E,C
After Pre-Release Center (but before release)	. Questionnaire eliciting opinions and attitudes about:	
	A) elements of the Pre-Release Center	E
	B) job on the outside (if inmate has one waiting)	E,C
After release	. Questionnaire eliciting:	
	A) attitudes toward job (if applicable)	E,C
	B) information about job including the degree to which it fits with the occupation(s) chosen as promising in the Mid-Sentence Center	E
	. Instrument measuring degree of personal adjustment	E,C

Chapter 9. IMPLEMENTATION

We have attempted to develop our classification model with implementation constraints in mind. That is, we have attempted to consider costs, staffing requirements, and facility requirements. For these reasons, we have tried to prepare materials and develop schedules that could be implemented with a minimum of development work. Nevertheless, there, will be some costs to an institution deciding to employ this model.

The major costs involved would likely be startup costs. Since the procedure is new and relatively complex, training of staff in the procedures outlined in this report would be required. An institutional psychologist familiar with assessment center procedures could provide the training required for the remainder of the staff. However, assuming that there are very few such qualified psychologists in correctional systems at this time, initial training of the staff and guidance in implementing the procedures would probably best be provided by outside consultants.

A four day training session for 10-15 staff members would be sufficient to qualify them for their assignments. Such training would include familiarization with procedures to be employed, with special emphasis on the interviewing skills and group process skills required.

Once a cadre of qualified staff members is trained, external consulting guidance could be successively diminished until the process functions on its own.

Our classification design also calls for a work evaluator to serve on the staff. Once again, an internal employee skilled in those procedures could be used at no additional costs under the guidance of the psychologist. Until a correctional institution makes a final decision to implement permanently this system, however, and thus hire a work evaluator, outside consulting could be provided. Thus, only a psychologist and a work evaluator would be required in addition to those internal staff members who would be designated to serve on the Mid-Sentence Career Development Center.

Total direct costs involved for implementing the model described and conducting 6-8 Mid-Sentence Career Development Centers would thus depend upon the sophistication of staff in the concerned correctional system. Since much of the development of specific procedures, job samples, exercises, and procedures has been accomplished as embedded in this report, total direct costs for consulting personnel and materials would probably not exceed $25,000 and could be significantly less, depending upon the extent of consulting help needed. Once 6-8 centers had been conducted, direct costs would be very minimal.

While it would be desirable to conduct the Mid-Sentence and Pre-Release Centers at a unique facility, it is definitely not necessary. Thus, facility costs could be considered non-existent if conducted in a remote portion of the institution.

In general, then, costs of implementing this idealized model for classifying inmates in a state or institution would be moderate initially, but very small once implemented.

APPENDIX A

Site Visit Protocol Form

Descriptive Data from Inmate Survey,
Wisconsin Correctional Institute
Fox Lake, Wisconsin

Assessment and Classification of Prison Inmates

Site Visit Report Form Outline

Date: _____ Institution: _____ Observer: _____

I. General Institution Description

- capacity, daily average, present population
- security classification, average age, average length of stay
- prison assignment by court, law, or classification center
- breakdown of staff positions and numbers
- housing facilities, description, custody, etc.
- name and title of personnel interviewed

II. Classification Procedure

- inmate's first contact and orientation procedure
- specific criteria for initial housing, housing changes, initial job assignment and job changes
- initial job categories and number of inmates assigned
- time estimates from incarceration to first classification, parole hearing, and reclassification
- specific assessment techniques: test names, interview information, behavior descriptions. Include who gives, scores, and interprets

III. Classification Meeting Observations

- average length of meeting, how often, average number of cases heard
- title of those attending, those who vote, chairman, case presenter, quorum
- specific data presented: PSI reports, FBI sheet, test results, behavior observations, work reports, etc.
- specific decisions reached
- subjective impressions of proceedings (what information is heavily used, available but not used, needed; power structure, etc.)

IV. Educational Opportunities

- specific programs available and number participating
- specific criteria for program assignment
- formal and informal restrictions for participation and grounds for removal
- follow-up studies and/or data
- interviewee's suggestions for improved assessment

V. Vocational Programs - on grounds (see IV)

VI. Prison Industries - (see IV)

- pay scale and method of payment (kept for release, relatives, etc.)

VII. Off-Grounds Programs - (see I.V)

- work release, study release, half-way houses, etc.

VIII. Conclusion

- subjective impressions and comments
- specific applications, suggestions for our project

IX. Appendices - include relevant listings, written criteria, forms, etc.

Descriptive Data from Inmate Population at a Sample Training Institution: Wisconsin Correctional Institute, Fox Lake, Wisconsin

To aid in the selection and development of the various instruments included in the proposed classification model, we needed more information concerning today's inmate population. We especially needed to know the range of ability and present occupational skills of people likely to enter training programs. The Fox Lake facility was selected, and on June 17-19, 1973, a record search for test scores and educational and occupational background was completed on 391 inmates. We recognized the Fox Lake population was a select group of men from the total population and made no assumptions of a "typical" or "random" representation.

DESCRIPTIVE DATA

1946 was the average year of birth and 27 the average age. The oldest inmate was born in 1912 and the youngest in 1954. Table I indicates about 80 percent of the inmates were born after 1940 and 41.1 percent were under 23 years of age.

TABLE I
YEAR OF BIRTH

Year	Age	Number	Percent
1910-1919	54 or over	2	.5%
1920-1929	53-44	19	4.9%
1930-1939	43-34	51	13.1%
1940-1949	33-24	157	40.4%
1950-1954	23 or under	160	41.1%
	TOTAL	389*	100.0%

*Due to occasional missing data, not all totals will equal 391.

Over one-half of the men were incarcerated for either burglary or robbery. Many inmates are convicted of two or more crimes and are, of course, serving consecutive or concurrent sentences. For the purposes of this study, however, only the most serious crime and total length of sentence were computed. For example, a conviction on two counts of burglary and one of forgery serving three years, three years, and two years CS was recorded as burglary with a three-year sentence.

TABLE II
CRIMES FOR WHICH INCARCERATED

Crime	Number	Percent
Burglary	113	29.0
Robbery	90	23.1
Murder and Manslaughter	36	9.2
Theft	32	8.2
Forgery and Worthless Checks	31	8.0
Sex Crimes	25	6.4
Drugs	21	5.4
Injury	17	4.4
Stolen Car	12	3.1
Arson	4	1.0
Aggravated Battery & Attempted Murder	4	1.0
Kidnapping	3	.8
Trespassing	1	.2
Disorderly Conduct	1	.2

Sentences range from six months to 35 years and the average sentence was six years, four months. Sixteen men were serving life sentences and were not included in this average. Two hundred fifty-six men or 65 percent of the Fox Lake population on June 17-19 were serving sentences of five years or less.

EDUCATION

Figure 1 shows both the grade level achieved and the grade level at which the men function. The average man at Fox Lake completed the tenth grade but was only functioning at the 8.2 grade level as tested by the California Achievement Test (CAT).

The solid line which represents the CAT scores suggests that men who have not attended high school seem to function higher than their formal education indicates, but that beyond the ninth grade, they seem to function lower than their achieved formal level. As 13.6 was the highest CAT score possible, the 13 men who scored 13 or better were functioning somewhere beyond one year of college.

These Fox Lake men were functioning at an average reading level of 9.1 and an average mathematical level of 7.9 which indicates somewhat poorer arithmetic skills. This was again apparent from the GATB scores to be reported later.

Sixteen and nine-tenths percent or 66 men had completed their GED either at the prison or some other time after leaving high school. In Figure 1 these men were included under the highest formal level achieved.

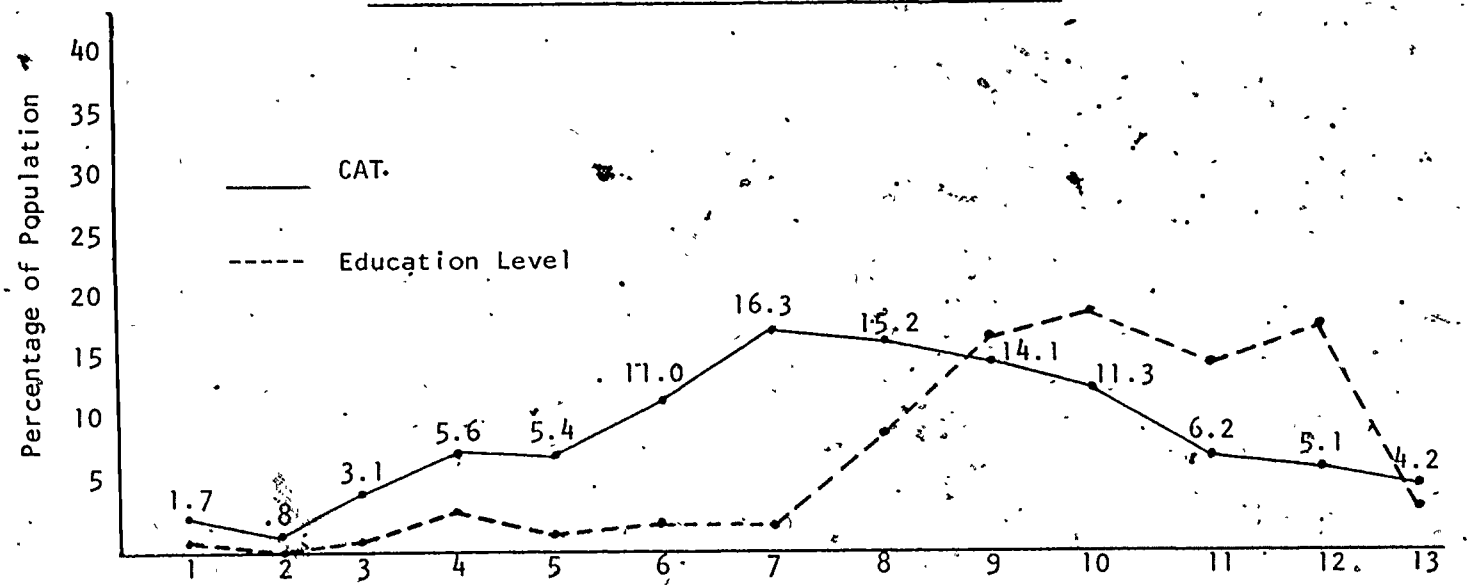
GENERAL ABILITY

General intelligence was measured by several different tests including the Army Beta intelligence test and the Wechsler Adult Intelligence Scale. As shown in Figure 2, the majority of inmates (61.9%) indicated a normal level of intelligence. However, these inmates seem slightly more represented in the lower ranges than the United States population in general.

The General Aptitude Test Battery (GATB) reports nine separate ability scores. These factors and their definitions are listed under Figure 3. Again, the average scores for Fox Lake inmates were very close to the general population averages. As the dotted line in Figure 3 represents only extreme scores and <u>not</u> a valid estimate of variability, we can make no assumptions as to how many inmates fall in the normal range.

However, we can safely say that the population seemed deficient in numerical skills and that overall the inmates scored better in nonverbal than verbal skill measures.

FIGURE 1
EDUCATION: LEVEL COMPLETED AND LEVEL TESTED



CAT %	1.7	.8	3.1	5.6	5.4	11.0	16.3	15.2	14.1	11.3	6.2	5.1	4.2
Grade %	.02	0	.02	1.8	.8	1.5	1.5	8.7	16.1	17.9	14.1	16.4	3.8

FIGURE 2
INTELLECTUAL CAPACITY

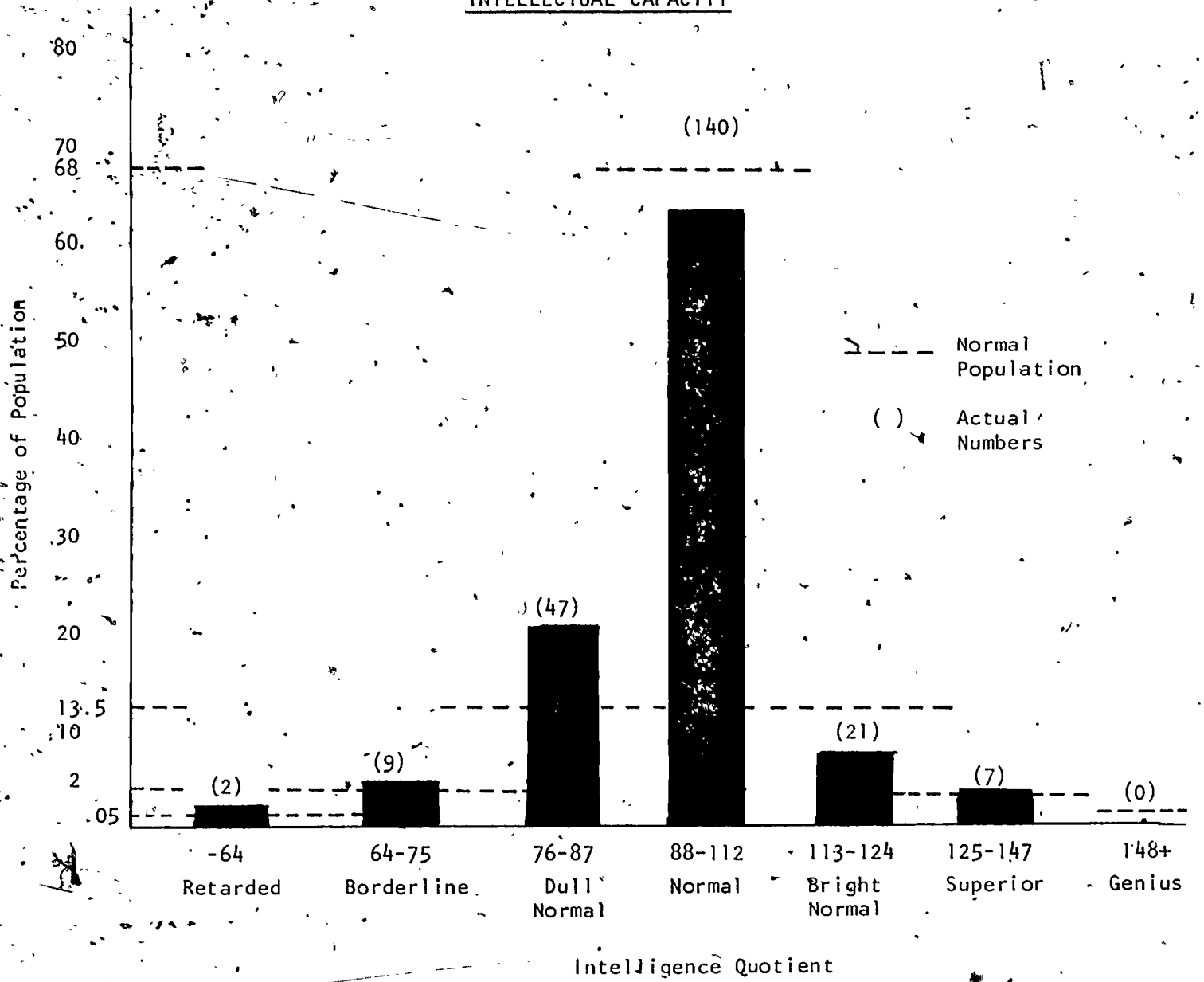
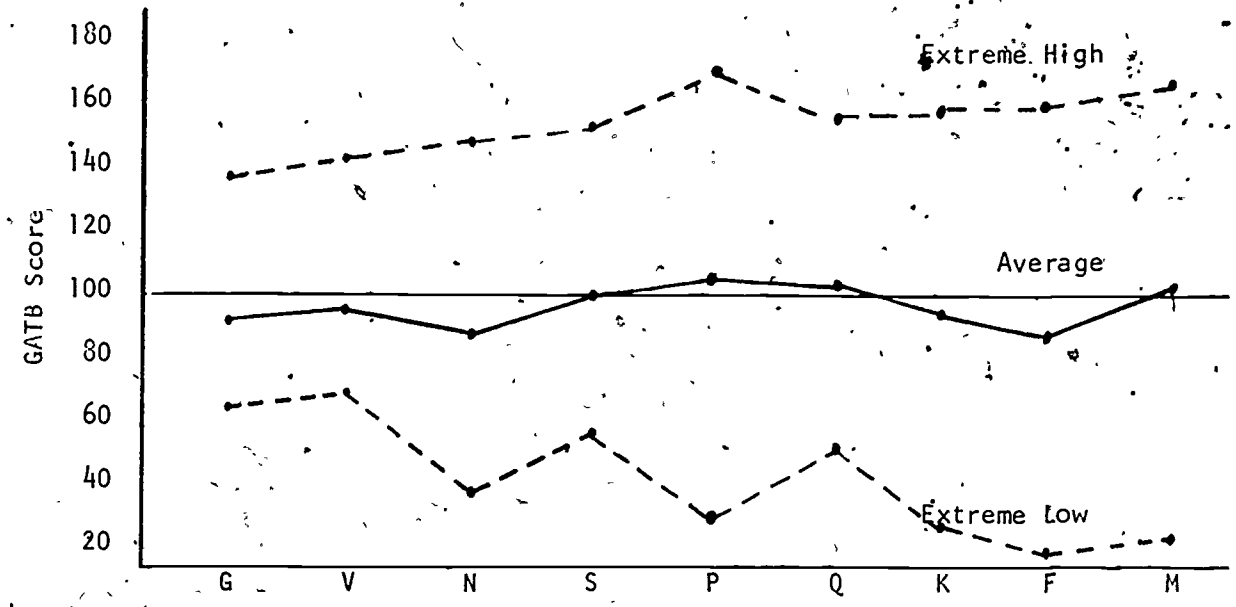


FIGURE 3
GENERAL APTITUDE TEST BATTERY SCORES



	G	V	N	S	P	Q	K	F	M
Inmate Average	91.87	93.59	88.00	100.0	102.2	101.3	96.2	86.7	100.8

THE NINE APTITUDES MEASURED BY GATB

G	General Learning	Ability to reason and make judgments
V	Verbal	Ability to understand meaning of words and use them effectively
N	Numerical	Ability to perform arithmetic operations quickly and accurately
S	Spatial	Ability to visualize three-dimensional objects
P	Form Perception	Ability to perceive pertinent detail in pictorial or graphic material
Q	Clerical Perception	Ability to perceive pertinent detail in verbal or tabular material
K	Motor Coordination	Ability to coordinate eyes with hands or fingers rapidly and accurately
F	Finger Dexterity	Ability to manipulate small objects accurately and quickly with the finger
M	Manual Dexterity	Ability to work with the hands easily and skillfully

EMPLOYMENT

We examined occupational history from two directions: nature of former employment and time span the longest previous job was held.

Figure 4 indicates that 136 men or 34.8 percent of the Fox Lake inmates had never held a full-time job for longer than six months. Of course the high representation of young men accounts for part of these figures. Yet the high proportion of men who held jobs for a few weeks or months at a time indicate very poor occupational stability. Only 15 percent of the incarcerated men had held one job for longer than three years.

Examining Table III, we see that over 75 percent of the Fox Lake population were previously employed in labor occupations. These have been divided to indicate further the exact nature of employment.

TABLE III
PREVIOUS OCCUPATION

Occupation	Number	Percent
Professional, Technical, Sales	18	4.6
Auto Body, Mechanics	20	5.1
Skilled Labor (painter, roofer, journeyman)	57	14.6
Factory Labor	126	32.2
Construction Labor	31	7.9
Farm Labor	13	3.3
Unspecified Labor	53	13.6
Miscellaneous and Part-time	73	18.7
TOTAL	391	100.0

NATIONAL NORMS

Figures 5 and 6 compare the Fox Lake data to information reported for Federal Prison inmates in 1970. (Manpower, U. S. Department of Labor, January, 1971, p. 7). In general, the Fox Lake men have completed more years of high school than Federal inmates, but less than the general population. It should be noted, however, that the Fox Lake and Federal inmates cannot be directly compared due to the select nature of the Fox Lake facility. Nevertheless, we can consider the similarity of the group to a more generalized Federal population.

As the occupational experience was broken up differently for the two groups, it is again difficult to make direct comparisons. However, even a rough estimate dramatically demonstrates the lack of trained vocational skills among both prison populations.

FIGURE 4
LENGTH OF LONGEST PREVIOUS EMPLOYMENT

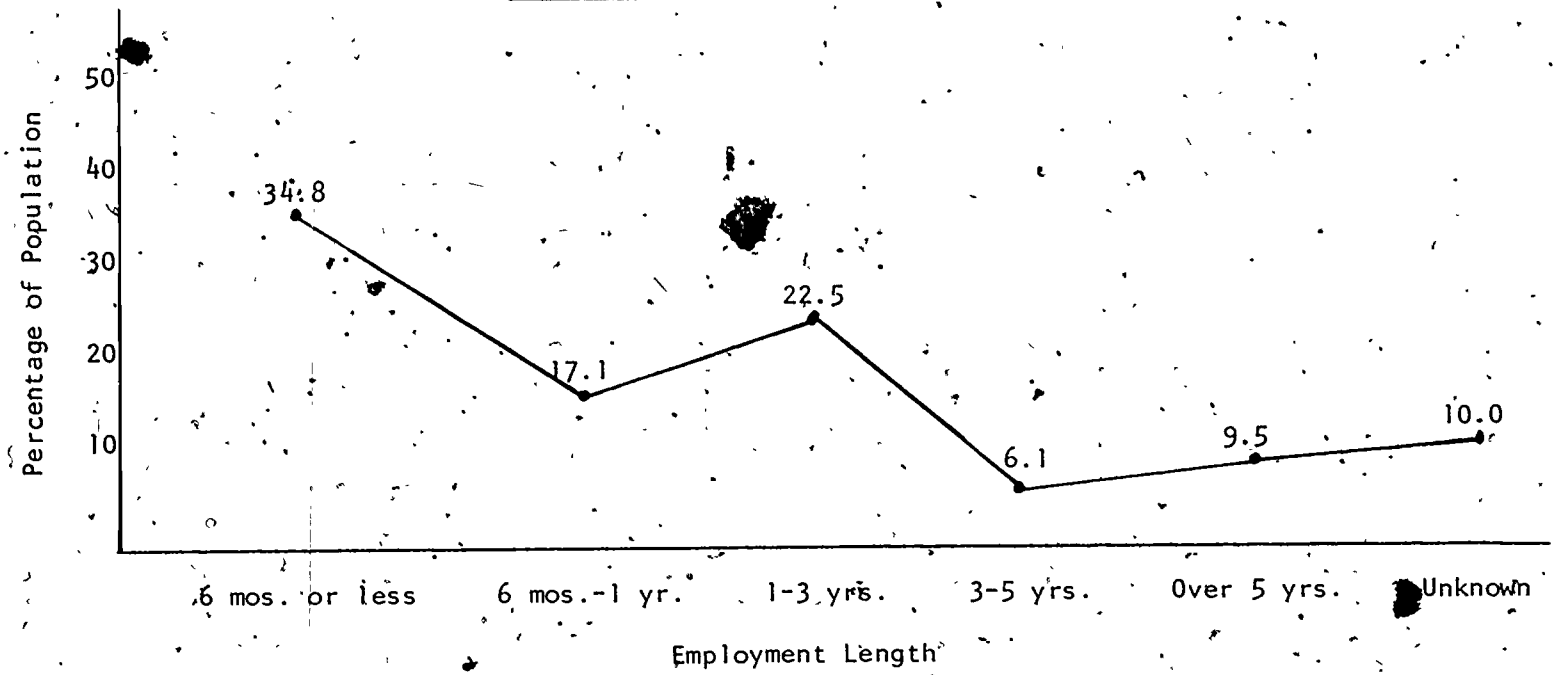
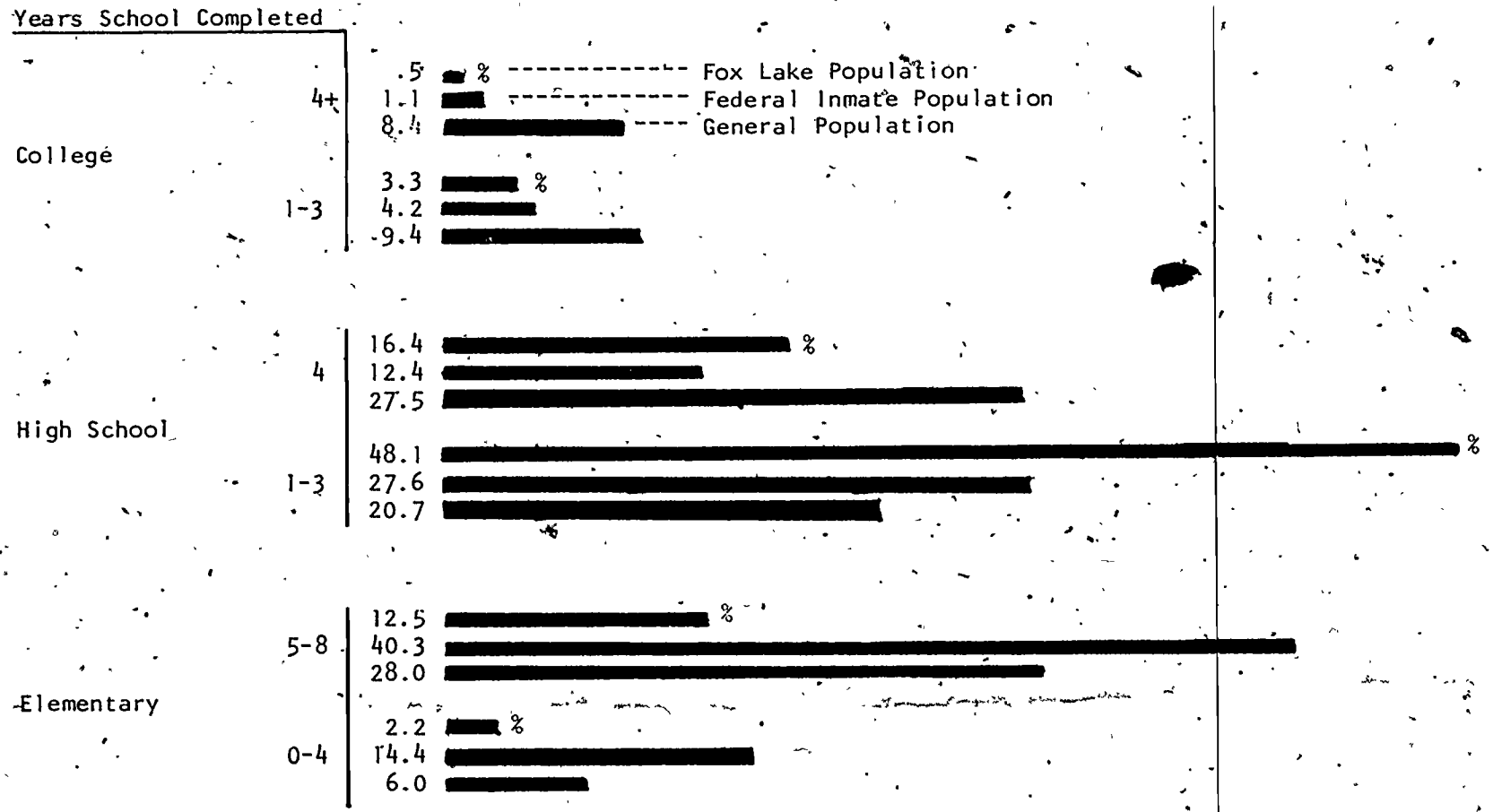
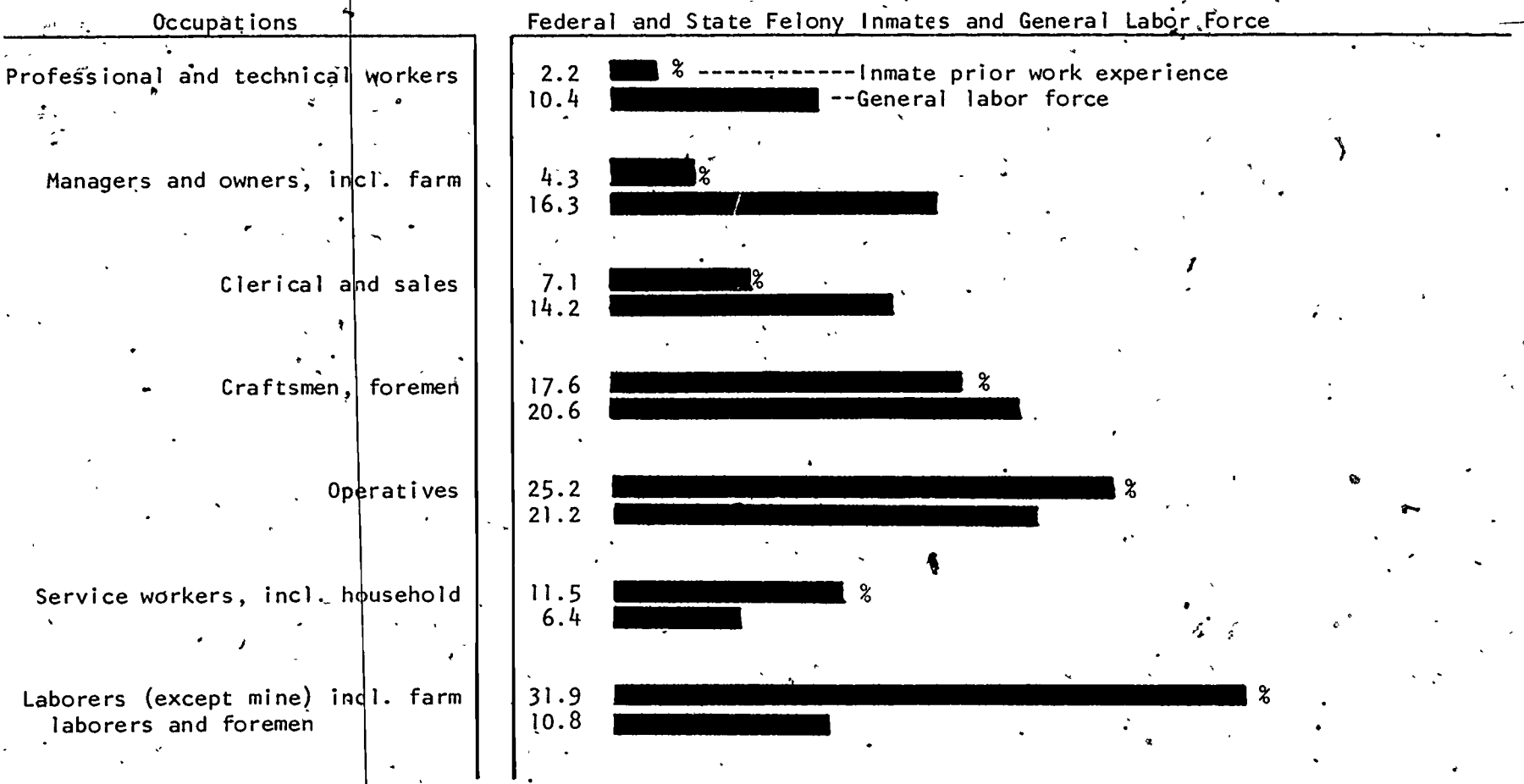


FIGURE 5
COMPARISON OF EDUCATION LEVELS



Federal and general data based on census data reported in Manpower, January, 1971

FIGURE 6
COMPARISON OF OCCUPATIONAL EXPERIENCE



This disparity between the relatively average ability level of Fox Lake inamtes (as indicated by both general ability and the nine GATB factors) and the extremely below average work skills and occupational stability is the most outstanding conclusion from the study. Although we have in no way proven that poor vocational skills cause criminal activity, we can see that inmates lack these skills. These men had little to offer the job market before incarceration, and a criminal record is not likely to improve their situations. Therefore, a closing of the ability-skill gap can only help these men when they are back on the street.

INTERESTS

The College Interest Inventory (CIT) is administered to new inmates at the Assessment and Evaluation Center on the recommendation of the staff. This is a relatively new test geared toward grades 11-16. Sixteen scores are reported relating to courses of study, specific occupations and activities. Because we were unable to obtain a manual for this test, the average scores are reported in Table IV without interpretation. One hundred and one of the Wisconsin inmates had taken the CIT.

TABLE IV
COLLEGE INTEREST INVENTORY

Scale	Inmate Average	Scale	Inmate Average
Personal-Social	60.74	Verbal	59.50
Nature	40.47	Manipulation	43.73
Business	53.78	Computer	65.29
Art	45.29		
Science	42.56		
Mechanical	45.87	Level of Interest	59.72

APPENDIX B

Mid-Sentence Career Development Center.

Staff Assignments
Staff Time Schedule
Work Sample Battery: Stout State University

Team Assignments

Center Staff Member	Team Captain for Inmate No.	Team Member for Inmate No.
1. Classification Officer	1	7, 8, 9, 10
2. Caseworker	2	3, 4, 5, 6
3. Custody Representative	3, 4	2, 5, 6
4. Vocational Evaluator	5, 6	2, 3, 4
5. Deputy Warden	7, 8	1, 9, 10
6. Vocational Representative	9, 10	1, 7, 8

Inmate No.	Team Captain	Other Team Members
1	Class. Officer	Deputy Warden, Vocational Rep.
2	Caseworker	Educational Rep., Vocational Eval.
3	Custody Rep.	Caseworker, Vocational Eval.
4	Custody Rep.	Caseworker, Vocational Eval.
5	Vocational Eval.	Caseworker, Custody Rep.
6	Vocational Eval.	Caseworker, Custody Rep.
7	Deputy Warden	Class. Officer 1, Vocational Rep.
8	Deputy Warden	Class. Officer 1, Vocational Rep.
9	Vocational Rep.	Class. Officer 1, Deputy Warden
10	Vocational Rep.	Class. Officer 1, Deputy Warden

TIME SCHEDULE FOR STAFF

Vocational Representative	Deputy Warden	Vocational Evaluator	Custody Representative	Caseworker	Classification Officer		
GATB group	ALL	NATB group	ALL ALL ALL			8:00 - 9:00 9:00 - 9:15 9:15 - 12:00 1:00 - 2:00 2:00 - 5:00	MONDAY
ALL	ALL	ALL	ALL	ALL	ALL		
Inmate 9 Inmate 10 ALL	ALL Inmate 7 Inmate 8 ALL	Inmate 5 Inmate 6 ALL	ALL Inmate 3 Inmate 4 ALL	Grp. 2 Inmate 2 ALL ALL	ALL Inmate 1 Grp. 1 ALL	8:00 - 9:00 9:00 - 12:00 1:00 - 2:00 2:00 - 3:00 3:00 - 4:30 4:30 - 5:00	TUESDAY
Inmate 9 Inmate 10 Group 1 Group 2	Inmate 7 Inmate 8 Group 2	ALL Inmate 5 Inmate 6 Group 1 Group 1	ALL Inmate 3 Inmate 4 Group 2	Grp. 2 Inmate 2 Grp. 1	ALL Inmate 1 Grp. 1 Grp. 1	8:00 - 9:00 9:00 - 10:30 10:30 - 12:00 1:00 - 3:00 3:00 - 5:00	WEDNESDAY
Group 1 Group 1 Group 2 Group 2 Group 1	Group 2 Group 2 Group 1	Group 2 Group 2 Group 1 Group 1 Group 2	Group 1 Group 1	Grp. 2 Grp. 1 Grp. 2	Grp. 1 Grp. 2	8:00 - 9:45 9:45 - 11:30 12:30 - 2:00 2:00 - 3:30 3:30 - 5:00	THURSDAY
Group 2 Group 1 Group 2 ALL	Group 2 Group 2 ALL ALL	Group 1 Group 2 Group 1 ALL	Group 1 ALL ALL	Grp. 2 ALL	Grp. 1 Grp. 1 ALL	8:00 - 9:45 9:45 - 11:30 12:30 - 2:00 2:00 - 3:00 3:00 - 5:00	FRIDAY

STOUT STATE WORK SAMPLES

Professional, Technical, and Managerial

1. Surveying
2. Speaking - Signaling
3. Assistant, Medical Lab
4. *
5.

Clerical and Sales

6. Sorting, Zip Code Mail
7. Checking and Recording
8. Sorting, Incoming Mail
9. Weighing, Produce
10. Clerk, Payroll
11. Weighing, Precision
12. File 80
13. Cashier - Checker
14. Information - Gathering
15. Clerk, Order
16. Bookshelving
17. Partsman, Automotive
18. Salesman, Auto
19. Adjuster, Claims
20.
21.

Service

22. Cosmetology
23. Guide, Tour
24.
25.

Farming, Fishing, Forestry

26.
27.

Processing

28. Decorating Cake
29. Baking Cake
30.
31.

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* Numbers are left blank for anticipated additions to each area.

Machine Trades

32. Eye-Hand-Foot Coordination
33. Sorting, Metal Screw
34. Assembly, Mechanical
35. Framing, Picture
36. Stripping, Offset
37. Turning, Wood
38. Operating - Controlling
39. Inspection, Nut and Bolt
40. Micrometer Reading
41. Small Engine
42. Precision Measurement
43. Repairman, Brake
44. Set Up, Drill Press
45. Operator, Band Saw
46. Operator, Circular Saw
47. Operator, Drill Press
48.
49.

Bench Work

50. Assembly, Disc
51. Assembly, U-Bolt
52. Assembly, MDC-VGRS Block
53. Assembly, Stout U-Bolt
54. Mechanical Aptitude
55. Resistance Measurement
56. Sorting, Ceramic Tile
57. Visual Pursuit
58. Assembly, Circuit Board
59. Key Cutting
60. Assembly, Small Sign
61. Assembly, Bridge
62. Operator, Sewing Machine
63. Soldering, Microminiature
64. Repairman, T-V Rotor
65. Repairman, Electric Meter
66.
67.

Structural

68. Assembly, Silo Ladder
69. Welding, Arc
70. Lay-Up, Fiberglass
71. Painter, Window
72. Bending, Sheet Metal
73. Door Hanging
74.
75.

Miscellaneous

76. Sorting, Metal Screw
77. Assembly, Line
78. Printing, Silk Screen
79. Tester, Tube
80. Painting, Sign
81. Mechanic, Auto

APPENDIX C

Life Planning Activities

Mock Parole Board Hearing
Life Line
Group Discussion: How Did I Get Here?
Values Clarification: The Creation of Aipotu
Discussion: Future Life Fantasies
Goal Setting

LIFE PLANNING ACTIVITIES

These semi-structured group activities are designed to help participants clarify and identify their life roles and to think realistically and constructively about the future. By examining their entire life--past, present, and future--the participants look at themselves, decide what is important to them, and develop life plans and projects. Thus, participants are motivated and directed in influencing their own futures.

The activities are designed for a group of six or fewer people and one counselor/facilitator skilled in group processes. As the success of these group exercises may be highly dependent upon this person's facilitative skills, his/her selection should be carefully made. We also suggest employing an ex-inmate who is attempting to make it "on the street" as an assistant with the various tasks.

Although these activities have been selected for the Mid-Sentence Center, any or all of them may be utilized in ongoing institutional programs. All exercises are designed to be voluntary, and although all participants are expected to sit in the group, no one should be forced to speak or participate. The following instructions are brief summaries and should be elaborated and rephrased by the facilitator.

Mock Parole Board Hearing - Role Playing

Purpose:

Demonstrate what inmates may expect from such a hearing, confront them with the need to plan for their release and set an atmosphere of immediate relevance for the entire Mid-Sentence Center.

Procedure:

1. The facilitator, role playing an inmate, four or five institution staff, and actual Board members, if possible, conduct a 10-15 minute parole hearing as a model. This hearing is as realistic as possible and emphasizes the inmate's plans and ability to express them.

2. Each participant in turn volunteers to role play himself/herself, and the other participants role play board members. The facilitator encourages the "board members" to fully participate in questioning the "inmate" about specific plans, goals, etc.

3. After all participants have role played the inmate, the facilitator summarizes the exercise in a group discussion, eliciting from the group elements a parole board is interested in and ways one could prepare for such a hearing.

1 1/2 - 2 hours

Life Line

Purpose:

Confront participants with reality of life and death and set the tone for the remaining life-planning exercises; implicitly convey the concept "I have just so many years left, and I can determine how I will spend those years."

Materials:

Sheets of paper 12 to 18 inches in length (perhaps legal pads or lengths of shelf paper), pencils, pens, or paints.

Procedure:

1. Draw a line that best represents your life and put a dot at either end. This may be a straight line, curve, zigzag, or whatever shape you feel best looks like your life.

2. Place an X on the line where you are at now and your present age. Under the left dot place an 0 and your birth date. The right dot represents your eventual death. How long do you expect to live? At what age do you expect to die? Under the right dot, put your best guess of how old you will be when you die.

3. Think about the events, people, and decisions that have been important to your life. Put a symbol of some kind on your life line to represent important events or periods. Now put symbols in for the important people. You might include relatives, friends, and anyone who has influenced you either positively or negatively. Finally, put in some symbol for important decisions you have made or were made for you.

4. Fill in the rest of your life line the way you want it to happen. Think of all the things you want to do between now and the time you die. Include things you would like to do better, things you would like to try but have not yet done, things you would like to have happen to you, etc. Allow yourself to dream a little.

5. Share your life line with other members of the group. Explain why you drew it like you did and what major symbols represent. As others explain their lines, ask about interesting symbols. Try to see how your life is alike and different from everyone else's.

6. The exercise ends with a summary discussion led by the facilitator. Participants discuss their reactions to the exercises and anything they realized or discovered as a result of it.

1 1/2 hours

Group Discussion: How Did I Get Here?

Purpose:

Force participants to explore their present life style and the real reasons for their incarceration. Focus on in-depth self-exploration and sense of personal control.

Materials:

1. List of unacceptable reasons for "Why I'm Here." Inmates often state rationalized excuses, superficial explanations and/or insolvable problems in answer to this question. In order for this exercise to focus on the deeper issues of self-concept and personal control, these superficial excuses must be eliminated. A list of these often-heard statements will be composed by caseworkers and other personnel. Such a list might include:

   Unacceptable Excuses

   - I'm not guilty.
   - They're out to get me because I'm Black/Chicano/Indian/White, etc.
   - The system screws poor people and I'm poor.
   - It's the only way I can make a living.
   - etc.

   Some of these reasons may be, in fact, legitimate, but the point is that focusing on them is of little value in getting out and staying out.

2. A confrontive, assertive, no-nonsense group leader who knows exactly where the participants are coming from. Because of the nature of this exercise, we suggest an ex-inmate, or someone who previously completed the exercise as a participant, conduct it, and the counselor/facilitator serve a secondary, more observant role.

Procedure:

1. Group leader introduces the exercise as a discussion of how we all got here in the first place. He/she puts the unacceptable list on a blackboard and explains how we sometimes use legitimate circumstances as excuses and rationalizations for our own behavior.

2. The group leader asks one participant how and why they got here. Each time the participant uses an unacceptable excuse, the leader cuts him/her off sharply and pushes for deeper reasons. Each time the participant offers an external circumstance, decision, or influence, the group leader pushes for the individual's feelings, reactions, behavior. Thus, the discussion will focus on what the individual thinks, feels, does and does not do as opposed to what was done to him/her.

3. After the leader has demonstrated the approach, other group members are encouraged to participate. By asking the group "Does that make sense?" "Is that acceptable?" "What's it sound like to you?" etc., the members will begin to get into the action. Participants are encouraged to focus both on the specific events that led to imprisonment and broader issues of life style and normal behavior. Again, they are encouraged to focus on "But what did you do?" "What did you want?" etc.

4. The process continues until all participants have been "grilled" 15-20 minutes. As the exercise develops, all participants will get involved and a certain amount of frustration and anger may develop. The facilitator may want to calm this down at some point by focusing the discussion on why we get angry when our rationalizations are threatened.

5. The group leader ends the task with a summary of the things that happened, feelings felt and expressed, and encouragement for each participant to really look at the deeper reasons for why they're in prison and how they must change in order to stay out.

1 1/2 hours

Values Clarification: The Creation of Aipotu

Purpose:

Clarify for participants their own unique value system. Help them better understand their own behavior and motivations by stating the standards of desirability against which they choose alternative behaviors.

Materials:

Individual copies of Aipotu exercise and values handout, and pencils or pens.

Procedure:

1. Counselor/facilitator distributes the exercise and gives directions. You have just been selected as a member of a new colony to be established on a distant planet in another galaxy. This planet, Aipotu, is very similar to earth in climate, land, water, plant and animal life, but has no human or human-like inhabitants. You and your group members are setting the goals and guidelines for this new community. Your task is to rank order the following objectives in terms of their importance for the formation of a brand new community.

2. Quickly read through the list and put a "+" sign beside the most important ones and a "-" sign beside the least important and/or undesirable ones.

3. Now as a group rank the entire objectives. Place a number 1 by the most important, the number 2 by the second and so on through number 15, the least important. You have 40 minutes to complete this.

4. After 45 minutes, the counselor/facilitator stops the exercise and starts a group discussion. The discussion focuses on two things: (a) what values were expressed, what is a value, etc.; (b) what roles each member played, who became the "leader" and how, who rarely participated and why, etc.

5. At the end of the discussion, the facilitator sums up the values discussed and distributes the values handout. After a brief explanation, the participants mark the five values most important to them and keep the list for a later exercise.

Goals, Guidelines, and Objectives for the Establishment of Aipotu

_____ Establish a society in which all people give and receive love.

_____ Establish the finest restaurants, theaters, and entertainment centers--all free.

_____ Select the "wisest" person on earth as our governor.

_____ Prevent and/or eliminate all forms of prejudice.

_____ Establish an effective military force to protect us from possible hostile people on neighboring planets.

_____ Allow all people to pursue "their own thing" without hassle.

_____ Establish a center of learning to collect scientific data and information about our new planet.

_____ Put an "authenticity serum" in the water supply which will prevent graft and lying.

_____ Grant all inhabitants sufficient income for their basic needs and leisure time activities.

_____ Establish an efficient and well functioning governing body.

_____ Provide everyone with the training, education, and skills for the careers they wish to pursue.

_____ Periodically inform the people back on earth of our activities and be praised in all the newspapers for our success.

_____ Provide adequate health care and support for any inhabitants who become ill or disabled.

_____ Recruit the major spiritual leaders from earth to establish a system of religions on Aipotu

_____ Establish procedures for selection of future inhabitants on Aipotu

Values

The consideration of values is central to the understanding of the individual's behavior and motivation. It is not only important to understand what values are, but also to understand how they are acquired and developed, and how they influence behavior, choices, decisions, and goals.

What are values? Values may be defined as the standards of desirability by which the individual chooses between alternative behaviors. Values are effective criteria: standards for feeling. Values are not attitudes, but are the standards by which attitudes are formed; attitudes are feelings about objects. Values are not behavior traits. Values are not needs: a need is a lack of something desirable. Every decision has some directive purpose and value at its root. Though this purpose or standard for conduct may be unexpressed, it is nonetheless operative. You cannot ignore value criteria if you want to know who you are and why you are doing what you are doing.

Value formation begins in early infancy through the relationship with parents, and continues throughout one's life through relationships with brothers, sisters, peers, teachers, institutions, and all forms of society. Values are acquired and developed through sharing. Recent research in values suggests that there are three phases or levels of value development. First, acceptance of the value--an individual ascribes worth to a phenomenon, object, or behavior and is willing to identify with it, but is also ready to reassess it if need be. Second, preference for the value--the individual is sufficiently committed to the value to pursue it, to seek it out, and to want it. Finally, the highest level of development, commitment--one has a high degree of certainty, of conviction, a firm emotional acceptance of the value--I will act on this value. It is just a personal standard until the third level is achieved.

Achievement
Aesthetics
Altruism
Autonomy
Creativity
Emotional Well-Being
Health
Honesty
Justice
Knowledge
Love
Loyalty
Morality
Physical Appearance
Pleasure
Power
Recognition
Religious Faith
Skill
Wealth
Wisdom

Put a star by the five values most important to you in your life.

Discussion: Future Life Fantasies

Purpose:

Focus participants on the rest of their lives. The last few exercises focused on past and present behavior and present values. This exercise will shift gears toward specific future accomplishments.

Procedure:

1. The counselor/facilitator initiates a group discussion. We all have our own private fantasies of just what we'll do the day we got out of here--where we'll go, who we'll see, what we will do, etc. Let's talk a bit about the things we've each dreamed about. Discussion continues ten or fifteen minutes, and the facilitator encourages participants to get into their future fantasies.

2. Now I want you each to imagine yourself as seventy years old. Your grandchildren are sitting around you and want to know about all the things you have done. What do you want to tell them? Where have you lived? Who have you known? What kinds of things have you accomplished? What kinds of work have you done? What are you proud of? What kind of advice would you give them? What things would you encourage them to do? What would you warn them against?

3. Each participant shares their thoughts. The facilitator and group members ask for clarification and specifics. The facilitator ends the discussion encouraging each member to think about his/her future fantasies and how they will accomplish them.

Goal Setting

Purpose:

Incorporate the discussions and thoughts from past life planning exercises into specific goals. Move from dreams and thoughts into plans for action.

Materials:

Copies of guidelines for goal setting and pencils for all participants.

Procedure:

1. Counselor/facilitator summarizes past exercises and the variety of goals and objectives that have been expressed. This initiates a group discussion of the specific goals that have been expressed both explicitly and implicitly by individuals in past exercises.

2. Distribute "Guidelines for Goal Setting" and focus discussion on how we set goals for ourselves. What is a goal? Are there different kinds of goals? How do we formulate them? Discuss elements of goal setting--conceivable, believable, achievable, controllable, measurable, desirable, stated with no alternative, and growth facilitating. Elicit good and bad examples of each concept.

3. Participants complete their goal setting exercise individually. The counselor/facilitator and assistant help them verbalize and formulate goals as needed.

Guidelines for Goal Setting

Once we have decided where we are, who we are, and where we want to go, we have identified what success means to us. Now we need to consider how we get there. The use of goal setting, both short range and long range is a means to action.

One very real criticism of "rehabilitation" practices has been that professionals are trying to manipulate people, deciding what they should be and devising ways to change them. The purpose of these Life Planning Exercises is to help you decide for yourself what you want to do and then devise your own systematic procedures for achievement.

Thus learning to set goals is the root of our system. It is important to observe the following guidelines to get the most useful goals.

- IS IT CONCEIVABLE--Can I put it into words and clearly identify what the first step or two should be?
- IS IT BELIEVABLE--Do I believe I can do this? This goes back to having a positive affirmative feeling about one's self. Remember, few people can believe a goal they have never seen achieved by someone else.
- IS IT ACHIEVABLE--Given my strengths and abilities, can I do this?
- IS IT CONTROLLABLE--Does my goal require the cooperation of someone else? (If so, it should be stated so your action determines the success, not the other person's ability to say no.)
- IS IT MEASURABLE--Have I stated what I will achieve and by when?
- IS IT DESIRABLE--Is this something I want to do?
- IS IT STATED WITH NO ALTERNATIVE--No "either/or's" or "yes, but's"--You should set one goal at a time. People who say they want to do one thing or another--giving themselves an alternative--seldom get beyond the "or." They do neither.
- IS IT GROWTH FACILITATING--Is it destructive to myself or to others?

Goal Setting Sheet

Things to think about:

Are my goals consistent with my abilities and opportunities? How are my immediate goals related to my distant goals? Characteristics? What is the time limit to reach my immediate goals? Can I do it?

Goals I want to accomplish:

Things I will start doing right now.	Long-term goals.
1.	1.
2.	2.
3.	3.

What can I realistically accomplish one week from today?

Specific goal:

How will I do it? (Action plan by steps)

What specifically can I do within one month to implement or reach my goals?

Specific goal:

How will I do it? (Action plan by steps)

Within one year?

Specific goal:

Action plan by steps:

Within five years?

Specific goal:

Action plan by steps:

APPENDIX D

Work Samples

Work Samples

Work samples represent activities or components of activities abstracted from actual job tasks. Work samples may be highly similar to real job tasks and substitute job production tools and materials for paper and pencil tests.

I. HISTORY

A. First scientific attempt to replicate job activities--Hugo Munsterberg built a model streetcar to use in selecting streetcar operators in 1910.

B. The potential of disabled soldiers during World War I for trade training was evaluated by the Portvilley school in Belgium. Evaluations made by having soldiers briefly try out activities in available trades.

C. A metal filing work sample used by Bellows (1940) to isolate one element of the work performed by a dentist. Job sample correlated .53 with the grades obtained in a dentist course.

D. In rehabilitation work with the mentally and physically handicapped work sample developmental efforts at the Institute for the Crippled and Disabled (ICD) extended back to the 1930's. The culmination of this work came with the 1957 publication of the TOWER system (Testing, Orientation, and Work Evaluation in Rehabilitation).

E. The TOWER system consists of over 110 work samples in the following 14 broad occupational areas: Clerical, Drafting, Drawing, Electronics Assembly, Jewelry manufacturing, Leathergoods, Lettering, Machine shop, Mail clerk, Optical mechanics, Pantograph engraving, Sewing machine operating, Welding and Workshop assembly.

F. The Jewish Educational and Vocational Service (JEVS) battery of work samples consists of 28 vocational areas. "The performance tasks require increasingly more difficult levels of judgment, reasoning, and ability to conceptualize. These graded tasks derived from Worker Trait Group Arrangements from the D.O.T. are designed to give the applicant a broad opportunity for reality testing and self-assessment." (McHugh, 1971)

G. Singer/Graflex Vocational Evaluation System
   1. Developed from experience in various training programs for disadvantaged clients, programs such as NABS/JOBS, and the Job Corps.
   2. Demonstrations administered audio-visually and client can proceed at his own pace and can start, stop, or return to any previous instruction that he does not understand.

3. Consists of ten occupational areas: Basic Tools, Bench assembly, Drafting, Electrical wiring, Plumbing and Pipe Fitting, Carpentry and Woodworking, Refrigeration, Soldering and Welding, Office and Sales Clerk, Needle trades.
4. Trades coded for D.O.T. (Dictionary of Occupational Titles) usage.

H. Through a pilot study funded by the Vocational Rehabilitation Administration, Stout State University became the first university to offer professional training in work evaluation. The University of Arizona was the second school to develop a graduate program, and Auburn was the third.

I. Other job samples (not available commercially)
1. Cleveland Vocational Guidance and Rehabilitative Service during the years 1959-1964 undertook research using job samples. Project funded the Vocational Rehabilitation Administration.
2. Goodwill Industries (of Milwaukee) utilizes some of the TOWER samples. Consists of Clerical samples (about 30), print shop samples (about 10), Manual samples (about 15).

J. Sidwell, Ireland, and Koeckert (1961) reported that 67 percent of the total group surveyed (181 facilities) did not use job samples. However, by 1969, a report by ICD showed that only 17 percent of the total group surveyed (1970 rehabilitation facilities) did not provide work samples.

K. Other findings from the 1969 ICD report showed that the distribution for time spent on the job sample ranged in intervals from less than two hours to more than 30 hours. Forty-one percent of the facilities reported spending more than 30 hours, and 14 percent reported between 23-30 hours were spent on the job samples per client.

L. TOWER suggests that the physical plant should occupy 100 square feet per client and evaluation staff should include one evaluator to every five clients.

M. Possible uses of work samples
1. To predict trainability
2. To predict employability
3. To help client choose vocational school or training program
4. To use for selection and classification decisions
5. To assess training program's effectiveness and to provide criteria for its modification
6. To use as a method of measuring achievement after completion of training program
7. To use for in-depth vocational training.

N. Work sample development obtained from
   1. Specific job or training analysis; or
   2. D.O.T.'s definition of Worker Traits.

O. Objective scoring is essential for work samples and is often done on two dimensions: time and error (or a rating of quality)

II. RELIABILITY

A. Reliability measures for work samples are scarce even among the three major commercial samples.

B. Types of reliability
   1. Measures of homogeneity would be inappropriate in most circumstances since each sample purposely consists of a heterogeneous group of skills.
   2. Test-retest methods--since most samples consist of only a few basic skills, practice effects as well as memory effects are capitalized upon.
   3. Generally split one-half or odd-even reliability is inappropriate since there is a speed factor. Also, different skills within each sample have different standardized times.
   4. Inter-judge reliability is quite appropriate but seldom used.
   5. Mark Smith (1969) examined the vocational evaluations of clients in a workshop by comparing one-day evaluations with 30-day evaluations. Results were highly reliable, in other words, decisions had been made after one day.
   6. In a pilot study, Smith (1969) examined the vocational competence of clients in a workshop by having evaluators look at them for less than one minute, followed by another evaluation after one hour, and again after 30 days. A high degree of reliability was found in all three evaluations.
   7. Smith's study seems to imply that extended periods of evaluation of sample may not add much information to the evaluator. From a cost-benefit framework extended periods of evaluation may not be worthwhile. Smith's study needs to be replicated.
   8. Banester and Owens (1964) examined samples developed in Cleveland from the analysis of jobs in 104 companies which employed more than 200 workers. Twelve samples were secured. Found test-retest correlations (no time interval given) to be between .34 and .91 for the 12 tasks. After exposure to 8-12 weeks training, an improvement from 6.8 to 28.3 percent was found on five of the task scores. Rho correlations ranged from .43 to .63. It may be argued that the general speeding up of the work effort which is attributable to the training received in the program accounted for the gains.

III. VALIDITY OF WORK SAMPLES

A. Types
   1. Face validity--helps motivate the client, permits the counselor to feel comfortable with decisions made on the basis of data derived from job samples.
   2. Concurrent validity--generally consists of comparing the scores of clients with industrial job applicants or specialized liability groups.
   3. Construct validity--since in many instances the sample closely approximates the criterion, validity is built in.
   4. Predictive validity--generally used to predict success in a criterion.

B. Problems with validity studies with work samples:
   1. . . . "Even though in the sample the equipment and the process is exactly the same as in industry (which it rarely is) . . . the psycho-social conditions surrounding the performance are not the same in doing the job sample as actually working on a paid competitive job." (Overs-Trotter, 1968)
   2. With which normative group should one compare clients? Since most clients are untrained and unskilled, should one use industrial norms, disabled clients norms, or some other norms?
   3. Criterion problem
      a. What is an appropriate criterion of success?
      b. In predicting criteria, should one sample be used, a combination of samples and other psychometric instruments be used?
      c. Since each client may take a different combination of assessment instrument, choosing a standard combination of instruments to predict a criteria would be difficult.
      d. Choosing the optimal combination of instruments to predict the criteria on a cost-benefit basis.

C. Possible criteria to use for predictive validity
   1. Quantity or quality of output
   2. Job stability or length of service
   3. Rate of advancement
   4. Ratings by supervisors
   5. Accidents and losses through breakage
   6. Salary and commissions
   7. Individual's performance
   8. Number of absences
   9. Record of output
   10. Job merit ratings or awards granted
   11. Number of transfers requested.

D. Actual studies

1. Banister and Owens (1964) conducted a nationwide study for the vocational Guidance and Rehabilitation Services in order to examine current work evaluation practices. Although the sample size was not given, the findings were reported from hospitals, rehabilitation centers, and work shops. Findings:
   a. About one-third reported using actual job samples
   b. Over one-half of the total believed actual job samples were of more value than simulated tasks
   c. Two-thirds believed actual job samples were of more value than industrial arts classes
   d. Two-thirds believed actual job sample tasks were of equal value to production tasks in transitional shops
   e. More than half felt samples were of more value than standardized tests.
2. Banister and Owens (1964) investigating the concurrent validity of the 12 Cleveland work samples found differential scores in the expected direction obtained by rehabilitation clients as opposed to industrial applicants. The authors believed that the lower scores attained by the cerebral palsied and mentally retarded clients demonstrated the concurrent validity of the tasks. Little predictive validity was found.
3. The Singer/Graflex System of work samples does not report any validity data to support their claims.
4. The TOWER method
   a. In a follow-up study (286 clients) done over a five-year period (1955-1960), it was found that:
      (1) clerical trainees tended to be the best employment risks
      (2) after a seven-week evaluation 64 percent of clients had employment potential, 36 percent of clients did not
      (3) 133 of the group were in the labor force, 87 found employment, 46 did not
      (4) jobs found were primarily unskilled (53%) and clerical (28%).
   b. Nowhere in the TOWER manual or published literature is there definite information regarding norm data.
   c. A well-reported study by Rosenberg (1967) of seven rehabilitation centers using the TOWER concludes that the true validity of the TOWER is unknown. Results of Rosenberg's investigation indicated:
      (1) Workshop performance and TOWER scores were not related
      (2) Subsequent employment and TOWER scores were not related

(3) A weak correlation existed between TOWER test scores and performance in a training class

(4) Correlations between TOWER scores and vocational instructors' ratings were rarely above .19. Instructors' ratings were demonstrated to be better predictors of future employment than the TOWER test scores.

d. Rosenberg (1967) discussed the possible causes of these negative findings.

(1) Difficulties in implementing the system in widely varying facilities as well as a fluctuating job market.

(2) Selection of clients according to complex intra and inter agency process.

(3) Typical client tends to be more difficult end of rehabilitation continuum.

(4) Only clients with "average" or better than "average" TOWER scores were placed in training programs. The unfortunate effect of this however served to restrict the range. The constraint of restricted range greatly reduces the size of the obtainable correlation.

(5) Since no inter-instructor reliability check was made, the ratings by the single instructor could produce a judgment error of sufficient magnitude.

(6) It was not possible to administer all TOWER samples to each client, so that each client had taken different combinations of samples.

(7) To use the TOWER appropriately, a training period should follow the administration of the samples, the job placement coming at the termination of training. The present study did not use a training program and thus the predictive validity for job success was lowered.

(8) The TOWER evaluation cannot compel the client to enter a particular training program for which he is best suited; therefore, predictions of job success would be lowered.

5. Banester and Owens (1964) reported from a follow-up of clients that

a. Three-fourths of the clients entered jobs not related to the job sample tasks

b. Of the remaining one-quarter who did enter jobs related to the job sample tasks, success in some of these jobs were predicted better by psychological tests.

6. In a 1968 JEVS study, a random sample of 2680 applicants to the Philadelphia Human Resources Development (HRD) Center were administered the two-week JEVS work samples and then returned to HRD to complete their counseling for

training or placement. A control group of 206 HRD applicants received the counseling training and placement services of HRD but without taking the JEVS samples. Only those applicants who failed the short screening test were admitted to the experimental and control groups. The screening test was the Work Sample Eligibility test. Only those applicants who had below a sixth grade reading level were included in the study. The study offered the following conclusions:

a. HRD Center staff placed in jobs a larger number of persons from the E group than from the C group.
b. Counselors could communicate, relate to, and establish rapport better with E group clients than C group clients.
c. Broader spectrum of job and training possibilities made available for persons evaluated with JEVS sample than with persons not so evaluated.
d. More JEVS sample clients were later employed than C group.
e. JEVS samples provided counselors with a better understanding of clients' work and behavioral characteristics.
f. JEVS samples enabled HRD Center to identify a counselee's need for rehabilitative and/or ancillary services.
g. JEVS work sample clients were enabled to gain new self-knowledge about their job potential as well as increased understanding of appropriate work habits--job requirements.
h. E group counselor made fewer referrals per placement.
i. E group counselees retained their jobs longer.
j. E group counselees were placed in jobs with opportunities for advancement more frequently than counselees in C group.
k. E group counselors were better able to communicate with employees and/or other agencies or institutions.

7. Problems with JEVS study

a. Since the counselors for the E and C groups were from the same HRD Center, the E counselors may have had bias for the use of this "additional instrument" (JEVS).
b. Volunteers were paid to participate. This added incentive may have significantly altered the results.
c. Many of the questions were subjective impressions and not hard core empirical data.
d. Many of the tables presented did not utilize the entire sample but only small segments of it.
e. Much of the analysis used chi square; several categories had an excess of missing data which would suggest collapsing of categories in future studies.
f. Significant differences existed between the E and C groups but little emphasis was placed on this.

Significant differences between E and C groups were found in regard to the proportion of
(1) school grades completed ($p<.05$)
(2) handicapped proportion ($p<.001$)
(3) reporting no work history at intake.

IV. ADVANTAGE OF WORK SAMPLES

A. Some advantages given by Pruitty, 1969
1. Looks more like actual work (face validity)
2. Clients can objectively see how well (they) are performing
3. More meaningful to client
4. Offers evaluator the opportunity to observe actual work behavior
5. Language inadequacies, reading disabilities, speech impairments, educational deprivation, and cultural differences are often less influential on work sample evaluation than through psychometric tests.

B. Advantages given by Sirkovsky, 1969
1. Samples by their very nature approximate their criteria better than psychological assessment process.
2. Meaningfulness of the concrete tasks tend to reduce motivational problems encountered so often by the abstract content of tests.
3. Sample provides a more relaxed atmosphere than the typical test situation reducing anxiety and providing a sense of security.
4. Samples yield valuable observational information rather than simple quantification of score.
5. Samples can be used where other methods are not feasible (e.g., reading level low)

V. DISADVANTAGES OF WORK SAMPLES

A. Some disadvantages given by Pruitty, 1969:
1. Samples are expensive (generally $5,000-$10,000)
2. Expense in replacement of parts (especially with Singer)
3. Samples are time consuming on the part of the evaluator in that most of them are fairly short in duration and require the presence of an evaluator for timing and observation of behavior.
4. Administering all sample requires a considerable amount of time.
5. Samples require continuous process of reconstruction and standardization.
6. Impossibility of having tests for all, or even most, types of work.

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B. Other disadvantages of work samples
   1. Validity of samples haven't been documented.
   2. As menial jobs become automated, many work samples will become obsolete for predicting job performance.
   3. Constantly changing world of work samples become obsolete.

VI. RECOMMENDATION FOR POSSIBLE CLASSIFICATION. Ideas drawn from Hoffman, 1970.

Step 1 → Determination as to whether or not an individual could be assessed and helped through standard procedures of intake, testing and counseling

If YES ← | → If NO, or in doubt

If YES: These procedures should be utilized as they tend to be the least costly, and quickest, and from which programming into training and/or placement can be accomplished.

If NO, or in doubt: Use work sample evaluation

- If GOOD → Job placement or placement into training program
- If NO → Gather more information, i.e., situational assessment

VII. CONCLUSIONS AND POSSIBLE APPLICATIONS OF WORK SAMPLES TO CORRECTIONAL INSTITUTIONS

A. An additional tool which is related to job samples is a behavioral sample. Samples of job required behavioral skills can be administered to clients as a means of predicting behavioral patterns (e.g., how client responds to supervisory criticism, the ability of a client to ask questions when needed).

   A behavioral sample could be administered at a pre-vocational stage or along with the regular work samples. If the diagnosis of possible behavioral problems is confirmed, referral to a behavioral modification program may be indicated.

B. TOWER has developed a behavioral sample which includes measures of:
   1. Neatness and industriousness
   2. Work tolerance and reaction to the total work situation
   3. Success in relationships with supervisors or fellow workers
   4. Attendance and punctuality
   5. Frustration tolerance
   6. Personal grooming and hygiene.

C. In a prison setting
   1. A behavioral sample might prove to be useful
   2. Expensive work sample may be broken by inmates
   3. Sample equipment could conceivably be used as weapons.

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