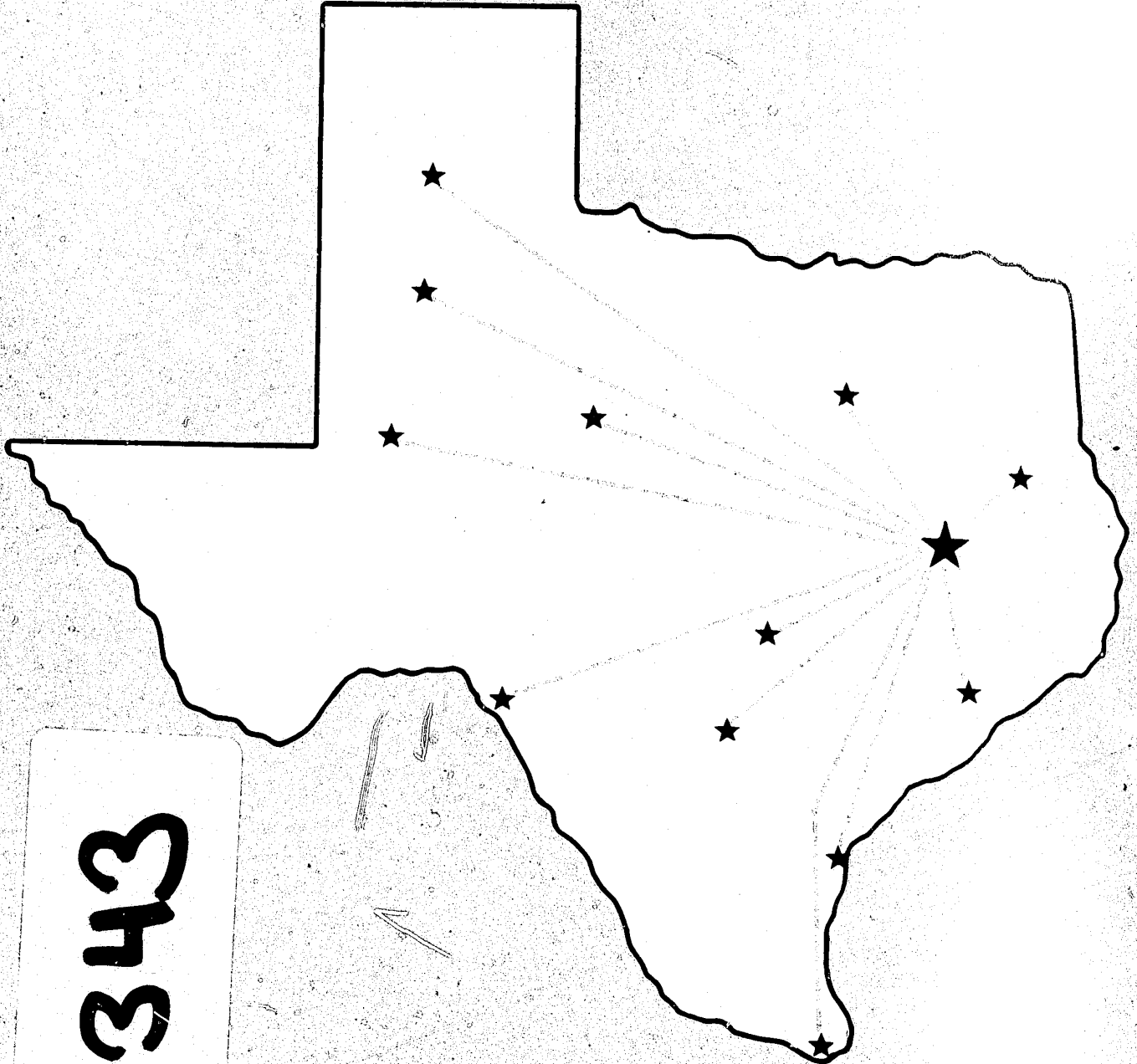


Windham School District

Texas Department Of Corrections



014343

IONAL FOLLOW-UP PROJ T

FINAL REPORT

VOCATIONAL FOLLOW-UP PROJECT
OF THE
WINDHAM SCHOOL DISTRICT
IN THE
TEXAS DEPARTMENT OF CORRECTIONS



Performed in Cooperation With the
DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
TEXAS EDUCATION AGENCY

June 30, 1974

RESEARCH STAFF

PROJECT DIRECTOR: Charles M. Whitson,
Vocational Assistant Administrator
Windham School District

RESEARCH ASSOCIATES: William E. Monroe
Charles L. Clark
Charles L. Smith

RESEARCH SUPPORT STAFF: Carolyn Rice Bartlett
Prissy Miller
Donna Jensen

CONSULTANT: Arnold G. Ashburn, Ph.D., Director
Evaluation and Research
Southwest Educational Development
Laboratory
Austin, Texas

PROJECT DATES

Proposal Transmitted: March 27, 1973
Project Funded: June 1, 1973
Project Completed: June 30, 1974

COOPERATING AGENCIES

TEXAS EDUCATION AGENCY

Department of Occupational Education and Technology
John R. Guemple, Associate Commissioner

Division of Occupational Research and Development
Ray Barber, Director, Division of
Occupational Research
Oscar Millican, Educational Program
Director
William E. McCullough, Chief Consultant
for Correctional Education,
Special Projects

WINDHAM SCHOOL DISTRICT, Huntsville, Texas
Lane Murray, Ed.D., Superintendent

(Windham Educational Advisory Board)
*E. Kenneth Nathan, Victoria, Chairman

Jean Biederman	Victoria	B. C. Lively	Livingston
Larry Buckley	Austin	G. D. "Sonny" Look	Houston
E. W. Collins	Beaumont	Paul R. McBrayer	Houston
*B. L. Ditto	Houston	*William E. McCullough	Austin
William (Bill) Flynn	Austin	Pat N. McLeod, Ph.D.	Denton
Jack D. Gidcum	Dallas	Norman W. Minter	Austin
Robert B. Griffith	Austin	Robert R. Owen	Compton, Ca.
*Carl P. Houston	Houston	*Don Reid, Jr.	Huntsville
*William L. Jones, Jr.	Austin	*Jerry Ryan	Houston
*Fritz Lanham	Baytown	*Donald F. Seaman, Ph.D.	Bryan
	B. J. Whitworth	Houston	

*Members of the Executive Committee

TEXAS DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr., Director
Don E. Kirkpatrick, Ph.D., Assistant Director
for Treatment
Sammie D. Bradley, Assistant Director
for Industry
Jack D. Kyle, Assistant Director
for Business
Alton L. Akins, Assistant Director
for Construction
Paul H. Newton, Assistant Director
for Agriculture
D. V. McKaskle, Assistant Director
for Special Services
A. P. Manning, Administrative Assistant to the
Director

TEXAS BOARD OF PARDONS AND PAROLES, Austin, Texas

William H. Skelton, Chairman
Charles G. Shandera, Member
Clyde Whiteside, Member
Richard Fortenberry, Director of
Parole Supervision

TEXAS BOARD OF CORRECTIONS

H. H. Coffield, Chairman
James M. Windham, Vice-Chairman
T. Louis Austin, Jr., Secretary
Robert J. Bacon, M. D., Member
Lester Boyd, Member
Joe V. La Mantia, Jr., Member
Mark McLaughlin, Member
Fred W. Shield, Member
L. H. True, Member

PREFACE

During the past year Windham School District, under a contract with the Division of Occupational Education and Technology, Texas Education Agency, has conducted a study of vocational training and its effect on the offender in the Texas Department of Corrections.

The results of our efforts are contained in this volume.

Special thanks are due to all of those persons who, directly or indirectly, contributed to the culmination of this work. Without the help of the personnel of the Texas Department of Corrections this task could not have been accomplished. Special recognition should be accorded Miss Jan Adams, Mr. Tommy Brooks, Mr. Calvin McAdams, Mr. Billy Ware, Mr. Lonnie Eslick, Mr. Steve Pipkin, Mr. Clinton Vick, Mrs. Lennie Grimes, Mrs. Lanell Payne, and each unit Warden for their wholehearted cooperation in this undertaking.

I am especially indebted to my fellow workers, Bill Monroe, Charles Clark, and Charles Smith for their valuable assistance throughout this study. Their dedicated efforts have produced a document in which we all have pride.

Kay Hayter, our secretary, deserves more than a passing nod; to endure the idiosyncrasies of four researchers affords her a special place of honor.

Finally, a special "thank you" to the many inmates and former inmates who were Windham School District vocational students; without their responses, our accomplishment would have been relegated to one of conjecture.

Charles M. Whitson
Project Director

TABLE OF CONTENTS

	PAGE
PREFACE	i
LIST OF TABLES	vi
LIST OF FIGURES	x
 CHAPTER	
I. INTRODUCTION	1
II. PROBLEM AND BACKGROUND	6
Statement of Problem	6
Purpose of the Study	7
Background of the Study	10
Call for Evaluation of Treatment Programs	12
Follow-up: A Method of Evaluation	14
Review of Follow-up Studies	16
Assumptions and Limitations	30
Operational Definitions	31
III. METHODOLOGY	42
The Records	42
Identification of the Target Population	45
The Out-of-State Student	48
The Address Bank	49
Development of the Measuring Instruments	50
The Vocational Trainee in the Community	52
Conditioning for Follow-up	55
Follow-up Via the Mail	58
Comparative Study of the Long and Short Forms	60
The Ex-Vocational Student in the Institution	61
The Recidivist	61
Treatment Intervention	63
IV. ANALYSIS OF THE DATA	64
Experimental Design	64
Questions and Null Hypotheses	74
Statistical Treatment of Data	91
Sampling of Target Populations	92
Institutional Sample	93
Representativeness of Community Sample	100

	PAGE
Interviewees versus Questionnaire Respondents . . .	106
Response Effectiveness of Questionnaires and Reinforcement Contingencies	114
Demographic Characteristics of Community Follow-up Sample.	116
Training Characteristics of Community Follow- up Sample	121
Institutional Characteristics of Community Follow-up Sample.	127
Employment Situation of Community Follow-up Sample	129
Economic Situation of Community Follow-up Sample.	145
Educational Situation of Community Follow- up Sample	156
Community and Recreational Situation of Community Follow-up Sample.	158
Interpersonal Situation of Community Follow-up Sample.	163
Total Environmental Situation of Community Follow-up Sample.	166
Attitudes Toward Vocational Program of Community Follow-up Sample.	168
Comparison of Institutional and Community Sample Attitudes Toward the Vocational Program	171
Summary of Findings	187
V. CONCLUSIONS AND RECOMMENDATIONS	195
Conclusions	195
Recommendations	197
BIBLIOGRAPHY.	206
APPENDIXES.	209
A. Senate Bill #35, Texas Legislature.	209
B. Unit Locations, (TDC)	211
C. Master File Sheet	213
D. Organization Report, Texas Education Agency	215
E. Official Attendance Record, Windham School District.	217

	PAGE
F. Master Vocational Student Listing (Facsimile)	219
Occupational Education Instructional Codes Procedures for Updating the MVSL Transmittal Letter to Instructors Data Sources for Updating the MVSL	
G. Transmittal Letter.	228
Contact Response Information Sheet (CRIS) Sample Envelopes Acknowledgement Letter	
H. Correspondence with Texas Board of Pardons and Paroles	233
Letter of Authorization from Texas Board of Pardons and Paroles	
I. Letter to Students Urging Response (KICK)	237
J. Transmittal Letter.	239
Post-release Questionnaire (Out-of-State)	
K. Post-release Interview Schedule	242
Follow-up Form, Texas Education Agency	
L. Appointment Letter for Interviews	264
Map Showing Interview Locations	
M. Authorization for Payment	267
Request for Payment (TDC)	
N. Initial Conditioning Letter	270
Exit Form Brochure	
O. Transmittal Letter (Two Forms).	275
Post-release Questionnaire (Long Form)	
P. Post-release Questionnaire (Short Form)	296
Q. Representative Comments from Former Students.	298
R. Pre-release Questionnaire	303
S. A Compilation of After-Care Residences for Public Offenders in the State of Texas.	317

LIST OF TABLES

TABLE	PAGE
1. Categories of Experimental Variables	68
2. Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Demographic Variables	95
3. Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Training Variables	97
4. Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Institutional Variables	99
5. Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Demographic Variables	101
6. Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Training Variables	102
7. Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Institutional Variables	105
8. Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Demographic Variables	107
9. Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Training Variables	109
10. Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Institutional Variables	113
11. Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Treatment Group	113

TABLE	PAGE
12. Response to Short Form and Long Form with Reinforcement	114
13. Response to Short Form and Long Form without Reinforcement	115
14. Response to Short Form with and without Reinforcement	115
15. Response to Long Form with and without Reinforcement	115
16. Response to Long Form with Token and Short Form without Token	115
17. Response to Short Form with Token and Long Form without Token	116
18. Description of Demographic Variables, by Treatment Group	117
19. Description of Training Variables, by Treatment Group	122
20. Description of Institutional Variables, by Treatment Group	128
21. Placement Source of First Post-release Job	130
22. Analysis of Variance of Weeks Elapsed between Release and First Job	131
23. Analysis of Variance of Weeks Employed on First Post-release Job	132
24. Relation of First Post-release Job to Pre-TDC Occupation	133
25. Method First Post-release Job Terminated	133
26. Reason First Post-release Job Terminated	135
27. Analysis of Variance of Number of Full-time Jobs Held Since Release	136
28. Analysis of Variance of Number of Training Related Jobs Held Since Release	136

TABLE	PAGE
29. Results of z Test between Weeks Worked on Present Post-release Job	137
30. Results of z Test between Hours Worked per Week on Present Post-release Job	137
31. Reason Not Working in Training Related Job	138
32. Reason Not Hired by Employers in Related Job	139
33. Satisfaction with Present Employment	141
34. EDS Employment Score	141
35. EDS Job Status Score	143
36. EDS Job Participation Score	143
37. Employer Knowledge of Record	144
38. Analysis of Variance of Money Available Upon Release	146
39. Analysis of Variance of Weekly Starting Salary on First Post-release Job	146
40. Results of z Test between Weekly Salaries on Present Post-release Job	146
41. Additional Sources of Income	148
42. Analysis of Variance of Weekly Expenditures	149
43. Number of Dependents Supported	151
44. Debts Unable to Pay	151
45. Utilization of Checking Accounts	151
46. Utilization of Credit Sources	153
47. EDS Income Score	155
48. EDS Debts Score	155
49. Educational Situation	157

TABLE	PAGE
50. Community and Recreational Situation	159
51. Interpersonal Situation	164
52. Total Environmental Situation	167
53. Reason Applied for Vocational Training	170
54. Ability to Get into Preferred Course of Training	172
55. Adequacy of Equipment, Tools, and Vocational Skills	172
56. Attitudes of the Institutional and Community Subjects Toward the Vocational Program	174
57. Individual Who Had Most Positive Influence	179
58. Suggested Areas for Improvement	181

LIST OF FIGURES

FIGURE	PAGE
1. The Follow-up Process	59
2. Frequency Polygons of Total Environmental Deprivation Scale Scores Depicting Percentage of Each Treatment Group in Clusters Associated with Chance of Recidivism	169

CHAPTER I

INTRODUCTION

Windham School District was established by the authority of Senate Bill 35, passed into law by the Texas Legislature to be effective for the school year 1968-1969 and thereafter, to serve the educational needs of all persons incarcerated in the Texas Department of Corrections (TDC) who are not high school graduates (Appendix A).

The Windham school program provides an opportunity for its students to acquire the academic and vocational skills necessary for any adult to function in our current technical, free-world society.

Classes are conducted at 13 of the 14 units of the Department of Corrections. Excluded from the scope of the program is the Diagnostic Unit, which is a reception unit. The remaining 13 units are geographically spread some 200 miles from the most northern facility in Anderson County to the southernmost located in Brazoria County (Appendix B).

The Windham program is unique in almost every respect. It is the first education system of such scope to be established within a statewide prison system. Approximately one half (8,000) of the total inmate population avail themselves of the Windham School District programs.

Approximately 85 to 90 percent of Texas' felons are school dropouts. Almost 50 percent have less than a seventh grade education. About 15 percent are illiterates and over 30 percent are under 25 years of age.

Inmates who achieve less than a fifth grade equivalency on a standardized test are required to attend school at least 6 hours per week. Others who qualify through point incentive plans are released from work assignments to attend classes leading to the General Education Development (GED) certificate or high school diploma and then to a Junior College program.

Since Windham's inception, the faculty has increased from nine adult basic education teachers to 140 professional academic, vocational, and special education teachers, certified by the Texas Education Agency. The administrative staff includes a superintendent, principals, directors of curriculum, a vocational assistant administrator, librarian, psychologists, and psychometrists. The current faculty and staff total almost 200.

The classes are non-graded, and operate on a 12-month scholastic year. Academic teachers instruct students in the area of language arts, social studies, science, mathematics, health, civil defense, physical education, music, art, speech, drama, and modern dance. Certified special education teachers work with the emotionally disturbed and mentally retarded in special classes.

The Windham vocational curriculum covers courses designated as Agriculture Pre-Employment Laboratory, Gainful Homemaking, Office Pre-Employment Laboratory, Industrial Cooperative Part-time Training, and Industrial Pre-Employment Laboratory. At the present time, the vocational department offers skill level training in the following areas:

- Drafting I & II
- Welding
- Barbering
- Building Trades
- Electric Trades
- Masonry
- Plumbing
- Radiator Repair
- Auto Mechanics
- Radio & TV Repair
- Refrigeration and Air Conditioning
- Appliance Repair
- Auto Body Repair
- Farm Equipment Repair
- Interior Finishing Trades
- Cabinet Making
- Sheet Metal
- Commercial Cooking
- Machine Shop
- Meat Cutting
- Cosmetology
- Floriculture
- Home & Community Services
- Horticulture Related Occupations
- Vocational Office Education
- Industrial Cooperative Training
- Automatic Transmission Repair
- Upholstering
- Small Engine Repair
- Vocational Electronics
- Furniture Repair

In addition, the vocational department operates a complete Media Center equipped with a video tape component system; 35mm, 16mm photographic equipment, audio-visual systems composed of

sound-on-sound slide production equipment, reel-to-reel and cassette recorders and with tape reproduction capability. This equipment, together with offset press, plate maker and conversion equipment, and a bindery gives the Media Center almost complete graphic arts production capability to furnish the individual instructor and students the attendant aids necessary to fulfill their respective teaching and learning functions.

Under the Occupational Orientation instructors, the Vocational Department attempts through a Reality Adjustment Program (RAP) to prepare the student for his ultimate entry into the world of work. The RAP sessions are conducted as a part of each class for an 18-week session, and is a realistic approach to the problems which will be encountered by the ex-inmate/ex-student in his search for the success for which he is being trained.

Vocational classes are conducted five days a week in half day sessions resulting in approximately 30 class hours per week, per man per class. Most classes have a duration of 880 class hours, with Barbering at 1200 class hours and Cosmetology, 1500. The students who successfully complete Barbering and Cosmetology are eligible for State Board examination while incarcerated, and upon release will be issued licenses by the appropriate State Boards.

The total cost of operating the Windham School District is borne entirely by the state and is financed through the Foundation School Program Fund. The Foundation School Program

provides appropriated state funds to the Windham School District, which has no local tax base, upon recommendation of the Foundation School Fund Budget Committee, which reviews the needs of the school district annually.

The Windham Vocational Department recently was awarded a \$300,000 grant through the Texas Education Agency to provide for up-grading and improving the quality of instruction in its vocational shops; in addition, the Criminal Justice Council has funded a Reading and Bilingual Laboratory; and the Texas State Libraries provided funds to improve the libraries under Windham's supervision in the Department of Corrections.

Windham School District, reflecting the efforts of many people, continues to strive for excellence in education in an area so vital to society as a whole; for only if we improve the general education of those deprived of that fundamental right, can we hope to achieve the successful reintegration of the offender into the community.

CHAPTER II

PROBLEM AND BACKGROUND

Statement of Problem

Shortly after its inception in 1969, the Vocational Department of the Windham School District initiated efforts to establish a follow-up process. The January 1, 1972 report by the Windham School District Vocational Department revealed that of the 201 vocational ex-students released from incarceration, 145 of these students were listed in the category of "unable to contact." This figure represented 72.1 percent of those released, thus making salient the need for a more systematic, comprehensive, and effective means of gathering follow-up data.

Increasingly, programs similar in nature to the Windham Vocational Department are being summoned to show their effectiveness as treatment adjuncts in the overall scheme of correctional rehabilitation. In addition, accurate follow-up information is required of the Windham Vocational Department in compliance with policies of the Texas State Plan for Vocational Education. Data in sufficient quantity are not available from which to base decisions regarding changes, redirection, planning, or measurement of the effectiveness of the Windham Vocational Program as a treatment adjunct in a correctional

milieu.

The longitudinal follow-up method is the best yardstick by which accurate and useful measurement and evaluation of ex-offender behavior can be obtained (Jenkins et al., 1973). However, before any attempt is made to measure the effects of a program by way of follow-up, it is imperative that a systematic procedure be designed in order to maximize the effectiveness of follow-up efforts. The problem thus becomes the development of an overall procedure that is able to systematically generate follow-up data by which the program's effectiveness can be ascertained.

Purpose of the Study

The primary goal of this project was to establish a system whereby continuous follow-up information on graduates and future graduates of the Windham School District Vocational Department would be available for evaluative purposes. If true assessment of program effectiveness is to be actualized, then a systematic method to that end is necessary.

A systematic approach offers a continuous means of obtaining information feedback into the program's procedures as they relate to curriculum redesign, updating and improving teaching methods, and planning for expanded and new programs.

It was the purpose of this project to design a methodology of follow-up procedures to comply with the following requirements:

The Texas State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968 requires that schools utilize a long range five year plan and an annual program plan. These plans are intended to assist local education agencies improve and expand occupational education programs

All school districts are obligated to collectively plan occupational preparation for all students

All programs are obligated to be REALISTIC in the light of local and area manpower requirements and job opportunities; SUITED to the needs, interest, and abilities of students to benefit from the program in which they are enrolled so that they may acquire the knowledge and skills necessary for them to (1) make informed and meaningful occupational choices, (2) enroll in advanced technical education programs and/or (3) become successfully employed in the occupations for which they are trained; and EFFECTIVE regarding the placement and successful employment of students after which completion of the program in which they are enrolled--in the occupation for which they are trained or in closely related occupations

Schools are required to evaluate the quality and effectiveness of each program being conducted and to make revisions and improvements as needed. Evaluation of occupational programs, services, and activities shall utilize the following criteria: (1) relevance of priority areas in occupational education as specified in the long range program and to vocational education programs, services, and activities described in the annual program plan, (2) impact of program on local and/or state job opportunities and manpower needs as identified in the annual plan and long-range plan, (3) the degree to which the needs are being met of all population groups on all levels in all geographic areas in all communities with special emphasis on the disadvantaged, handicapped, unemployed youth, and school drop-outs, (4) impact of program on vocational education needs, (5) impact of program on new and emerging manpower needs and job opportunities, (6) adequacy of facilities for the operation of the program, (7) maintaining appropriate records (fiscal and follow-up) and supporting documents as required by the State Plan, (8) reasonableness of cost in relation to accomplishment, and (9) ratio of student objectives and occupational placement.

Schools are required to maintain follow-up records regarding the placement and employment of students in the occupation for which they are trained, in other occupations, entering college instead of employment, and other follow-up information [Texas Education Agency, 1972, pp. 3-4].

In addition, the project was designed to incorporate in this systematic approach, the development of methods of interviewing ex-students to obtain realistic and valid information to aid program assessment.

Specific Objectives

In order to meet the Agency's requirements, the major objectives of this follow-up study were:

1. To develop a comprehensive methodology for data collection in the follow-up study of released offenders.
2. To develop a behavioral interview procedure to obtain valid descriptions of environmental and behavioral events in the absence of the possibility of direct observation.
3. To construct and validate instruments for systematizing these environmental and behavioral data and events.
4. To effect procedures for sample selection, identification of the target population and behavioral report.
5. To develop techniques for locating subjects in the "free-world" after release from the institution.
6. To select and train behavioral interviewers and data collection specialists.
7. To establish and develop statistical techniques for data processing and analysis.
8. To institute a record keeping system for behavioral, environmental and educationally related events.

9. To measure the specific behavioral patterns of the released offender in such areas as employment, social and interpersonal interactions, and possibly, law encounters.
10. To conduct a preliminary investigation of the significance of institutional factors in post-release employment.
11. To establish a basis for the evaluation and validation of intervention and treatment programs including education and vocational training programs and various specialized programs such as the Reality Adjustment Program.
12. To feed information back into and refine Vocational Education programs of Windham School District.

Background of the Study

The belief is widely held that correcting educational and vocational deficiencies of the offender in penal institutions is an important move toward rehabilitation. Many penologists now emphasize the purpose of imprisonment as being that of rehabilitation rather than punishment, and that training and education are important instruments for rehabilitation.

Vocational training has become a major component of many adult correctional institutions. In evaluating MDTA programs, Abt Associates reported that "vocational training proved to be the strongest link in the chain of services provided by the program" (Vol. III, 1971, p. 9). The rationale guiding the justification for these programs is that successful rehabilitation is to some degree dependent on steadiness and regularity of post-release employment.

Accordingly, a system of vocational training in

prisons was and is advocated as a means of providing inmates with the job skills which they need in order to function in a non-criminal way in society. The objective is to provide the inmate with job skills which can be utilized upon his return to the community to assist him toward a more effective kind of economic adjustment that would reduce the probability of a return to "criminal" activities for economic gain [Dickover, Maynard, and Painter, 1971, p. 1].

The general philosophy is that:

Favorable treatment rests upon training offenders for normal adult roles in society, and then giving them support in their attempts to perform. Since the accepted adult male role in our society is based on employment, efforts to reintegrate the offender into normal pursuits are correctly based upon training for gainful employment. Previous research supports the hypothesis that job training and subsequent employment on a regular basis is related to parole success which in turn is likely to lead to lower recidivism [Abt Associates Inc., Vol. I, 1971, p. 1].

In addition, training in skills appears to offer an opportunity for program designers to formulate a curriculum design that aims at impressing upon students the importance of the development of proper attitudes and habits of regularity and achievement in work situations. When most offenders enter correctional institutions, they have had little or no training that resulted in possession of occupational skills (Gillham and Kime, 1970; McCollum, 1973; Taggart, 1972). Coupled with this is the fact that few of them have maintained extended work experiences and therefore exhibit less favorable views regarding work.

Too often, the releasee who attempts to enter the work force after incarceration is handicapped by his criminal record as well as not possessing a marketable skill to enhance the possibility of his being hired (Pownall, 1969; Taggart, 1972).

His difficulties may be compounded by State and local governments restrictions such as the inability to get a driver's license, exclusion from employment on public payrolls, or a prohibition on work in any business involving the manufacture, distribution or sale of alcoholic beverages. Problems in obtaining bonding inhibit employment in finance and insurance companies and in wholesale and retail trade. [Abt Associates Inc., Vol. II, 1971, p. B-13].

However, as reported by Glaser (1964, p. 361), "The prisoner's primary barrier to employment is not his criminal record so frequently as it is his lack of extensive or skilled work experience." Therefore, vocational programs as treatment-adjuncts are designed in an attempt to alleviate portions of the disabilities of the ex-offender.

Call for Evaluation of Treatment Programs

Numerous writers and penal authorities have indicated a need for more precise research in attempts to validate the effectiveness of various types of correctional treatment. As noted:

Contemporary penologists, however, are increasingly aware how difficult it is to effect permanent changes of attitudes and behavior within a prison setting, and for this reason they are more willing to experiment with new techniques and attempt to evaluate the effectiveness of old ones ...

In the recurrent reforms which have swept over prison systems in the last 150 years, vocational training and labor programs have been nearly always unquestioned as techniques of rehabilitation. In recent years, prison reformers have shown a somewhat more skeptical attitude. They have asked whether expensive vocational programs are truly effective in reducing recidivism, and whether, if released, inmates continue to use the skills that they once learned in prison [Johnson, Savitz and Wolfgang, 1962, p. 497].

In his widely read book, The Effectiveness of a Prison and Parole System, Daniel Glaser (1964) addresses the problem of the insufficient amount of data to measure the effectiveness of prison treatment programs. He writes that, "Unfortunately, there is no convincing evidence that this investment reduces what criminologists call 'recidivism;' the offender's return to crime. However, since there is little knowledge on overall rates of return to crime, how can we know at all precisely the effects on recidivism of specific prison and parole practices?" (Glaser, 1964, p. 4).

The summon for more precise and empirical data is emphasized in the American Correctional Association's (1966) Manual of Correctional Standards. In a chapter devoted to the importance of statistics and record keeping, they write that:

Factual knowledge is of prime necessity for those who are charged with the administration of a correctional system as well as those who appropriate the necessary funds and those who evaluate the overall results. To a large extent, the basic facts that are needed are of a statistical nature and must be subjected to critical analysis to achieve validity and accuracy. Such data will not be readily available unless careful plans are made to collect and compile them regularly [p. 214].

In a directive to the Attorney General on November 13, 1969, President Nixon listed a Thirteen Point Correctional Program. Points 8 and 12 in summary form are particularly significant regarding training in a correctional setting and the evaluation of its treatment capabilities. The points respectively are: "Provide new vocational, education and employment opportunities for persons on probation, in prison and on parole, enlisting the cooperation of private agencies. Institute a comprehensive program of research, experimentation and evaluation of correctional methods."

Follow-up: A Method of Evaluation

A method most widely used to evaluate the effectiveness of a treatment adjunct program such as vocational training in a correctional milieu, is that of the follow-up process. The most frequent measurement is whether the ex-offender is able to support himself economically through legal means, and of tantamount importance, whether he stays out of prison.

Systematic follow-up of trainees following release will be desirable to:

1. Detect and act on tendencies by parolees toward recidivism.
2. Help parolees who become unemployed get another job.
3. Determine how effective the training and guidance efforts have been and how they should be modified [Abt Associates Inc., Vol. II, 1971, p. B-23].

However, as noted (Jenkins et. al., 1973), prior to any attempt to validate program-effect, an overall procedure that produces systematic data must be instituted as part of the ongoing assessment process.

Basic to the development of this systematic collection of data on a vocational training program, the measurement of its subsequent effect, is the consideration of three aspects of the particular program involved as noted by Abt Associates Inc. in Profiles of Inmate Training Projects. In this, the second of a three volume report on the evaluation of vocational training conducted under the Manpower Development and Training Act, Section 251, it was suggested in the preface that program evaluators consider three basic aspects of each project, " ... the characteristics of its overall training program; the characteristics of the vocational training courses it provided; and the characteristics of the institutional environment in which these projects operated." Realization and incorporation of these guidelines in program evaluation methodology increase the likelihood that true assessment of the program will be actualized.

It was suggested that in evaluating treatment:

An essential ingredient in changing human behavior is the assessment of the effects of intervention treatment. The procedure is a three-stage one. The first stage consists of measurement of changes during the application of intervention. Illustrative of these in-treatment measures are unit tests in an educational or vocational training

program. The second stage consists of a more comprehensive assessment of treatment effects after the completion of training. Here the focus falls not only on exhibition of the built-in behavior but on its transfer to other situations. Finally, long-range follow-up measures the generalized and persisting effects of intervention over and beyond the training situation. These longitudinal effects constitute the more ultimate criteria of treatment program effectiveness. In addition, they feed back into treatment procedures to refine and improve these procedures by identifying major behavioral and environmental events requiring corrective action [Jenkins et al., 1973, p. 3].

Review of Follow-up Studies

Follow-up studies centered around the assessment of vocational training programs in prisons are not in the abundance desired. However, those obtained offer invaluable information as to how various procedural techniques are likely to maximize the effectiveness of the design of a systematic methodology to retrieve useful data.

Measurement Variables

Success. As cited in their final report on the programs of MDTA, Abt Associates Inc. suggest that:

Crucial to the design and implementation of a valid evaluation study is the careful conceptualization and measurement of the dependent variable, namely, success. Unless this can be done a study is unlikely to generate many cogent findings. Success, in general ... involves two components: steady employment and reduced recidivism. The overall goal is to reduce criminal activity. While each of these concepts, crime, employment, and recidivism may seem relatively simple at first glance, each conceals a number of complexities both of concept and measurement.

For purposes of this study, then, success refers to two items: employment as the criterion of success or failure of the inmate training program; recidivism as the criterion of success or failure of the prison system [Abt Associates Inc., Vol. I 1971, pp. 6-11].

The researchers evaluating the vocational program's effectiveness in the Oregon State Penitentiary in 1969, defined success in a similar manner, "(1) What types of community jobs did the men obtain? (2) What level of skill did the men possess for their community jobs? (3) What kind of stability did the men show on their post-institutional jobs?" (Research and Evaluation ... Oregon Board of Control, 1969, p. 41).

The primary focus reportedly in the California study "was whether the parolee secured employment in his trade of training. This was determined for the first employment he secured after release and for his employment at 6 and 12 months after release" (Dickover et al., 1971, p. 6).

In his explanation as to what constitutes success and failure of prison programs, Conrad (1965) asserts that programs are designed to do two things: "to offset the damage done by the artificial experience of confinement, and to change the offender into a person no more likely to commit an offense than any other normal citizen. To test these programs, statistical tables of recidivism of increasing sophistication are developed. A good program will be reflected somehow in lowered recidivism; an ineffective program will not" (Conrad, 1965, p. 171, emphasis added).

Recidivism. It is also important in assessing program-effectiveness by way of follow-up inquiry to determine what constitutes recidivism. Generally, recidivism is characterized as the ex-offender's re-encounter with law enforcement officers or parole violations resulting in re-incarceration.

It appears in the Oregon study (1969) that recidivism was based on the number of men returning to that State's institution. The remarkably low recidivism rate of 8.7 percent for 1404 men followed up is perhaps as the authors noted, because "half of the men had left Oregon," and few (12 percent) were willing to be interviewed when located in the free community.

Abt Associates (Vol. I, 1971, p. 15) maintains that, "... many difficulties exist either in the conceptualization of recidivism or in the interpretation of recidivism data." They report that with closer scrutiny, the Draper Project's interpretation and claim of a low recidivism rate becomes less impressive.

However, closer examination reveals that the Draper Project estimated normal recidivism on the basis of the fact that "at least 70% of our trainees were recidivists when they entered the program." This is by no means necessarily the figure one would obtain by a follow-up study of Draper releasees. As Glaser argues, based on data from numerous sources, the percentage of men in prison who are recidivists is usually considerably higher than the percentage of men received by or released from prison who are recidivists. This is due to the fact that people who commit the more serious felonies usually receive longer terms for that reason as well.

Thus, the recidivism estimates of 70 percent for Draper cannot be accepted as a "control"

against which to compare the trainee follow-up figure of 25 percent. In fact, there is no way to evaluate the Draper results except by comparison to results from other studies [Abt Associates Inc., Vol. I, 1971, p. 15].

It was reported (Glaser, 1964) that in the first 2 to 5 years following release, only about a third of all men released, from an entire prison system return.

The determination of what is to be called success as opposed to recidivism becomes the task of the researcher in operationally defining variables to effect his assessment findings. However, it is important to remember, as reported in the final report of the Draper Project:

... recidivism may be caused by environmental variables such as the social climate of the community, the inmate's previous experiences, the stability of his home life, work experiences, the nature of the parole supervisor and many other factors. You have no way of controlling or counteracting such variables, and therefore cannot permit your program to be evaluated solely on the basis of reduced recidivism.

We recommend that you evaluate both the total program and significant components, such as the occupational training, basic education classes and counseling for academic and social behavior changes [The Draper Project, Vol. II, 1969, p. 34].

Continuing with this thought, members of the Rehabilitation Research Foundation suggest that:

Although recidivism and employment records are basic criteria for any training program, they are not the only post-release variables which need to be studied; other "success" or criterion variables are in need of research to reveal other important phases of the trainee's post-release environment and adjustment. By studying these other criterion variables, not only will the general effect of

random sample technique admonish how difficult it is to locate former inmates, and the serious problem of persuading former inmates to cooperate in follow-up. "The serious problem of getting former inmates to cooperate in follow-up work can be dramatically portrayed in our three sample success rates of 21.8%, 14%, and 15.2% (average 16%)" (p. 3). They reported that it was not known exactly how many of the men in their sample moved away from Oregon, but it is likely that most did. When those known to be out-of-state were combined with those having letters returned indicating "moved" or unable to locate, " ... we have 51% of the total sample. Thus we must conclude that a very large percentage of Oregon felons, possibly half, leave the state once released. This rate has broad implications for computing recidivism rates" (Research and Evaluation ... Oregon Board of Control, 1969, p. 4).

Abt Associates (1971) noted that the Employment Service (ES), which was utilized to facilitate the delivery of supportive services and the collection of employment status information, was ineffective in performing this task. "In a few projects, the ES conscientiously and successfully performed its follow-up task. In most cases, however, even the data collection aspect of follow-up was a dismal failure" (Vol. III p. 20).

Regarding the ES, Abt Associates suggested that

With respect to the information collection aspect of follow-up, the Employment Service should

recognize that follow-up of released trainees is difficult and time consuming, given their high mobility. Unless the Employment Service is prepared to exert substantial effort, it is likely that response rates from these trainees will continue to be low [Abt Associates Inc., Vol. III, 1971, p. 12].

Jenkins et al., (1973) conducted "a pre-release interview followed by a series of post-release interviews at intervals of 3, 6, 12, and 18-24 months." This procedure enhanced their ability to continually contact those released.

Glaser (1964) reported that releasees "were seen by our staff as soon as possible after they left the prison, and up to five times thereafter, at approximately monthly intervals. Detailed questions about post-release employment were asked at each interview" (Johnson et al., 1962, p. 510).

The releasee moves frequently during the months shortly after his incarceration. This makes difficult the maintenance of current address information of subjects under follow-up, thereby lessening contact response.

However, for trainees who are paroled rather than released, the prospects are quite different. By establishing proper linkages with the parole system, the Employment Service could obtain follow-up information with relative ease. We recommend, therefore, that the Employment Service establish the necessary linkages for collecting follow-up information and providing post-release service, otherwise it will achieve little success in either area [Abt Associates Inc., Vol. III, 1971, p. 12].

The establishment of parole board linkage has become an integral part of correctional program follow-up methodology.

Token Payments. Another method employed by follow-up

researchers in efforts to maximize the probability of post-release contact is the use of token payments. The Oregon subjects were offered \$10 to cooperate with follow-up staff interviewers. The rationale supporting token payment for interview cooperation is that this awareness on behalf of follow-up staff members indicates to potential subjects the realization that their time and cooperation is valued. This technique is used in motivating the individual to provide the needed information.

Utilizing this technique, Abt Associates (1971):

... developed an incentive payment system designed to obtain maximum information at minimum overall cost.

Under this system trainees and control group members received individual letters from the study staff explaining the purpose of the study and requesting their cooperation. They were asked to contact the study staff three and six months after release, specifying their current mailing address. Follow-up forms were mailed out as individuals contacted the study group and gave their mailing addresses. When the forms were completed and received by the study staff, a check for \$5.00 was mailed to the respondent [Volume II, p. 28].

Abt Associates (1971) also made available to their subjects a 24-hour a day answering service to receive collect calls as a means of contact. Thus numerous remunerative approaches may be used to enhance the follow-up subject's cooperation.

Interviews. In view of the realization that the conditions of the training program are only able to simulate the conditions of the "real world," accurate and valid information can only be obtained after release. The interview

offers the most accurate method of obtaining this data since close observation is near impossible from the standpoint of program evaluators.

The use of the interview procedure enables the releasee to express his impression and assessment of the effect the training has had regarding his condition after release. In a study of vocational training in the California Department of Corrections, "... an attempt was made to obtain more information about the job experience of vocational trainees by interviewing a group of trainees themselves; their parole agents; and if the trainees had obtained employment in their trades of training, their employers" (Dickover et al., 1971, p. iii).

Glaser (1964) utilized the interview procedure "to procure a detailed picture of the initial experience which follows release from prison. This was done by interviewing men in their first week after release and monthly thereafter for six months." (p. 534)

In their longitudinal follow-up investigation of post-release behavior of released offenders, Jenkins, et al., (1973) employed the use of a behavioral interview.

The behavioral research interview has its roots in the methods and conceptualizations of Kinsey (1948) and Murray (1938). Growing out of these, the method developed by Pascal and Jenkins (1967) and used in this study concentrates on shaping S's verbal reports into descriptions of his actual behaviors and the environmental circumstances surrounding them. It involves a specification of

the behavior itself, the antecedent environmental conditions, and the post-response consequences of a positive (reinforcing) or negative (punishing or extinguishing) nature. The primary focus is on the specifics of S's behavioral patterns in interaction with other people [p. 10].

One of the methods incorporated in their (Jenkins et al., 1973) assessment of the released offender's reaction to environmental stimuli was the use of the Environmental Deprivation Scale (EDS). "The EDS is based on the working assumption that a man's behavior reflects the way 'things are going for him' in his environment at the moment" (p. 1). This method employs a 16-item scale to determine the extent of an individual's environmental support or deprivation regarding occupational activities, institutional activities, and interpersonal relationships.

Interview techniques used in follow-up are characteristically designed to measure the specific and internal data desired of a particular program. The extent of use of the interview depends on how much information is desired in assessment and the degree to which this technique is feasible (i.e. cost analysis).

Questionnaires. The follow-up procedure employed will be governed by the amount of information desired and the means of evaluating and validating the acquired data. The final report of the Draper Project suggests that records be kept of the graduate's date of release, how they were released, courses completed, etc. In the Draper Project,

comprehensive records were kept on each graduate, and this information was recorded in individual files.

A means by which useful and pertinent data can be obtained, bearing in mind cost efficiency, is via questionnaire mail-out. "Such records provide a means of data storage" (Rehabilitation Research Foundation, 1968, p. 33). In addition, questionnaires offer the flexibility of obtaining the type of data specifically desired at any given time. Therefore the design depends upon the particulars of a given program.

In evaluating programs, the Rehabilitation Research Foundation (1969) in writing The Draper Project, "recommends that you develop forms which will permit you to gather the information required for a specific report or reports" (p. 35) Questionnaires designed to gather information from the parole supervisor, employer, graduate and family offer various sources by which acquired data may be validated.

Follow-up Findings

The end product of systematic follow-up methodology is the generation of its findings and conclusions. Those studies reviewed pertaining specifically to follow-up of released offenders who were enrolled in vocational courses while incarcerated, reveal data findings peculiar to the characteristics of each program and the institutions where

the programs operated. Using three of the reviewed studies, the following section reports the summary findings regarding work obtained in the training trade, and the rate of recidivism in each study.

Trainees in their Trade. The California study (Dickover et al., 1971) reported findings resulting from data on 729 vocational trainees who were paroled in the fiscal year 1967-68 who had at least 200 hours of training with training grades of C or better. They interviewed 107 former trainees released to the community. It was found that 25 (26.3percent) of the 95 still on parole in the community were employed in their trades at the time of the interviews. However, 51 or 47.7 percent asserted that they had worked in their trades at some time during the period after their release from prison. The final results reveal that approximately 35 percent of the trainees were employed in their trade at 6 months and 12 months after release.

Oregon researchers applied Dictionary of Occupational Titles (DOT codes) to job positions of the most recent occupations held by trainees; they then grouped them by major code categories. Thus, they reported that "... nearly half (44%) of the men were either in Structural Work Occupations or Miscellaneous Occupations on their most recent job" (Research and Evaluation ... Oregon Board of Control, 1969, p. 16). These would include construction

workers, truck drivers, warehousemen, carpenters, etc.

This, however, does not describe specifically, the percentage of those in the occupations for which they were trained. It was further reported, however, that "... just one work or training assignment in every four was sought in the free community" (Research and Evaluation ... Oregon Board of Control, 1969, p. 41).

In their report on trainees, Abt Associates (1971) found that "... the trainees did not appear to enjoy greater employment success than the controls, when measured in terms of employment status, hourly wage rates, cumulative earnings or percent of time employed since release" (Vol. III, p. 7). In interpreting these data, however, they warned that perhaps because of possible bias which they were unable to correct, the findings appeared as they did.

Recidivism. Using recidivism characteristically as whether a trainee returned to prison in that state, Oregon researchers found a remarkably low recidivism rate of 8.7 percent for 1404 men followed up. This figure becomes suspect as the authors warn that the low figure is perhaps the result of half the men having left the State of Oregon; thus not being part of those successfully contacted. Their interviews consisted of only 12 percent of the population who indicated a willingness to cooperate when located in the free community.

Abt Associates (1971) "... found that overall trainees had significantly lower recidivism rates than control group members Although this difference (3-5%) was not large, its importance is magnified when viewed in light of the large numbers of ex-offenders steadily flowing out of the prison system" (Vol. III, p. 7).

At the time of their interviews with 107 trainees in the California study, the researchers found that 12 of those sampled had returned to prison at the time of the interview. Another 12 men were not interviewed because they were either at-large, could not be reached, or failed to appear for appointments. Their final report is based on data interpreted on 95 men in the community and 12 returned to prison from parole. The interview data from the 12 returned people were tabulated with the rest of those sampled.

In summary, the development of a systematic methodology by which follow-up data may be retrieved must encompass the realization of the various obstacles that hinder the follow-up process. This is especially evident when considering the characteristics of the population to be studied following incarceration. The task thus becomes one of instituting methodology that maximizes the capture of the pertinent data desired for a specific program's overall assessment.

Assumptions and Limitations

This study assumes the following:

1. Information obtained from interviews and questionnaires was not significantly biased by either voluntary response or token payments.
2. The Environmental Deprivation Scale (EDS) was valid and reliable in its capabilities of predicting criminal behavior and recidivism.
3. Information collected with respect to employment was valid even though attempts were not made to validate reported employment by contacting employers.
4. The Postal Service was effective in delivery of all mail to the address given (with the exception of that returned) and that any non-participation in the community follow-up process was for reasons other than letters not being delivered to the proper address.

The following limitations are recognized in this study:

1. The implementation of any follow-up study of ex-offenders is seriously affected by their (ex-offenders') negative association with the prison experience and their transient nature.
2. The study was limited in respect to the fact that the community population changed daily. In addition, the study was limited in its ability to generalize with regard to specific training classes since the number of students

cooperating with follow-up was relatively small in some training areas.

3. This study recognized that portions of the data may tend to be biased. Those who had achieved some measure of success in the post-release period were perhaps more inclined to discuss it, whereas those having had little or no success might not have readily responded to follow-up inquiry.

Operational Definitions

For the purposes of this study the following definitions will apply:

Active Students. Students in this category are presently enrolled in a Windham Vocational Class. They are also referred to as current students.

Authorization for Payment Form. This is a form requiring the signature, social security number, and mailing address of former students completing the interview phase of follow-up or a questionnaire; thus becoming eligible to receive token payment offered upon completion of this form.

Behavioral Interview. This interview technique is designed to elicit the interviewee's observable behavior in his environment. This technique is not concerned with the interviewee's array of opinions, thoughts, and attitudes, only with his described behavior.

Conditioning. This is a process incorporated in follow-up

methodology, occurring during vocational class enrollment, to enhance student cooperation after release by emphasizing the necessity of post-release contact by follow-up personnel.

Contact Response Information Sheet (CRIS-Form). This form was devised for use in establishing initial follow-up correspondence with former students released to the "free world" (community) so that addresses and locations were confirmed.

Different Field. A former student (community sample subject) is placed in this category when he responds that he is employed in an occupation in which he utilizes none of his Windham Vocational training.

Discharge. This occurs when the term of imprisonment has expired after deductions in time for good behavior or other institutional credits are effected to result in formal expiration of sentence and subsequent release not conditioned by supervision of any kind.

Educational Achievement Level. This refers to the grade level of an inmate in TDC determined by his performance results on the Gray-Votaw-Rogers General Achievement test.

Environmental Deprivation. This refers to the lack of support received by an interviewee from his environment in various areas of his involvement with people and situations.

Environmental Deprivation Scale (EDS). This is a 16-item checklist developed by Pascal and Jenkins in the 1950's

measuring environmental input to the individual in terms of his deprivation or support in a variety of areas such as occupation, organizations, and interpersonal relationships. The following are item scores appearing in the EDS used to determine the total EDS score of an interviewee. The description of each item score is listed in the sequence of its appearance in the EDS.

EDS Employment Score: the score indicated by a "0" (supportive) or "1" (deprived) used to determine whether an interviewee in the community sample is employed (0) or unemployed (1). If the individual is employed legitimately for 20 or more hours a week his employment score is supported (0). If he is totally unemployed or works less than 20 hours weekly he is scored deprived (1).

EDS Income Score: the score of support (0) or deprivation (1) arrived at by viewing the gross weekly legitimate earnings of an interviewee. If the income is more than 90 dollars per week, the subject's income is supported. If less than \$90 per week the subject is considered deprived in this area.

EDS Debts Score: the score indicating whether an interviewee is supported or deprived in his financial status. He is scored "1" (deprived) if he frequently complains about a number of debts he is financially unable to pay even though he may not recognize this as being a problem. If he is promptly and consistently meeting his payments without overly straining his income and is optimistic about getting out of debt, he is scored "0" (supported).

EDS Job Participation Score: the score indicating an interviewee either being supported or deprived in his job interest, effort, and motivation. He is scored deprived (1) if he shows little interest in his job other than as a means of earning a living, or if he demonstrates no concern with work "above and beyond the call of duty." If he is completely unemployed, he is also considered deprived in this area. If he puts forth his best effort, then he is scored supported (0).

EDS Job Status Score: the score indicating an interviewee's impressions regarding the amount of pride taken in performance of his job. He is scored deprived (1) if he describes his position as lowly in relation to his fellow workers and or says he is unnecessary on his job. If completely unemployed, he is also scored deprived (1). If he reports pride and satisfaction in his job, regardless of the level of his job, he is scored supported (0).

EDS Hobbies and Avocations Score: the score determining the amount of support or deprivation received by an interviewee in his environment regarding activities centered around hobbies and nonoccupational leisure activities in which he participates. He is scored deprived (1) if he does not engage in and expresses no pride in any systematic leisure-time activities, hobbies, and avocations. If he has a hobby or activity in which he participates frequently and takes pride, he is scored supported (0).

EDS Education Score: this score is a rating of support (0) or deprivation (1) of the educational achievement of an interviewee as it affects his environmental reactions. He is scored deprived (1) if he has completed any grade level less than the 10th grade. If he completed high school or above, or received a GED he is scored supported (0). The scoring of this item is based on his formal education at the time of the interview, regardless of when his education was obtained.

EDS Residence Score: the score determined by the amount of pride and satisfaction the interviewee takes in his residence and the neighborhood in which he lives. He is rated deprived (1) if he has no pride in his house, yard or neighborhood, or if he is unsatisfied with where he lives relative to his peers. If he indicates verbally and in his activities pride and satisfaction regarding his residence, he is scored supported (0).

EDS Church Score: the score determined by the frequency in which the interviewee attends church and its related activities. He is given a rating of deprived (1) if he attends church, Sunday school, or other religious activities less than once a month. He is scored supported (0) if he attends at least once a month.

EDS Other Organizations Score: the score determining whether the interviewee is obtaining satisfaction

from belonging to organizations, clubs, sporting groups, or other organized groups. The subject is rated deprived (1) if he does not belong to any clubs, church groups or other organizations and does not participate in organizational activities. He is scored supported (0) if he actively participates in activities stemming from socially accepted (legitimate) organizations.

EDS Friends Score: the score determining whether an interviewee is supported in his environment by close friends supportive of legal activities. He is rated deprived (1) if he is essentially isolated, if he has no friends outside his family, or indicates that no one outside his family is concerned about him. He is given a supported rating (0) if he has one or more friends supporting socially acceptable behavior.

EDS Relatives Score: this score is determined by the amount of behavioral support the interviewee receives from relatives outside his immediate family. The student is given a rating of deprived (1) if he expresses a strong negative relationship with his relatives, other than his immediate family, and has no strong positive relationship as shown by behavior. If he has a close relationship with one or more of his relatives, he is given a supported rating (0).

EDS Parents Score: the score given to indicate the interviewee's relationship with his parents. A score of "0" (supportive) is given if the interviewee reports a supportive relationship in which at least one parent shows him behavioral concern, attention, and affection, and he has little or no contact with the parent with whom he has a non-supportive (1) relationship, or if the other parent is dead. If a supportive relationship exists with neither parent, or if both parents are dead, he is scored "1" (deprived).

EDS Wife or Equivalent Score: the score determining whether there is a supported (0) or deprived (1) relationship between an interviewee and his marital spouse. He is given a rating of deprived (1) if the spouse's behavior indicates general disinterest and lack of affection. If the subject is adult; unmarried, divorced or separated; and gives no evidence of a supportive relationship, he is given a deprived (1) rating. A supported (0) rating is given if the spouse reportedly acts in a way that indicates concern and affection for the subject. An unmarried adult reporting a satisfying relationship with a friend of the opposite sex is scored supported (0).

EDS Children Score: the score giving a rating of deprived (1) or supported (0) to an interviewee's relationship with his children. A rating of deprived (1) is given if the subject reports that his children show little interest in him, little time spent with him, etc. If he has no children (either his or legally adopted by him), he is scored deprived (1). If the usual supportive actions between parents and children are reported, a score of "0" (support) is given.

EDS Fear Score: this score reflects the interviewee's plans for the future and his self-estimate of his ability to handle current and future problems. He is given a rating of deprived if he expresses anxiety about his job, parole violations, or apprehension about himself and his ability to meet the demands of his environment and to cope with everyday problems. If he expresses realistic confidence in himself and his ability to cope with his problems, he is scored "0" (supported).

EDS Total Score: refers to the score obtained by administering the behavioral interview utilizing the 16 items contained in the Environmental Deprivation Scale (EDS) developed by Pascal and Jenkins to measure environmental progress. Each item is scored "0" (supportive) or "1" (deprived) and a total score is accumulated with 16 as the maximum. Standards on the EDS indicate satisfactory adjustment for scores of 5-6 and below, marginal or borderline adjustment for 6-10, and maladjustment for 11 and above. This score is an indication of the degree of total environmental support received by the interviewee.

Environmental Support. This refers to the positive reinforcement (support) provided by the people and situations in the particular environment of an interviewee which encourages and reinforces socially acceptable behavior rather than maladaptive behavior on the part of the former student. This support "keeps him going" making it probable that he will continue his current behavior patterns as long as the environment remains supportive.

Inactive Student. This category includes all students (other than active students) ever enrolled in the Windham Vocational Program whose files are centralized alphabetically in the Master Student File.

Inmate Tracking System. This is a computerized daily status report maintained by TDC, listing; those inmates received at the Diagnostic Unit on any given day, their transit description, offense, and particularly important to this study, whether they have been incarcerated in TDC previously, as denoted by the appearance of their former TDC inmate numbers.

Intelligence Quotient. This is a number held to express the relative intelligence of an inmate in TDC using the Otis Quick-Scoring Intelligence Test or the Revised Beta for literates and the Chicago Non-Verbal Test of Mental Ability for illiterates.

Interstate Parole Compact. This is an agreement between the States which provides for mutual exchange and supervision of out-of-state parolees. As in a Texas parole, to another State, the parolee is still in legal custody of the Texas Department of Corrections.

Interview Station. This is the location at which interviews were conducted with former students. This location was most often a motel room where conditions required for proper administering of the Environmental Deprivation Scale (EDS) and the facilitation of subject response were met.

When interviews were not conducted in motel rooms, the site

(interview station) of interview met the requirements for administering the EDS and those conditions necessary to enhance valid response of former students.

"Kick" Letter. This is a type of letter written (following a previous letter of similar intent), as an impetus to increase the response frequency from target population members within the community.

Long-Form Post-Release Questionnaire. This is a 16-page, 80-item instrument designed to retrieve information required by the Texas Education Agency and the added impressions and opinions of the former student as they relate to his occupational activities, prior institutional activities and his interpersonal relationships in the community.

Master Student File. This is the central record-keeping file containing all records, correspondence, certificates, and test results of active and inactive students.

Master Vocational Student Listing. This is a computerized system listing all students ever enrolled in the Windham Vocational Program, their status (active or inactive), method of release, date of release, vocational course, and numerous other categories of pertinent data.

Parole. This is the release of an offender from the Texas Department of Corrections, after he has served a portion of his sentence, under continued custody of the State and under conditions which permit his reincarceration in the

event of his violating criminal law and/or parole conditions. The basic purpose of parole is to bridge the gap between the closely ordered life within prison and the freedom of normal community living.

Post-Release Interview Schedule. This is the instrument devised to gather data obtained during the Behavioral Interview with former students. This instrument incorporates a method to collect the data required by the Texas Education Agency, and the use of the EDS.

Pre-Release Questionnaire. A 13-page 67-item measuring device designed to collect information concerning certain institutional factors which may be utilized as a data base by future community follow-up efforts.

Recidivism. This categorization is the result of a law encounter which terminates in reincarceration of a former inmate in TDC due to parole revocation or a new conviction.

Related Field. A former student (community sample subject) is placed in this category when he responds that he is employed in an occupation in which he utilizes some, most, or all of his Windham vocational training.

Release. This is one of the methods of departure from TDC. For the purposes of this study, the vast majority of students are released by either "parole" or "discharge."

Request for Payment Form. This form is submitted to the Educational and Recreational Funds officials at the Texas Department of Corrections requesting previously designated funds.

Respondent. This is a target population member in the community who has indicated (in reply to contact attempts) a willingness to cooperate with the follow-up procedures.

Short-Form Post-Release Questionnaire. This is an IBM 1001 computer card designed to retrieve information and follow-up data required by the Texas Education Agency.

Target Population. This includes those students who meet the criteria for follow-up as a result of their having obtained a minimum of one-half the required hours needed for certification; or in the opinion of the vocational instructor and the Vocational Assistant Administrator, they are qualified to receive a certificate of achievement prior to course completion (in the event a student is released); or those students who have completed the course and received a certificate of achievement.

Token Payments. This is a form of remuneration offered to those former students in the community under follow-up status, who complete an interview or questionnaire upon contact or request by follow-up personnel.

Unemployed. A former student (community sample subject) is placed in this category when he responds that he is not working either part-time (20 hours or more weekly) or full-time (at least 40 hours weekly).

Vocational Class. This category includes any of the 31 vocational courses offered in the Windham School District's Vocational Program having Occupational Education Instructional

Codes and the Department of Labor Dictionary of Occupational Title Codes. These courses are nomenclatured in the Introduction.

CHAPTER III

METHODOLOGY

The Records

On June 1, 1973, the first full-scale follow-up of Windham School District Vocational students was implemented.

The first phase was designed to develop order in an otherwise erratic system of records keeping. Official attendance records were previously maintained and filed monthly in general storage for safe keeping; a record system was built which utilized an individual file folder for each student. Attendance records were converted to a Master File Sheet (Appendix C), and this Master File Sheet then became the source point for all information pertaining to the student.

Heretofore each counselor kept his own individual records; but, with the new Master Vocational Student Files, all records, correspondence, certificates and test results are being filed at one access source.

At the completion of the first phase of the records conversion process, some 2,156 active and inactive student files had been converted into Master Vocational Student Files.

As each new class in a training area is begun, Texas Education Agency Organization Reports are completed (Appendix D) and a Master Student File is originated for each new student.

As each monthly official attendance report (Appendix E) is submitted to the Superintendent's office, the Master Student File is updated indicating current monthly attendance.

This long overdue meshing of the vocational records provides the central point for all physical data affecting each vocational student.

During the manual conversion of the records, it became apparent that a great deal more record control and access was needed. As the potential audience for a viable information source on vocational training at Windham expanded, it was decided that the advantages concomitant with the conversion of the Master Files to automated data processing justified the additional effort necessary to effect the conversion.

In cooperation with the Texas Department of Correction's Division of Research and its Data Processing Section, the staff began converting the Master Student Files into a program labeled MASTER VOCATIONAL STUDENT LISTING (MVSL) (Appendix F).

This system, which at present serves as an adjunct to the Master Student Files, supports both an active file of current students and an historical file of previous students. The system is comprised of a combination of edit and update programs, a select program, several different sorts and several types of print programs, although the format holds basically the same throughout.

The input to the update program can be a record addition, a deletion of an existing record, or a change to an existing record. All input is in the same format, a control character being the only variant. The update program automatically revises the Windham File if an inmate is released, changes his student classification, and records his method and date of release. Any errors in the update, along with notes on changes of student classification, are listed in the update program for vocational department staff correction and resubmission. A new Master File is created with each update. Selects and sorts are available to provide specialized listings for vocational instructors, classification, the parole office, follow-up survey, and the job placement office. Alphabetical and numerical listings indicating total students by classification and race are also provided monthly. Print programs list all information on file pertaining to the Windham Vocational training such as class hours, instructor, etc. A sheet of explanations and codes precedes each student listing. In addition, a select and a utility punch program is used to punch inmates' names and numbers on data card questionnaires to be mailed to released inmates.

An increase in the overall record size of the Windham Vocational Master File is projected; this will allow a listing of the addresses which are presently on a separate program. With this information, address labels or continuous form

envelopes can be printed for follow-up survey. In the future the survey sheet can be put on an optical scanner form to be easily accessible for statistical analysis.

In addition to the basic student information, the MVSL allows easy and accurate detection of student status relative to parole, discharge, subsequent convictions or parole revocation. Interface exists between the MVSL and the Inmate Tracking System, a TDC program tracking inmate activity in these categories.

As the update of the Master Student File is effected, a simultaneous update of the Master Vocational Student Listing occurs.

Total development of this system broadens considerably the availability of Windham Vocational activity data.

Identification of the Target Population

The initial task of identifying the inmate was accomplished and thus the criteria for follow-up efforts were established. When a student has (1) accomplished a minimum of one half of the required hours to qualify for a certificate of achievement; or, (2) in the opinion of the vocational instructor and the Vocational Assistant Administrator, qualified for a certificate of achievement prior to course completion (in the event a student is released from the Texas Department of Corrections); or, (3) completed the course and received a certificate of achievement, then the student has met the

program criteria and is subject to follow-up.

For the purposes of this study, all persons who met the program criteria as of December 31, 1973, were included in the target population; a total of 1,343 current and released students were incorporated into the study.

Once identified, the task of locating the released students began. By July 10, 1973, 630 students in the "free world" met the criteria for inclusion in the follow-up survey. The TDC record of each was reviewed and the exit method (parole or discharge), exit date, and a recent address of a primary family member on the inmate correspondence list established.

A Contact Response Information Sheet (CRIS) was then sent to each student, with a letter of explanation and a postage paid business reply envelope. If the CRIS form was returned, a confirmation letter was mailed to the student to maintain contact and reinforce his participation in the study (Appendix G). Of the original 630 CRIS forms mailed during this initial contact period, 367, (58 percent) were returned.

Because the records were slipshod prior to the follow-up study, construction of a viable record system was constant during the early months of the project. Conferences with instructors to study individual records resulted in an increase in the number of students meeting the follow-up study criteria to 879 students. It is possible that more than 879 students

could qualify, but terminated instructors, for the most part, were not contacted as it was the consensus that total student population in these classes would not measurably affect the data.

Location of the student respondents was increasingly difficult in direct proportion to the period of time elapsed between release and initial contact. TDC files contain no record for post-release contact of a discharged inmate once he or she leaves the institution.

However, in the case of parolees, the task was eased somewhat. Liaison established with the Board of Pardons and Paroles produced current addresses for these ex-students (Appendix H). This source proved accurate and dependable, and aided in the location of some 125 subjects. The parole resources were used only for the purpose of student location; because of the quasi-authoritarian role of the parole officer, his cooperation was not sought in the return of the CRIS form. It should be pointed out that this does not necessarily preclude the use of his services in later efforts at follow-up.

If response to the initial contact letter was not received, a "kick" letter was dispatched (Appendix I). If no reply was forthcoming after the second communication, the student was not pursued further at this point.

In many instances, particularly in the case of discharged students, several letters to different addresses were necessary

to obtain the return of the CRIS form. Of the target population of 879, 32 subjects were categorized as "No available address - Uncontactable." It can be assumed that the balance of the mail was delivered to a good address.

The Out-of-State Student

At the outset, there developed a need to maintain contact with those students who, upon release, move out-of-state. Since travel out-of-state for the purpose of follow-up is contraindicated as a systemic procedure, a mail-out questionnaire was developed which attempted to gather the basic Texas Education Agency information plus certain additional matter (Appendix J).

At the time the interviews were being conducted, 35 students resided outside of Texas. Eleven responded favorably by returning completed questionnaires.

In some instances, the student had been released on detainers either to other state institutions or to Federal custody. It then was necessary to address the student at the institution. In many cases the student, having discharged his sentence, was no longer at the institution. This then necessitated relocation procedures, by contacting family members, etc. much as if the student had left TDC directly to society.

Some students were on parole in another state through the Interstate Parole Compact and contact was made through the

Parole Officer. This contact was an individual one since no authority could issue from the Board of Pardons and Paroles which would bind the cooperating state's parole officer to assist in the location of the student. In every case, each parole officer contacted was most cooperative and complied with the request for addresses.

After the development of the Post-Release Questionnaire; all released students, regardless of location, were sent this instrument. It no longer became necessary to separate data on instate and out-of-state students. All were treated together, with the exception of the original 11 returned questionnaires which were analyzed only in certain categories of variability.

At the writing of this report; a total of 98 former students have been identified as residing out of the state of Texas, 43 of those responded in some fashion to the follow-up efforts and 5 of the total 78 recidivists are non-residents.

With the development of the follow-up system, the former student who leaves the state is not neglected in efforts to produce data to aid in effecting program redesign.

The Address Bank

Cooperation among the follow-up project and other departments within TDC cannot be minimized. In an effort to maintain accurate records and provide mailing labels for the many mailings which the follow-up project required, data processing

created the follow-up address bank. Each student's known address is stored for printout or production of mailing labels; periodic corrections to the bank maintain current addresses on approximately 800 ex-student/ex-offenders now available for the first time to a report audience.

Development of the Measuring Instruments

Following a thorough review of all known literature relevant to vocational follow-up studies; consultations with faculty members of the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University; discussions with members of the TDC Division of Research; conversations with staff members of the Rehabilitation Research Foundation in Elmore, Alabama, as well as other state and federal correctional institutions; the staff developed an 81 item Post-Release Interview Schedule to be used as an interview guide (Appendix K). Incorporated in the Post-Release Interview Schedule were questions designed to obtain information necessary to completion of a required Texas Education Agency form (Appendix K) and the Environmental Deprivation Scale (EDS).

The EDS is a 16-item checklist of environmental input to the individual for support in a variety of areas such as occupation, organizations and interpersonal relationships. The items of the EDS are: employment, income, debts, job participation, job status, hobbies and avocations, education, residence, church, other organizations, friends, relatives, parents,

wife or equivalent, children, and fear.

Used in a behaviorally oriented interview, the EDS is a method of systematically determining the extent of an individual's environmental support or deprivation in the areas represented by these 16 items. The environmental deprivation of an individual is reflected on the EDS by a numerical score, obtained by giving each of the 16 items on the scale a value of "1" (deprivation) or "0" (support). If the man shows deprivation on any item--for example, if he is unemployed--he is scored "1" for that item. The higher his total score, the greater the deprivation he is experiencing. Some environmental deprivation is common and scores as low as 1 or 2 are very unusual. However, a great deal of deprivation is a danger signal which indicates that the individual's sources of support for socially acceptable behavior are quite limited, increasing the likelihood that he will exhibit deviant behavior. The greater his deprivation (the higher his EDS score), the more likely his behavior will be deviant. High scores of 15 and 16 are quite infrequent, however, because such extreme deprivation is very rare. [Jenkins & Sanford, 1972, p. 3]

Utilizing the EDS and the Texas Education Agency required information as the core for the Post-Release Interview Schedule, each questionnaire area was individually analyzed, placed in draft form and field tested at the Ferguson Unit of the Texas Department of Corrections. Ten inmates, in a role-playing situation, were asked to provide feedback concerning the relevance of the various questions. Minor changes were made and the interview schedule printed. Concurrently, a coding form was devised for the transfer of data from the interview schedule to automatic data processing for computer analysis.

The Vocational Trainee in the Community

Interview subjects were those respondents to the preliminary efforts at location of ex-students. Each respondent was notified by letter (Appendix L) of the time and location of the interview. Interview locations were established in easily accessible motels in an area coinciding with the predetermined concentration of ex-student population. If an area contained more than 30 respondents, interviews were conducted Thursday through Sunday. In areas with fewer than 30 persons, interviews would be accomplished Friday through Sunday. Localities outside of the major metropolitan areas were covered by individual trips to cover as many respondents as feasible. Because 84.7 percent of the potential interview subjects resided in the major metropolitan areas of Dallas-Fort Worth, Houston, San Antonio and Austin, travel to other areas was balanced by cost effectiveness versus viable study data needed.

The West Texas-Rio Grande Valley area had a potential of 34 respondents; one staff member traveled the area west of Dallas-Fort Worth and south of San Antonio to conduct as many interviews as possible. This sweep, accomplished in 12 days and 2,188 miles of traveling, netted 12 interviews. A total of 148 interviews were accomplished in the personal contact phase of the project between September 12, 1973 and January 15, 1974.

Token Payment as Incentive

A monetary incentive was paid each interviewee. The TDC Business Department, whose staff coordinated accounting processes for the project, required a receipt signed by each respondent; therefore, an "Authorization for Payment" form was devised (Appendix M). Following interview sessions, follow-up staff members initiated a Request for Payment form (Appendix M), and approximately 10 days later the ex-student received a check for \$5.00.

Lending credence to the original statement of the problem of location of follow-up subjects, it is interesting to observe that there were 13 payment checks (8.7 percent) returned by the post office marked "Moved, Not Forwardable." This resulted in a complete relocation procedure on the ex-student in order to forward his check.

The Interview

As opposed to a simple fact-gathering interview, the follow-up interview was behavioral in nature. Obviously, this interview is focused on behavioral information as reported by the client.

By the term behavioral, we are referring to the observable responses the client makes in his environment.
.....
The behavioral interview is not concerned with the clients array of opinions, thoughts and attitudes. During the process of the interview verbalizations of such content must be minimized for three reasons: (1) such subjective statements interfere with the interviewer's objectivity in reporting factual data; (2) these evaluative statements

lead the client away from actual discrete behavioral descriptions; and (3) since the client is available and his attention only obtainable for a limited period of time, such statements burn-up time, therefore, minimizing the time available for the desired behavioral reports. [Witherspoon, Jenkins, & Sanford, 1973, pp. 1-2]

The Post-Release Interview Schedule takes approximately 45 to 60 minutes to conduct. The following outline of interview sequence was followed in each interrogative situation:

- A. Completion of Authorization for Payment form and explanation to interviewee.
- B. Completion of items A through L of the interview schedule.
- C. Explanation of interview purpose:
 1. Texas Education Agency requirement for all school districts
 2. Windham's job placement function
- D. Assurance of the confidentiality of the responses.
- E. Inquiry of respondent for explanations.
- F. Proceed with the interview guide.
- G. Referrals to the Texas Rehabilitation Commission, Texas Employment Commission, Windham Job Placement Officer, and/or other social service agencies such as Halfway Houses in the area.
- H. Sign Authorization for Payment form, and provide a copy to interviewee.
- I. After interviewee departs, score the Environmental Deprivation Scale items.
- J. Upon return to Hunstville, transfer collected data to the interview coding form for processing.
- K. Send Authorization for Payment forms to Accounting for processing.

- L. Contact the Windham Job Placement Officer concerning placement of the interviewee and follow up other specific interview problems, such as a lack of certificate of achievement which was awarded by the instructor but never received.

Conditioning for Follow-up

A major variable in the follow-up success can be the acceptance by the ex-students of the efforts of school officials in free world contacts. Voluntary cooperation by students after exit from the prison environment can undoubtedly enhance the success factor of the program.

It can be assumed that contact by any prison representative will be reacted to negatively by some percentage of the ex-student population; therefore, total compliance with a prison based follow-up program cannot be expected. Nevertheless, a concentrated conditioning effort prior to release can create in the majority of students an increased awareness of the necessity of post-release contact by the follow-up personnel. To this end, a program has been designed to condition Windham Vocational students to the follow-up program and hopefully, provide motivation for cooperation.

Section 1: Initial Contact

Within 2 weeks after a Windham Vocational class has been formed, a personal letter from the district superintendent describing the follow-up program (Appendix N) is mailed to each student in that class.

Contact with authority figures by most incarcerates is an ongoing process which continues throughout the prisonization of the individual. A check of the records jacket of any inmate reveals varied correspondence with prison officials, possibly indicating that some form of self identification is being sought in an environment which, like the military establishment, tends to subordinate the individual to the institution. Utilization of the process that provides individual student/prisoners recognition of personal development should tend to create an atmosphere in which a treatment manager (in this case the follow-up staff) can function positively.

Section 2: Midcourse Contact

When students reach the halfway point in a course and become eligible for follow-up, a staff member visits the class to explain follow-up procedures. It is anticipated that the personal visit by staff actually involved in follow-up efforts will cause identification with the goals of follow-up to be internalized by a majority of students.

The communication of problems encountered by releasees to current incarcerates towards formulation of alternatives to similar obstacles prove valuable in a rapport producing situation. It must be made clear to the students at this juncture that the system is required by law to locate each student and that voluntary compliance is requested and encouraged.

A sample questionnaire is completed by the students in order to familiarize each with the mechanical procedures of follow-up.

Section 3: Final Conditioning Phase

Two weeks prior to the termination of a vocational class, the follow-up staff mails to each instructor a sufficient number of exit forms (Appendix N) to cover each student. Acknowledging the significance of the instructor-student relationship in the prison environment, this phase of the follow-up conditioning should prove valuable in establishing a viable source bank for post-release addresses. It is then the instructor's responsibility to see that the students complete the exit forms accurately for transmission to the follow-up staff.

Conditioning techniques are all necessary to follow-up. "Convict culture" works at crosspurposes with most attempts by prison officials to elicit information about the inmate's "free world" life. Any attempt to garner correct information must be divorced from any association with the inmate's prison life. While this is not entirely possible due to the actual environment, one should hope the significantly high correlation between correct usable data and good student-instructor relationship will overcome environmental factors.

During the period August 23, 1973, to January 15, 1974, the staff traveled to the various units of TDC and presented an orientation lecture to each vocational education class.

concerning follow-up and job placement. In addition, a brochure (Appendix N) was developed and designed for distribution to students through their respective instructors.

Follow-up Via the Mail

To provide a broader data base, a Long Form Post-Release Questionnaire (Appendix O) and a Short Form Post-Release Questionnaire (Appendix P) were designed. The Long Form Post-Release Questionnaire followed the same basic lines as the Post-Release Interview Schedule.

The Short Form Questionnaire (Appendix P) was designed for possible utilization in an automated follow-up information system (Figure 1). The short form, a preprinted IBM 1001 card with an intersystem linkage capability, used in conjunction with the MVSL annual follow-up populations, automatically sorts students by name and TDC number and identifies them as eligible follow-up subjects; cards are forwarded to follow-up personnel for utilization. These IBM cards can be mailed to follow-up subjects for completion and returned in postage paid business reply envelopes. When the cards are returned, answers can be coded onto an Opscan 17 data sheet to expedite input of these data into the follow-up data bank.

However, to provide the broader data base necessary to the objectives of the follow-up study, the Long Form Post-Release Questionnaire was mailed to approximately 700 follow-up subjects not interviewed in the face-to-face sessions. At the

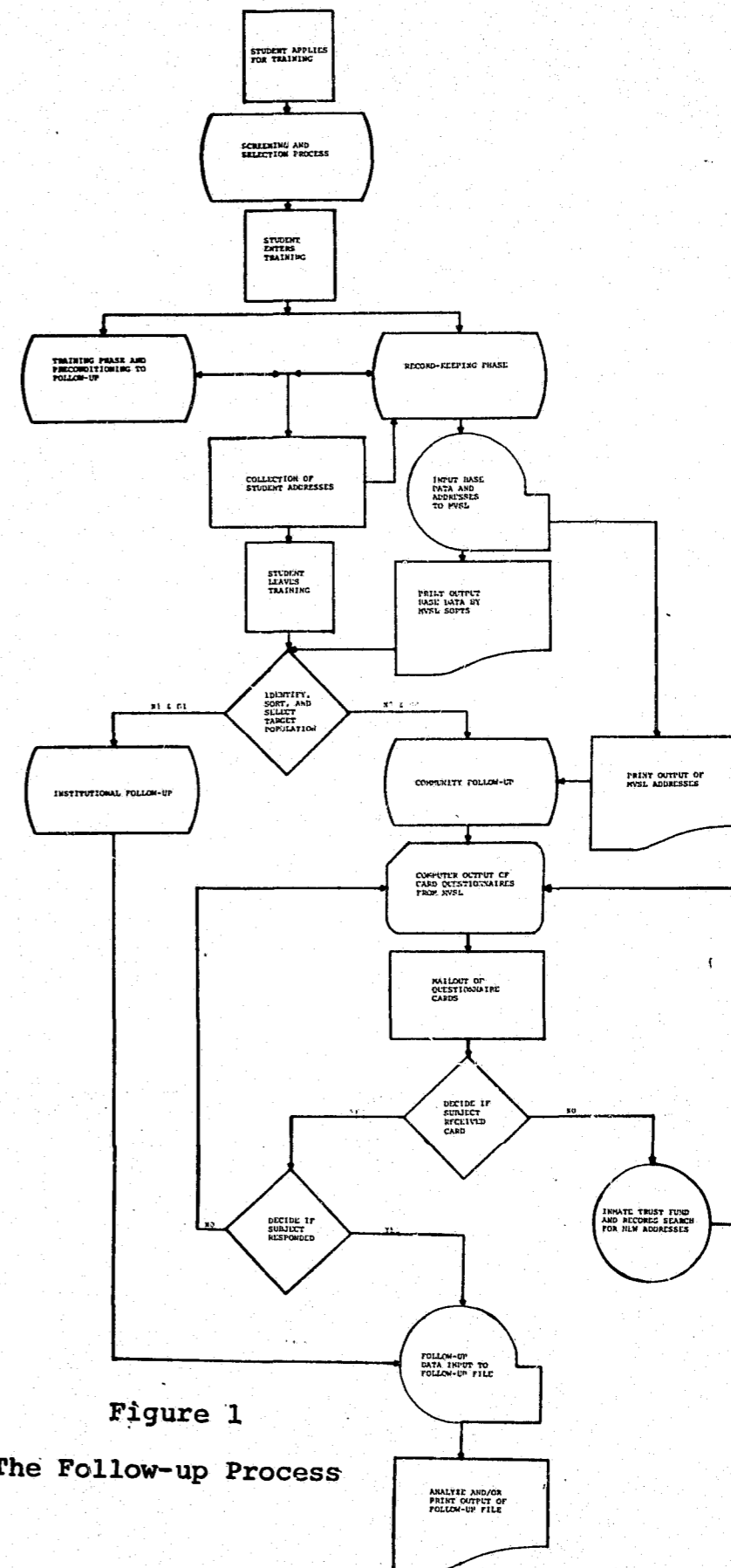


Figure 1
The Follow-up Process

writing of this report 227 Long Form Questionnaires have been returned; when coupled with the 148 behavioral interviews the total responses provide information and comprehensive data on approximately 48.7 percent of the released vocational students.

Comparative Study of the Long and Short Forms

In order to determine the effectiveness of the Long Form and the Short Form Post-Release Questionnaires, a comparative study was effected using a random sample of 100 follow-up subjects who had not responded previously to follow-up efforts. Twenty-five of the subjects were mailed the Long Form Post-Release Questionnaire, and awarded a token payment of \$2.00 for its satisfactory completion and return. A second group of 25 subjects was mailed a Long Form without token reinforcement. The Short Form Post-Release Questionnaire was mailed to a group of 25 subjects with the token payment stipulation, while a fourth group of 25 subjects was sent the Short Form Post-Release Questionnaire with no monetary reinforcement. Results of this mini-study and the data gained are examined in the Data Analysis section of the study.

In the interview situation, the subject was not given any option in the token payment arrangement; however, in the questionnaire phase the subject was given a form to complete authorizing payment. On return of the 227 Long Form Questionnaires, 25 (11.0 percent) subjects refused the \$2.00 remuneration with some comment (Appendix Q).

The Ex-Vocational Student in the Institution

One of the objectives included in the original proposal for the follow-up study was a preliminary investigation of the significance of institutional factors in post-release employment. As a result, a Pre-Release Questionnaire (Appendix R) was developed and administered to those ex-students who would qualify for follow-up, but who were still confined to the Texas Department of Corrections. Utilizing the Master Vocational Student Listing data bank, a printout of ex-students to be included in the study was sent to each unit Warden specifying the time period for the Questionnaire administration and requesting that the inmate be available for completion of the 13-page form. Of the 464 ex-students listed 439 were obtained; this represented 94.6 percent of the former Windham Vocational students. The results of the questionnaire and analysis of the data are found in Chapter IV of this report.

The Recidivist

From the beginning it was apparent some method was needed by which to check the non-responses to determine possibility of recidivism.

Several possibilities were open to the project on methods of determining law encounters of former students--the most obvious being a request to the Federal Bureau of Investigation (FBI) using fingerprints on file in TDC. However, because of

the ethical considerations, it was decided that the function of follow-up was not one of "policing" the students.

Since the recidivism rate, as measured by TDC, is the rate of return to TDC, it was a simple matter to compare the Inmate Tracking System's Daily Report of Inmates Received at Diagnostic to the MVSL to determine former students return to TDC.

The Texas Department of Public Safety publishes weekly the Law Enforcement Bulletin which contains information for local law enforcement officials in Texas. Also, the Bulletin contains information on parole violators, and death notices as reported by local police agencies.

Another prime source of information on law encounter and recidivism was the family of the student. In many cases the family would write long letters in response to the mail received from the project. This was done both in an attempt to explain the circumstances of re-incarceration, or to express appreciation for the skill learned at Windham by the student, or both.

Utilization of these 3 sources of information have resulted in the determination that of the 879 students in the target population, 78 have been involved in some law encounter which culminated in the return to TDC or rearrest on other charges.

Treatment Intervention

In order to assist the interviewees and vocational counselors, a list of halfway houses and after-care facilities was developed (Appendix S). In addition to this source of referrals, copies of the Texas Rehabilitation Commission's directory were available at the interviews in order to refer interviewees who had employment or other difficulties to the appropriate Texas Rehabilitation counselor in the local area. Contact was made prior to the referrals with the Texas Rehabilitation supervisor in the area for coordination purposes. The interviewees were extremely pleased with these treatment intervention activities.

CHAPTER IV

ANALYSIS OF THE DATA

Experimental Design

Design One: Representativeness of Samples

Since the primary objective of the Follow-up Project was to develop a valid and workable system of continuous information feedback from vocational graduates, the sample statistics were first analyzed to determine their degree of approximation to the parameters of the target populations. Because of the high percentage (94.6 percent) of the institutional population that was sampled, it was unnecessary to assess the representativeness of the institutional sample. This was not the case with regard to the community sample which comprised only 54 percent of the community population. It was necessary to conduct tests of independence on all of the known population parameters in order to determine to some extent whether or not the community sample was truly representative of the community population and to identify those subjects who may require additional pre-conditioning to follow-up.

Design Two: Comparison of Interviewees with Questionnaire Respondents

In addition to the comparisons of the sample statistics with the known population parameters, a comparison was made between those subjects who appeared for the behavioral interviews and those who preferred to respond via the mailout questionnaires. Comparisons were made on selected demographic, training, institutional, and post-release variables. The initial contact letters (Appendix G) to the community target population announced the existence of the Windham Job Placement pilot program and this may have influenced some of the subjects who appeared for the interviews. This analysis was conducted to determine if the two methods of data collection did differ with respect to the types of individuals who responded better to one than the other.

Design Three: Effectiveness of Questionnaires and Reinforcement Contingencies

A third design was concerned with two alternatives of mailout data collection instruments with and without monetary reinforcement contingencies. Specifically, a random sample was taken, using a table of random numbers, of those community subjects who did not respond with a Contact Response Information Sheet (Appendix G) during the interview phase of the project. Of the 100 sample subjects, 25 were mailed the Short Form Post-release Questionnaire (Appendix P) with a \$2.00 reinforcement contingency, 25 were mailed the Long Form

Post-release Questionnaire (Appendix O) with a \$2.00 reinforcement contingency, 25 were mailed the Short Form without the contingency, and 25 were mailed the Long Form without the contingency. The differences between response frequencies were analyzed statistically to determine their significance.

Each of the above designs was related to the internal validity of the follow-up system. The results of the analyses in each design seriously affect decisions concerning future follow-up methodologies: their expected sample representativeness, relative effectiveness of data collection instruments, and the effect of reinforcement contingencies upon sample response.

Design Four: Assessment of Post-training Adjustment

Because the ultimate goal of correctional vocational education is closely related to the post-release adjustment of vocational trainees, the present study focused primarily upon the occupational status of the community follow-up sample. The institutional follow-up sample was analyzed as a whole instead of dividing it into treatment groups. Particular attention was paid to whether or not the institutional subjects were being utilized by the Texas Department of Corrections in job assignments which were at least related to the vocational training they received. An additional item of interest was how many of the institutional subjects had been released subsequent to vocational training and had been

reincarcerated in the Texas Department of Corrections. A descriptive comparison was also made between the institutional sample and the community sample on common experimental variables.

Treatment Groups. The community follow-up sample was divided into three treatment groups based upon the occupational status of the subjects at the time of data collection. The treatment groups consisted of: (1) those subjects who were employed in the occupation identical or related to their Windham vocational training; (2) those who were employed in an occupation that was quite different from their Windham training; and (3) those who were unemployed. Differences between and within these three treatment groups with respect to the experimental variables were determined and tested for their statistical significance.

Experimental Variables

The experimental variables (used as dependent and independent) selected for analysis in the study were arranged into five major categories which were: (1) demographic; (2) training; (3) institutional; (4) post-release adjustment; and (5) attitudes toward the Windham vocational program. As depicted in Table 1, there were 7 demographic variables, 6 training variables, 4 institutional variables, 47 post-release adjustment variables, and 16 variables associated with attitudes

toward training. A total of 80 variables were analyzed as either dependent or independent variables depending upon the questions which were to be answered in each design.

In order to facilitate the discussion of the post-release variables, they were categorized into six groups of variables. The groups consisted of variables which tend to describe the various environmental situations of the community follow-up subjects. These holistic situations consisted of: (1) employment, (2) economic, (3) educational, (4) community and recreational, (5) interpersonal, and, (6) total environmental measurements.

TABLE 1
Categories of Experimental Variables

Category	Variables
Demographic	Sex (Male, Female) Race/Ethnic Group (Chicano, Black, White) Age (Under 20, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50 and over) Intelligence Quotient Educational Achievement Level Marital Status (Married, Unmarried) Highest Grade of Academic Education Completed

TABLE 1 -- Continued

Category	Variables
Training	Training Class (Course of vocational education) Training Location (Unit of TDC where training was received) Student Status (Graduate, Non-graduate) Year Completed (Calendar year student left vocational class) Training Hours (Total hours of vocational training received) ^a Reality Adjustment Program (Participant, Non-participant)
Institutional	^a Method of Release (Parole, Discharge) ^a Year Released (Calendar year student was released from TDC) Post-training TDC Job Assignment (Related to training, Different from Training, Released prior to job assignment) ^b Recidivism (Reincarcerated in TDC subsequent to completion of vocational training)
^a Post-release Adjustment	Employment Situation Placement Source of First Post-release Job Weeks Elapsed between Release and First Post-release Job Weeks Employed on First Post-release Job

TABLE 1 -- Continued

Category	Variables
^a Post-release Adjustment	Employment Situation (Cont)
	Relation of First Post-release Job to Pre-TDC Occupation
	Method First Post-release Job Terminated
	Reason First Post-release Job Terminated
	Number of Full-time Jobs Held Since Release
	Number of Training-Related Jobs Held Since Release
	Weeks Worked on Present Job
	Hours Worked Per Week on Present Job
	Reason Not Working in Training-Related Job
	Reason Not Hired by Employers in Related Jobs
	Satisfaction with Present Employment
	^c EDS Employment Score
	^c EDS Job Status Score
	^c EDS Job Participation Score
	Employer Knowledge of Record
	Economic Situation
	Money Available Upon Release
Weekly Salary on First Post-release Job	

TABLE 1 -- Continued

Category	Variables
^a Post-release Adjustment	Economic Situation (Cont)
	Weekly Salary on Present Post-release Job
	Additional Sources of Income
	Weekly Expenditures
	Number of Dependents Supported
	Debts Unable to Pay
	Utilization of Checking Accounts
	Utilization of Credit Sources
	^c EDS Income Score
	^c EDS Debts Score
	Educational Situation
Currently Enrolled in College	
Currently Enrolled in Vocational-Technical School	
Desire to Take Additional Vocational Training	
^c EDS Education Score	
Community and Recreational Situation	
After Release, Returned to County of Conviction	
Consider Moving to Another Town	
Membership in Organizational Groups	

TABLE I -- Continued

Category	Variables
^a Post-release Adjustment	Community and Recreational Situation (Cont)
	Church Attendance
	^c EDS Hobbies and Avocations Score
	^c EDS Church Score
	^c EDS Residence Score
	^c EDS Other Organizations Score
	Interpersonal Situation
	^c EDS Friends Score
	^c EDS Relatives Score
	^c EDS Parents Score
	^c EDS Wife or Equivalent Score
	^c EDS Children Score
	^c EDS Fear Score
Total Environmental Situation	
^c EDS Total Deprivation Score	
Attitudes Toward Training Program	Reason Applied for Vocational Training
	Ability to Get into Preferred Course of Training
	Adequacy of Equipment, Tools, and Vocational Skills

TABLE 1 -- Continued

Category	Variables
Attitudes Toward Training Program	Standards for Admission to Training
	Ability of Course to Stimulate Interest in Vocation
	Relation between Preferred Work and Training
	Feeling of Advantage over Non-trainees
	Observed Changes in Respect from Non-students After Entering Training
	Observed Changes in Respect from Correctional Officers After Entering Training
	Instructor's Treatment of Student
	Instructor's Permission of Suggestions from Students
	Instructor's Ability to Relate Theory to Practice
	Instructor's Teaching Method
	Overall Rating of Instructor
	Individual Having Most Positive Influence
	Suggested Areas for Improvement

^aNot utilized in description of the institutional follow-up sample.

^bUtilized only in description of the institutional follow-up sample.

^cAvailable only for the 148 interviews.

Questions and Null Hypotheses

In order to initiate the data analyses for each of the designs in the study, general questions were posed and specific null hypotheses were constructed to help provide answers to the questions. The questions and accompanying null hypotheses were developed and tested statistically for each design. Question 1 pertains to the representativeness of the community sample to the community target population. Question 2 is concerned with differences between those subjects who responded better to either questionnaires or interviews. Questions 3 and 4 are related to differences between types of mail-out questionnaires with or without reinforcement contingencies. Finally, Questions 5 through 8 are concerned with differences that exist between and within the treatment groups and Question 9 concerns differences in attitudes toward the vocational program between the institutional and community samples.

Question 1

Are there significant differences between the known community population parameters and the corresponding community sample statistics?

Null hypothesis 1. There is no significant difference in the proportions of males and females between the community target population and the community follow-up sample.

Null hypothesis 2. There are no significant differences in the proportions of Chicanos, Blacks, and Whites between the community target population and the community follow-up sample.

Null hypothesis 3. There are no significant differences in the proportions of subjects in each age group between the community target population and the community follow-up sample.

Null hypothesis 4. There is no significant difference between the mean intelligence quotients of the community target population and the community follow-up sample.

Null hypothesis 5. There is no significant difference between the mean educational achievement levels of the community target population and the community follow-up sample.

Null hypothesis 6. There are no significant differences in the proportions of subjects from each training class between the community target population and the community follow-up sample.

Null hypothesis 7. There are no significant differences in the proportions of subjects from each training location between the community target population and the community follow-up sample.

Null hypothesis 8. There is no significant difference in the proportions of graduates and non-graduates between the community target population and the community follow-up sample.

Null hypothesis 9. There are no significant differences in the proportions of subjects from each class completion year

between the community target population and the community follow-up sample.

Null hypothesis 10. There is no significant difference between the mean number of training hours of the community target population and the community follow-up sample.

Null hypothesis 11. There is no significant difference in the proportions of parolees and discharges between the community target population and the community follow-up sample.

Null hypothesis 12. There are no significant differences in the proportions of subjects from each year of release between the community target population and the community follow-up sample.

Question 2

Are there significant differences between those subjects who completed behavioral interviews and those who completed and returned the mail-out questionnaires?

Null hypothesis 13. There is no significant difference in the proportions of males and females completing the interviews or mail-out questionnaires.

Null hypothesis 14. There are no significant differences in the proportions of Chicanos, Blacks, and Whites completing the interviews or mail-out questionnaires.

Null hypothesis 15. There are no significant differences in the proportions of subjects in each age group completing

the interviews or mail-out questionnaires.

Null hypothesis 16. There is no significant difference between the mean intelligence quotients of subjects completing the interviews or mail-out questionnaires.

Null hypothesis 17. There is no significant difference between the mean educational achievement levels of subjects completing the interviews or mail-out questionnaires.

Null hypothesis 18. There is no significant difference in the proportions of married and unmarried subjects completing the interviews or mail-out questionnaires.

Null hypothesis 19. There is no significant difference between the mean last grade of academic school completed of subjects completing the interviews or mail-out questionnaires.

Null hypothesis 20. There is no significant difference in the proportions of subjects who acquired a GED in TDC between those completing the interviews or mail-out questionnaires.

Null hypothesis 21. There are no significant differences in the proportions of subjects from each training class completing the interviews or mail-out questionnaires.

Null hypothesis 22. There are no significant differences in the proportions of subjects from each training location completing the interviews or mail-out questionnaires.

Null hypothesis 23. There is no significant difference in the proportions of graduates and non-graduates completing

the interviews or mail-out questionnaires.

Null hypothesis 24. There are no significant differences in the proportions of subjects from each class completion year completing the interviews or mail-out questionnaires.

Null hypothesis 25. There is no significant difference between the mean number of training hours of subjects completing the interviews or mail-out questionnaires.

Null hypothesis 26. There is no significant difference in the proportions of Reality Adjustment Program participants and non-participants completing the interviews or mail-out questionnaires.

Null hypothesis 27. There is no significant difference in the proportion of parolees and dischargees completing the interviews or mail-out questionnaires.

Null hypothesis 28. There are no significant differences in the proportions of subjects from each year of release completing the interviews or mail-out questionnaires.

Null hypothesis 29. There are no significant differences in the proportions of subjects who held post-training related TDC jobs, different TDC jobs, or were released before job assignment completing the interviews or mail-out questionnaires.

Null hypothesis 30. There are no significant differences in the proportions of subjects who are employed in post-release training-related jobs, different jobs, or were unemployed completing the interviews or mail-out questionnaires.

Question 3

Are there significant differences in the frequencies of response depending upon the length of the mail-out questionnaires utilized, and token reinforcement contingencies?

Null hypothesis 31. There is no significant difference between the frequencies of response to the Long Form Post-release Questionnaire and the Short Form Post-release Questionnaire when the token reinforcement is offered.

Null hypothesis 32. There is no significant difference between the frequencies of response to the Long Form Post-release Questionnaire and the Short Form Post-release Questionnaire when the token reinforcement is not offered.

Null hypothesis 33. There is no significant difference between the frequencies of response to the Short Form Post-release Questionnaire when the token reinforcement is offered and the Short Form Post-release Questionnaire when the token reinforcement is not offered.

Null hypothesis 34. There is no significant difference between the frequencies of response to the Long Form Post-release questionnaire when the token reinforcement is offered and the Long Form Post-release Questionnaire when the token reinforcement is not offered.

Null hypothesis 35. There is no significant difference between the frequencies of response to the Long Form Post-release Questionnaire with the token reinforcement offered

and the Short Form Post-release Questionnaire with no token reinforcement offered.

Null hypothesis 36. There is no significant difference between the frequencies of response to the Short Form Post-release Questionnaire with the token reinforcement offered and the Long Form Post-release Questionnaire with no token reinforcement offered.

Question 4

Are there significant differences in the demographic variables between or within the three treatment groups?

Null hypothesis 37. There are no significant differences in the proportions of males or females within the treatment groups.

Null hypothesis 38. There are no significant differences in the proportions of Chicanos, Blacks, and Whites within the treatment groups.

Null hypothesis 39. There are no significant differences in the proportions of subjects in each age group between the treatment groups.

Null hypothesis 40. There are no significant differences between the mean intelligence quotients of the treatment groups.

Null hypothesis 41. There are no significant differences between the mean educational achievement levels of the treatment groups.

CONTINUED

1 OF 4

Null hypothesis 42. There are no significant differences in the proportions of married and unmarried subjects within the treatment groups.

Null hypothesis 43. There are no significant differences between the mean last grade of academic school completed between the treatment groups.

Null hypothesis 44. There are no significant differences in the proportions of subjects receiving GED's in TDC within the treatment groups.

Question 5

Are there any significant differences in the training variables between or within the three treatment groups?

Null hypothesis 45. There are no significant differences in the proportions of subjects from each training class between or within the treatment groups.

Null hypothesis 46. There are no significant differences in the proportions of subjects from each training location between or within the treatment groups.

Null hypothesis 47. There are no significant differences in the proportions of graduates and non-graduates within the treatment groups.

Null hypothesis 48. There are no significant differences in the proportions of subjects from each class completion year within the treatment groups.

Null hypothesis 49. There are no significant differences between the mean number of training hours of the treatment groups.

Null hypothesis 50. There are no significant differences in the proportions of Reality Adjustment Program participants and non-participants within the treatment groups.

Question 6

Are there significant differences in certain institutional variables between or within the three treatment groups?

Null hypothesis 51. There are no significant differences in the proportions of parolees and discharges within the treatment groups.

Null hypothesis 52. There are no significant differences in the proportions of subjects from each year of release within the treatment groups.

Null hypothesis 53. There are no significant differences in the proportions of subjects who held post-training related TDC jobs, different TDC jobs, or were released before job assignment within the treatment groups.

Question 7

Are there significant differences in the post-release adjustment variables between or within the treatment groups?

Null hypothesis 54. There are no significant differences in the proportions of subjects placed on initial post-release

jobs by placement source within or between the treatment groups.

Null hypothesis 55. There are no significant differences between the mean number of weeks elapsed between release and employment of the treatment groups.

Null hypothesis 56. There are no significant differences between the mean number of weeks employed on first post-release job of the treatment groups.

Null hypothesis 57. There are no significant differences in the proportions of subjects whose first post-release jobs were related to pre-TDC occupations between the treatment groups.

Null hypothesis 58. There are no significant differences in the proportions of subjects terminating first post-release jobs in the same manner between the treatment groups.

Null hypothesis 59. There are no significant differences in the proportions of subjects having the same reason for terminating first post-release jobs between the treatment groups.

Null hypothesis 60. There are no significant differences between the mean number of full-time jobs held since release of the treatment groups.

Null hypothesis 61. There are no significant differences between the mean number of training related jobs held since release of the treatment groups.

Null hypothesis 62. There is no significant difference between the mean number of weeks worked on present post-release job of the two employed groups.

Null hypothesis 63. There is no significant difference between the mean number of hours worked per week on present post-release job of the employed groups.

Null hypothesis 64. There is no significant difference in the proportions of subjects who are satisfied with their present job between the two employed groups.

Null hypothesis 65. There is no significant difference in the proportions of subjects with supported EDS Employment Scores between the two employed groups.

Null hypothesis 66. There is no significant difference in the proportions of subjects with supported EDS Job Status Scores between the two employed groups.

Null hypothesis 67. There is no significant difference in the proportions of subjects with supported EDS Job Participation Scores between the two employed groups.

Null hypothesis 68. There is no significant difference in the proportions of subjects whose employers are aware of their criminal record between the two employed groups.

Null hypothesis 69. There are no significant differences between the mean number of dollars available at release between the treatment groups.

Null hypothesis 70. There are no significant differences between the mean starting weekly salaries on first post-release jobs between the two employed groups.

Null hypothesis 71. There is no significant difference

between the mean weekly salaries on present post-release jobs between the two employed groups.

Null hypothesis 72. There are no significant differences in the proportions of subjects having additional sources of income between the treatment groups.

Null hypothesis 73. There are no significant differences between the mean number of dollars expended each week for rent, food, clothing, savings, entertainment or other bills of the treatment groups.

Null hypothesis 74. There are no significant differences in the proportions of subjects having none, one or at least two dependents to support between the treatment groups.

Null hypothesis 75. There are no significant differences in the proportions of subjects with debts unable to pay between the treatment groups.

Null hypothesis 76. There are no significant differences in the proportions of subjects who utilize checking accounts between the treatment groups.

Null hypothesis 77. There are no significant differences in the proportions of subjects who utilize the same type of credit sources between the treatment groups.

Null hypothesis 78. There is no significant difference in the proportions of subjects with supported EDS Income Scores between the two employed groups.

Null hypothesis 79. There are no significant differences

in the proportions of subjects with supported EDS Debts Scores between the treatment groups.

Null hypothesis 80. There are no significant differences in the proportions of subjects who are attending college between the treatment groups.

Null hypothesis 81. There are no significant differences in the proportions of subjects who are attending a vocational-technical school between the treatment groups.

Null hypothesis 82. There are no significant differences in the proportions of subjects who desire additional vocational education between the treatment groups.

Null hypothesis 83. There are no significant differences in the proportions of subjects with supported EDS Education Scores between the treatment groups.

Null hypothesis 84. There are no significant differences in the proportions of subjects who returned to the county of conviction between the treatment groups.

Null hypothesis 85. There are no significant differences in the proportions of subjects who would consider moving to another town for a better job between the treatment groups.

Null hypothesis 86. There are no significant differences in the proportions of subjects who belong to organized community groups between the treatment groups.

Null hypothesis 87. There are no significant differences in the proportions of subjects who attend church once or more

per month between the treatment groups.

Null hypothesis 88. There are no significant differences in the proportions of subjects with supported EDS Hobbies or Avocations Scores between the treatment groups.

Null hypothesis 89. There are no significant differences in the proportions of subjects with supported EDS Church Scores between the treatment groups.

Null hypothesis 90. There are no significant differences in the proportion of subjects with supported EDS Residence Scores between the treatment groups.

Null hypothesis 91. There are no significant differences in the proportions of subjects with supported EDS Organization Scores between the treatment groups.

Null hypothesis 92. There are no significant differences in the proportions of subjects with supported EDS Friends Scores between the treatment groups.

Null hypothesis 93. There are no significant differences in the proportions of subjects with supported EDS Relatives Scores between the treatment groups.

Null hypothesis 94. There are no significant differences in the proportions of subjects with supported EDS Parents Scores between the treatment groups.

Null hypothesis 95. There are no significant differences in the proportions of subjects with supported EDS Children Scores between the treatment groups.

Null hypothesis 96. There are no significant differences in the proportions of subjects with supported EDS Fear Scores between the treatment groups.

Null hypothesis 97. There are no significant differences in the proportions of subjects with Total EDS Scores in the 0-2 range between the treatment groups.

Null hypothesis 98. There are no significant differences in the proportions of subjects with Total EDS Scores in the 3-6 range between the treatment groups.

Null hypothesis 99. There are no significant differences in the proportions of subjects with Total EDS Scores in the 7-10 range between the treatment groups.

Null hypothesis 100. There are no significant differences in the proportions of subjects with Total EDS Scores in the 11 and above range between the treatment groups.

Question 8

Are there significant differences in attitudes related to the vocational training program between the treatment groups?

Null hypothesis 101. There are no significant differences in the proportions of subjects who responded with the same reason for applying for vocational training between the treatment groups.

Null hypothesis 102. There are no significant differences

in the proportions of subjects who were selected for their preferred vocational training course between the treatment groups.

Null hypothesis 103. There are no significant differences in proportions of subjects who responded that the equipment, tools, and vocational skills were adequate between the group in the field for which trained and the group in a related field.

Question 9

Are there significant differences in attitudes related to the vocational training program between the community and institutional follow-up samples?

Null hypothesis 104. There is no significant difference in the proportions of subjects who responded that the standards of student selection were clear and understood between the institutional and community samples.

Null hypothesis 105. There is no significant difference in the proportions of subjects who responded that the vocational course stimulated their interest in the vocation trained between the institutional and community samples.

Null hypothesis 106. There is no significant difference in the proportions of subjects whose preferred occupation is related to their vocational training between the institutional and community samples.

Null hypothesis 107. There is no significant difference

in the proportions of subjects who think they have an advantage over non-trainees between the institutional and community samples.

Null hypothesis 108. There is no significant difference in the proportions of subjects who observed more, less, or no change in respect from non-trainees after enrolling in a vocational class between the institutional and community samples.

Null hypothesis 109. There is no significant difference in the proportions of subjects who observed more, less, or no change in respect from correctional officers after enrolling in a vocational class between the institutional and community samples.

Null hypothesis 110. There is no significant difference in the proportions of subjects who responded that the instructor treated them in an honest and straightforward manner between the institutional and community samples.

Null hypothesis 111. There is no significant difference in the proportions of subjects who responded that their instructors allowed suggestions from students for improving their class between the institutional and community samples.

Null hypothesis 112. There is no significant difference in the proportions of subjects who responded that their instructors connected theory with practical application all or most of the time between the institutional and community samples.

Null hypothesis 113. There are no significant differences in the proportions of subjects whose instructors used lecture, lecture with discussion, or question and answer teaching methods between the institutional and community samples.

Null hypothesis 114. There are no significant differences in the proportions of subjects who rated their instructors as excellent, good, fair, or poor between the institutional and community samples.

Statistical Treatment of Data

The data were analyzed statistically by utilization of the chi-square test, z test, or computer program single classification analysis of variance adapted from program ANOVAR (Veldman, 1967). If the experimental variables were discrete, either by nature or artificially dichotomized, the chi-square test was conducted to determine the significance of differences in proportions between or within groups. In some cases the expected frequencies were five or less and chi-square (X^2) is an over estimate when this occurs in 2x2 contingency tables. However, the effect of small expected frequencies (E) in producing discontinuities is not as marked when the degrees of freedom (df) equal two or more. In fact, "there is evidence that, when df is not small, E's as low as 2 will not produce misleading X^2 values" (McNemar, 1969, p. 254).

Continuous data were analyzed by the z test of difference

between means when only two groups were involved and in comparing the sample statistics to the population parameters. If more than two groups were involved a single classification analysis of variance was conducted to determine if there was at least one set of means that was significantly different.

In every case, whether the data were discrete or continuous, the null hypotheses were rejected if the computer or table derived probabilities were .05 or less. In those instances where the null hypotheses were rejected, it was concluded that the differences between the proportions or means were indeed significant as they could have resulted from chance alone, in only 5 or less times out of 100 trials. The tables describing the results of each analysis include the probabilities that chance alone could have produced the observed differences in the percentages or means.

Sampling of Target Populations

The total number of graduates and non-graduates in the follow-up study was 1,343 as of December 31, 1973, which was the cutoff point for the study. Of this total, 464 or 34.5 percent had left training but were still incarcerated in TDC. The remaining 879 or 65.5 percent had been released to the community since training. Data were collected on the Pre-release Questionnaire from 439 or 94.6 percent of the institutional population. Of the 879 community subjects, 20 or 2.3 percent were reincarcerated in TDC, 58 or 6.7 percent absconded

parole or were incarcerated in jail, and address sources were exhausted on 32 or 3.6 percent of the community subjects. This left the amount of total contactable community subjects at 769. A total of 430 subjects or 55.9 percent of the contactable community population have responded to date. However, at the time of data analysis 406 subjects or 52.8 percent of the contactable community population had responded. Of the 406 in the community follow-up sample, 148 had completed behavioral interviews, 202 completed Long Form Post-release Questionnaires, and 56 completed Short Form Post-release Questionnaires (including 11 who completed the Out-of-State Questionnaires).

Institutional Sample

A 13-page Pre-release Questionnaire consisting of 67 items was administered to the 439 subjects in the institutional sample. It is anticipated that these data will be valuable to future follow-up studies to serve as a pre-test to be correlated with post-test data upon the release of a sufficient number of these subjects from TDC. In the present study only a few of the collected data were incorporated and no null hypotheses were developed involving the institutional sample. The majority of the data were to serve as a data base for future studies.

Tables 2, 3, and 4 were designed to give some descriptive

comparisons between the institutional sample and the community sample on demographic, training, and institutional variables. As shown by Table 2, 94 percent of the institutional sample were males which is not significantly different from the 91 percent males in the community sample and 9 percent of the community sample. This may indicate a trend that women are somewhat more apt to be released than men at the .13 level of significance.

There was a significantly higher percentage of Whites in the community population than in the institution whereas the percentage of Chicanos and Blacks remained relatively the same and certainly did not tend to increase in the community sample. The median ages for the two samples were not too different although there was a significantly higher percentage of those in the under 20 and the 30-34 year old intervals in the institutional sample.

There were no significant differences between the institutional sample and community sample in intelligence quotient, highest grade completed, or attainment of GED in TDC. The community sample had a significantly higher mean educational achievement level and the percentage of married subjects in the community sample was also significantly higher than the institutional sample. The difference in marital status is understandable due to the extreme length of separation.

TABLE 2

Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Demographic Variables

Demographic Variables	Institutional		Community		Probability
	Number	Percent	Number	Percent	
Total	439	100.0	406	100.0	
Sex					
Male	413	94.1	370	91.1	p=.13
Female	26	5.9	36	8.9	
Race/Ethnic					
Chicano	74	16.9	50	12.3	p=.07
Black	186	42.3	158	38.9	p=.62
White	179	40.8	198	48.8	p=.03
Age					
Under 20	12	2.7	1	0.2	p=.01
20-24	203	46.2	183	45.1	p=.68
25-29	113	25.7	123	30.3	p=.16
30-34	65	14.8	41	10.1	p=.05
35-39	22	5.0	25	6.2	p=.57
40-44	12	2.7	13	3.2	p=.84
45-49	7	1.6	12	3.0	p=.27
50 and over	5	1.1	8	2.0	p=.51
Median	24.7		25.4		
Intelligence Quotient	Low	High	Low	High	p=.26
	49	136	47	148	
Mean	94.3		95.4		
s.d.	13.2		15.1		
Educational Achievement	Low	High	Low	High	p=.01
	2.9	12.0	3.2	12.0	
Mean	7.7		7.4		
s.d.	1.6		1.8		
Marital Status			350 ^a	100.0	p<.01
Married	70	15.9	149	42.6	
Unmarried	369	84.1	201	57.4	
Highest Grade Completed	Low	High	Low	High	p=.20
	2nd	12th	3rd	14th	
Mean	9.2		10.1		
s.d.	1.8		1.8		
GED in TDC	113	25.7	130	37.1	p=.13

^aLess than 406 because data unavailable on the 56 Short Form Post-release Questionnaires.

Table 3 indicates that there was a significantly higher percentage of appliance repair and barbering trainees in the institutional sample than in the community sample. There was a significantly higher percentage of radio and television repair and cabinetmaking trainees in the community sample than the institutional sample. These differences are related to the training location in that there is a significantly higher percentage of subjects in the institutional sample from the Clemens Unit than in the community sample and there is a significantly higher percentage of subjects from the Ferguson Unit in the community sample than in the institutional sample. Cabinetmaking is taught at the Ferguson Unit and barbering is taught at the Clemens Unit.

As shown in Table 3, there is a significantly higher percentage of graduates and a significantly higher mean number of training hours completed in the institutional sample which is possibly due to numbers of subjects in the community sample who were released prior to satisfactory completion of training. As expected, there were significant differences in the percentages of subjects by year of course completion between the institutional and community samples. Of particular interest is the percentage of subjects (63.8 percent) who completed training in 1973 and were still incarcerated in TDC. Over 36 percent of the institutional subjects have been out of training class for at least a year. These percentages indicate the need for improvement in selection and screening.

TABLE 3

Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Training Variables

Training Variables	Institutional		Community		Probability
	Number	Percent	Number	Percent	
Total	439	100.0	406	100.0	
Training Class					
Farm Equip. Repair	16	3.6	10	2.5	p=.57
Floriculture	8	1.8	13	3.2	p=.29
Voc. Office Educ.	14	3.2	13	3.2	p=.85
Refrigeration & A.C.	24	5.5	19	4.7	p=.72
Appliance Repair	22	5.0	8	2.0	p=.03
Auto Body Repair	20	4.6	30	7.4	p=.11
Auto Mechanics	32	7.3	19	4.7	p=.14
Auto Specialization	9	2.1	7	1.7	p=.92
Building Trades	26	5.9	29	7.1	p=.57
Masonry	7	1.6	7	1.7	p=.90
Interior Finishing	12	2.7	10	2.5	p=.97
Drafting	41	9.3	31	7.6	p=.55
Electric Trades	21	4.8	18	4.4	p=.94
Vocational Electronics	19	4.3	13	3.2	p=.51
Radio & TV Repair	11	2.5	28	6.9	p<.01
Machine Shop	0	0.0	1	0.2	p=.97
Sheet Metal	6	1.4	13	3.2	p=.11
Welding	31	7.1	19	4.7	p=.18
Barbering	31	7.1	0	0.0	p<.01
Cosmetology	4	0.9	10	2.5	p=.13
Commercial Cooking	10	2.3	18	4.4	p=.12
Meat Cutting	14	3.2	11	2.7	p=.83
Small Engine Repair	22	5.0	22	5.4	p=.91
Upholstery Repair	24	5.5	26	6.4	p=.67
Cabinet Making	7	1.6	25	6.2	p<.01
Industrial Co-op	8	1.8	6	1.5	p=.90

TABLE 3 -- Continued

Training Variables	Institutional		Community		Prob-ability
	Number	Percent	Number	Percent	
Total	439	100.0	406	100.0	
Training Location					
Central	27	6.2	22	5.4	p=.76
Clemens	52	11.8	11	2.7	p<.01
Darrington	9	2.1	5	1.2	p=.52
Eastham	108	24.6	82	20.2	p=.14
Ellis	15	3.4	13	3.2	p=.98
Ferguson	109	24.8	164	40.4	p<.01
Goree	26	5.9	36	8.9	p=.13
Huntsville	8	1.8	6	1.5	p=.90
Ramsey	3	0.7	5	1.2	p=.65
Wynne	82	18.7	62	15.3	p=.22
Student Status					
Graduate	386	87.9	335	82.5	p=.03
Non-graduate	53	12.1	71	17.5	
Year Completed					
1970	9	2.1	25	6.2	p<.01
1971	63	14.4	73	18.0	p=.18
1972	87	19.8	165	40.6	p<.01
1973	280	63.8	143	35.2	p<.01
Training Hours	Low	High	Low	High	p<.01
	24	1658	116	1539	
Mean	760.3		724.8		
s.d.	157.7		195.5		

Table 4 indicates the degree of utilization of vocational trainees in related TDC job assignments and those institutional subjects who have recidivated to TDC since training and release. Approximately 25 percent of the institutional and community samples were assigned to training-related TDC job assignments after training. Not displayed in Table 4 is the fact that 20.5 percent of the institutional sample was currently assigned to a related TDC job assignment at the time of data collection and 69.9 percent of the institutional sample had never held a training-related TDC job assignment since completion of training.

TABLE 4

Description of Institutional Follow-up Sample Compared with Community Follow-up Sample, by Institutional Variables

Institutional Variables	Institutional		Community		Prob-ability
	Number	Percent	Number	Percent	
Total	439	100.0	364 ^a	100.0	
Post-Training TDC Job Assignment					
Related	101	23.0	94	25.8	p=.97
Different	338	77.0	154	42.3	p<.01
Released	0	0.0	116	31.9	p<.01
Recidivism			406	100.0	
None	383	87.2	406	100.0	
One or more	56	12.8	0	0.0	

^aLess than 406 because data unavailable on 42 initial interviewees.

Because of the definition of recidivism utilized, which is return to TDC after training, the figure of 12.8 percent may be compared to the recidivism percentage of the entire TDC population which is approximately 35.6 percent (Texas Department of Corrections Annual Statistical Report, 1972). This means that 35.6 percent of those confined in TDC have been released and subsequently reincarcerated in TDC.

Representativeness of Community Sample

As depicted in Table 5, the community sample statistics did not significantly differ from the community target population with regard to the demographic variables. Therefore, null hypotheses 1 through 5 were accepted. These variables were considered to be of critical importance and if found to be significantly different between the sample and target, the remainder of the variables to be considered would be seriously affected.

The community sample did not differ significantly from the community target population except on one of the training variables as indicated by Table 6. The graduates were significantly more inclined to participate in the follow-up study than were the non-graduates. Null hypothesis 8 was therefore rejected at the .01 level. Null hypotheses 6, 7, 9, and 10 were accepted.

TABLE 5

Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Demographic Variables

Demographic Variables	Target		Sample		Uncontacted		a Prob-ability
	Number	Percent	Number	Percent	Number	Percent	
Total	859	100.0	406	100.0	453	100.0	
Sex							
Male	783	91.2	370	91.1	413	91.2	p=.99
Female	76	8.8	36	8.9	40	8.8	
Race/Ethnic							
Chicano	94	10.9	50	12.3	44	9.7	p=.52
Black	137	36.9	158	38.9	158	34.9	p=.52
White	448	52.2	198	48.8	251	55.4	p=.15
Age							
Under 20	2	0.2	1	0.2	1	0.2	p=1.00
20-24	388	45.2	183	45.1	205	45.3	p=.99
25-29	242	28.2	123	30.3	119	26.3	p=.57
30-34	99	11.5	41	10.1	58	12.8	p=.53
35-39	59	6.9	25	6.2	34	7.5	p=.74
40-44	30	3.5	13	3.2	17	3.8	p=.91
45-49	26	3.0	12	3.0	14	3.1	p=.99
50 and over	13	1.5	8	2.0	5	1.1	p=.59
Median	25.3		25.3		25.4		
Intelligence Quotient	Low	High	Low	High	Low	High	p>.50
	47	148	47	148	49	141	
Mean	94.6		95.4		94.3		
s.d.	15.5		15.1		14.9		
Educational Achievement	Low	High	Low	High	Low	High	p>.10
	3.1	12.0	3.2	12.0	3.1	12.0	
Mean	7.5		7.4		7.6		
s.d.	1.8		1.8		1.8		

^aProbability of chance difference between the community sample and the target population analyzed by z test of proportions or means.

TABLE 6

Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Training Variables

Training Variables	Target		Sample		Uncontacted		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	
Total	859	100.0	406	100.0	453	100.0	
Training Class							
Farm Equip.	22	2.6	10	2.5	12	2.6	p=.99
Floriculture	20	2.3	13	3.2	7	1.5	p=.27
Voc. Ofc. Ed.	34	4.0	13	3.2	21	4.6	p=.57
Ref. & A.C.	33	3.8	19	4.7	14	3.1	p=.51
Appliance Rp.	16	1.9	8	2.0	8	1.8	p=.98
Auto Body Rp.	60	7.0	30	7.4	30	6.6	p=.91
Auto Mech.	33	3.8	19	4.7	14	3.1	p=.51
Auto Special.	26	3.0	7	1.7	19	4.2	p=.11
Bldg. Trades	61	7.1	29	7.1	32	7.1	p=1.00
Masonry	17	2.0	7	1.7	10	2.2	p=.88
Int. Finish.	24	2.8	10	2.5	14	3.1	p=.86
Drafting	72	8.4	31	7.6	41	9.1	p=.76
Elec. Trades	38	4.4	18	4.4	20	4.4	p=1.00
Voc. Elec.	33	3.8	13	3.2	20	4.4	p=.66
Radio & TV	50	5.8	28	6.9	22	4.9	p=.55
Mach. Shop	1	0.1	1	0.2	0	0.0	p=.99
Sheet Metal	27	3.1	13	3.2	14	3.1	p=.99
Welding	41	4.8	19	4.7	22	4.9	p=.99
Barbering	2	0.2	0	0.0	2	0.4	p=.99
Cosmetology	22	2.6	10	2.5	12	2.6	p=.99
Com. Cooking	43	5.0	18	4.4	25	5.5	p=.77
Meat Cutting	29	3.4	11	2.7	18	4.0	p=.60
Sm. Engine	45	5.2	22	5.4	23	5.1	p=.98
Upholstery	50	4.8	26	6.4	24	5.3	p=.79
Cab. Making	53	6.2	25	6.2	28	6.2	p=1.00
Ind. Co-op	7	0.8	6	1.5	1	0.2	p=.12

TABLE 6 -- Continued

Training Variables	Target		Sample		Uncontacted		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	
Total	849	100.0	406	100.0	453	100.0	
Training Location							
Central	56	6.5	22	5.4	34	7.5	p=.53
Clemens	35	4.1	11	2.7	24	5.3	p=.16
Darrington	10	1.2	5	1.2	5	1.1	p=.99
Eastham	166	19.3	82	20.2	84	18.5	p=.83
Ellis	27	3.1	13	3.2	14	3.1	p=.99
Ferguson	344	40.0	164	40.4	180	39.7	p=.98
Goree	76	8.8	36	8.9	40	8.8	p=.99
Huntsville	7	0.8	6	1.5	1	0.2	p=.12
Ramsey	9	1.0	5	1.2	4	0.9	p=.88
Wynne	129	15.0	62	15.3	67	14.8	p=.98
Student Status							
Graduate	656	76.4	335	82.5	321	70.9	p<.01
Non-graduate	203	23.6	71	17.5	132	29.1	
Year Completed							
1970	54	6.3	25	6.2	29	6.4	p=.99
1971	175	20.4	73	18.0	102	22.5	p=.26
1972	337	39.2	165	40.6	172	38.0	p=.73
1973	293	34.1	143	35.2	150	33.1	p=.81
Training Hours	Low	High	Low	High	Low	High	p>.50
	70	1718	116	1539	70	1718	
Mean	724.9		724.8		724.3		
s.d.	203.3		195.5		205.0		

The institutional variables are shown in Table 7. There were no significant differences in year of release between the target population and sample. Null hypothesis 12 was accepted. However, there were significant differences in the percentages of parolees and discharges so null hypothesis 11 was rejected at the .01 level. The parolees tended to respond to follow-up better than discharges. This phenomenon may be explained in part by the authority of the parole board in cooperating with follow-up. The parolees may have felt that they should cooperate in order to stay out of trouble with the board even though no pressure was applied by the board. Another factor involved was the accuracy of addresses kept on parolees by the board. This was of great assistance in locating parolees. No one kept updated address files on discharges, which made them more difficult to locate. This factor was not as helpful as one might think at first glance, since many of the parolees had discharged their paroles and therefore the parole board kept no record of current addresses on them.

In answer to Question 1 regarding the representativeness of the community sample, 10 of the 12 null hypotheses were accepted. The two variables which were not representative of the population were student status and method of release. Graduates and parolees were over represented in the community follow-up sample. Since many of the parolees had discharged parole prior to data collection, method of release does not seem to be of crucial importance in any bias of results.

The higher rate of response from graduates is to be expected since they have received positive reinforcement from the vocational program in that this was probably the first legitimate attainment of a socially acceptable goal in their lives. Notwithstanding the possible effect of these two variables, it was concluded that the community follow-up sample was representative of the target population on the majority of the known variables.

TABLE 7

Description of Community Follow-up Sample Compared with Community Target Population and Uncontacted Subjects, by Institutional Variables

Institutional Variables	Target		Sample		Uncontacted		Probability
	Number	Percent	Number	Percent	Number	Percent	
Total	859	100.0	406	100.0	453	100.0	
Method of Release							
Parole	495	57.6	269	66.3	226	49.9	p<.01
Discharge	364	42.4	137	33.7	227	50.1	
Year of Release							
1970	9	1.0	4	1.0	5	1.1	p=.99
1971	74	8.6	28	6.9	46	10.2	p=.24
1972	276	32.1	121	29.8	155	34.2	p=.61
1973	500	58.2	253	62.3	247	54.5	p=.07

Interviewees versus Questionnaire Respondents

Regarding the demographic variables depicted in Table 8, a higher percentage of females responded to the mailout questionnaires than to the interviews. The difference was only significant at the .13 level and null hypothesis 13 was accepted. Significant differences were found to exist between the interviewees and questionnaire respondents with regard to race/ethnic group. A significantly higher percentage of Blacks tended to respond for behavioral interviews than to mailout questionnaires. Conversely, a significantly higher percentage of Whites were more prone to respond via the mailout questionnaires than the behavioral interviews. Thus, null hypothesis 14 was rejected.

Approaching significance at the .07 level was the difference between the percentage of subjects responding to interviews or questionnaires in the 20-24 age interval. Fifty-one percent of the interviewees were between 20 and 24 years of age as opposed to only 41 percent of the questionnaire respondents in the same age group. Twenty-six percent of the questionnaire respondents were 30 years of age or older compared to only 20.9 percent of the interviewees. The median age for the questionnaire respondents was 25.8 years compared to 24.4 years for the interviewees. The interviewees tended to be somewhat younger than the questionnaire respondents. Significantly, a higher percentage of questionnaire respondents were

TABLE 8

Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Demographic Variables

Demographic Variables	Interviews		Questionnaires		Probability
	Number	Percent	Number	Percent	
Total	148	100.0	258	100.0	
Sex					
Male	139	93.9	231	89.5	p=.13
Female	9	6.1	27	10.5	
Race/Ethnic					
Chicano	14	9.5	36	14.0	p=.24
Black	72	48.6	86	33.3	p<.01
White	62	41.9	136	52.7	p=.04
Age					
Under 20	0	0.0	1	0.4	p=.77
20-24	76	51.4	107	41.5	p=.07
25-29	41	27.7	82	31.8	p=.54
30-34	8	5.4	33	12.8	p=.03
35-39	8	5.4	17	6.6	p=.79
40-44	9	6.1	4	1.6	p=.03
45-49	3	2.0	9	3.5	p=.60
50 and over	3	2.0	5	1.9	p=.76
Median	24.4		25.8		
Intelligence Quotient	Low	High	Low	High	
	47	148	53	125	p=.29
Mean	94.4		96.1		
s.d.	15.9		14.6		
Educational Achievement	Low	High	Low	High	
	3.2	11.6	3.3	12.0	p=.30
Mean	7.3		7.5		
s.d.	1.9		1.8		
Marital Status			202 ^a	100.0	
Married	57	38.5	92	45.5	p=.19
Unmarried	91	61.5	110	54.5	
Highest Grade Completed	Low	High	Low	High	
	3rd	13th	6th	14th	p<.01
Mean	10.9		9.5		
s.d.	1.7		1.6		
GED in TDC	58	39.2	72	35.6	p=.49

^aLess than 258 because data unavailable on 56 short form post-release questionnaires.

in the 30-34 age interval while significantly more of the interviewees were in the 40-44 age interval. Null hypothesis 15 was rejected.

As shown in Table 8, there were no significant differences between the mean intelligence quotients or educational achievement levels of the interviewees and questionnaire respondents. No significant differences were found in the percentages of married subjects; however, a higher percentage of questionnaire respondents were married than the interviewees at the .19 level of significance. Null hypotheses 16, 17 and 18 were accepted.

A significant difference was found between the mean highest grade completed of the interviewees and questionnaire respondents with the interviewees having a mean of 10 years and 9 months compared with 9 years and 5 months for the questionnaire respondents. No significant difference was found between the percentages of subjects who completed GED's in TDC. Null hypothesis 19 was rejected and null hypothesis 20 was accepted.

As shown in Table 9, there were, for the most part, no significant differences in the percentage of subjects from each training class between the interviewees and questionnaire respondents. There were two training classes that did show statistical significance beyond the .05 level. The radio and television repair class students comprised a significantly larger percentage of the interviewees than the questionnaire

TABLE 9

Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Training Variables

Training Variables	Interviews		Questionnaires		Probability
	Number	Percent	Number	Percent	
Total	148	100.0	258	100.0	
Training Class					
Farm Equip. Repair	5	3.4	5	1.9	p=.58
Floriculture	3	2.0	10	3.9	p=.52
Voc. Office Educ.	6	4.1	7	2.7	p=.66
Refrigeration & A.C.	8	5.4	11	4.3	p=.78
Appliance Repair	5	3.4	3	1.2	p=.24
Auto Body Repair	9	6.1	21	8.1	p=.58
Auto Mechanics	3	2.0	16	6.2	p=.09
Auto Specialization	1	0.7	6	2.3	p=.59
Building Trades	10	6.8	19	7.4	p=.98
Masonry	1	0.7	6	2.3	p=.59
Interior Finishing	2	1.4	8	3.1	p=.55
Drafting	12	8.1	19	7.4	p=.94
Electric Trades	6	4.1	12	4.7	p=.97
Vocational Electronics	3	2.0	10	3.9	p=.52
Radio & TV Repair	18	12.2	10	3.9	p<.01
Machine Shop	1	0.7	0	0.0	p=.78
Sheet Metal	6	4.1	7	2.7	p=.66
Welding	5	3.4	14	5.4	p=.51
Cosmetology	0	0.0	10	3.9	p=.03
Commercial Cooking	5	3.4	13	5.0	p=.60
Meat Cutting	6	4.1	5	1.9	p=.65
Small Engine Repair	9	6.1	13	5.0	p=.82
Upholstery Repair	14	9.5	12	4.7	p=.09
Cabinet Making	10	6.8	15	5.8	p=.86
Industrial Co-op	0	0.0	6	2.3	p=.15

TABLE 9 -- Continued

Training Variables	Interviews		Questionnaires		Probability
	Number	Percent	Number	Percent	
Total	148	100.0	258	100.0	
Training Location					
Central	8	5.4	14	5.4	p=.82
Clemens	5	3.4	6	2.3	p=.75
Darrington	2	1.4	3	1.2	p=.76
Eastham	24	16.2	58	22.5	p=.16
Ellis	4	2.7	9	3.5	p=.88
Ferguson	74	50.0	90	34.9	p<.01
Goree	9	6.1	27	10.5	p=.19
Huntsville	0	0.0	6	2.3	p=.15
Ramsey	0	0.0	5	1.9	p=.21
Wynne	22	14.0	40	15.5	p=.98
Student Status					
Graduate	128	86.5	207	80.2	p=.14
Non-graduate	20	13.5	51	19.8	p=.14
Year Completed Training					
1970	13	8.8	12	4.7	p=.14
1971	34	23.0	39	15.1	p=.06
1972	62	41.9	103	39.9	p=.77
1973	39	26.3	104	40.3	p=.01
Training Hours	Low	High	Low	High	
	354	1221	116	1539	
Mean	744.6		713.4		p=.10
s.d.	164.8		210.6		
Reality Adjustment Program			202 ^a	100.0	
Participant	72	48.6	95	47.0	p=.84
Non-participant	76	51.4	107	53.0	p=.84

^aLess than 258 because data unavailable on 56 Short Form Post-release Questionnaires.

respondents. Conversely, the cosmetology students comprised a larger percentage of the questionnaire respondents than interviewees. Null hypothesis 21 was rejected. These differences are most likely due to the age and sex variables since the Ferguson Unit teaches radio and television repair to young offenders (17 to 21) and the Goree Unit teaches cosmetology to women. As has already been shown, the younger subjects responded better to the interviews whereas women tended to respond better via the mail-out questionnaires.

Of the remaining training variables, training location and year completed training showed significant differences. Therefore, null hypotheses 22 and 24 were rejected and 23, 25 and 26 were accepted. Table 9 shows that the Ferguson Unit trainees responded to the interviews much better than the subjects trained at other units, comprising 50 percent of the interviewees. Those subjects who completed training in 1973 tended to respond via the mail-out questionnaire instead of the interview.

With regard to the institutional variables, there were no significant differences between the percentages of interviewees and questionnaire respondents who were paroled or discharged as indicated in Table 10. There were significant differences between interviewees and questionnaire respondents on year of release and post-training TDC job assignment. A higher percentage of the interviewees than questionnaire respondents were released in 1972, whereas a higher percentage

of the questionnaire respondents than interviewees were released in 1973. Also indicated by Table 10 is that a higher percentage of the questionnaire respondents had a training-related TDC job assignment after training than the interviewees. The interviewees were composed of a higher percentage of subjects who held post-training TDC job assignments that were different from training than the questionnaire respondents. Thus, null hypothesis 27 was accepted, but null hypotheses 28 and 29 were rejected.

Table 11 shows that a significantly higher percentage of the questionnaire respondents were employed in training-related occupations when compared to the interviewees. In addition, a significantly higher percentage of the interviewees were unemployed at the time of data collection. This would indicate that the initial contact letter to the interviewees may have solicited those who were more in need of job placement assistance. Null hypothesis 30 was rejected.

The interviewees significantly differed from the questionnaire respondents on 9 of the 18 variables in question. There were significant differences in race/ethnic group, age, highest academic grade, training class, training location, year of course completion, year of release, post-training TDC job assignment, and post-release occupational status.

TABLE 10

Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Institutional Variables

Institutional Variables	Interviews		Questionnaires		Probability
	Number	Percent	Number	Percent	
Total	148	100.0	258	100.0	
Method of Release					
Parole	93	62.8	176	68.2	p=.68
Discharge	55	37.2	82	31.8	
Year of Release					
1970	3	2.0	1	0.4	p=.28
1971	12	8.1	16	6.2	p=.61
1972	60	40.5	61	23.6	p<.01
1973	73	49.3	180	69.8	p<.01
Post-Training TDC Job Assignment	106 ^a	100.0			
Related	16	15.1	78	30.2	p<.01
Different	54	50.9	100	38.8	p=.04
Released	36	34.0	80	31.0	p=.67

^aLess than 148 because data unavailable on initial 42 interviewees.

TABLE 11

Description of Community Follow-up Subjects Interviewed Compared with Subjects Completing Post-release Questionnaires, by Treatment Group

Treatment Group	Interviews		Questionnaires		Probability
	Number	Percent	Number	Percent	
Total	148	100.0	258	100.0	
Identical or Related Field	36	24.3	98	38.0	p=.01
Quite Different Field	71	48.0	110	42.6	p=.30
Unemployed	41	27.7	50	19.4	p=.05

Response Effectiveness of Questionnaires
and Reinforcement Contingencies

The results of the analyses conducted to answer Question 3 are displayed in Tables 12 through 17. The only combination of questionnaire and reinforcement contingency (\$2.00) that approaches significance at the .05 level is shown in Table 15. Although null hypotheses 31 through 36 were accepted, there was almost a significantly higher frequency of response to the Long Form Post-release Questionnaires with the token reinforcement contingency than without the contingency ($p=.08$). Apparently if the Long Form is utilized in the future, it will yield a higher frequency of response if the reinforcement contingency or token payment of \$2.00 is available to the potential respondents. The token payment did not seem to affect the frequency of response to the Short Form, so it may as well be utilized without a token payment in the future.

TABLE 12

Response to Short Form and Long Form with Reinforcement

	Short Form	Long Form
Response	9	13
No Response	16	12

$x^2=1.30, df=1$
 $p=.25$

TABLE 13

Response to Short Form and Long Form without Reinforcement

	Short Form	Long Form
Response	9	7
No Response	16	18

$x^2=0.36, df=1$
 $p=.55$

TABLE 14

Response to Short Form with and without Reinforcement

	With	Without
Response	9	9
No Response	16	16

$x^2=0.00, df=1$
 $p=1.00$

TABLE 15

Response to Long Form with and without Reinforcement

	With	Without
Response	13	7
No Response	12	18

$x^2=3.00, df=1$
 $p=.08$

TABLE 16

Response to Long Form with Token and Short Form without Token

	Long Form With	Short Form Without
Response	13	9
No Response	12	16

$x^2=1.30, df=1$
 $p=.25$

TABLE 17

Response to Short Form with Token and Long Form without Token

	Short Form With	Long Form Without
Response	9	7
No Response	16	18

$\chi^2=0.36, df=1$
 $p=.55$

Demographic Characteristics of Community Follow-up Sample

Of the 406 subjects in the community follow-up sample, 134 (33 percent) were employed in an occupation which was related to vocational training received from Windham School District; 181 (44.6 percent) were employed in an occupation which was quite different from their training; and 91 (22.4 percent) were unemployed at the time of data collection. As shown by Table 18 there were significant differences within and between these treatment groups with regard to the demographic variables.

A significantly higher percentage of males (45.4 percent) than females (36.1 percent) were employed in a different field and a significantly higher percentage of females (44.4 percent) than males (20.3 percent) were unemployed. There was almost ($p=.07$) a significantly higher percentage of males (34.3 percent) in a related field than females (19.4 percent). Null hypothesis 37 was rejected.

TABLE 18

Description of Demographic Variables, by Treatment Group

Demographic Variables	Total		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a	
Sex	406	100.0	134	33.0	181	44.6	91	22.4	
Male	370	100.0	127	34.3	168	45.4	75	20.3	$p<.01$
Female	36	100.0	7	19.4	13	36.1	16	44.4	$p=.07$
				($p=.07$)		($p=.04$)		($p<.01$)	
Race/Ethnic	50	100.0	19	38.0	21	42.0	10	20.0	$p=.04$
Chicano	158	100.0	34	21.5	83	52.2	41	25.8	$p<.01$
Black	198	100.0	81	40.9	77	39.1	40	20.3	$p<.01$
White				($p=.03$)		($p=.04$)		($p<.01$)	
Age	1	100.0	1	100.0	0	0.0	0	0.0	$p=.22$
Under 20	183	100.0	58	31.7	76	41.5	49	26.8	$p=.01$
20-24	123	100.0	48	39.0	53	43.1	22	17.9	$p<.01$
25-29	41	100.0	11	26.8	21	51.2	9	22.0	$p=.01$
30-34	25	100.0	9	36.0	12	48.0	4	16.0	$p=.05$
35-39	13	100.0	2	15.4	8	61.5	3	23.1	$p=.03$
40-44	12	100.0	2	16.7	6	50.0	4	33.3	$p=.22$
45-49	8	100.0	3	37.5	5	62.5	0	0.0	$p=.03$
50 and over				($p=.40$)		($p=.60$)		($p=.31$)	
Median	25.4		25.3		25.9		24.1		
Intelligence Quotient	47	148	61	125	47	148	68	117	
Mean	95.4		97.5		94.0		95.2		$p>.05$
s.d.	15.1		14.1		16.6		12.9		

TABLE 18 -- Continued

Demographic Variables	Total		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a	
Educational Achievement	406	100.0	134	33.0	181	44.6	91	22.4	p>.05
	Low	High	Low	High	Low	High	Low	High	
	3.2	12.0	3.6	11.6	3.2	11.6	4.0	12.0	
	Mean	7.4	7.5	7.3	7.3	7.2	7.2	1.7	
s.d.	1.8		2.0		1.8		1.7		
	350 ^b	100.0	113	32.3	153	43.7	84	24.6	
Marital Status	149	100.0	51	34.2	65	43.6	34	22.8	p<.01
	201	100.0	62	30.8	88	43.8	50	24.9	
Unmarried				(p=.59)		(p=.93)		(p=.75)	
	Low	High	Low	High	Low	High	Low	High	
Highest Grade Completed	3rd	14th	6th	14th	3rd	14th	6th	14th	p>.05
	10.1	10.1	10.1	10.0	10.0	10.3	10.3	1.6	
Mean s.d.	1.8		1.9		1.8		1.6		
	130	100.0	45	34.6	57	43.8	28	21.5	p<.01
220	100.0	68	30.9	96	43.6	56	25.5		
GED in TDC	Yes			(p=.56)		(p=.94)		(p=.51)	p<.01
	NO								

^apercentage of the community sample numbers in the same category of variables.

^bLess than 406 because data unavailable on 56 Short Form post-release questionnaires.

A significantly higher percentage of Whites (40.9 percent) and Chicanos (38.0 percent) were employed in a related field than Blacks (21.5 percent). Significantly fewer of the Whites (39.1 percent) were employed in a different field than Blacks (52.2 percent), and significantly more Blacks (25.8 percent) were unemployed than Whites (20.3 percent) and Chicanos (20.0 percent). Null hypothesis 38 was rejected.

The median age (25.9) for the subjects employed in a different field was the highest, followed by the median age for the related field (25.3), with the unemployed group having the lowest median (24.1). Not displayed in Table 18 is the fact that 53.8 percent of the unemployed group were between 20 and 24 years of age compared to only 41.9 percent of the different field group, and 43.3 percent of the related field group in the same age interval (p=.06). Also not readily apparent from the table is that 28.7 percent of those subjects who were 30 years of age or older were employed in a different field compared to only 20.1 percent of the related field group and 22 percent of the unemployed subjects in the same age interval (p=.08). These data would indicate that unemployed subjects as a whole tend to be younger than those who are employed. Also indicated was that subjects who are over 30 years of age tend more to be employed and in an occupation different from training than those who are under 30 years of age. Null hypothesis 39 was rejected.

Null hypotheses 40 and 41 were accepted since there were no significant differences between the mean intelligence quotients or mean educational achievement levels of the treatment groups. Although a higher percentage of married subjects (34.2 percent) than unmarried subjects (30.8 percent) were employed in a related field, the difference was not significant. Similarly, the higher percentage of unmarried subjects (24.9 percent) than married subjects (22.8 percent) in the unemployed group was not significant. Significantly more subjects regardless of marital status were employed in an occupation different from training, and null hypothesis 42 was accepted.

Null hypothesis 43 was accepted since there were no significant differences between the mean last grade of academic school completed of the treatment groups. No significant differences were found within the treatment groups regarding whether or not subjects completed GED's in TDC even though a higher percentage of those in a related field (34.6 percent) completed GED's compared to the percentage of those who did not (30.9 percent). Of the unemployed group, 25.5 percent had not completed GED's in TDC compared to 21.5 percent who had, but this difference was also not statistically significant. Since there were no significant differences within the groups, null hypothesis 44 was accepted.

Of the eight demographic variables, significant differences were found within the treatment groups on sex and

race/ethnic variables. Differences between the groups in age were found to be close to significant at the .06 level. No significant differences were found between the groups with respect to intelligence, educational achievement level, or highest grade completed. No significant differences were found within the groups in marital status or completion of GED in TDC.

Training Characteristics of Community Follow-up Sample

Table 19 consists of the training variables or characteristics of the treatment groups. Because of the small sizes of the training class categories, the data should be inspected carefully before drawing any conclusions. The three training classes consisting of female subjects are floriculture, vocational office education, and cosmetology. Almost 54 percent of the floriculture subjects were unemployed compared to 39 percent of the vocational office education subjects and 40 percent of the cosmetology subjects. Only 7 percent of the floriculture subjects were employed in a related occupation.

As for the male subjects, excluding the single machine shop trainee, 40 percent or more of the auto body repair, auto mechanic repair, auto specialization, building trades, masonry, welding, and cabinetmaking subjects were employed in a training-related occupation. Less than 30 percent of the farm equipment repair, drafting, radio and television repair, commercial cooking, meat cutting, small engine repair

TABLE 19

Description of Training Variables, by Treatment Group

Training Variables	Total		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a	
	406	100.0	134	33.0	181	44.6	91	22.4	
Training Class									
Farm Equip.	10	100.0	2	20.0	4	40.0	4	40.0	p=.55
Floriculture	13	100.0	1	7.7	5	38.5	7	53.8	p=.04
Voc. Ofc. Ed.	13	100.0	4	30.8	4	30.8	5	38.5	p=.89
Ref. & A.C.	19	100.0	7	36.8	7	36.8	5	26.3	p=.73
Appliance	8	100.0	3	37.5	4	50.0	1	12.5	p=.27
Auto Body	30	100.0	12	40.0	13	43.3	5	16.7	p=.06
Auto Mech.	19	100.0	9	47.4	5	26.3	5	26.3	p=.28
Auto Spec.	7	100.0	4	57.1	1	14.3	2	28.6	p=.22
Bld. Trades	29	100.0	15	51.7	10	34.5	4	13.8	p=.01
Masonry	7	100.0	3	42.9	1	14.3	3	42.9	p=.35
Int. Fin.	10	100.0	3	30.0	6	60.0	1	10.0	p=.06
Drafting	31	100.0	5	16.1	19	61.3	7	22.6	p<.01
Elec. Trades	18	100.0	7	38.9	9	50.0	2	11.1	p=.04
Voc. Elec.	13	100.0	5	38.5	5	38.5	3	23.1	p=.64
Radio & TV	28	100.0	6	21.4	12	42.9	10	35.7	p=.22
Mach. Shop	1	100.0	1	100.0	0	0.0	0	0.0	p=.22
Sheet Metal	13	100.0	5	38.5	6	46.2	2	15.4	p=.22
Welding	19	100.0	8	42.1	8	42.1	3	15.8	p=.14
Cosmetology	10	100.0	2	20.0	4	40.0	4	40.0	p=.55
Com. Cooking	18	100.0	5	27.8	12	66.7	1	5.6	p<.01
Meat Cutting	11	100.0	0	0.0	7	63.6	4	36.4	p=.01
Sm. Engine	22	100.0	6	27.3	14	63.6	2	9.1	p<.01
Upholstery	26	100.0	7	26.9	10	38.5	9	34.6	p=.67
Cab. Making	25	100.0	12	48.0	11	44.0	2	8.0	p=.01
Ind. Co-op	6	100.0	2	33.3	4	66.7	0	0.0	p=.05
				(p=.11)		(p=.40)		(p<.05)	

TABLE 19 -- Continued

Training Variables	Total		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a	
	406	100.0	134	33.0	181	44.6	91	22.4	
Training Location									
Central	22	100.0	4	18.2	13	59.1	5	22.7	p=.01
Clemens	11	100.0	3	27.3	6	54.5	2	18.2	p=.17
Darrington	5	100.0	1	20.0	2	40.0	2	40.0	p=.75
Eastham	82	100.0	35	42.7	29	35.4	18	22.0	p=.02
Ellis	13	100.0	4	30.8	9	69.2	0	0.0	p<.01
Ferguson	164	100.0	53	32.3	76	46.3	35	21.3	p<.01
Goree	36	100.0	7	19.4	13	36.1	16	44.4	p=.07
Huntsville	6	100.0	2	33.3	4	66.7	0	0.0	p=.05
Ramsey	5	100.0	2	40.0	1	20.0	2	40.0	p=.75
Wynne	62	100.0	23	37.1	28	45.2	11	17.7	p<.01
				(p=.36)		(p=.21)		(p=.10)	
Student Status									
Graduate	335	100.0	112	33.4	149	44.5	66	19.7	p<.01
Non-graduate	71	100.0	22	31.0	32	45.1	25	35.2	p=.20
				(p=.79)		(p=.97)		(p=.01)	
Year Completed									
1970	25	100.0	4	16.0	14	56.0	6	24.0	p=.01
1971	73	100.0	24	32.9	37	50.7	12	16.4	p<.01
1972	165	100.0	55	33.3	75	45.5	36	21.8	p<.01
1973	143	100.0	51	35.7	55	38.5	37	25.9	p=.06
				(p=.29)		(p=.20)		(p=.53)	
Training Hours	Low	High	Low	High	Low	High	Low	High	
	116	1539	239	1539	116	1506	372	1518	
Mean	724.8		737.4		731.2		693.6		p>.05
s.d.	195.5		174.8		208.0		197.6		

TABLE 19 -- Continued

Training Variables	Total		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a	
Reality Adjustment Program	350 ^b	100.0	113	32.3	153	43.7	84	24.0	
Participant	167	100.0	58	34.7	66	39.5	43 ^c	25.7	p=.03
Non-partic.	183	100.0	55	30.1	87	47.5	41	22.4	p<.01
				(p=.58)		(p=.16)		(p=.55)	

^aPercentage of the community sample number in the same category of variables.

^bLess than 406 because data unavailable on 56 Short Form Post-release Questionnaires.

^cThirteen of this figure were females who tended to be unemployed more frequently than males.

and upholstery repair subjects were employed in related occupations. Fifty percent or more of the appliance repair, interior finishing trades, drafting, electric trades, commercial cooking, meat cutting, small engine repair, and industrial cooperative training subjects were employed in occupations different from training.

More than 30 percent of the farm equipment repair, masonry, radio and television repair, meat cutting and upholstery subjects were unemployed, while less than 20 percent of the appliance repair, auto body repair, building trades, interior finishing trades, electric trades, sheet metal, welding, commercial cooking, small engine repair, cabinetmaking and industrial cooperative training subjects were unemployed.

Significantly, a higher percentage (53.8 percent) of the floriculture subjects were in the unemployed group than in either related or different occupations. A significantly smaller percentage (16.7 percent) of the auto body repair subjects were unemployed than in either of the other treatment groups. Fifty-one percent of the building trades subjects were in a related field which is significantly greater than the percentages in different and unemployed groups. Significantly more of the drafting subjects were in occupations different from training than in the related or unemployed groups. A significantly higher percentage of electrical trades subjects were in different occupations than in related or unemployed groups. A higher percentage of cabinetmaking subjects (48.0

percent) were employed in related occupations than in different or unemployed groups. Also of particular interest is that none of the industrial cooperative training subjects were unemployed.

Null hypothesis 45 was rejected because there were significant differences between and within the treatment groups with respect to training class.

Also indicated in Table 19 are the percentages by training location of subjects in each treatment group. Of particular interest is that a significantly higher percentage of Eastham subjects (42.7 percent) were in training-related occupations. There was no other unit that performed as well. Almost 70 percent of the Ellis subjects were working in occupations different from training, and the highest percentage of unemployed subjects were trained at the women's unit, Goree. Null hypothesis 46 was rejected.

Regarding student status, it appears that graduates are less inclined to be unemployed than non-graduates. These results are listed in Table 19. Null hypothesis 47 was rejected.

Although not statistically significant, there appears to be an increasing trend towards the employment of subjects in related fields and a decreasing trend in employment in different fields related to time elapsed since training. There is an inverse relationship between the length of time elapsed

since training and the chance of employment in a related field according to Table 19. Null hypothesis 48 was accepted.

No significant differences were found between the mean number of training hours of the three groups and null hypothesis 49 was accepted. Although null hypothesis 50 was accepted, a higher percentage of RAP participants than non-participants were in different fields (Table 19). In addition, when asked their opinion of the Reality Adjustment Program, 76.8 percent of the RAP participants said it was helpful in relaxing tensions and understanding the trade; while only 23.2 percent thought it was a waste of time.

Significant differences were found within the treatment groups on training class and student status variables and between the groups on training class and training location variables.

Institutional Characteristics of Community Follow-up Sample

According to Table 20, almost 36 percent of the subjects in a related field were paroled from TDC, compared to only 27.7 percent who were discharged. A significantly higher percentage of discharges were unemployed at the time of data collection. Null hypothesis 51 was rejected.

No significant differences were found in year of release within the treatment groups, and null hypothesis 52 was accepted. The last institutional variable to be investigated is the relation of post-training TDC job assignment to

TABLE 20

Description of Institutional Variables, by Treatment Group

Institutional Variables	Total		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent ^a	Number	Percent ^a	Number	Percent	
Method of Release	406	100.0	134	33.0	181	44.6	91	22.4	
Parole	269	100.0	96	35.7	122	45.4	50	18.6	p<.01
Discharge	137	100.0	38 (p=.13)	27.7	59 (p=.74)	43.1	41 (p=.01)	29.9	p=.01
Year of Release									
1970	4	100.0	0	0.0	1	25.0	3	75.0	p=.07
1971	28	100.0	9	32.1	14	50.0	5	17.9	p=.04
1972	121	100.0	37	30.6	62	51.2	22	18.2	p<.01
1973	253	100.0	88 (p=.72)	34.8	104 (p=.15)	41.1	61 (p=.62)	24.1	p<.01
Post-training TDC Job Assignment	364 ^b	100.0	124	34.1	161	44.2	79	21.7	
Related	94	100.0	37	39.4	39	41.5	18	19.1	p<.01
Different	154	100.0	46	29.9	72	46.8	36	23.4	p<.01
Released	116	100.0	41 C(p=.29)	35.3	50 (p=.70)	43.1	25 (p=.74)	21.6	p<.01

^aPercentage of the community sample numbers in the same category of variables.

^bLess than 406 because data unavailable on 42 initial interviewees.

^cProbability of significant difference between proportions of related and different equals .10.

training. As shown in Table 20, 39.4 percent of those subjects who held post-training TDC job assignments were in a related field after release compared to 29.9 percent who had different TDC job assignments. This difference is significant at the .10 level. This would indicate a greater tendency for those trainees who are not released right after training but hold a training-related job assignment until release, to enter a related occupation upon release from TDC. Null hypothesis 53 was accepted.

Employment Situation of Community Follow-up Sample

Placement Source of First Post-release Job

As shown in Table 21, almost 73 percent of those subjects who were placed on their first post-release job by Windham School District's Job Placement Office were working in a training-related field. The fact that Windham has placed only 2.8 percent of the follow-up sample demonstrates the need for an expanded job placement program in Windham to increase the program's present staff of one Job Placement Officer. Each of the other placement sources in Table 21 had a significantly higher percentage of subjects in a field quite different from training. Of additional interest is that 31 percent of the subjects in the sample used family members as placement assistance and 27.3 percent said they had no assistance at all. The next most frequently used placement source was friends at 16.8 percent of the sample.

TABLE 21
Placement Source of First Post-release Job

Placement Source	Community		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percentage ^a	Number	Percentage ^a	Number	Percentage ^a	
Total	400 ^b	100.0	135	34.2	181	45.3	84	21.0	
Windham	11	2.8	8	72.7	2	18.2	1	9.1	p<.01
Tx. Emp. Comm.	30	7.5	10	33.3	15	50.0	5	16.7	p=.03
Family	124	31.0	41	33.1	60	48.4	23	18.5	p<.01
Friend	67	16.8	20	29.9	31	46.3	16	23.9	p<.02
Self Only	109	27.3	39	35.8	50	45.9	20	18.3	p<.01
Former Employer	25	6.3	9	36.0	13	52.0	3	12.0	p<.02
Other	34	8.5	8	23.5	10	29.4	16 ^d	47.1	
				(p=.15)		(p=.25)		(p<.01)	

^aPercentage of number of total responses in same category of experimental variables.

^bMore than 350 because students could respond with more than one source.

^cThis category consisted of (6) Parole Officers, (6) Texas Rehabilitation Commission, (16) who had never worked since release, and (1) for each of six extraneous categories which were the Salvation Army, New Directions, Correctional Officer, Dental Hygiene School, S.E.P. Community Service, and Christian Rescue Mission.

^dNever worked since release from TDC.

Null hypothesis 54 was rejected as there were significant differences within and between the treatment groups. Source of job placement seems to be a critical variable in determining the relation of post-release jobs to training.

Weeks Elapsed between Release and First Job

Table 22 shows the results of a single classification analysis of variance between mean numbers of weeks before first post-release employment. The averages are from almost 2 to 3 weeks. The F ratio was not significant since the variance within the groups was larger than the variance between the groups. This analysis did not include the 16 individuals who had not worked since release. Null hypothesis 55 was accepted.

TABLE 22
Analysis of Variance of Weeks Elapsed between Release and First Job

Group	Mean	s.d.	F Ratio	Probability
Related Field	1.81	4.49		
Different Field	1.89	4.13	1.19	p>.05
Unemployed	2.70	4.65		

Weeks Employed on First Post-release Job

Of those subjects who have worked since release, the average weeks worked on the first post-release job was least for the unemployed group. However, there were no significant differences between the treatment groups as shown by Table 23. Null hypothesis 56 was accepted.

TABLE 23
Analysis of Variance of Weeks Employed on First Post-release Job

Group	Mean	s.d.	F Ratio	Probability
Related Field	18.08	19.76		
Different Field	20.51	24.56	2.25	p=0.11
Unemployed	12.57	10.34		

Relation of First Post-release Job to Pre-TDC Occupation

A significantly higher percentage of those subjects in a related field responded that their first post-release jobs were related to their pre-TDC occupations than either the ones in a different field or the unemployed group. This finding may have some implications for screening and selection procedures. Null hypothesis 57 was rejected. (See Table 24.)

Method First Post-release Job Terminated

As indicated in Table 25, a significantly higher percentage (10.3 percent) of the unemployed group than the other

TABLE 24

Relation of First Post-release Job to Pre-TDC Occupation

Relation	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	191 ^a	100.0	77	100.0	82	100.0	32	100.0	
Related	68	35.6	36	46.8	23	28.0	9	28.1	
Different	123	64.4	41	53.2	59	72.0	23	71.9	p=.03

^aLess than 202 because 11 had never worked since release.

TABLE 25

Method First Post-release Job Terminated

Method	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent ^a	
Total	350	100.0	113	100.0	153	100.0	68	100.0	
Fired	18	5.1	2	1.8	9	5.9	7	10.3	p=.04
Laid Off	51	14.6	15	13.3	17	11.1	19	27.9	p<.01
Quit	169	48.3	54	47.8	73	47.7	42	61.8	p=.12
Still on Job	96	27.4	42	37.2	54	35.3	0	0.0	p<.001
Never Worked	16	4.6	0	0.0	0	0.0	16	19.0 ^b	p<.001

^apercentage of those who have worked.

^bpercentage of total unemployed.

treatment groups responded that they were fired from their first post-release job. Only 1.8 percent of those in a training-related job were fired from their first post-release job. Also significant was the higher percentage (27.9 percent) of unemployed subjects who were laid off their first post-release jobs. Thirty-seven percent of those in related jobs were still on their first post-release job compared to 35.3 percent of those in a different field who were still on their first post-release job. Null hypothesis 58 was rejected.

Reason First Post-release Job Terminated

The most frequent reason given for terminating the first post-release job was that a better job had been found (32.5 percent). The next most frequent response was that the pay was too low (23.8 percent) followed by no more need for services (15.8 percent). The only significant difference between the groups was that 7.4 percent of the unemployed group responded that their first post-release job was too difficult compared to a little over 1 percent for the employed groups. Almost significantly fewer (22.1 percent) of the unemployed group than the employed groups responded that they had a better job arranged as shown in Table 26. Null hypothesis 59 was rejected.

TABLE 26
Reason First Post-release Job Terminated

Reason	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
^a Total	240	100.0	77	100.0	95	100.0	68	100.0	
Pay Too Low	57	23.8	22	28.6	23	24.2	12	17.6	p=.30
Better Job Arranged	78	32.5	26	33.8	37	38.9	15	22.1	p=.07
Job Too Hard	7	2.9	1	1.3	1	1.1	5	7.4	p=.04
Offended	22	9.2	8	10.4	4	4.2	10	14.7	p=.06
No More Need for Services	38	15.8	15	19.5	11	11.6	12	17.6	p=.33
Employer Dissatisfaction	10	4.2	1	1.3	5	5.3	4	5.9	p=.31
Attend School	10	4.2	1	1.3	5	5.3	4	5.9	p=.31
Inconvenient	18	7.5	3	3.9	9	9.5	6	8.8	p=.34

^aBased upon those who have left their first job after release.

Full-time Jobs Held Since Release

According to the results in Table 27, there were no significant differences between the mean number of full-time jobs held since release of the treatment groups. Null hypothesis 60 was accepted.

TABLE 27

Analysis of Variance of Number of Full-time Jobs Held Since Release

Group	Mean	s.d.	F Ratio	Probability
Related Field	2.33	1.84		
Different Field	2.50	2.14	0.47	p>0.05
Unemployed	2.24	2.32		

Training Related Jobs Held Since Release

As indicated in Table 28, the subjects who were employed in training-related jobs at time of data collection had held significantly more related jobs since release than the subjects who were in a different field or were unemployed. Null hypothesis 61 was rejected.

TABLE 28

Analysis of Variance of Number of Training Related Jobs Held Since Release

Group	Mean	s.d.	F Ratio	Probability
Related Group	1.18	1.21		
Different Field	0.27	0.67	31.19	p<0.0001
Unemployed	0.52	0.95		

136

Weeks Worked on Present Post-release Job

The results of the z test of difference between means show that there was no significant difference between the mean number of weeks worked on present job of the employed groups. Table 29 presents these data. Null hypothesis 62 was accepted.

TABLE 29

Results of z Test between Weeks Worked on Present Post-release Job

Group	Mean	s.d.	z	Probability
Related Field	27.04	29.18		
Different Field	23.25	26.91	1.08	p= .28

Hours Worked per Week on Present Job

Table 30 shows that there was no significant difference between the mean number of hours worked per week of the employed groups. Null hypothesis 63 was accepted.

TABLE 30

Results of z Test between Hours Worked per Week on Present Post-release Job

Group	Mean	s.d.	z	Probability
Related Field	44.94	9.79		
Different Field	44.28	11.81	0.50	p= .62

137

Reason Not Working in Training Related Job

When asked why they were not working in training-related jobs the subjects who were in different occupations or unemployed responded most frequently (23.6 percent) that they had been out of the training area for so long they would need a refresher course to gain back the skills they possessed upon completion of training. Only 4.2 percent responded that they did not like their training area; 4.6 percent replied that they did not try because of their criminal record and 5.9 percent thought there was not enough status or prestige in their training area. The responses are presented in Table 31.

TABLE 31

Reason Not Working in Training Related Job

Reason	Different Field or Unemployed	
	Number	Percent
Total	237	100.0
Did Not Like Field of Training	10	4.2
Tried but Employers Won't Hire	41	17.3
No Related Work in the Vicinity	41	17.3
Not Enough Status in Related Field	14	5.9
Didn't Try Because of Record	11	4.6
Other Work Is Easier	20	8.4
No Tools or Equipment Necessary	29	12.2
Need Refresher Course	56	23.6
^a Other Reasons	15	6.3

^aEight responded that they just had not tried; two needed a car and driver's license; four stated that their job helped get them out on parole; and one was physically disabled.

Reason Not Hired by Employers in Related Job

Thirty-five percent of those subjects who were not employed in a related job had never tried to obtain one. Fifteen percent had tried to obtain employment in a related field but there were no openings. Less than one percent were turned down because of age requirements, 4.6 percent were told they were not thoroughly trained, 13.5 percent were told they did not have enough experience and 5.4 percent were told to supply their own tools. Almost 11 percent of these subjects had worked in a related job and 8.4 percent had applied for a related job but heard nothing from the employer. Table 32 displays these data.

TABLE 32

Reason Not Hired by Employers in Related Job

Reason	Different Field or Unemployed	
	Number	Percent
Total	237	100.0
No Openings	36	15.2
Age Limits	2	0.8
Not Enough Training	11	4.6
Refusal Because of Criminal Record	15	6.3
Not Enough Experience	32	13.5
Applied but No Response	20	8.4
Need Tools to Get Job	13	5.4
Haven't Tried	83	35.0
Have Worked in Field	25	10.5

Satisfaction with Present Employment

This aspect of the post-release adjustment situation is probably the most crucial. As shown in Table 33, a significantly higher percentage (84.1) of the subjects employed in a related field than those in a different field (60.1 percent) were satisfied with their present employment. This difference does not mean that if those in a different field were in a related field they would tend to be more satisfied with their employment, but it does show that those who are in a job which is training related tend to be more satisfied than those who are not. Null hypothesis 64 was rejected.

EDS Employment Score

There was no significant difference between the percentages of subjects who had supported EDS Employment Scores in either of the employed groups. The results are presented in Table 34. Null hypothesis 65 was accepted since all of the employed subjects were environmentally supported in employment. Needless to say all of the unemployed subjects were environmentally deprived in employment.

TABLE 33
Satisfaction with Present Employment

Employment Satisfaction	Employed		Related Field		Different Field		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	
Total	266	100.0	113	100.0	153	100.0	p<.001
Likes Job	187	70.3	95	84.1	92	60.1	
Dislikes Job	79	29.7	18	15.9	61	39.9	

TABLE 34
EDS Employment Score

Environmental Input	Interviewees		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	ap=1.00
Supported	107	72.3	36	100.0	71	100.0	0	0.0	
Deprived	41	27.7	0	0.0	0	0.0	41	100.0	

^aProbability of chance difference between two employed groups.

EDS Job Status Score

Although a higher percentage of the subjects in related jobs than in different jobs were environmentally supported on job status, the difference was only significant at the .14 level as indicated in Table 35. Therefore null hypothesis 66 was accepted. Apparently those in related and different fields have about the same degree of personal confidence in their ability to perform on the job.

EDS Job Participation Score

This item score of the EDS is a measure of the amount of interest and activity the subjects bring to their jobs. This involves working overtime, through coffee breaks, and other indices of participation over and above what is expected by the employer. As shown in Table 36, a significantly higher percentage of those in a training related job were environmentally supported in job participation than those who were in jobs different from their training. Null hypothesis 67 was therefore rejected.

TABLE 35

EDS Job Status Score

Environmental Input	Interviewees		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	
Supported	50	33.8	21	58.3	29	40.8	0	0.0	
Deprived	98	66.2	15	41.7	42	59.2	41	100.0	^a p=.14

^aProbability of chance difference between two employed groups.

TABLE 36

EDS Job Participation Score

Environmental Input	Interviewees		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	
Supported	55	37.2	25	69.4	30	42.3	0	0.0	
Deprived	93	62.8	11	30.6	41	57.7	41	100.0	^a p<.02

^aProbability of chance difference between two employed groups.

Employer Knowledge of Record

Table 37 indicates that a significantly higher percentage of those in training related occupations than in occupations different from training tended to disclose their criminal record to their employers. They did not try to conceal their records as much as those in different occupations. This disclosure, it is believed, leads to a more relaxed and congenial working atmosphere. Null hypothesis 68 was therefore rejected.

TABLE 37
Employer Knowledge of Record

Employer Knowledge	Community		Related Field		Different Field		Probability
	Number	Percent	Number	Percent	Number	Percent	
Total	266 ^a	100.0	113	100.0	153	100.0	
Aware	185	69.5	88	77.9	97	63.4	p=.02
Unaware	81	30.5	25	22.1	56	36.6	

^aLess than 350; excludes unemployed and Short Form Questionnaire respondents.

Economic Situation of Community Follow-up Sample

Money Available Upon Release

There were no significant differences between the mean number of dollars available at release from TDC between the treatment groups. Table 38 presents the results of the analysis of variance. Null hypothesis 69 was accepted. This indicates that each of the treatment groups had an almost equal economic start upon release.

Weekly Starting Salary on First Post-release Job

As presented in Table 39 those who were employed in an occupation which was related to their training received a significantly higher starting weekly salary on their first post-release job than the other treatment groups. Null hypothesis 70 was rejected.

Weekly Salary on Present Post-release Job

Again the subjects in training-related occupations were making a significantly higher number of dollars per week than were those in occupations different from training. Both groups were making more money per week on their present jobs than on their first post-release jobs. Table 40 presents the results of the z test which led to the rejection of null hypothesis 71.

TABLE 38

Analysis of Variance of Money Available Upon Release

Group	Mean	s.d.	F Ratio	Prob- ability
Related Field	79.95	121.39		
Different Field	67.03	92.06	0.55	p>.05
Unemployed	72.81	72.39		

TABLE 39

Analysis of Variance of Weekly Starting
Salary on First Post-release Job

Group	Mean	s.d.	F Ratio	Prob- ability
Related Field	112.95	47.66		
Different Field	99.79	46.42	3.57	p<.05
Unemployed	97.25	38.24		

TABLE 40

Results of z Test between Weekly Salaries
on Present Post-release Job

Group	Mean	s.d.	z	Prob- ability
Related Field	140.22	61.45		
Different Field	118.48	50.93	3.03	p<.01

Additional Sources of Income

A significantly higher percentage of the unemployed subjects than the employed subjects received additional income from their parents, other relatives, friends, and welfare. There were no significant differences between the groups with regard to additional income from the spouse. A significantly higher percentage of those in training-related occupations than in different occupations held jobs after work for additional income. Table 41 presents the frequencies and percentages of each treatment group by sources of income. Null hypothesis 72 was rejected.

Weekly Expenditures

There were significant differences between the treatment groups regarding weekly expenditures for rent and savings. Those subjects in a related field saved more per week than did the other treatment groups. Table 42 displays the results of the analyses of variance on each category of expenditures. Null hypothesis 73 was rejected.

TABLE 41
Additional Sources of Income

Source of Income	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
Parents	49	14.0	4	3.5	10	6.5	35	41.7	$p < .001$
Spouse	39	11.1	10	8.8	16	10.5	13	15.5	$p = .32$
Other Relative	10	2.9	1	0.9	3	2.0	6	7.1	$p = .02$
Friend	6	1.7	1	0.9	0	0.0	5	6.0	$p < .01$
Job Only	197	56.3	85	75.2	112	73.2	0	0.0	$p < .001$
Savings	11	3.1	1	0.9	5	3.3	5	6.0	$p = .13$
Welfare	10	2.9	0	0.0	1	0.7	9	10.7	$p < .001$
^a Other	28	8.0	11	9.7	6	3.9	11	13.1	$p = .03$

^aThese responses consisted of (6) G.I. Bill; (2) Child Support; (17) Jobs After Work; and (3) No Source of Income.

TABLE 42
Analysis of Variance of Weekly Expenditures

Group	Mean	s.d.	F Ratio	Prob-ability
Rent				
Related Field	23.65	15.09		
Different Field	24.79	16.02	5.55	$p < .01$
Unemployed	13.33	13.65		
Food				
Related Field	24.79	13.49		
Different Field	23.66	14.27	1.62	$p = .20$
Unemployed	17.67	16.70		
Clothing				
Related Field	12.16	15.18		
Different Field	11.78	13.55	2.64	$p = .07$
Unemployed	6.58	10.68		
Savings				
Related Field	8.72	13.25		
Different Field	6.83	11.69	5.25	$p < .01$
Unemployed	1.74	5.55		
Entertainment				
Related Field	9.30	9.43		
Different Field	9.03	8.89	0.79	$p = .54$
Unemployed	7.79	11.17		
Other				
Related Field	19.96	29.31		
Different Field	20.20	32.13	2.02	$p > .05$
Unemployed	10.00	22.11		

Number of Dependents Supported

Although no significant differences existed between the groups in the number of dependents supported, 51.2 percent of the unemployed subjects had no dependents compared to 35.4 percent of those in a related field and 39.2 percent of those in a different field. This difference was only significant at the .08 level however and null hypothesis 74 was accepted at the .05 level of significance. These data are presented in Table 43.

Debts Unable to Pay

As could be expected the unemployed group had a significantly larger percentage of subjects with debts unable to pay than the two employed groups. The frequencies and percentages for each group are included in Table 44. Null hypothesis 75 was rejected.

Utilization of Checking Accounts

Table 45 shows that those in a related field tend to utilize checking accounts more frequently than do those in a different field or those who are unemployed. Null hypothesis 76 was therefore rejected.

TABLE 43
Number of Dependents Supported

Dependents	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
None	146	41.7	40	35.4	63	39.2	43	51.2	p=.08
One	76	21.7	29	25.7	30	19.6	17	20.2	p=.53
Two or More	128	36.6	44	38.9	60	39.2	24	28.6	p=.22

TABLE 44
Debts Unable to Pay

Debts	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
Yes	86	24.6	19	16.8	30	19.6	37	44.0	P<.001
No	264	75.4	94	83.2	123	80.4	47	56.0	

TABLE 45
Utilization of Checking Accounts

Checking Account	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
Yes	85	24.3	39	34.5	36	23.5	10	11.9	P<.01
No	265	75.7	74	65.5	117	76.5	74	88.1	

Utilization of Credit Sources

Presented in Table 46 are the credit sources and the comparative utilization of these sources by treatment group. Only 12.2 percent of the sample has been refused credit and those who were unemployed were significantly most likely to be refused credit or to have never tried to get credit. A higher percentage of those in an occupation related to training (14.1 percent) have obtained personal loans than those in a different field (10.3 percent) and those who were unemployed (4.3 percent).

Almost one third of the sample had never tried to obtain credit since release. The most used credit sources were in the form of personal loans and bank loans. The next most frequently used credit sources were car dealer loans and finance company loans. The least utilized credit sources were credit cards and home loans. Null hypothesis 77 was rejected as there were significant differences in the utilization of credit sources between the treatment groups.

TABLE 46
Utilization of Credit Sources

Credit Source	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	449 ^a	100.0	163	100.0	194	100.0	92	100.0	
Credit Cards	21	4.7	8	4.9	8	4.1	5	5.4	p=.87
Bank Loan	47	10.5	20	12.3	21	10.8	6	6.5	p=.35
Finance Co. Loan	40	8.9	18	11.0	18	9.3	4	4.3	p=.19
Car Dealer Loan	44	9.8	19	11.7	19	9.8	6	6.5	p=.58
Personal Loan	47	10.5	23	14.1	20	10.3	4	4.3	p<.05
Department Store Loan	31	6.9	12	7.4	15	7.7	4	4.3	p=.56
Home Loan	18	4.0	6	3.7	9	4.6	3	3.3	p=.83
Credit Refused	55	12.2	15	9.2	23	11.9	17	18.5	p=.09
Never Tried Credit	146	32.5	42	25.8	61	31.4	43	46.7	p<.01

^aMore than 350 because students could respond with more than one credit source.

EDS Income Score

As shown in Table 47, there were no significant differences in the percentages of supported EDS Income Scores between the two employed groups. Null hypothesis 78 was therefore accepted. There were apparently no significant differences in the income environmental support if the subjects were employed. Although the subjects in the related field have a significantly higher weekly salary than those in a different field, the lower salary of those in a different field was still enough to provide environmental support to 78.9 percent of the subjects.

EDS Debts Score

Table 48 shows that 80.6 percent of those in related occupations had supported EDS Debts Scores compared to 73.2 percent of those in different occupations and 48.8 percent of those who were unemployed. Null hypothesis 79 was rejected. The difference between the two employed groups was not statistically significant, but the difference between the unemployed group and the two employed groups was significant beyond the .01 level of significance.

TABLE 47
EDS Income Score

Environmental Input	Interviewees		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	ap=.96
Supported	85	57.4	29	80.6	56	78.9	0	0.0	
Deprived	63	42.6	7	19.4	15	21.1	41	100.0	

^aProbability of chance difference between two employed groups.

TABLE 48
EDS Debts Score

Environmental Input	Interviewees		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	p<.01
Supported	101	68.2	29	80.6	52	73.2	20	48.8	
Deprived	47	31.8	7	19.4	19	26.8	21	51.2	

Educational Situation of Community Follow-up Sample

Further Academic and Vocational Education

Table 49 presents the educational situation of each treatment group. There were no significant differences between the percentages of subjects enrolled in a college or university. Null hypothesis 80 was therefore accepted. The largest percentage (7.1) of college enrollees was in the unemployed group followed by those in a different occupation (6.5 percent) and only 2.7 percent of the subjects in training-related occupations.

A significantly higher percentage (16.3) of the unemployed group was enrolled in vocational technical school than those of the employed groups. The related group had 3.9 percent enrolled in a vocational technical school and the different group had only 2.4 percent enrolled. Null hypothesis 81 was therefore rejected.

Eighty-two percent of the interviewees desired to take additional vocational education courses in the community. Twenty-two percent of the interviewees desired not to take additional vocational education which was probably due to their being satisfied in training-related occupations. Null hypothesis 82 was accepted.

TABLE 49
Educational Situation

Category	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
In College									
Yes	19	5.4	3	2.7	10	6.5	6	7.1	p=.28
No	331	94.6	110	97.3	143	93.5	78	92.9	
In Voc. Tech.	202 ^a	100.0	77	100.0	82	100.0	43	100.0	
Yes	12	5.9	3	3.9	2	2.4	7	16.3	p<.01
No	190	94.1	74	96.1	80	97.6	36	83.7	
Desire Addi- tional Voc. Training	148 ^b	100.0	36	100.0	71	100.0	41	100.0	
Yes	121	81.8	28	77.8	59	83.1	34	82.9	p=.78
No	27	18.2	8	22.2	12	16.9	7	17.1	
EDS Education Score									
Supported	119	80.4	30	83.3	53	74.6	36	87.8	p=.21
Deprived	29	19.6	6	16.7	18	25.4	5	12.2	

^aTotal Long Form Questionnaire respondents.
^bTotal interviewees.

EDS Education Score

There were no significant differences between the percentages of subjects who had supported EDS Education Scores in the treatment groups. The highest percentage (87.8) of educational supported subjects were unemployed, however it was not significantly higher than the other two groups as shown by Table 49. Null hypothesis 83 was accepted.

Community and Recreational Situation of Community Follow-up Sample

Return to County of Conviction

Although 75.3 percent of the related group returned to the county of conviction as shown in Table 50 compared to 63.4 and 67.4 percent of the other treatment groups, the differences between these percentages were not statistically significant and null hypothesis 84 was accepted.

Consider Moving to Another Town

A significantly higher percentage of unemployed subjects responded that they would move to another town in order to obtain employment than those in the employed groups. (See Table 50.) The least apt to leave town for another job were those in training-related occupations. This is probably related to the job satisfaction variable, in that the related group is satisfied in their present jobs and do not feel motivated to go elsewhere. Null hypothesis 85 was rejected.

TABLE 50
Community and Recreational Situation

Adjustment Variable	Community		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	202 ^a	100.0	77	100.0	82	100.0	43	100.0	
In County of Conviction									
Yes	139	68.8	58	75.3	52	63.4	29	67.4	p=.26
No	63	31.2	19	24.7	30	36.6	14	32.6	
Consider Moving									
Yes	134	66.3	44	57.1	54	65.9	36	83.7	p=.01
No	68	33.7	33	42.9	28	34.1	7	16.3	
Organizational Group									
Member	19	9.4	9	11.7	8	9.8	2	4.7	p=.55
Non-member	183	90.6	68	88.3	74	90.2	41	95.3	
Monthly Church Attendance									
None	102	50.5	40	51.9	40	48.8	22	51.2	p=.92
Once or more	100	49.5	37	48.1	42	51.2	21	48.8	
EDS Hobbies Score	148 ^b	100.0	36	100.0	71	100.0	41	100.0	
Supported	68	45.9	21	58.3	30	42.3	17	41.5	p=.23
Deprived	80	54.1	15	41.7	41	57.7	24	58.5	
EDS Church Score									
Supported	57	38.5	14	38.9	28	39.4	15	36.6	p=.96
Deprived	91	61.5	22	61.1	43	60.6	26	63.4	

TABLE 50 -- Continued

Adjustment Variable	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	
EDS residence Score Supported	91	61.5	24	66.7	45	63.4	22	53.7	p=.25
EDS residence Score Deprived	57	38.5	12	33.3	26	36.6	19	46.3	
EDS Organization Score Supported	18	12.2	4	11.1	10	14.1	4	9.8	p=.78
EDS Organization Score Deprived	130	87.8	32	88.9	61	85.9	37	90.2	

160

^aTotal responses from Long Form Questionnaire only.

^bTotal responses from interviews only.

Membership in Community Organization

The unemployed group tended to belong to community organizations less than the employed groups. As indicated in Table 50 those in related occupations had a higher percentage of membership in community organizations. The overall differences between the groups with respect to membership in community organizations was not statistically significant and null hypothesis 86 was accepted.

Church Attendance

Approximately 50 percent of each treatment group attended church one or more times per month. There were no significant differences between the treatment groups in church attendance and null hypothesis 87 was accepted. (See Table 50.)

EDS Hobbies and Avocations Score

No significant differences existed between the percentages of subjects having supported EDS Hobbies and Avocations Scores in each treatment group, although the highest percentage of these supported scores occurred in the related group. (See Table 50.) Null hypothesis 88 was accepted.

EDS Church Score

As in the case of church attendance there were no significant differences between the groups with regard to supported EDS Church Scores. Null hypothesis 89 was therefore accepted. The frequencies and percentages are listed in Table 50.

EDS Residence Score

Although the related group had the highest percentage of supported EDS Residence Scores of the three groups, the differences were only significant at the .25 level. Null hypothesis 90 was accepted. (See Table 50.)

EDS Organization Score

No significant differences existed between the percentages of supported EDS Organization Scores. There was a general tendency for each treatment group to be deprived with regard to organizational participation. (See Table 50.) Null hypothesis 91 was accepted.

Interpersonal Situation of Community Follow-up Sample

EDS Friends Score

The group with the highest percentage of supported EDS Friends Scores was the different field group. However, the percentage of 63.4 was not significantly different from the other treatment groups and null hypothesis 92 was accepted. (See Table 51.)

EDS Relatives Score

As indicated by Table 51, 58.3 percent of those in the related group had supported EDS Relative's Scores compared to 39.4 and 46.3 percent in the other groups. The differences between these percentages were not statistically significant. Null hypothesis 93 was accepted.

EDS Parents Score

Again, the related group had the highest percentage of supported EDS item scores, but the differences between the treatment groups were not statistically significant at the .05 level. Null hypothesis 94 was accepted. See Table 51 for the frequencies and percentages of each group that had supported and deprived EDS Parents Scores.

TABLE 51

Interpersonal Situation

Adjustment Variable	Interviewees		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	
EDS Friends Score									
Supported	85	57.4	19	52.8	45	63.4	21	51.2	p=.11
Deprived	63	42.6	17	47.2	26	36.6	20	48.8	
EDS Relatives Score									
Supported	68	45.9	21	58.3	28	39.4	19	46.3	p=.26
Deprived	80	54.1	15	41.7	43	60.6	22	53.7	
EDS Parents Score									
Supported	104	70.3	28	77.8	48	67.6	28	68.3	p=.53
Deprived	44	29.7	8	22.2	23	32.4	13	31.7	
EDS Children Score									
Supported	57	38.5	14	38.9	28	39.4	15	36.6	p=.64
Deprived	91	61.5	22	61.1	43	60.6	26	63.4	
EDS Fear Score									
Supported	77	52.0	19	52.8	46	64.8	12	29.3	p<.01
Deprived	71	48.0	17	47.2	25	35.2	29	70.7	

EDS Children Score

No significant differences existed between the group percentages of supported EDS Children Scores. Approximately 60 percent of each group was scored deprived on this item of the EDS. Null hypothesis 95 was accepted. (See Table 51.)

EDS Fear Score

Table 51 shows that a significant difference in the percentages of supported EDS Fear Scores existed between the employed and unemployed groups. The unemployed subjects were significantly more deprived on this EDS item than the other groups. This difference probably lies in the fact that the unemployed subjects feared unemployment and subsequent return to law-violating behavior according to the behavioral interviews. Null hypothesis 96 was rejected.

Total Environmental Situation of Community Follow-up Sample

As indicated in Table 52, 5.6 percent of those subjects in a training-related field scored between 0 and 2 on the EDS Total Score, whereas 4.2 percent of those in a different field scored between 0 and 2. None of the unemployed subjects' scores were in this interval which is associated with a less than 7 percent chance of recidivism or law-violating behavior. Null hypothesis 97 was accepted.

In the 3-6 interval of Total EDS Scores, which is associated with a 7 percent chance of recidivism, were 55.6 percent of those in training-related jobs, 47.9 percent of those in different jobs, and none of the unemployed subjects. This difference was statistically significant. Null hypothesis 98 was rejected.

Fifty-one percent of the unemployed subjects scored between 7 and 10 on the EDS which is associated with a 28 percent chance of recidivism. Thirty-six percent of the subjects in a different field scored in the 7 to 10 interval compared to 33 percent of those in a related field. Null hypothesis 99 was accepted.

Only 5.6 percent of those in the training-related field scored between 11 and 16 which is associated with a 65 percent chance of recidivism. This compares to 11.3 percent of those in a different field and 48.8 percent of the unemployed subjects. These differences between the groups were statistically significant.

TABLE 52
Total Environmental Situation

Adjustment Variable	Interviewees		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	148	100.0	36	100.0	71	100.0	41	100.0	
EDS Total Score									
a 0-2	5	3.4	2	5.6	3	4.2	0	0.0	p=.35
b 3-6	54	36.5	20	55.6	34	47.9	0	0.0	p<.001
c 7-10	59	39.9	12	33.3	26	36.6	21	51.2	p=.21
d 11 and above	30	20.3	2	5.6	8	11.3	20	48.8	p<.001
EDS Median		7.4		5.7		6.4		10.4	

^aIndicates less than 7 percent chance of recidivism.

^bIndicates 7 percent chance of recidivism.

^cIndicates 28 percent chance of recidivism.

^dIndicates 65 percent chance of recidivism.

Not readily apparent in Table 52 but more apparent in Figure 2 is that 61.2 percent of those in training-related fields have a 7 percent or less chance of recidivism compared to 52.1 percent of those who were employed in occupations different from training. Null hypothesis 100 was rejected.

Attitudes Toward Vocational Program of Community Sample

Reason Applied for Vocational Training

Over 75 percent of the community sample responded that they applied for vocational training at Windham in order to learn a trade to help them after release from TDC. Eleven percent responded that they applied for training to get out of work details. Nine percent thought they would parole earlier by taking a vocational training course. As indicated in Table 53, there were no significant differences between the treatment groups and null hypothesis 101 was accepted.

Ability to Enroll in Preferred Training Course

Although 84.1 percent of those in a training-related field said that they were selected for their preferred course of training as compared to 75.2 percent and 77.4 percent of the other groups, the difference was not significant. Table 54 displays these data and shows that null hypothesis 102 was accepted at the .05 level of significance.

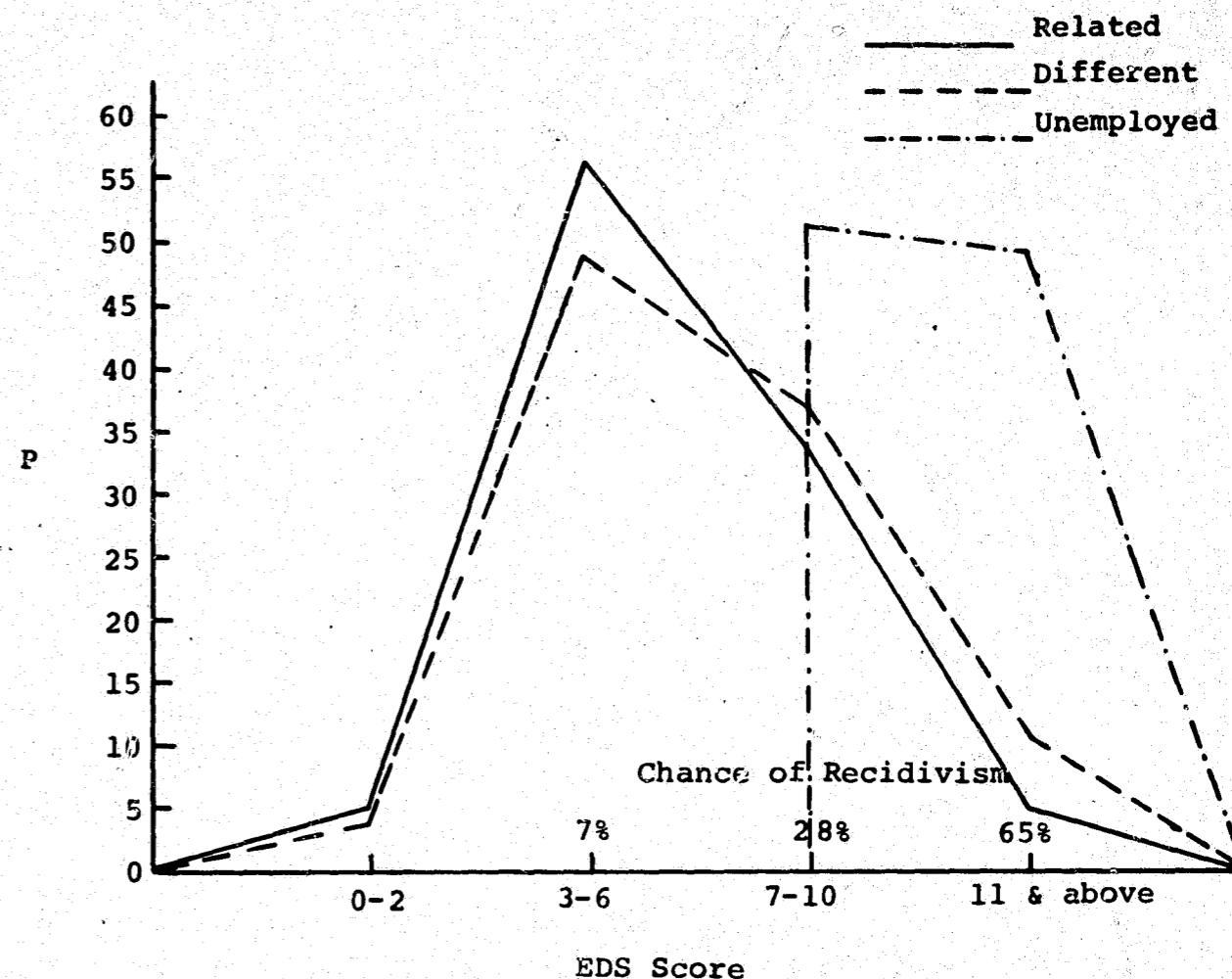


Figure 2. Frequency polygons of total Environmental Deprivation Scale scores depicting percentage of each treatment group in clusters associated with chance of recidivism.

TABLE 53

Reason Applied for Vocational Training

Reason	Community		Related Field		Different Field		Unemployed		Prob-ability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	399 ^a	100.0	134	100.0	168	100.0	97	100.0	
To Learn a Trade	309	77.4	102	76.1	132	78.6	75	77.3	p=.88
To Get Out of Work	43	10.8	13	9.7	19	11.3	11	11.3	p=.89
To Get a Transfer	4	1.0	3	2.2	1	0.6	0	0.0	p=.19
To Parole Earlier	36	9.0	14	10.4	11	6.5	11	11.3	p=.33
Other Reason	7	1.8	2	1.5	5	3.0	0	0.0	p=.20

170

^aMore than 350 because subjects could respond with more than one reason.

^bFive were appointed to class by Warden, (2) wanted to learn how to repair their own cabinets or televisions.

Adequacy of Equipment, Tools, and Skills Taught

Table 55 indicates that 91.4 percent of those subjects employed in the field for which trained responded that the equipment, tools, and vocational skills taught in their Windham vocational courses were adequate enough for them to have little or no trouble learning to perform the required tasks for their jobs. A somewhat smaller percentage of those in a related field responded in the same manner. No significant differences existed between the percentages in each group. Null hypothesis 103 was accepted.

Comparison of Institutional and Community Sample Attitudes Toward the Vocational Program

Standards of Student Selection

Significantly fewer of the community subjects felt that the standards for student selection were clear. Table 56 shows the frequencies and percentages of both groups. Null hypothesis 104 was rejected. Eighty-seven percent of the combined groups thought the standards for student selection were clear. Thirteen percent did not understand the standards of selection.

Ability of Course to Stimulate Interest

Over 90 percent of the institutional and community follow-up subjects felt that their vocational training

171

TABLE 54

Ability to Get into Preferred Course of Training

Received Preferred Course of Training	Community		Related Field		Different Field		Unemployed		Probability
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Total	350	100.0	113	100.0	153	100.0	84	100.0	
Yes	275	78.6	95	84.1	115	75.2	65	77.4	
No	75	21.4	18	15.9	38	24.8	19	22.6	p=.21

TABLE 55

Adequacy of Equipment, Tools, and Vocational Skills

Adequacy	Combined		In Field of Training		In Related Field		Probability
	Number	Percent	Number	Percent	Number	Percent	
Total	113	100.0	5	100.0	55	100.0	
Adequate	97	85.8	5	91.4	44	80.0	
Inadequate	16	14.2	5	8.6	11	20.0	p=.14

stimulated their interest in pursuing the vocation taught. As indicated in Table 56, there were no significant differences between the groups on this variable. Null hypothesis 105 was accepted.

Relation between Preferred Occupation and Training

There were no significant differences between the institutional and community samples on this variable, so null hypothesis 106 was accepted. A smaller percentage than expected was derived from the samples regarding the relation between preferred job and training. (See Table 56.) In only 67.7 percent of the total responses was the preferred job related to the vocational training received. This finding may carry some serious implications for screening and selection.

Advantage over Non-trainees

Significantly fewer of the community subjects than the institutional subjects felt they had an advantage over non-trainees. This difference may be due to the lack of job placement assistance in obtaining a training-related job. The training may seem useless if it is not utilized on post-release jobs. Null hypothesis 107 was rejected as shown in Table 56.

TABLE 56

Attitudes of the Institutional and Community
Subjects Toward the Vocational Program

Category	Combined		Institutional		Community		Prob- ability
	Number	Percent	Number	Percent	Number	Percent	
Total	789	100.0	439	100.0	350	100.0	
Standards of Student Selection							
Clear	686	86.9	411	93.6	275	78.6	p < .001
Unclear	103	13.1	28	6.4	75	21.4	
Course Stimulated Interest in Trade							
Yes	747	94.7	412	93.8	335	95.7	p = .68
No	42	5.3	27	6.2	15	4.3	
Relation between Preferred Job and Training							
Related	534	67.7	294	67.0	240	68.6	p = .69
Different	255	32.3	145	33.0	110	31.4	
Advantage over Non-trainees							
Yes	664	84.2	382	87.0	282	80.6	p < .02
No	125	15.8	57	13.0	68	19.4	
Change in Non-student Respect after became Student							
More	193	24.5	111	25.3	82	23.4	p = .61
Less	37	4.7	12	2.7	25	7.1	p < .01
No Change	559	70.8	316	72.0	243	69.4	p = .51

TABLE 56 -- Continued

Category	Combined		Institutional		Community		Prob- ability
	Number	Percent	Number	Percent	Number	Percent	
Total	789	100.0	439	100.0	350	100.0	
Change in Officer Respect After Became Student							
More	183	23.2	99	22.6	84	24.0	p = .70
Less	79	10.0	46	10.5	33	9.4	p = .71
No Change	527	66.8	294	67.0	233	66.6	p = .97
Instructor's Treatment of Student							
Straightforward	744	94.3	408	92.9	336	96.0	p = .09
Unfair	45	5.7	31	7.1	14	4.0	
Student Suggestions							
Allowed	668	84.7	399	90.9	269	76.9	p < .001
Not Allowed	121	15.3	40	9.1	81	23.1	
Instructor's Linkage of Theory with Practical Application	641 ^a	100.0	439	100.0	202	100.0	
All or Most of Time	584	91.1	397	90.4	187	92.6	p = .53
Seldom or Never	57	8.9	42	9.6	15	7.4	
Teaching Method							
Lecture Only	57	8.9	37	8.4	20	9.9	p = .65
Lecture with Discussion	317	49.5	225	51.3	92	45.5	p = .21
Question and Answer	267	41.6	177	40.3	90	44.6	p = .64
Rating of Instructor							
Excellent	375	58.5	248	56.5	127	62.9	p = .15
Good	196	30.6	140	31.9	56	27.7	p = .67
Fair	46	7.2	30	6.8	16	7.9	p = .74
Poor	24	3.7	21	4.8	3	1.5	p = .07

^aLess than 789 because 148 interviewees were not included.

Changes in Respect from Non-students

In response to the question regarding observed changes in respect from non-students after the subject had entered training, there were no significant differences between the percentages of the institutional and community subjects who said they received more respect or noticed no change at all in respect. A significantly higher percentage of community subjects said they received less respect from non-students than did the institutional subjects. Approximately 70 percent of the combined responses said there was no change in respect while 25 percent said more respect was received and 5 percent received less respect. Null hypothesis 108 was rejected. (See Table 56.)

Changes in Respect from Correctional Officers

There were no significant differences between the institutional and community subjects on this variable. Twenty-three percent of the combined responses indicated more respect was received, 10 percent received less respect, and 66.8 percent noticed no change in respect after entering training. Null hypothesis 109 was accepted. (See Table 56.)

Instructor's Treatment of Student

No significant differences existed between the institutional and community subjects on this variable. Null

CONTINUED

2 OF 4

hypothesis 110 was accepted. An overwhelming 94.3 percent of the total subjects responded that their instructors treated them in an honest and straightforward manner. (See Table 56.)

Permission of Student Suggestions

Significantly more of the institutional subjects than community subjects responded that suggestions from students were allowed by their instructors. As shown in Table 56, only 76.9 percent of the community subjects responded that student suggestions for improving their course were allowed compared to 90.9 percent of the institutional subjects. Null hypothesis 111 was rejected.

Combination of Theory and Practice

As presented in Table 56, approximately 90 percent of each sample responded that their instructors tied in theory with practical application all or most of the time. There was no significant difference between the two samples on this variable. Null hypothesis 112 was accepted.

Teaching Method Most Utilized

No significant differences existed between the institutional and community samples with respect to this variable. Null hypothesis 113 was accepted. Only 8.9 percent of the total subjects responded that their instructors used lecturing as a teaching method. Almost 50 percent responded that their

instructors utilized lecture with class discussion, and 41.6 percent responded that their instructors most often used the question and answer method of classroom presentation as indicated in Table 56.

Instructor Ratings

Almost significant was the difference in the percentages of institutional and community subjects who gave their instructors a "poor" rating. Only 1.5 percent of the community subjects rated their instructors as poor, compared to 4.8 percent of the institutional subjects. As depicted in Table 56, 58.5 percent of the total subjects gave their instructors an "excellent" rating, 30.6 percent gave "good" ratings, 7.2 percent gave "fair" ratings, and 3.7 percent gave ratings of "poor". Of interest is that 89.1 percent rated their instructors excellent or good, compared to 10.9 percent who rated their instructors fair to poor. Null hypothesis 114 was accepted.

Individual Having Most Positive Influence

When asked which individual or individuals played the most important role in helping the subject while in TDC, over 40 percent of the combined responses indicated the importance of the Windham vocational instructor (Table 57.) The next most frequent response was Windham academic instructor (11.2 percent) followed by other inmates (10.2 percent). The remaining categories received less than 10 percent of responses.

TABLE 57
Individual Who Had Most Positive Influence

Category	Combined		Institutional		Community	
	Number	Percent	Number	Percent	Number ^b	Percent
aTotal	807	100.0	481	100.0	326	100.0
Unit Warden	73	9.1	69	14.3	4	1.2
Chaplain	62	7.7	30	6.2	32	9.8
Correctional Officer	67	8.3	32	6.7	35	10.7
Windham Vocational Instructor	327	40.5	218	45.3	109	33.4
Windham Academic Instructor	90	11.2	43	8.9	47	14.4
Psychologist	5	0.6	5	1.0	0	0.0
Family	22	2.7	6	1.2	16	4.9
Other Inmate	82	10.2	35	7.3	47	14.4
No One	79	9.8	43	8.9	36	11.0

^aTotal responses since subjects could answer with one or more categories.

^bSolicited responses on Long Form Post-release Questionnaire only.

Suggested Areas for Program Improvement

Students in the target samples were asked to render suggestions regarding areas in which they thought the Windham Vocational Program needed improvement. The question posed was: What are some suggestions you have for the improvement of the Windham Vocational Education Program? This question was listed as the final item on all instruments used to gather data from students who had undergone vocational training.

It was not expected that former students would record numerous and lengthy suggestions. As a result, during interviews and before pre-release questionnaires were administered, it was stressed that any suggestions they offered were considered valuable to the program in respect to their individual assessment of it. Consequently, some students gave numerous suggestions as to how the program might be improved. It is also interesting to note that many of those offering suggestions preceded these suggestions with statements of adoration and appreciation of the program's efforts. In addition, many of those not having suggestions often commented to that effect saying that the program left nothing to be desired.

Those suggestions given were categorized and then ranked by frequency of occurrence (Table 58). The category in which suggestions were placed included those pertaining to selection and screening procedures, job development and placement, instructional techniques, and facilities and equipment.

The data in Table 58 are based on the frequency of suggestions offered by former students in each group. The greatest

TABLE 58
Suggested Areas for Improvement

Category	Combined		Post-release Interview		Pre-release Questionnaire		Post-release Questionnaire	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	718	100.0	224	100.0	358	100.0	136	100.0
Selection and Screening	232	32.3	54	24.1	141	39.4	37	27.2
Job Development and Placement	203	28.3	75	33.5	88	24.6	40	29.4
Instructional Techniques	160	22.3	48	21.3	68	19.0	44	32.4
Facilities and Equipment	123	17.1	47	21.1	61	17.0	15	11.0

percentage of suggestions offered were those related to Selection and Screening of those entering the program and the length and availability of training offered. In this category many former students whether incarcerated or in the community emphasized the need for a systematized selection process for determining what students enter the program. A frequent suggestion was that students should be placed in courses according to their interest and aptitude. Students offering this suggestion often commented that they sometimes observed students who lacked interest in their classes. In addition, some reported students enrolled whom they believed were unable to grasp the course material. To rectify both non-interest and improper placement of students in these courses, a few suggested that there be continuous evaluation of a student's progress during class enrollment, and that efforts be initiated to "weed out" those students enrolled who exhibited non-interest in the class.

Another suggestion appearing in this category concerned the length of time a student would have remaining upon completion of a course. Former students offering this suggestion as improvement stated that courses should be made available only to those students who would be nearing parole eligibility or discharge requirements when a class was scheduled to end. Their rationale following this suggestion most frequently was, that if students had a long incarceration period after class completion, and were not placed in a job related to their

training during the remaining period, the skills and techniques acquired during course enrollment are likely forgotten, thereby lessening the chances of employment in a training-trade upon release. It was perhaps because of this perceived handicap that many of those in the incarcerated sample suggested that additional or refresher courses be offered. As noted earlier a large percentage (69.9 percent) of those still incarcerated indicated never having held a training-related job while in TDC. Only 20.5 percent of those incarcerated indicated at the time pre-release questionnaires were administered that they were working in a training-related job. The suggestions above, centered around selection procedures and what transpires after class completion, have broad implications for program administrators to consider.

In addition, some suggestions in this category stressed that more inmates should have an opportunity to enroll in the program. Many said that it was a "good school" and more inmates should be able to take advantage of the skills offered. It appears that those individuals having gone through the program recognized some positive aspects the program offered to those incarcerated. This suggestion was especially pronounced in the released groups as exhibited in interview sessions and what was indicated on returned questionnaires.

The category having the next higher frequency of suggestions was that of Job Development and Placement. This category accounted for 28.3 percent of the overall sugges-

tions given. The highest percentage (33.5 percent) of these suggestions proportionately came from those former students who were interviewed. As noted earlier, 75.7 percent of this group were either working in a different field or unemployed. This percentage perhaps reflects those employed in a different occupation who are desiring work in their skill-trained vocation and those unemployed who comprised more of the interviewees than questionnaire respondents.

The progression of the percentage of suggestions emphasizing job development and placement is interesting when observing the group and the status (incarcerated or community) of each. Observing the percentage of suggestions offered and comparing those completing a questionnaire and incarcerated to those released and yielding information (post-release interview and post-release questionnaire), it appears that once released, suggestions calling for job development and placement are more likely to be rendered. Also, it is worth mentioning at this point, that there was a general tone exhibited by the released groups that called for more cooperation and coordination of efforts between Windham and TDC.

To further explain the possible progression of percentages between the groups, it is recalled that of those released and returning questionnaires, 62.0 percent were in a different field or unemployed, compared to 75.7 percent with these characteristics in the post-release interview group. The ex-students returning a questionnaire were more often employed but in a

different occupation than which they were trained. The ex-students coming for interviews were more likely to be unemployed when compared with those returning the post-release questionnaire.

In addition it appears that the experience of job seeking in the community is the impetus for this suggestion, as those in the "free world" experience difficulties in obtaining jobs. The observance of the increasing frequency of this suggestion once a student is released has broad implications for programs designed to offer salable skills to members of a population having salient disabilities from the outset, and the likelihood of their obtaining jobs in vocations for which they were trained.

In isolating and examining some of the most frequently occurring suggestions in the category pertaining to the improvement of Instructional Techniques, it appears that most suggestions were centered around the peculiarities of each class (i.e. visual aids, reading material, additional projects). For this reason, suggestions in this category remain as varied as were courses offered and individual preferences of each student offering suggestions.

The students took the opportunity in response to the improvement question to state suggestions pertaining to personality characteristics of the instructors in class settings. The overwhelming number of comments regarding instructors were favorable, however it should not go unnoticed that some students

gave comments and suggestions that more teachers be hired who are non-prejudiced and interested in their job. In addition, other suggestions in this category called for the establishment of better communication between student and teacher, requesting that the student have more time in his interaction with the instructor. This perhaps adds emphasis to the valued interaction many former students reported having with their instructor.

The lowest frequency of suggestions were those pertaining to Facilities and Equipment. These suggestions were mainly centered around the internal structure of the particular classes in which the individual inmates were enrolled. The suggestions given in this category were often preceded with a solid endorsement of the value of the program and its efforts. The suggestion appearing most frequently in this category called for improvement (larger and separate facilities) of the "work area" where classes were conducted. The complaint of too much noise from other classes operating in nearby areas was given as the rationale prompting this suggestion.

The suggestion that tools and equipment be improved and/or increased in availability accounted for the next highest frequency in this category. These responses more often were that more equipment and tools should be provided during practical application of theoretical techniques. Again, suggestions were as varied as the course area and the individuals therein. These suggestions as they related to each vocational

course area were compiled and are to be given to the instructors and administrative personnel in their respective categories for the purpose of evaluation.

The impact of those suggestions as categorized in Table 58 will depend on the overall assessment of their value to those in position to implement changes as they pertain to program improvement. It is important to recognize that the significance of the suggestions rendered cannot be over emphasized regardless of their occurrence frequency.

Summary of Findings

Seventy-one of the null hypotheses in this study were accepted and the remaining 43 were rejected at the .05 level of significance. The major findings of the over-all study are as follows:

1. The community follow-up sample was representative of the community target population on all of the demographic variables.
2. The community follow-up sample was not representative of the community target population on one of the training variables. There was a tendency for graduates to respond to follow-up more readily than non-graduates.
3. The community follow-up sample was not representative of the community target population on one of the institutional variables. There was a tendency for parolees to respond to follow-up more readily than discharges.

4. The interviewees and questionnaire respondents were significantly different on three of the demographic variables. A significantly higher percentage of interviewees than questionnaire respondents were Black while a significantly higher percentage of the questionnaire respondents than interviewees were White. The interviewees had completed more academic grades of education and tended to be younger than the questionnaire respondents.

5. The interviewees and questionnaire respondents were significantly different on three of the training variables. Radio and television repair subjects accounted for a higher percentage of the interviewees than questionnaire respondents. Cosmetology subjects responded via the mailout questionnaires only. Subjects trained at the Ferguson Unit of the Texas Department of Corrections accounted for a higher percentage of the interviewees than questionnaire respondents. A significantly higher percentage of the questionnaire respondents than interviewees completed training in 1973.

6. The interviewees and questionnaire respondents were significantly different on two of the institutional variables. A significantly higher percentage of the interviewees than questionnaire respondents were released from the Texas Department of Corrections in 1972, whereas a significantly higher percentage of the questionnaire respondents than interviewees were released from the Texas Department of Corrections in 1973. A significantly higher percentage of the questionnaire

respondents than interviewees held training-related TDC job assignments upon completion of training. A significantly higher percentage of the interviewees than questionnaire respondents held TDC job assignments that were quite different from their training.

7. A significantly higher percentage of the questionnaire respondents than interviewees were working in training-related jobs whereas a significantly higher percentage of the interviewees than questionnaire respondents were unemployed.

8. There were no significant differences between the response rates to the Short Form or Long Form questionnaires. The token payment reinforcement had some effect upon the response rate to the Long Form Post-release Questionnaire but no effect upon the Short Form Questionnaire. There was an increase in the response rate to the Long Form Post-release Questionnaire when the token reinforcement was utilized, approaching significance at the .08 level.

9. There were significant differences in the treatment groups on three of the demographic variables. Significantly more of the females than males were unemployed. A significantly higher percentage of Whites and Chicanos were employed in training-related jobs than Blacks. A significantly higher percentage of Blacks were working in jobs quite different from training than were Chicanos and Whites. A significantly higher percentage of Blacks were unemployed than Chicanos and Whites. A higher percentage of the unemployed group than the

other two groups was between 20 and 24 years of age. A higher percentage of the group working in jobs different from training than those in the related or unemployed groups were 30 years of age or older.

10. There were significant differences in the treatment groups on three of the training variables. A significantly higher percentage of the floriculture subjects were in the unemployed group than in a related or different occupation. Higher percentages of auto mechanics, auto specialization, building trades, masonry, machine shop, and cabinetmaking subjects were working in training-related occupations than in occupations different from training.

A higher percentage of farm equipment repair, floriculture, appliance repair, auto body repair, interior finishing trades, drafting, electric trades, radio and television repair, sheet metal repair, cosmetology, commercial cooking, meat cutting, small engine repair, upholstery repair, and industrial cooperative training subjects were employed in occupations different from training than in related occupations. An equal percentage of vocational office education, refrigeration and air conditioning repair, vocational electronics, and welding subjects were employed in training-related and different occupations. Less than 17 percent of the appliance repair, auto body repair, building trades, interior finishing trades, electric trades, sheet metal repair, welding, commercial cooking, small engine repair, cabinetmaking, and industrial

cooperative training subjects were unemployed.

A higher percentage of subjects trained at the Eastham and Ramsey Units were working in training-related jobs than in different jobs. Less than 30 percent of those subjects trained at Central, Clemens, Darrington, or Goree Units were employed in training-related occupations. Over 50 percent of those subjects trained at Central, Clemens, Ellis or Huntsville Units were employed in jobs quite different from their training. Over 30 percent of those subjects trained at Darrington, Goree, or Ramsey Units were unemployed. None of the subjects trained at Ellis or Huntsville Units were unemployed.

A significantly higher percentage of non-graduates than graduates were unemployed, and a higher percentage of Reality Adjustment Program (RAP) participants than non-participants were employed in training-related occupations while a lower percentage of RAP participants than non-participants were working in occupations different from training.

11. One of the institutional variables attained significance within one of the treatment groups. There was a significantly higher percentage of discharges than parolees in the unemployed group. A higher percentage of parolees than discharges were working in training-related jobs ($p=.13$). A higher percentage of subjects who held post-training TDC job assignments that were training-related than those who were assigned to TDC job assignments different from training

were employed in post-release training-related occupations ($p=.10$).

12. There were significant differences in the treatment groups on 21 of the post-release adjustment variables. A significantly higher percentage of those subjects who utilized Windham School District's Job Placement Office to obtain their first post-release employment were working in training-related occupations. Significantly, higher percentages of subjects who used job placement sources other than Windham School District were unemployed. Over one-half of the subjects received placement assistance from family members or had no assistance at all in obtaining their first post-release employment.

A significantly higher percentage of subjects working in training-related jobs than in either of the other treatment groups responded that their first post-release jobs were related to their pre-TDC occupations. The unemployed group consisted of a significantly higher percentage of subjects who were fired from their first post-release jobs than those who were working in training-related jobs. A higher percentage of those in different jobs than training-related jobs were fired from their first post-release jobs ($p=.08$). A significantly higher percentage of the unemployed groups were laid off their first post-release jobs. Approximately the same percentage of those in training-related and different jobs were still employed on their first post-release jobs.

A significantly higher percentage of those in the unemployed group than those in the two employed groups terminated their first post-release jobs because they were too difficult to perform. Those employed in training-related jobs have held significantly more training-related jobs than those in different jobs or unemployed.

A significantly higher percentage of those in training-related occupations than those in different occupations were satisfied with their jobs, had supported EDS Job Participation Scores, and had employers that were aware of their criminal records.

Those employed in training-related jobs had significantly higher weekly salaries on first and present post-release jobs than those in jobs different from training. A significantly higher percentage of those in training-related occupations held part time jobs after work than those in occupations different from training. The unemployed subjects significantly more than the employed subjects received additional income from their parents, other relatives, friends, and welfare. A higher percentage of the unemployed than employed subjects had no dependents to support ($p=.08$) but significantly more had debts which they were unable to pay than the employed subjects. The unemployed subjects tried to obtain credit significantly less than the employed subjects. A significantly higher percentage of those in the unemployed group than in the two employed groups had deprived EDS Debts, Income, and Fear Scores.

The unemployed group received significantly less total environmental support than the employed groups. The subjects employed in jobs that are different from their training received less total environmental support than those employed in training-related occupations. The training-related group was more environmentally supported on 9 of the 16 EDS item scores than the different-from-training group. Of the 9 scores, Job Participation was the most critical in that the related group was significantly more supported on this item.

13. There were significant differences between the institutional and community follow-up samples on four of the attitudes toward training. Significantly, fewer of the community subjects than the institutional subjects thought the standards of student selection were clear and understandable. The community subjects did not respond as high proportionately as the institutional sample that they had an advantage over non-trained individuals. A significantly higher percentage of the community subjects than institutional subjects felt they received less respect from non-students after enrolling in the Windham Vocational Program. Also significant was the higher percentage of community subjects than institutional subjects who responded that their instructors did not allow suggestions from students to improve their vocational courses.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a result of the findings in the present study the following conclusions were made:

Maximization of Response

1. Those students who will not receive certificates of course completion or will discharge their sentence from the Texas Department of Corrections will require a greater degree of pre-conditioning to follow-up than those who will graduate or parole from the institution. In all cases the instructor-student relationship is most important to follow-up response.

2. The utilization of behavioral interviews and mail-out questionnaires combined with some form of treatment intervention (i.e. job placement and referrals to social rehabilitation agencies) will yield a sample which gives a more realistic picture of the post-release adjustment of the community population than when no attempt at treatment intervention is offered to the potential respondents.

3. The Long Form Post-release Questionnaire will produce a higher rate of response when the token reinforcement

contingency is incorporated than when no reinforcement contingency is used.

Utilization of Training

4. The post-release utilization of training by the graduates and non-graduates of the Windham Vocational Education Program is severely hampered by such controllable factors as the present policies and procedures of student selection and the lack of specialized job placement assistance upon release.

5. There is a critical need for continual curriculum assessment and redesign to more nearly approximate realistic job demands in the community.

6. The majority of trainees who are not released from the Texas Department of Corrections shortly after training are not utilized in institutional job assignments which are training-related; consequently, their training is virtually wasted and possibly even a detriment to rehabilitation.

Perception of Training

7. There was a preponderance of favorable perceptions toward the Windham Vocational Education Program from both the institutional and community follow-up subjects.

8. The strong instructor-student relationship seemed to provide a supportive atmosphere that facilitated goal reorientation and some degree of introspection on the part of the

vocational student.

Prediction of Recidivism

9. Those students who participate in the Reality Adjustment Program (RAP) while undergoing training in the field they have been adequately screened and selected for, who soon after successful course completion are paroled to training-related jobs will generally suffer less total environmental deprivation or recidivate less frequently than the total inmate population of TDC.

Recommendations

Student Selection

It is an unfortunate truism which states "the prison experience prepares people for prison life." The life in the free society is entirely different from the life in the prison. Few free-society members recognize the characteristic of model prisoner, subordination, compliance, and dependency as positive virtues in the community. This translates into the fact that a good prisoner does not necessarily make a good parolee or a good citizen.

Selection of inmates as students of the vocational education program is an area where strong change is indicated.

The Windham School District was created to provide an education for those inmates not educated prior to confinement and to provide vocational education to enable an offender to

take his place in society as a self-supporting, tax-paying, responsible member.

It was not established as an adjunct to the prison to provide reward for good behavior to certain hand-picked inmates by prison administrative staff.

In an age where treatment in the correctional setting is being carried out in compartmentalized areas and supervised by professionals in those areas, there is no indication the education processes must not also be handled by professionals.

With the tools and resources available to the professional educator, the screening and selection process proves to be fairly simplistic in determining eligibility of inmates for vocational training.

Modern testing methods and classification procedures conducted by TDC along with specialized testing by vocational personnel provide to the decision makers the best possible candidate for vocational training as a mode of treatment.

The data indicate the contrary has occurred in the past. Selection of students has often been arbitrary and without scientific basis but based on the individual desires of the local unit personnel.

Decisions on treatment eligibility should be made only at the highest levels in the classification procedure and should be affected only by those situations which would seriously endanger the security of the subject or other inmates in

the local institution.

This placement of the screening and selection into the hands of the professional gives meaning to the effectiveness of the Treatment Directorate, one in which the treatment can be tailored to the individual based on what the best would be for the inmate, the community to which he will return and the society for which we are the stewards.

It is therefore recommended the screening and selection of potential vocational students be completely in the hands of the professional vocational education counselors and appeals from these selection procedures be arbitrated by the Treatment Directorate and the Bureau of Classification.

RAP -- A Tool for Change

A major role of the prison today is that of reintegration of the offender into society. No longer is the prison considered a warehouse or simply a retributive tool of a society which operates on the punishment theory alone.

It therefore behooves treatment managers to utilize those instruments which endeavor to achieve the desired goal: The return of the offender to the community as a responsible and productive member.

The Reality Adjustment Program (RAP) is one attempt on the part of Windham School District to prepare its vocational students, in a realistic manner, for the societal demands in the area of employment.

This program allows the inmate to play an important role in the discussion of attitudes and activities of the prison experience as they relate to the inmate as a person, allowing a certain degree of self-confrontation; it maximizes the relationship between the staff and the inmate as comparable to the societal authority figure images which exist in post-release employment situations; it affords the inmate contact with those areas in which he must exercise responsibility; and it permits the free exchange of ideas prevalent in current employment philosophy, the effect of which tends to bring the community into the prison.

Data on the success of the program and its effect on recidivism are not set out in such a manner as to draw definite conclusions at this time due to the relative recency of its availability to a greater number of students. However, indications from what data are available would tend to influence the strong recommendation that program and staff be available to all vocational students.

Parole Implications

Texas is experiencing an ever increasing rise in the population of its correctional institutions. Projected figures on population growth in TDC put the number at well over 19,000 inmates by the year 1977, at the present rate of expansion.

Fiscal year 1973 saw 3,679 inmates released from TDC via parole and 3,175 through discharge (expiration of sentence).

It is not the purpose of this study to analyze the procedures of the Board of Pardons and Paroles, but merely to offer possible additional resources with which to appraise the individual's attempt toward self-rehabilitation.

Utilizing these additional tools, this aspect of the inmates institutional experience, his vocational training, can be added to the other variables used to evaluate the expected success or failure in the parole experience.

This study would be an experience in naivete if it were expected the consideration of vocational training alone would be any guarantee of the success of parole or the panacea for the problem of recidivism. However, the data reveal to some degree of reliability there is merit in the consideration of Windham vocational training as a positive point of consideration in the analysis of the parole predictive variables.

It is recommended, therefore, the already existing relationship which exists between Windham School District and the Board of Pardons and Paroles be expanded to the extent that the Board institute procedures to guarantee each individual considered for parole a review of the vocational training fitness record and the record be made part of the predictive variables considered in the decision-making process.

Further, the utilization of the Job Placement Office of

Windham in placement of qualified graduates considered for parole offers to the Board a reduction in this effort on the part of the District Parole Officer, assuring the placement of qualified graduates in a training skill employment area which should reduce the chances for recidivism.

Job Placement

The data indicate the major responsibility for obtaining a job on release rests with the prisoner, his family, or friends. It is easy to understand the difficulties which present themselves to the confined inmate in obtaining suitable employment while still incarcerated.

Under ideal circumstances the average public school student leaving a vocational education course and attempting to enter his skill trained employment area is met with problems of inexperience, lack of union sanction, age, or a host of other similar obstacles.

But, to the incarcerated public offender the same problems compound themselves with the added stigmata of prison.

Most jobs which are secured for the inmate are not related to the training area because of the nature of job placement. In the case of a potential parolee attention is given to obtaining a job to facilitate release and generally are with former employers who do not utilize institutional training skills.

The job placement project coincided with the inception

of the follow-up study making an accurate analysis of effectiveness difficult. However, of those who had obtained assistance through the program, a large percentage were still employed in their training area.

Efforts in job assistance for graduates of the Windham vocational programs should be concentrated to assist both parolees and discharges in obtaining pre-employment in the skill areas.

To support a program such as vocational education with the expenditure of vast amounts of state funds to provide training and work experience and not follow through with providing adequate job placement for specialized skill trained students would indicate less than total commitment to the process of reintegration of the offender into the mainstream of society.

This study indicates the Job Placement Office of Windham should be expanded and should utilize all available resources both within the institution and in the community to provide employment opportunities to the vocational graduate commensurate with his ability.

The Future of the Research

Congruent with any study of this type is the necessity for maintaining the great amount of data collected and the expansion of the data base to be able to draw comparisons at a future date or to provide rationale for conducting treatment

intervention programs.

Many avenues of further research are open utilizing the data in this study and the collection of variables accumulated by TDC. One of the inadequacies of this study is that it was conducted without the consideration of pre-incarceration characteristics of the subjects. This necessarily resulted in the findings being based on the positive impact of the program on some individuals and its negative or irrelevant impact on others, without the knowledge of prior factors which may aid in the interpretation of these findings in a more conclusive manner.

Most offenders arrive in prison by differing paths and these differences must be taken into account when planning treatment modes and their contribution to the outcome of the individual offender.

Only by the constant collection and analysis of data can the decision maker conclude justification for programs within the correctional setting. The cancellation of those programs which prove to be promoting non-saleable skills in the market place, or the re-direction of programs to meet the ever-changing demands of modern technology should be based on sound, scientific judgment which identifies the differential contributions to success, or lack of it, made by offender characteristics, treatment atmospheres, and treatment methods.

Anticipated future research studies conceivably could

consist of a longitudinal study of the present group of subjects with the measurement of degrees of success in the society utilizing tests designed to measure societal contacts and the individual. Improvement on the data base can only result in the increased effectiveness of the treatment managers and programs in the evaluation and validation of the total treatment concept.

Provisions should be made to incorporate the research aspect of correctional education into the totality of the educational process. The ongoing maintenance of the system together with the application of refined methodology to the collection of data will then provide to the report audience an abundance of findings to be acted upon with specificity and accuracy concomitant with the progressive philosophy of corrections.

BIBLIOGRAPHY

- Abt Associates Inc. An Evaluation of MDTA Training in Correctional Institutions. Vols. I, II, III. Abt Associates, Contract No. 43-9-008-23, Manpower Administration, U. S. Department of Labor, 1971.
- American Correctional Association. Manual of Correctional Standards. Washington, D. C.: American Correctional Association, 1966.
- Chamber of Commerce of the United States. Marshaling Citizen Power to Modernize Corrections. (Reprinted and distributed by the American Correctional Association with permission of the Chamber of Commerce of the United States), 1972.
- Conrad, John P. Crime and Its Correction. University of California Press, 1965.
- Dickover, Robert M.; Maynard, Verner E.; and Painter, James A. A Study of Vocational Training in the California Department of Corrections. Research Report No. 40, Sacramento, California: Research Division, Department of Corrections, 1971.
- Downie, N. M., and Heath, R. W. Basic Statistical Methods. 3rd ed. New York: Harper & Row, 1970.
- Gillham, James and Kime, William L. The Use of Correctional Trade Training. (A Study by the Michigan Department of Corrections under a grant from the Saul R. Levin Memorial Foundation), 1969.
- Glaser, Daniel. The Effectiveness of a Prison and Parole System. New York: Bobbs-Merrill Company, Inc., 1964.
- Glaser, Daniel. "The Effectiveness of Correctional Education." American Journal of Corrections, XXVIII (January-February, 1966), 4-9.
- Jenkins, W. O., and Sanford, W. L. A Manual for the Use of the Environmental Deprivation Scale (EDS) in Corrections: The Prediction of Criminal Behavior. Rehabilitation Research Foundation, Contract No. 82-01-69-06, Manpower Administration, U. S. Department of Labor, 1972.
- Jenkins, W. O.; Barton, M. C.; de Valera, E. K.; De Vine, M. D.; Witherspoon, A. D.; and Muller, J. B. The Measurement and Prediction of Criminal Behavior and Recidivism: The Environmental Deprivation Scale (EDS) and the Maladaptive Behavior Record (MBR). Elmore, Alabama: Rehabilitation Research Foundation, 1972.
- Jenkins, W. O.; Barton, M. C.; de Valera, E. K.; De Vine, M. D.; Witherspoon, A. D.; Muller, J. B.; and McKee, J. M. A Longitudinal Follow-up Investigation of the Post-release Behavior of Paroled or Released Offenders. Rehabilitation Research Foundation, Contract No. 82-01-69-06, Manpower Administration, U. S. Department of Labor, 1973.
- Johnston, Norman; Savitz, Leonard; and Wolfgang, Marvin E. The Sociology of Punishment and Corrections. New York: John Wiley & Sons, 1970.
- McCollum, S. G. "New Designs for Correctional Education and Training Programs." Federal Probation, XXXVII (June, 1973), 6-11.
- McNemar, Quinn. Psychological Statistics. 4th ed. New York: John Wiley & Sons Inc., 1969.
- Pownall, George A. Employment Problems of Released Prisoners. Prepared for the Manpower Administration, U. S. Department of Labor, 1969.
- Rehabilitation Research Foundation. Proposal for Phase II The Experimental Manpower Laboratory For Corrections. Elmore, Alabama: Rehabilitation Research Foundation, Draper Correctional Center, 1970.

- Rehabilitation Research Foundation. The Draper Project.
Vol. II (Final Report to U. S. Department of
Labor, Manpower Administration and U. S. Depart-
ment of Health, Education and Welfare). Reha-
bilitation Research Foundation, 1968.
- Research and Evaluation Division, Oregon Board of Control.
A Follow-up Study of Vocational Programs at Oregon
State Penitentiary and Oregon State Correctional
Institution. Salem, Oregon: Research and Evaluation
Division, Oregon Board of Control, 1969.
- Texas Department of Corrections, Research and Development
Division. 1972 Annual Statistical Report. Huntsville,
Texas: Texas Department of Corrections, 1972.
- Texas Education Agency. Guide for Public Schools in Planning
Programs of Occupational Education for In-School
Students. rev. ed. Austin: Texas Education
Agency, 1972.
- Texas Education Agency. Texas State Plan for Vocational Ed-
ucation. Austin: Texas Education Agency, 1973.
- U. S. Department of Labor, Bureau of Labor Statistics. "Man-
power Programs for Criminal Offenders," by Robert
Taggart. Monthly Labor Review, XCV (August, 1972),
17-24.
- Veldman, Donald J. Fortran Programming for the Behavioral
Sciences. New York: Holt, Rinehart and Winston, 1967.
- Witherspoon, A. D.; Jenkins, W. O.; and Sanford, W. L. Behav-
ioral Interview Guide. Rehabilitation Research Founda-
tion, Contract No. 82-01-69-06, Manpower Administration,
U. S. Department of Labor (Unpublished Typewritten
Draft furnished by authors), 1973.

APPENDIX A

CHAPTER NO. 17

S. B. No. 35

AN ACT

relating to the establishment and operation of schools at the various units of the Department of Corrections; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. The Board of Corrections may establish and operate schools at the various units of the Department of Corrections.

Sec. 2. All persons incarcerated in the Department of Corrections who are not high school graduates are eligible to attend such schools.

Sec. 3. The Board of Corrections may accept grants from both public and private organizations and expend such funds for the purposes of operating the schools.

Sec. 4. The total cost of operating the schools authorized by this Act shall be borne entirely by the state and shall be paid from the Foundation School Program Fund. Such costs shall be considered annually by the Foundation School Fund Budget Committee and included in estimating the funds needed for purposes of the Foundation School Program. An estimate of costs for the 1968-1969 school year shall be certified to the comptroller by the committee, within 30 days after the effective date of this Act. No part of the operating costs herein provided for shall be charged to any of the school districts of this state.

Sec. 5. A formula for the allocation of professional units and other operating expenses shall be developed by the Central Education Agency and approved by the State Board of Education.

Sec. 6. This Act is effective for the school year of 1968-1969 and thereafter.

Sec. 7. The importance of this legislation and the crowded conditions of the calendars in both Houses create an emergency and an imperative public necessity that the Constitutional Rule requiring Bills to be read on three several days in each House be suspended, and this Rule is hereby suspended; and that this Act take effect and be in force from and after its passage, and it is so enacted.

Ben Barnes, Lieutenant Governor; J. P. [Signature], Speaker of the House

I hereby certify that S. B. No. 35 passed the Senate on February 18, 1969, by the following vote: Yeas 30, Nays 0.

Charles [Signature], Secretary of the Senate

I hereby certify that S. B. No. 35 passed the House on March 12, 1969, by the following vote: Yeas 143, Nays 0.

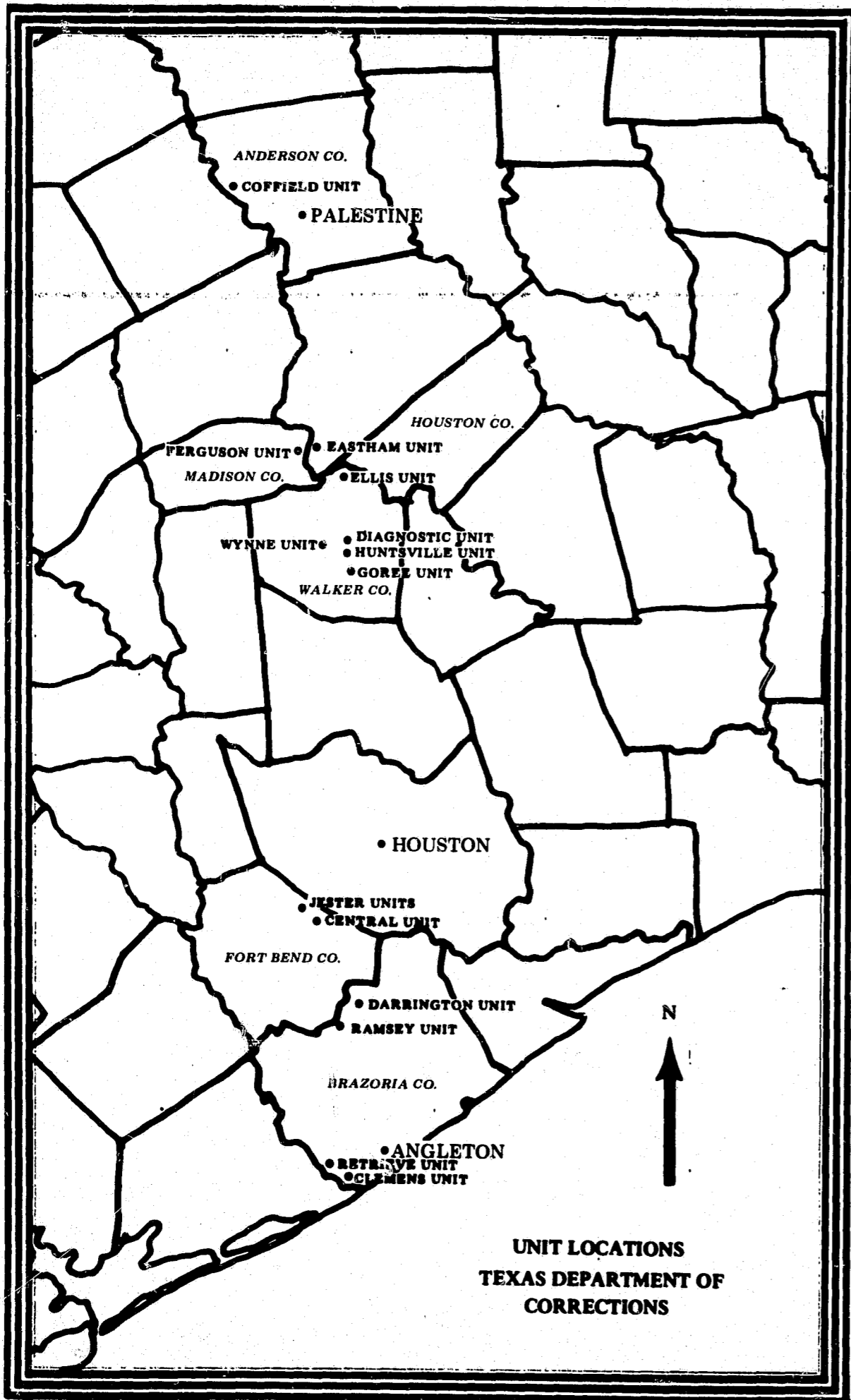
Dorothy [Signature], Chief Clerk of the House

Approved:

March 18, 1969, Date; Preston Smith, Governor

FILED IN THE OFFICE OF THE SECRETARY OF STATE; MAR 18 1969; [Signature], Secretary of State

APPENDIX B



APPENDIX C

INMATE NAME _____ T.D.C. No. _____

CLASS _____ UNIT _____

INSTRUCTOR _____

MONTH

HOURS

<u>MONTH</u>	<u>HOURS</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX D

Form Sent for Dr. Murray's Letter _____

Dr. Murray's Letter Sent to Family _____

Completed Course _____ Yes _____ No _____

Parole Data Sent _____

C & A Letter Sent _____

Certificate Prepared _____

Placement Form Sent _____

Minimum Discharge Date _____ Current Unit _____

Release Date _____ Discharge Date _____

1] SECONDARY VOCATIONAL EDUCATION CLASS ORGANIZATION REPORT

(13) Complete this side for each class. Due no later than two weeks after the beginning of each semester or quarter.

TEXAS EDUCATION AGENCY
Department of Occupational Education & Technology

For TEA Use Only		
Eligible Students	F M	
	Grade 7	
8		
9		
10		
11		
12		
Totals		
Grand Total		

TEA USE ONLY	
Page No. (1-4)	Teacher's Assignment Code (7-12)

- Check only one:
- Regular Program =1
 - Disadvantaged Program =2
 - Handicapped Program =3 (14)
- Check only one:
- Cooperative =1
 - Pre-Employment Lab =2
 - Pre-Vocational Lab =3
 - Classroom =4 (15)
- Check only one:
- Agriculture =1
 - Distribution =2
 - Health Occupations =3
 - Homemaking =4
 - Industrial =5
 - Office =6 (16)
- Check only one:
- 1st Semester =1
 - 2nd Semester =2
- OR
- 1st Quarter =3
 - 2nd Quarter =4
 - 3rd Quarter =5
 - 4th Quarter =6 (17)

School District _____ County-District-Campus No. (18-27) _____ From: _____ To: _____ Hrs /Wk: _____ (17)
Time Class Meets _____

Campus Name _____ City _____ County _____ Date Semester or Quarter Starts _____

0		Complete with information on each person											13		14*	15
LINE No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14*	15	
Date Training Plan Received (For Area Staff)	Names of Students in Alphabetical Order by Last Name and Initials	Social Security Numbers Students and Teacher	Age	Grade	Female	Male	American Indian	Negro	Oriental	Spanish Surname	All Other	Course Title or Occupation for Each Student	Vocational Education Instructional Code	Coop Student Training Station (Use Name of Business, Industry, or Institution)		
5-6	(28-41)	(42-50)	50-51	52-53	54-56	57-59	60-62	63-65	66-68	69-71	72-74		(75-80)			
01																
02																
03																
04																
05																
06																
07																
08																
09																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																
20																
21	(Teacher)															
22	(Teacher Aide)															

* Use Vocational Education Instructional Code Listing Furnished by Texas Education Agency

Program Director's Signature
Texas Education Agency

Date

VOC-066R72

WINDHAM SCHOOL DISTRICT
 MASTER VOCATIONAL STUDENT LISTING
 EXPLANATION OF LISTING CODES

PAGE 1

STUDENT STATUS

CS -- CURRENT STUDENT
 GI -- GRADUATE, IN TDC (SEE NOTE BELOW)
 NI -- NON-GRADUATE, MORE THAN ONE-HALF THE REQUIRED HOURS, IN TDC
 BI -- NON-GRADUATE, LESS THAN ONE-HALF THE REQUIRED HOURS, IN TDC
 GO -- GRADUATE, OUT OF TDC (SEE NOTE BELOW)
 NO -- NON-GRADUATE, MORE THAN ONE-HALF THE REQUIRED HOURS, OUT OF TDC
 BO -- NON-GRADUATE, LESS THAN ONE-HALF THE REQUIRED HOURS, OUT OF TDC
 DX -- DECEASED
 DP -- DEPARTED

** -- STUDENTS WHO HAVE BEEN RELEASED WHILE ENROLLED IN A CLASS, STATUS IS UNDETERMINED

SUB-CLASS

A -- AUTO TRANSMISSION REPAIR R -- RADIATOR REPAIR I -- INDUSTRIAL COOPERATIVE PART-TIME TRAINING (IC

O.E.I.

OCCUPATIONAL EDUCATION INSTRUCTIONAL CODE
 CORRELATES TO UNITED STATES OFFICE OF EDUCATION CODES AND DEPARTMENT OF LABOR DICTIONARY OF OCCUPATIONAL TITLE CODES)

CLASS UNIT

DESIGNATES TDC UNIT WHERE STUDENT RECEIVED TRAINING

INSTRUCTOR

DESIGNATES VOCATIONAL INSTRUCTOR OF PRESENT CLASS (OR LAST CLASS TAKEN)

TOTAL HOURS

DESIGNATES TOTAL NUMBER OF INSTRUCTIONAL HOURS

LAST CLASS

DESIGNATES LAST MONTH AND YEAR STUDENT APPEARS ON ATTENDANCE RECORD

RELEASE DATE

DESIGNATES DATE STUDENT RELEASED FROM TDC

DISCHARGE DATE

OFFICIAL TDC DISCHARGE DATE FOR THOSE STUDENTS ALREADY DISCHARGED
 PROJECTED MINIMUM DISCHARGE DATE FOR THOSE STUDENTS NOT YET DISCHARGED

RELEASE

DESIGNATES METHOD OF RELEASE FROM TDC

C - USUALLY NEW NUMBER ASSIGNED	H - ESCAPE	P - EMERGENCY REPRIEVE	V - DISCHARGE--HOLD
D - STATE BENCH WARRANT	I - ATTEMPTED ESCAPE	Q - MEDICAL REPRIEVE	W - DISCHARGE--COURT ORDER
E - FEDERAL BENCH WARRANT	K - PAROLE	T - STATE HOSPITAL TRANSFER	X - DECEASED
F - CONDITIONAL PARDON	L - PAROLE--HOLD	U - DISCHARGE--EXP OF SENTENCE	Z - OTHER

FOL STAT

DESIGNATES FOLLOW-UP STATUS

R - RESPONDENT	I - INTERVIEW	Q - QUESTIONNAIRE	X - ABSCONDED PAROLE OR INCARCERATED (NOT IN TDC)
----------------	---------------	-------------------	---

CUR UNIT

DESIGNATES STUDENTS CURRENT UNIT OF ASSIGNMENT IN TDC

EA SCR

DESIGNATES EDUCATIONAL ACHIEVEMENT LEVEL

IQ SCR

DESIGNATES INTELLIGENCE QUOTIENT

RACE

W - WHITE N - NEGRO M - LATINS AND MEXICANS I - INDIANS O - ALL OTHERS

NOTE: STUDENTS IN BARBERING (172601) AND COSMETOLOGY (172602) MUST COMPLETE THE LEGAL REQUIREMENTS AND BE LICENSED BY THEIR STATE BOARDS TO BE CONSIDERED GRADUATES.

O.E.I. CODES

<u>O.E.I. CODES</u>	<u>COURSE</u>
010305	FARM EQUIPMENT REPAIR
010500	HORTICULTURE
040500	FLORICULTURE
090205	HOMEMAKING
140799	VOCATIONAL OFFICE EDUCATION
170199	REFRIGERATION & A/C REPAIR
170200	APPLIANCE REPAIR
170301	AUTO BODY REPAIR
170302	AUTO MECHANICS
A170303	AUTOMATIC TRANSMISSION REPAIR
R170303	RADIATOR REPAIR
171000	BUILDING TRADES
171003	HEAVY EQUIPMENT REPAIR
171004	MASONRY
171005	PAINTING & DECORATING
171007	PLUMBING
171300	DRAFTING
171499	ELECTRIC TRADES
171500	AUDIO VISUAL AIDS REPAIR
171503	RADIO & T.V. REPAIR
172302	MACHINE SHOP
172305	SHEET METAL
172306	WELDING
172601	BARBER COLLEGE
172602	COSMETOLOGY
172902	CULINARY ARTS
172999	MEAT CUTTING
173100	SMALL ENGINE REPAIR
173500	UPHOLSTERY & FURNITURE REPAIR
173601	CABINET MAKING
210003	OCCUPATIONAL ORIENTATION
990400	INDUSTRIAL COOP TRAINING

OCCUPATIONAL EDUCATION INSTRUCTIONAL CODE
(Revised)

PRE-EMPLOYMENT TRAININGO.E.I.C.

Appliance Repair	170200
Auto Body Repair	170301
Auto Mechanics	170302
Auto Transmission Repair	170333
Barbering	172601
Building Trades	171010
Cabinet Making	173602
Commercial Cooking	172912
Cosmetology	172602
Drafting	171320
Electric Trades	171410
Farm Equipment Repair	010301
Floriculture	170703
Home and Community Services	091299
Horticulture	010530
Interior Finishing Trades	171099
Machine Shop	172302
Masonry	171004
Meat Cutting	172903
Plumbing	171037
Radiator Repair	170333
Radio and T.V. Repair	171523
Refrigeration and Air Conditioning Repair	170121
Sheet Metal	172305
Small Engine Repair	173100
Upholstery and Furniture Repair	173520
Vocational Electronics	171510
Vocational Office Education	140700
Welding	172306

INDUSTRIAL
COOPERATIVE TRAINING

O.E.I.C.

Agricultural Machinery Repairman	I 010301
Air Conditioning Mechanic	I 170100
Automobile Electrician	I 170323
Automobile Partsman	I 170398
Baker	I 172901
Cabinetmaker	I 173601
Electrician	I 171012
Electric Motor Repairman	I 171403
Loom Fixer	I 173399
Machinist	I 172322
Maintenance Mechanic	I 171093
Meat Cutter	I 172903
Plumber	I 171017
Printer	I 171911
Sheet Metal Worker	I 172305
Welder	I 172316

PROCEDURES FOR UPDATING THE
MASTER VOCATIONAL STUDENT LISTING (MVSL)

I. Forms to be Utilized

- A. All desired additions, deletions, and changes affecting the Master Student Listing are to be submitted to Data Processing by the 15th day of each month. The update information will be placed in the appropriate columns of an IBM System/360 Assembler Coding Form.
- B. Close attention should be paid to the Code Sheet for Student Listings to insure that data are coded correctly and entered into the appropriate column(s) on the IBM Coding Form.

II. Identification

- A. The T.D.C. Number in columns 1-6 and the O.E.I.C. in the columns 21-26 are the keys to identifying a specific line of information on the Master Student Listings.

III. Record Status Categories

A. Additions (A)

1. An addition is indicated whenever an entire line of data is to be entered into the Master Student Listing. When desiring to add a new line of data, enter the T.D.C. number in columns 1-6 on the IBM Coding Form and follow the Code Sheet for entering the remaining data. Place an A in column 80 of the IBM Coding Form to indicate it is an Addition.

B. Deletions (D)

1. A Deletion is indicated whenever it is desired to remove an entire line of data which appears on the Master Student Listing. Simply enter the T.D.C. number in columns 1-6 and the O.E.I. Code in columns 21-26 on the IBM Coding Form and enter a D in column 80. This will permanently erase the entire line from the Master Student Listing.

C. Changes (C)

1. A Change is necessary only when a portion(s) of a line on the Master Student Listing needs to be filled in or corrected. Simply enter the T.D.C. number in columns 1-6 on the IBM Coding Form, enter the O.E.I. Code in columns 21-26, and enter the corrected or new data in the appropriate column(s). Enter a C in column 80 to indicate a Change.
2. Note: Special Situation -- A special situation arises when it is desired to change a T.D.C. number or when there are two or more lines on the Master Student Listing with the same T.D.C. number.
 - a. Changing T.D.C. Number
 1. When desiring to change a T.D.C. number enter the old T.D.C. number in columns 1-6 and the O.E.I. Code number in columns 21-26, and place a D in column 80. Then enter the corrected T.D.C. number in columns 1-6 plus all of the remaining data on the Master Student Listing. Enter an (A) in column 80 to add the new number and the entered data.

TEXAS DEPARTMENT OF CORRECTIONS
Inter-Office Communications

From WINDHAM VOCATIONAL DEPARTMENT Date _____
 To _____ Subject MONTHLY UPDATE OF RECORDS

Dear Mr.

At the end of every month you will receive two copies of a computerized record which lists every student who has attended or is currently attending your class. The information contained in the printout was collected from Class Attendance Records, Student Evaluations, Organization Reports, and Inquiries to the Instructor which you returned to Headquarters. One copy is to be updated and returned to Headquarters and one copy may be kept for your files. This is an attempt to eliminate errors in the record system by consulting with the Vocational Instructor who is the basic source of the records system information. It is very important that you comply with the following procedures in order to correct or add to the information contained in the printout.

Procedures for Updating the Printout

A. Current Students (CS)

1. The student's status appears in the left hand column of the printout. A CS in that column means that student is currently enrolled in your class.

Update: If a student is NOT in your class but there is a CS in the student status column, draw a line through that entry, noting in the margin why that student is not in class anymore. Send in a completed Inquiry to the Instructor form with the updated copy of the printout.

Update: If there are students in your class that are NOT listed in the printout, write on the back of the update printout the names and T.D.C. numbers of those students. (Check to see if you have returned an Organization Report which listed these students.)

B. Non-graduate Students (NI, NO)

1. An NI or NO in the student status column means that student completed over 440 hours of instruction but the instructor did not recommend him for a Certificate of Achievement.

Update: If you wish to recommend any of these students for a certificate, mark a line through the NI or NO and note in the margin that the student is recommended for a certificate.

C. Other Errors

Update: If you detect any other discrepancies in the printout information, mark through the incorrect information and write in the correct data.

Please return the updated copy of the printout via truck mail to:
 Vocational Follow-up
 Windham School District
 Huntsville Unit

DATA SOURCES FOR UPDATING THE MVSL

I. Inmate Tracking System Printouts

A. Inmates Received at Diagnostic Listing

1. This printout of the Inmate Tracking System is received daily and should be checked against the numeric MVSL. Only those inmates who are shown on the Diagnostic Listing as having previous or "old" T.D.C. numbers (appearing in the extreme right column) need to be checked. If an "old" T.D.C. number also appears on the numeric MVSL, an update depicting the new T.D.C. number and student status is required. See Appendix--for the mechanical procedures of updating the MVSL.

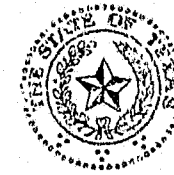
B. Information Report ITS-30845

1. Another printout of the Inmate Tracking System called the Information Report should be checked weekly against the alphabetic MVSL. The only portion of the Information Report necessary to check is the RECEIVE section, since departures are automatically picked up by the MVSL. If an inmate appears in the receive section of the Information Report and on the alphabetic MVSL, an update is required to change the student's status. See Appendix--for the mechanics of updating.

II. Master Vocational Student Update Form

- A. Completed MVSL Update Forms will be received from the Vocational Master File section whenever they process Official Attendance Records, Organization Reports, Occupational Readiness Records or other matters relating to the Master Files.

1. To ensure the validity of the information contained in the Update Form, it should be checked against the alphabetic MVSL.
2. If the information on the Update Form is definitely not valid or if there is a question regarding its validity, that particular entry will be brought to the attention of the Master File Section for corrective action.
3. Once the information on the Update Form is corrected and/or found to be valid, the information will be placed onto I.B.M. Coding Forms for input into the computer. See Appendix--for the mechanics of entering the data onto I.B.M. Coding Forms.



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

November 30, 1973

LANE MURRAY, F. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Dept. of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe

The Windham School District has begun a job placement service, which means that students who have participated in vocational education may be assisted in obtaining jobs for which they have been trained. In order to get this new service off the ground, we have been trying to locate ex-students who have been issued a certificate or completed at least 440 hours of the Windham Vocational Educational Program.

Our records show that you have completed ___ hours of vocational education in

Please, fill out and return the enclosed information sheet in the self-addressed, stamped envelope which is also enclosed. When we receive your completed information sheet we will set up an interview with you. The interview will be conducted at your parole office if you are on parole status. If you have been discharged, we will set up the interview, either at the Texas Employment Commission office which is nearest you, or at the location which you specify on the enclosed information sheet.

A nominal payment will be made to you at the time of the interview to help pay for your time and effort. Your response to this initial contact letter is very important to you and, especially, to all future inmates who enroll in Windham. You know, better than anyone, how difficult it is for an ex-inmate to get a good job. You also know that without employment, the "Ex" is almost certain to return to prison. Therefore, by answering this letter, you will not only make it possible for Windham School District to find jobs for all its students, but also help the ex-inmate to stay on the outside.

Sincerely,

Vocational Field Representative

Enclosures

APPENDIX G

CONTACT RESPONSE INFORMATION SHEET
(Please, Fill Out This Form and Return in the Enclosed Envelope)

(a) Name:
(Last) (First) (Middle Initial)

(b) Permanent Mailing Address:
(Street)

.....
(City) (State)

(c) Status: Parole Discharge (Circle One)

If you are in Parole status, please, complete items (d) and (e) below.

(d) Name of Your Parole Officer:
(First) (Last)

(e) Address of Your Parole Office:
(Street)

.....
(City) (State)

If you are discharged, Please, complete item (f) below:

(f) Will the nearest Texas Employment Commission office be a convenient location for the interview? Yes..... No.....

Address of Convenient Location for Interview:

.....
(Street)

.....
(City) (State)

WINDHAM SCHOOL DISTRICT
P. O. BOX 40
HUNTSVILLE, TEXAS 77340
ADDRESS CORRECTION REQUESTED

Mr. John Doe
1234 Any Street
Anywhere, Texas 00000

(SAMPLE)

FIRST CLASS
PERMIT NO. 21
HUNTSVILLE, TEXAS

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

WINDHAM SCHOOL DISTRICT
P. O. BOX 40
HUNTSVILLE, TEXAS 77340

ATTN: VOCATIONAL FOLLOW-UP



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

November 30, 1973

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Dept. of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe:

We appreciate your prompt reply to our inquiry.

A member of our team will be in contact with you soon to set up the interview.

Please let us know if there is any way we may be of assistance to you in the meantime.

Thank you,

Vocational Follow-Up
Representative

APPENDIX H

CLYDE WHITESIDE, ADMINISTRATOR
INTERSTATE PAROLE COMPACT

RICHARD FORTENBERRY, DIRECTOR
PAROLE SUPERVISION



BOARD OF PARDONS AND PAROLES
DIVISION OF PAROLE SUPERVISION
ROOM 501 JOHN H. REAGAN BUILDING
AUSTIN, TEXAS
78701

August 22, 1973

Lane Murray, Ed.D.
Superintendent
Windham School District
Texas Department of Corrections
Huntsville, Texas 77340

Dear Doctor Murray:

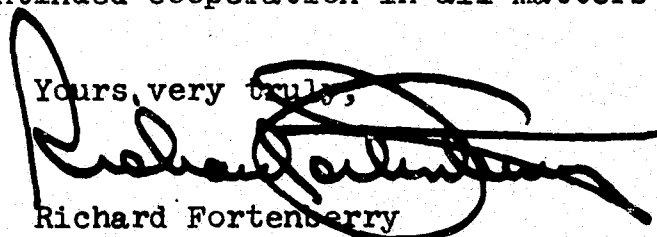
This will acknowledge your letter of August 14, 1973. Please accept my apology for the delay in responding to your correspondence. I have been out of the office two weeks on a short vacation and attending the American Correctional Congress in Seattle.

This agency will be pleased to assist you in any manner possible in the completion of your follow-up study. We are currently in the process of processing the list of names provided by your office to determine the present location of the supervising district officer. Because of the extremely heavy workload, it may take us a few days to complete this process. As soon as we have been able to obtain the necessary information, we will advise you further.

It is requested that any assistance being requested of this agency be routed through this office. We will make the necessary contact with the local district parole officers to obtain the information you need. This will allow us to coordinate the activities of our parole officers, lend the support of the Director to your request for information and prevent unnecessary delays caused by our policy which would necessitate the parole officer referring the request to this office for further action.

You may be assured of our continued cooperation in all matters of mutual interest.

Yours very truly,


Richard Fortenserry
Director

RF/jj
cc: File

BOARD MEMBERS:
WILLIAM H. SKELTON, CHAIRMAN
CHARLES G. SHANDERA, MEMBER
CLYDE WHITESIDE, MEMBER
TELEPHONE: (512) 475-4525

CLYDE WHITESIDE, ADMINISTRATOR
INTERSTATE PAROLE COMPACT
RICHARD FORTENBERRY, DIRECTOR
PAROLE SUPERVISION



BOARD OF PARDONS AND PAROLES
DIVISION OF PAROLE SUPERVISION
ROOM 501 JOHN H. REAGAN BUILDING
AUSTIN, TEXAS
78701

October 9, 1973

Mr. Bill Monroe
Windham School District
Texas Department of Corrections
Huntsville, Texas 77340

Dear Mr. Monroe:

This follows our recent personal conversation in my office.

To provide a written record of our agreements, I am taking the liberty of attempting to list them in this letter.

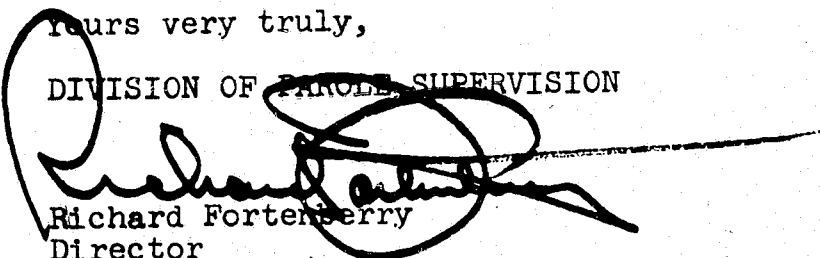
I have agreed to provide you with a listing of the District Parole Office addresses as well as the name of the supervising parole officer of certain parolees. I have also provided you with a cover letter to be used in contacting our district parole offices in attempting to locate the address of the parolee in order to complete your follow-up survey.

I do request that this letter be used only for in-state cases and that out-of-state cases be handled on an individual basis.

Please be assured of our cooperation in this matter and in all matters of mutual interest.

Yours very truly,

DIVISION OF PAROLE SUPERVISION


Richard Fortenserry
Director

RF/jj
cc: File
Dr. Lane Murray

P. S. The results of your study could be of considerable value to this agency in our parole planning and statistical studies. Any information you may be able to provide us would be sincerely appreciated. RF

CLYDE WHITESIDE, ADMINISTRATOR
INTERSTATE PAROLE COMPACT

RICHARD FORTENBERRY, DIRECTOR
PAROLE SUPERVISION



BOARD MEMBERS:
WILLIAM H. SKELTON, CHAIRMAN
CHARLES G. SHANDERA, MEMBER
CLYDE WHITESIDE, MEMBER
TELEPHONE: (512) 475-4525

BOARD OF PARDONS AND PAROLES
DIVISION OF PAROLE SUPERVISION
ROOM 501 JOHN H. REAGAN BUILDING
AUSTIN, TEXAS
78701

October 5, 1973

TO: DISTRICT PAROLE OFFICER

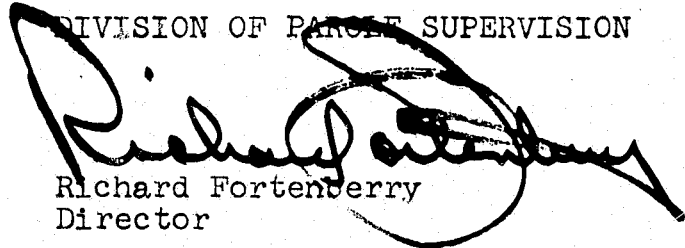
The Division of Parole Supervision is presently cooperating with the Windham School District in conducting a follow-up survey of prior students.

To conduct this survey, the Windham School District will need the current address of certain parolees.

Attached to this letter is a list of parolees in your District for which the address is needed. You are requested to cooperate in this matter by providing the necessary information as rapidly as possible.

Yours very truly,

DIVISION OF PAROLE SUPERVISION


Richard Fortenberry
Director

RF/jj

Attachment

APPENDIX I



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

October 31, 1973

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Dept. of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe:

Recently we mailed you a letter explaining our plans to be of greater service to the students and ex-students of Windham School District.

We would like very much to see you and talk to you about your training and your adjustment to the free-world. We are even offering to PAY you for your time.

Won't you PLEASE help others - and possibly help you also - by allowing us about one hour's worth of your time?

THIS IS NO HASSLE - JUST A CONFIDENTIAL RAP SESSION.

Please, take a few minutes and fill out the form and drop it in a mailbox (no stamp necessary) and we'll be seeing you.

Sincerely yours,

Vocational Field Representative

P.S. Even if you don't want to be interviewed, please fill out the form and indicate that you DO NOT want to be interviewed and we will mail you a questionnaire.

APPENDIX J



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

November 30, 1973

L. ANE MURRAY, ED. D.
SUPERINTENDENT
WENHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Department of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe:

Our present plans do not provide for out-of-state travel and it will not be possible for us to conduct a face-to-face interview with those students who do not live in the State of Texas.

We appreciate your response to our inquiry and hope we may be of service to you in some way in the future.

In order to comply with the regulations of the Texas Education Agency that provide for a five year follow-up of all vocational education students in the State, we are going to ask you to complete the enclosed questionnaire and return it to us in the postage paid envelope.

If you have any questions or problems, feel free to write on the back of the questionnaire and we will attempt to help you.

Thank you again for your continued cooperation, and the best of luck.

Sincerely yours,

Vocational Field Representative

Enc.

VOCATIONAL FOLLOW-UP
Post-Release Questionnaire

1. NAME _____
(Last) (First) (MI)
2. Social Security Number _____
3. Sex Male Female
4. Race American Indian Negro Oriental Spanish
 Other
5. Are you currently employed? Yes No
(check one)
6. Give a description of your job duties. _____

7. Are you employed Full-time or Part-time?
(check one)
8. Are you unemployed and actively seeking employment? Yes No
(check one)
9. Are you currently on active duty in the Armed Forces? Yes No
(check one)
10. Are you enrolled in a vocational technical school? Yes No
(check one)
11. Are you enrolled in a college or university? Yes No
(check one)
12. Are you on parole? Yes No
(check one)
13. What is your discharge date from parole? _____
(Month) (Day) (Year)
14. What are some suggestions you have for the improvement of the Vocational Program?

15. Did you participate in the RAP sessions? Yes No
(check one)

WINDHAM SCHOOL DISTRICT
VOCATIONAL FOLLOW UP PROJECT

POST RELEASE INTERVIEW SCHEDULE

NOTICE

INFORMATION CONTAINED HEREIN IS TO BE CONSIDERED
CONFIDENTIAL AND RESTRICTED
FOR USE OF WINDHAM SCHOOL DISTRICT ONLY

APPENDIX K

VOCATIONAL FOLLOW-UP
POST RELEASE INTERVIEW SCHEDULE

BASIC INFORMATION

a.*Date _____ b.*Location _____
c.*Interviewer _____ d.*Student _____
e. SSN _____ f.*Sex _____ g. Ethnicity _____ (Last) (First) (MI)
h.*Voc. class _____ i.*Grad _____ Non-Grad. _____ j.*Hours _____
k. Date of Birth _____ l.*Parolee _____ Dischargee _____
m. Total EDS Score _____

*Items to be completed prior to the interview.

INTERVIEW GUIDE

NOTE: Score EDS after the interview is completed.
(Score)

A. _____ EMPLOYMENT

1. Are you currently employed?

____ a. Yes [Proceed to question 2].

____ b. No [If unemployed, score EMPLOYMENT, JOB PARTICI-
PATION, and JOB STATUS as deprived (1) and proceed
to question 8].

Remarks: _____

2. What kind of work do you do?

____ a. Kind of work and job title

(Interviewer decide) _____ Training related _____ Not
training related

Remarks: _____

3. Do you work full-time or part-time?

____ a. Full-time _____ b. Part-time

Remarks: _____

4. How many hours do you work per week?

____ a. Number of hours [If less than 20 hours, score
EMPLOYMENT as deprived (1) and proceed to
question 5].

Remarks: _____

5. Does your employer know about your T.D.C. record?

____ a. Yes [Probe for source of disclosure].

____ b. No

____ c. Don't know

Remarks: _____

6. How many weeks have you worked on your present job?

____ a. Number of weeks

Remarks: _____

7. Did you receive or are you receiving any type of on-the-
job training?

____ a. Yes

____ b. No

Remarks: _____

[IF EMPLOYED, GO TO QUESTION 9]

8. How many days have you been out of work?

___ a. Number of days

Remarks: _____

9. How many jobs have you had since you were released from T.D.C.?

___ a. Number of jobs

Remarks: _____

10. How many of these jobs were related to your Windham training?

___ a. Number of related jobs

Remarks: _____

11. Did you have a job waiting for you upon release from T.D.C.?

___ a. Yes [Go to 13] ___ b. No [Go to 12]

Remarks: _____

12. How many weeks was it before you got your first job after release from T.D.C.?

___ a. Number of weeks

Remarks: _____

13. Who helped you acquire your first job when you were released from T.D.C.?

___ a. Windham

___ e. Self

___ b. T.E.C.

___ f. Former Employer

___ c. Family

___ g. Other

___ d. Friend

Remarks: _____

14. How many weeks did you work on your first job after release?

___ a. Number of weeks

Remarks: _____

15. How did you terminate your first job after release?

___ a. Fired

___ c. Laid off

___ b. Quit

___ d. Still on job

Remarks: _____

16. Why was your first post release job terminated?

___ a. Still on job

___ f. No more need for services

___ b. Low pay

___ g. Alleged carelessness

___ c. Had better job arranged

___ h. Alleged incompetence

___ d. Job too hard

___ i. Absenteeism

___ e. Offended

___ j. Other

Remarks: _____

[IF EMPLOYED IN TRAINING RELATED JOB, PROCEED TO QUESTION 19]

17. What is your reason for not working in the field for which you were trained at Windham? [Probe for negative association of training with prison environment.]

- a. Did not like the field
- b. Employers won't hire me in that area
- c. Not enough work available in that field
- d. Not enough money in that field
- e. Not enough status or prestige in that field
- f. Cannot get the job because I am an ex-inmate
- g. Work is easier doing something else
- h. Did not learn enough from training
- i. Other

Remarks: _____

18. If you did apply for a job in the area you were trained at Windham but could not get the job, what reason was given you by the employer?

- a. No openings
- b. Too young
- c. Too old
- d. Not adequately trained
- e. Not enough academic education
- f. Flat refusal because of prison record
- g. Did not try for training related job
- h. Other

Remarks: _____

B. _____ INCOME

19. What is your present weekly income?

_____ a. Gross dollars per week [If less than \$90, score INCOME as deprived (1).]

Remarks: _____

20. From what sources do you receive financial assistance to help boost your income?

- a. Parents
- b. Wife
- c. Friends
- d. Savings
- e. Welfare
- f. Job
- g. Distant relatives
- h. Other

Remarks: _____

21. Are you able to save any money?

- a. Yes
- b. No

Remarks: _____

22. Have you established a checking account in a bank?

- a. Yes
- b. No

Remarks: _____

23. How much cash did you have at release from your last T.D.C. sentence?

- a. Dollars at release

Remarks: _____

24. What was your starting salary on your first job after release?

_____ a. Dollars per week

Remarks: _____

C. _____ DEBTS

25. How many dependents do you support?

_____ a. Number of dependents

Remarks: _____

26. Are you able to get credit when you need it?

_____ a. Yes _____ b. No _____ c. Hasn't tried

Remarks: _____

27. Do you have any debts which you are financially unable to pay?

_____ a. Yes [Score DEBTS as deprived (1) and proceed to question 28.]

_____ b. No [Probe for information concerning complaints about any indebtedness.]

Remarks: _____

28. How much money do you spend each week on the average for your:

_____ a. Rent? (dollars/week)

_____ b. Food? (dollars/week)

_____ c. Clothing? (dollars/week)

_____ d. Savings? (dollars/week)

_____ e. Entertainment? (dollars/week)

_____ f. Other? (dollars/week)

Remarks: _____

[IF UNEMPLOYED, SCORE JOB PARTICIPATION AS DEPRIVED (1), AND PROCEED TO QUESTION 33.]

D. _____ JOB PARTICIPATION

29. Do you like your present job?

_____ a. Yes

_____ b. No [Score JOB PARTICIPATION as deprived (1), and proceed to question 31.]

Remarks: _____

30. Does your job mean more to you than just a means of making a living?

_____ a. Yes [Proceed to question 32.]

_____ b. No [Score JOB PARTICIPATION as deprived (1), and proceed to question 32.]

Remarks: _____

[IF INTERVIEWEE LIKES HIS JOB, PROCEED TO QUESTION 32.]

31. What is the major reason you do not like your job?

- a. Pay
- b. Boss
- c. Fellow workers
- d. Work is tiring
- e. Too far away
- f. Boring
- g. Job insecurity
- h. Lack of opportunities
- i. Other

[Proceed to question 33.]

Remarks: _____

32. What is the major reason you like your job?

- a. Pay
- b. Boss
- c. Fellow workers
- d. Work is not tiring
- e. Convenient location
- f. Interesting
- g. Job security
- h. Advancement opportunities
- i. Other

Remarks: _____

33. What kind of work would you prefer and be qualified to do?

- a. Menial or part-time unskilled labor (i.e., dish-washing, farmworker)
- b. Unskilled labor (i.e., construction, steady farming, factory line)
- c. Skilled labor (i.e., carpenter, machinist, butcher)
- d. White collar, low to medium income (\$500-750/mo.)
- e. White collar, higher income (above \$750/mo.)
- f. Semi-professional (hospital technician, real estate, businessman)
- g. Other

Remarks: _____

34. Would you consider moving to another town if the job were what you preferred?

- a. Yes
- b. No

Remarks: _____

35. Would you like assistance in obtaining another job?

- a. Yes
- b. No

Remarks: _____

36. Would you be willing to go back to school for more vocational education?

- a. Yes
- b. No

Remarks: _____

[IF UNEMPLOYED, SCORE JOB STATUS AS DEPRIVED (1), AND PROCEED TO QUESTION 38.]

E. _____ JOB STATUS

NOT CODED 37. If your boss had a special job to do, would he more frequently give the job to another worker instead of you?

- a. Yes [Score JOB STATUS as deprived (1), and proceed to question 38.]
- b. No [Probe for feeling of importance in interviewee's job.]

Remarks: _____

F. _____ HOBBIES AND AVOCATIONS

NOT CODED 38. Do you participate in any leisure time activities or hobbies on a regular basis which are not related to church, your job, or other organizations?

- ___ a. Yes [Probe for types of activities.]
- ___ b. No [Score HOBBIES AND AVOCATIONS as deprived (1).]

Remarks: _____

G. _____ EDUCATION

39. Are you currently enrolled in college?

- ___ a. Yes
- ___ b. No

Remarks: _____

40. Are you currently enrolled in a vocational-technical school?

- ___ a. Yes
- ___ b. No

Remarks: _____

41. What is the highest grade of schooling you have achieved?

- ___ a. Grade [If less than 10th grade education, score EDUCATION as deprived (1).]
- ___ b. G.E.D.

Remarks: _____

H. _____ RESIDENCE

NOT CODED 42. How would you compare your place of residence to that of your friends?

- a. Probe for sense of pride in home, yard, and neighborhood. [If interviewee feels he lives in an under-privileged area, score RESIDENCE as deprived (1).]

Remarks: _____

I. _____ OTHER ORGANIZATIONS

NOT CODED 43. Do you belong to any clubs, church groups, or other organizations in which you actively participate?

- ___ a. Yes [Probe for type of group and extent of activity.]
- ___ b. No [Score OTHER ORGANIZATIONS as deprived (1).]

Remarks: _____

INTERVIEWER NOTE: On the following interpersonal items, consider whether the relationships support socially approved behavior. Frequency of contact and type of activities engaged in are important in scoring these items.

J. _____ FRIENDS

NOT CODED 44. Do you have close friends outside of your family whom you would describe as being concerned about your well-being?

- ___ a. Yes [Probe for extent and direction of relationship.]
- ___ b. No [Score FRIENDS as deprived (1).]

Remarks: _____

K. _____ RELATIVES

NOT CODED 45. How would you describe your relationship with your relatives, other than your immediate family?
a. Probe for strength and direction of the relationship. [If strong negative relationship is detected, score RELATIVES as deprived (1).]

Remarks: _____

L. _____ PARENTS

NOT CODED 46. How many of your parents are still living?
____ a. None [Score PARENTS as deprived (1).]
____ b. One or more [Probe for behavioral indicators of affection or concern on the part of the parents, if no concern is specified, score PARENTS as deprived (1).]

Remarks: _____

M. _____ WIFE OR EQUIVALENT

47. Are you married?
____ a. Yes [Proceed to question 48.]
____ b. No [Proceed to question 49.]

Remarks: _____

NOT CODED 48. How would you describe your wife's behavior toward you?
a. Probe for behaviors of affection to determine whether the relationship is supportive. [If it is not supportive, score WIFE as deprived (1).]

Remarks: _____

[IF MARRIED, PROCEED TO QUESTION 50.]

NOT CODED 49. Do you have a female friend with whom you can talk over your problems?

- ____ a. Yes [Probe for specific behavior.]
- ____ b. No [Score WIFE OR EQUIVALENT as deprived (1).]

Remarks: _____

N. _____ CHILDREN

NOT CODED 50. Do you have any children?
____ a. Yes [Proceed to question 51.]
____ b. No [Score CHILDREN as deprived (1) and proceed to question 52.]

Remarks: _____

NOT CODED 51. How would you describe your relationship with your children?

a. Probe for specific behaviors of the children toward the interviewee. [If behavior is lacking in physical affection, score CHILDREN as deprived (1).]

Remarks: _____

O. _____ FEAR

NOT CODED 52. What seems to bother you most in your everyday existence that causes you anxiety?

a. Probe for difficulties in coping with everyday problems. [If anxiety is expressed about his job, parole, or ability to cope, score FEAR as deprived (1).]

Remarks: _____

PROGRAM EVALUATION

53. What was your original reason for applying for vocational training at Windham?

- a. To better myself by learning a trade
- b. To get out of the fields
- c. To get a transfer to another unit
- d. To help for early parole
- e. Other

Remarks: _____

54. Were you able to get the vocational training in the field you wanted while at Windham?

- a. Yes
- b. No
- c. Didn't matter what training I got

Remarks: _____

55. Were there clear objective standards for admission to the vocational program which you understood?

- a. Yes
- b. No

Remarks: _____

56. Was the vocational program set up in such a manner that it met your needs as a student?

- a. Yes
- b. No

Remarks: _____

57. Were the Windham vocational courses offered challenging enough to stimulate your interest in a vocation?

- a. Yes
- b. No

Remarks: _____

58. Do you believe that your vocational instructor was fair and straightforward with you?

- a. Yes
- b. No

Remarks: _____

59. Did your vocational instructor show a personal interest in you while you were a student?

- a. Yes
- b. No

Remarks: _____

60. Do you believe that your vocational instructor did a good job of teaching?

- a. Yes
- b. No

Remarks: _____

61. Did the vocational instructors treat you with dignity and respect while you were a student?

- a. Yes
- b. No

Remarks: _____

62. Were you permitted to make suggestions for the improvement of the Windham vocational program while you were a student?

a. Yes b. No

Remarks: _____

63. After you became a Windham vocational student, did you receive more or less respect from those of your friends who were not Windham students?

a. More b. No change c. Less

Remarks: _____

64. Do you believe that the correctional officers respected you more or less after you enrolled in the Windham vocational program?

a. More b. No change c. Less

Remarks: _____

65. Do you believe you have any advantage over the ex-inmate who did not participate in a Windham Vocational Education Program?

a. Yes b. No

Remarks: _____

[IF NOT EMPLOYED IN RELATED OCCUPATION, PROCEED TO QUESTION 67.]

66. Do you believe that your training was adequate enough in terms of the instruction, equipment, tools, and methods of operation for you to have little or no trouble in meeting the requirements of your present job?

a. Yes b. No

Remarks: _____

NOT CODED 67. What are some suggestions you have for the improvement of the Windham Vocational Education Program?

Remarks: _____

[FOR NON-GRADUATES ONLY]

NOT CODED 68. What was your primary reason for not completing the Windham Vocational Education Program?

Remarks: _____

S FOLLOW-UP ON SECONDARY GRADUATES AND DROPOUTS WITH SALEABLE SKILLS IN OCCUPATIONAL EDUCATION

TEXAS EDUCATION AGENCY
Occ. Ed. & Tech. Dept.

Co-Dist-Campus No. (6-14)
TEA USE ONLY
Page No. (1-4)

County _____
School District Name _____
Campus Name _____

Teacher's Name _____
Check only one:
 Regular Program =1
 Disadvantaged Program =2
 Handicapped Program =3
(15)

Check only one:
 Agriculture =1
 Distribution =2
 Health Occs. =3
 Homemaking =4
 Industrial =5
 Office =6
(16)

DISTRIBUTION:
White - Occupational Administrative Services
Blue - Program Dir., Pub. Schs. Occ. Prog. Div.
Canary - Area Consultant
Pink - School's File Copy

*Occupational Education Instructional Codes furnished by Texas Education Agency.
**Use the following Course Type Codes:
Production Agriculture - 0
All Cooperative Courses - 1
All Pre-Employment Lab Courses - 2

INSTRUCTIONS: Return all four copies to area office or State office, whichever is applicable. The pink copy will be returned to the school. Complete form for all graduates and dropouts with saleable skills from previous year's classes. DUE DATE: October 15

LINE NUMBER	Complete for each person listed		Check one		Check one																**		
	0	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21	22
	STUDENTS IN ALPHABETICAL ORDER BY LAST NAME FOLLOWED BY THEIR INITIALS (GRADUATES AND DROPOUTS WITH SALEABLE SKILLS)	SOCIAL SECURITY NUMBERS FOR EACH STUDENT	FEMALE	MALE	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAME	ALL OTHERS	OCCUPATIONAL EDUCATION INSTRUCTIONAL CODE'S	QUIT SCHOOL WITH MARKETABLE SKILLS & EMPLOYED IN OCCUPATION FOR WHICH TRAINED	EMPLOYED IN OCCUPATION TRAINED	EMPLOYED IN RELATED OCCUPATION	EMPLOYED IN OCCUPATION OTHER THAN ONE TRAINED	EMPLOYED PART-TIME (EXCLUDE COLS. 18 & 19)	UNEMPLOYED BUT SEEKING EMPLOYMENT	ENTERED MILITARY	UNAVAILABLE FOR EMPLOYMENT			OTHER REASONS	STATUS UNKNOWN	COURSE TYPE
	(19-46)	(47-55)	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63-68)	(69)	(70)	(71)	(72)	(73)	(74)	(75)	TECH. VOC.	BACC. OR GRAD.	(78)	(79)	(80)	
01																							
02																							
03																							
04																							
05																							
06																							
07																							
08																							
09																							
10																							
11																							
12																							
13																							
14																							
15																							
16																							
17																							
18																							
19																							
20																							

I certify the foregoing information as true and correct to the best of my knowledge:

Date _____ Teacher's Signature _____ Date _____ Approving School Official's Signature & Title _____ Date _____ Signature of Program Director, Texas Education Agency



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

September 7, 1973

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Department of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe:

This letter is to inform you of the time period and location of the interview we have set up concerning Job Placement and Follow-up of Windham Vocational students.

We will be staying at the Ramada Inn located at 3815 Gulf Freeway in Houston between Wednesday, September 12, 1973 and Saturday, September 15, 1973. Their telephone number is 224-5971.

If it is NOT possible for you to meet with us during that time span, be sure to call the motel and let us know.

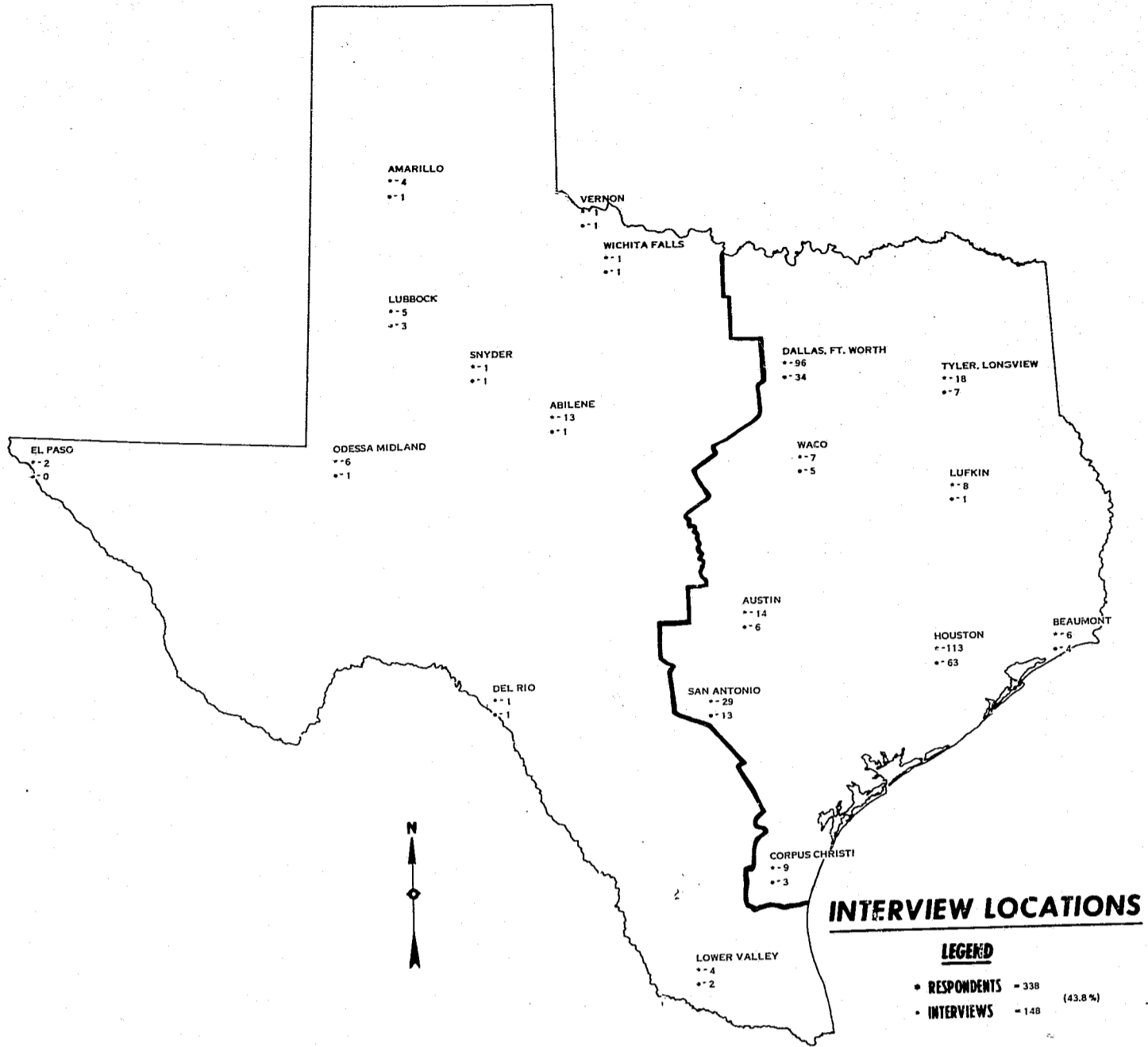
Call us at the motel and let us know what time would be convenient for you to come by and we will be available to rap.

The success of any program is dependent on the cooperation between persons the program is designed to help. Please don't let us down, we'll be looking for you.

Sincerely yours,

Vocational Field Representative

APPENDIX L



AUTHORIZATION FOR PAYMENT

I, _____, who reside at

 (Print Name) (Mailing Address)

_____ , have satisfactorily

 (Mailing Address)

completed the Windham Vocational Follow-up interview conducted at
 _____ on _____
 (Location of Interview) (Date of Interview)

by _____
 (Name of Interviewer)

I understand that a check in the amount of \$5.00 will be
 mailed to me at the above address to help defray expenses incurred
 by reason of my participation in the Follow-up interview.

 (Signature of Applicant) (SSN) (Date)

 (Signature of Field Representative) (Date)

TEXAS DEPARTMENT OF CORRECTIONS

Educational & Recreational Funds

Request For Payment

PYMT. OF: _____

No. _____

VENDOR _____

ADDRESS _____

CITY STATE ZIP _____

CO. CODE _____

DATE _____

DESCRIPTION	QUANTITY	UNIT PRICE	EXTENSION

APPROP.	LINE	UNIT	CODE	AMOUNT	
				DEBIT	CREDIT

APPROP.	BUDGET CODE	
	LINE	AMOUNT

 AUTHORIZED SIGNATURE

APPENDIX N

270

CONTINUED

3 OF 4



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

May 23, 1974

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe #123456
Ferguson Unit
Texas Department of Corrections
Midway, Texas

Dear Mr. Doe:

Welcome to the Windham Vocational program. I wish you every success in your training; your interest in your future displays a positive effort and attitude in your re-integration into society.

The present class of which you are an important part is a step in the right direction. Your performance while in the Windham program will not go unnoticed now or after your release.

I am sure you realize that success in today's modern technological society requires a skill plus the desire to put this skill to work in the marketplace. Your staff of instructors, counselors and supervisors are ready to assist you in this goal. Do not hesitate to ask for whatever help you think you may need.

If you desire, I would be pleased to write to your family reporting your selection for a vocational class, and encourage their support of your efforts. Please note the name and address of the person you would like contacted on the enclosed form (if you desire no letter, do not fill out form).

Again, my best wishes to you; I will look forward to hearing of your accomplishments.

Sincerely,

Lane Murray, Ed.D.
Superintendent

Enc.

WINDHAM VOCATIONAL FOLLOW-UP

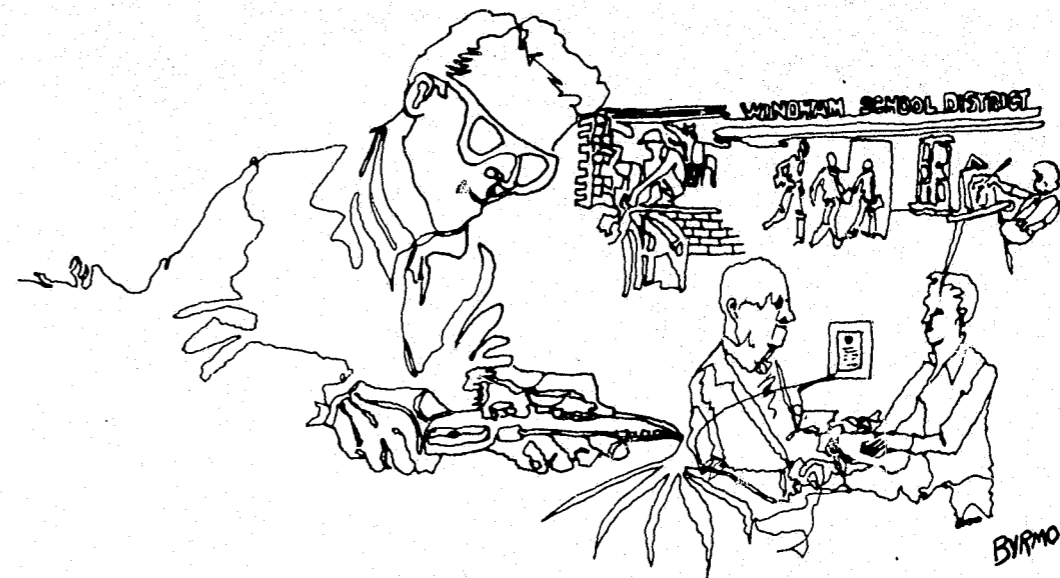
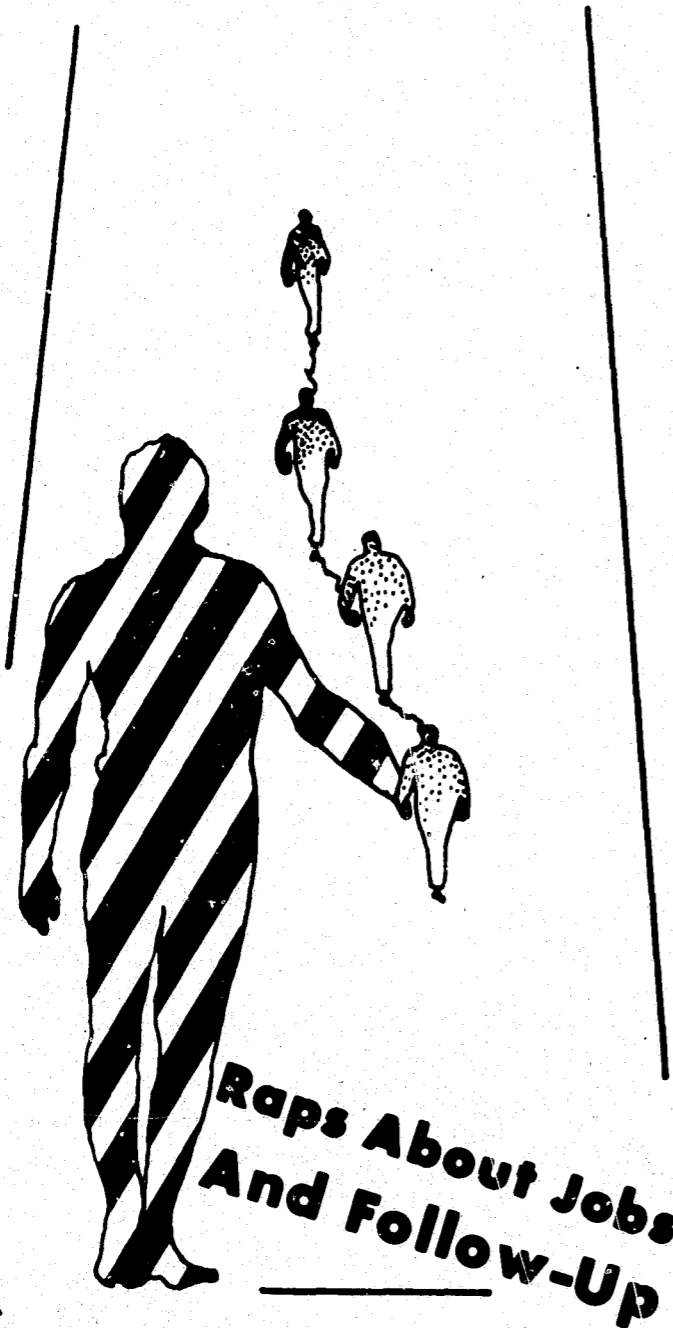
NAME _____ TDC # _____

CLASS _____ DATE _____

ADDRESS UPON RELEASE _____ HOURS COMPLETED _____

ADDRESS AND NAME OF NEAREST RELATIVE

WINDHAM SCHOOL DISTRICT



The Windham School District has begun a job placement service, which means that students who have participated in vocational education may be assisted in obtaining jobs for which they have been trained. To qualify for job placement a student must have a certificate of achievement from Windham.

Windham School District is also conducting a follow-up study on all graduates. Once a student is released from prison, he will be contacted by a field representative for the purpose of determining if the student is working at a job for which he was trained and, if not, help him to obtain such employment.

The most important aspect — and problem — of Windham's job placement and follow-up programs is locating the student once free. Too many ex-inmates leave prison like a run-away missile. They simply strike out for destinations unknown. The next time they are seen is when they drive back up on the chain-bus.

To make the job placement and follow-up programs a success, however, Windham must be able to make contact with its graduates. Only through face-to-face contact will the field representatives be able to gather the necessary information vital to the objectives of the program.

For the most part, the failure to make it on the outside is due to the lack of a vocation and the difficulty in finding a job. Windham School District is not only prepared to teach an inmate how to weld, lay brick, or repair engines, for example, but is also ready to assist a student in landing a job in the area that he is best suited.

Job placement and-or offering the best possible vocational training is meaningless unless the inmate who participates

in Windham cooperates with the vocational follow-up program.

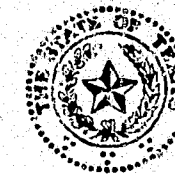
People behind bars know better than anyone how tough it is to get a good job. They also know that it is impossible to make it "straight" without a paycheck coming in every week.

Thus, for all Windham students to be more conscious of our job placement and follow-up services will help both the current student and all future students to stay on the outside.

Let's face it: Prisoners may be the world's worst gripers when it comes to discussing prison reform. Prisoners continuously boast about how they would help the ex-con stay on the streets — if only they were in a position to do so. Prisoners are also loaded with excuses, stories, and hypes about how they came to fall back into the joint. It is usually: "I couldn't get a job." Or, the old favorite: "Nobody would help me."

Well, the con or ex-con can jive and bitch all he wants about the state of the prison and the lack of help on the outside, but when all is said and done, we must come up with the guts to help ourselves. Rehabilitation lies in the man, not in the free-world or in the mind of an administrator, psychiatrist or chaplain.

The days of "nobody would help me" are quickly coming to a close. Windham School District is proving this. But without each student's sincere cooperation in the job placement and follow-up programs, the cries of "nobody cares" will continue to reverberate throughout the cellblocks as men shuffle back and forth within the drudgery of barred time.



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

May 22, 1974

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Department of Corrections
P. O. Box 99
Huntsville, Texas 77340
Dear Mr. Doe

The Texas Education Agency requires a five-year follow-up on all Texas Vocational School students who have completed at least 440 hours of training or have received a certificate of completion.

In order to comply with this requirement, Windham School District asks that you complete the enclosed questionnaire and return it to us in the postage-paid envelope within five days.

Please answer all questions to the best of your ability, and be assured all answers will be held in the STRICTEST OF CONFIDENCE. No information received by Windham will be disclosed, by individual name, to any other agency.

Windham School District needs to know if it is helping its students to succeed in the free-world. The only way we can find out is by contacting its students after they leave. Please help us by being prompt and accurate in completing the questionnaire.

Thank you for your cooperation.

Sincerely,

Vocational Field Representative
Windham School District

* A check for \$2.00 will be mailed to you when we have received your completed questionnaire.

APPENDIX O



TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

January 23, 1974

LANE MURRAY, ED. D.
SUPERINTENDENT
WINDHAM SCHOOL DISTRICT

Mr. John Doe
c/o Texas Department of Corrections
P. O. Box 99
Huntsville, Texas 77340

Dear Mr. Doe:

The Texas Education Agency requires a five-year follow-up on all Texas Vocational School students who have completed at least 440 hours of training or have received a certificate of completion.

In order to comply with this requirement, Windham School District asks that you complete the enclosed questionnaire and return it to us in the postage-paid envelope within five days.

Please answer all questions to the best of your ability, and be assured all answers will be held in the STRICTEST OF CONFIDENCE. No information received by Windham will be disclosed, by individual name, to any other agency.

Windham School District needs to know if it is helping its students to succeed in the free-world. The only way we can find out is by contacting its students after they leave. Please help us by being prompt and accurate in completing the questionnaire.

Thank you for your cooperation.

Sincerely,

Vocational Field Representative
Windham School District

WINDHAM SCHOOL DISTRICT
VOCATIONAL FOLLOW UP PROJECT

POST RELEASE QUESTIONNAIRE

NOTICE
INFORMATION CONTAINED HEREIN IS TO BE CONSIDERED
CONFIDENTIAL AND RESTRICTED
FOR USE OF WINDHAM SCHOOL DISTRICT ONLY

WINDHAM SCHOOL DISTRICT
POST-RELEASE QUESTIONNAIRE

PRINT ALL INFORMATION:

Student's Name: _____
(Last) (First) (MI)

Mailing Address: _____
(Street) (City) (State) (Zip)

Telephone Number: _____

Sex: () Male () Female

Race/Ethnicity: () White () Oriental () Black () Chicano
() American Indian () Other (Specify) _____

Marital Status: () Married () Common-Law () Widow
() Divorced () Separated () Single

1. How many children do you have? _____
(Number)

2. Are you on Active Duty with the Armed Forces?

() No

() Yes, Branch: _____

3. Are you enrolled in a Vocational or Trade School?

() Full-time _____
School and Course

() Part-time _____
School and Course

() Correspondence _____
School and Course

() No

INSTRUCTIONS

PLACE AN -X- IN THE PROPER SPACE WHICH CORRESPONDS
TO THE MOST CORRECT ANSWER. (X)

YOU MAY MARK AS MANY DIFFERENT ANSWERS AS NECESSARY
TO ANSWER ANY QUESTION.

YOU MAY WRITE AN ANSWER THAT MOST ACCURATELY DESCRIBES
YOUR OWN SITUATION IF NO ANSWER EXISTS.

THANK YOU FOR YOUR TIME--YOUR COOPERATION HELPS OUR
PROGRAM SUCCEED.

4. Are you enrolled in a College or University?
- () Full-time _____
School and Number of Hours
- () Part-time _____
School and Number of Hours
- () Correspondence _____
School and Number of Hours
- () No

5. What is the last grade of Free-World schooling you finished?

Grade

6. Did you receive your High School Diploma while in T.D.C.?

() Yes

() No

7. Did you receive a G.E.D. Certificate while in T.D.C.?

() Yes

() No

8. How many dependents do you support? (Do not count yourself)

Number

9. How much cash did you have when you were released from T.D.C.?

Parole/Discharge Money \$ _____

Own Account \$ _____

Total \$ _____

10. How often do you attend church services in a one month period?

Number of Times

11. Do you use a savings account in a bank or other savings institution?
- () Often
- () Seldom
- () Never

12. Do you use a bank checking account?
- () Often
- () Seldom
- () Never

13. Before your arrival at T.D.C., had you ever attended any other Vocational or Trade School?

() No

() Yes _____

Name of School and Trade

14. If yes, did you complete the course?

() No

() Yes _____

Date

15. Which of the following have you used since you left T.D.C.?
- () Credit cards
- () Bank loan
- () Finance Co. loan
- () Car Dealer loan
- () Personal loan
- () Department Store loan
- () Home loan
- () No Credit (Refused)
- () No Credit (Never Tried)

16. What are your sources of income?

- Parents
 Wife/Husband
 Other relatives
 Friends
 Job ONLY
 Savings
 Welfare
 Job
 Other (Specify) _____

17. How much money do you spend each week for your:

- Rent \$ _____ (Include money contributed to household)
 Food \$ _____ (Include money contributed to household)
 Clothing \$ _____
 Savings \$ _____
 Entertainment \$ _____
 Other \$ _____ (Include Auto, Installment, Child Suppo

18. Do you have any bills you feel you are unable to pay?

- No
 Yes, why? _____

19. What spare time activities or hobbies do you participate in on a regular basis?

20. Do you belong to any groups or organizations in which you Actively participate?

- Yes
 No

21. How many of your parents are still living?

- None
 One or more

22. While you were in T.D.C, what person or persons would you credit for "Getting your head together"?

- Correctional Officer
 Chaplain
 Windham Academic Teacher
 Windham Vocational Instructor
 College Instructor
 Psychologist
 Field Officer
 Other Inmate
 Other (Specify) _____

23. How were you released from T.D.C.?

- Parole Date: _____
 Discharge Date: _____

24. Did you return to the county of your conviction?

- Yes
 No

25. Would you consider moving to another town to seek employment?

- Yes
 No

- 26. What seems to bother you most in your everyday life that causes you "Fear" or "Uptight" feelings?
 - Parole
 - Dependence on others
 - Lack of job
 - Going back to prison
 - Other (Explain) _____
 - No Fears
- 27. What were your original reasons for applying for vocational training?
 - To learn a trade
 - To get out of the fields
 - To get a transfer to another unit
 - To help Parole chances
 - Other (Explain) _____
- 28. Were you able to get the vocational class you wanted at Windham?
 - Yes, first choice
 - No, had to take other than first choice
 - Didn't matter what training I got
- 29. Were the requirements for admission to the Vocational Program clear?
 - Very clear
 - I just applied
 - They put me in a course
- 30. Did your Windham vocational course make you want to go into that trade?
 - It made me want to work in the trade.
 - It made me think about working in the trade.
 - It made me want to work in the trade as a last choice.
 - It made me not want to work in the trade.

- 31. Do you believe your instructor was fair and straightforward with you?
 - Always
 - Often
 - Seldom
 - Never
- 32. Did your instructor show a personal interest in you while you were a student?
 - Always
 - Often
 - Seldom
 - Never
- 33. Did your instructor use visual aids? (Films, filmstrips, transparencies, etc.)
 - Always
 - Often
 - Seldom
 - Never
- 34. If used, were the visual aids helpful to you?
 - Always
 - Often
 - Seldom
 - Never
- 35. Did the vocational instructors treat you with dignity and respect while you were a student?
 - Always
 - Often
 - Seldom
 - Never

36. Do you believe that your vocational instructor did a good job of teaching?

- Always
 Often
 Seldom
 Never

37. Did your instructor use handout material for you to study in your spare time?

- Always
 Often
 Seldom
 Never

38. If used, was the handout material helpful?

- Always
 Often
 Seldom
 Never

Why? _____

39. Was the instructor organized in lesson presentation?

- Always
 Often
 Seldom
 Never

40. What method of classroom presentation was most often used by your instructor?

- Lecture (Little class participation)
 Lecture (Student discussion with high class participation)
 Question and answer
 Other, Please explain _____

41. Did your vocational instructor tie-in what you were studying in the classroom with what you were doing in the vocational shop?

- Always
 Often
 Seldom
 Never

42. In your opinion, did the instructor show a genuine interest in his job?

- Always
 Often
 Seldom
 Never

43. What was your instructor's strongest point? _____

What was his weakest point? _____

44. By your definition of an instructor, rate your vocational instructor using the following scale.

- Excellent
 Good
 Fair
 Poor

45. After you became a Windham vocational student, did you receive more or less respect from those of your friends who were not Windham students?
- () More
() No change
() Less
46. Do you believe that the correctional officers respected you more or less after you enrolled in the Windham Vocational Program?
- () More
() No change
() Less
47. Do you believe you have any advantage over the ex-inmate who did not participate in a Windham Vocational Education Program?
- () More
() No advantage
() Less
48. Did you complete your Windham training course?
- () Yes
() No, why? _____
49. After completion of your vocational training course, what was your major T.D.C. job assignment?

50. Did you participate in the RAP Program (Occupation Orientation Classes, held by the Vocational Counselors)?
- () Yes
() No
- If yes, what was your opinion of the RAP Program? _____

51. Were you permitted to make suggestions for the improvement of the Windham Vocational Program while you were a student?
- () Always
() Often
() Seldom
() Never
52. Have you ever tried to get a job in your Windham training area?
- () Yes, have worked in field
() Yes, turned down
() Yes, am working in training area
() Never tried
53. If you were turned down, what reason was given by the prospective employer?
- () No openings
() Too young
() Too old
() Not adequately trained
() Flat refusal because of prison record
() Did not try for training related job
() Not enough work experience in field
() Applied but no response
() Need tools to get job
() Other (Specify) _____
54. What kind of work for which you are qualified would you prefer to do?

- Why? _____

IF YOU HAVE BEEN UNEMPLOYED SINCE YOU LEFT T.D.C., PLEASE GO TO QUESTION 78 .
BUT, IF YOU HAVE HAD A JOB SINCE YOU LEFT T.D.C., PLEASE ANSWER THE
FOLLOWING QUESTIONS:

55. Did you have a job waiting for you upon release from T.D.C.?
 Yes
 No
56. In how many of the above jobs were you able to use your Windham Vocational training? _____
57. How long was it before you got your first job after release from T.D.C.? _____
58. How many full-time jobs have you had since you were released from T.D.C.? _____
59. Was your first job after release simply a "Parole Job", or a "Real Job"?
 Parole Job
 Real Job
60. If it was a "Parole Job", how long was it before you got a "Real Job"? _____
61. Who helped you acquire your first "Real Job" after release from T.D.C.? (Check as many as required)
 Windham
 Texas Employment Commission
 Family
 Friend
 Self
 Former employer
 Other (Specify) _____
62. Was your first "Real Job" after release from T.D.C. the same type of work you did before entering T.D.C.?
 Yes
 No

63. What was your starting salary on your first "Real Job" after release?
 Hourly
 \$ _____ Weekly (Circle one)
 Monthly
64. How was that job ended?
 I was fired.
 I was laid off.
 I quit.
 I am still on the job.
65. Why was your first "Real Job" ended? (Check as many as required)
 Still on job
 Low pay
 Better job
 Job too hard
 Offended (Describe) _____
 No need for services
 Carelessness
 Incompetence
 Absenteeism
 Attend School
 Inconvenient
 Other (Specify) _____
66. Are you currently employed?
 Full-time
 Part-time
 Not at all (Go to Question 78 and 79.)

67. How many hours do you work per week?

No. of hours: _____

68. What is your present wage?

Hourly

\$ _____ Weekly (Circle One)

Monthly

69. Does your employer know about your T.D.C. record?

Yes

No

Don't know

If YES, how did he find out? _____

70. How long have you worked on your present job? _____

71. What are the major reasons you like your job?

Pay

Boss

Fellow workers

Work is not tiring

Convenient location

Interesting

Job security

Advancement opportunities

Other, Please explain _____

72. If your boss had a special job to do, would he more frequently give the job to you or someone else, if you both were qualified?

Me

Someone else

73. Describe any additional training you may be receiving on your job.

74. Do you like your present job?

Very much

"It's a job"

Dislike

75. In your present job, how much of your Windham Vocational Training do you use?

All of it

Most of it

Some of it

None of it

Describe your job duties: _____

76. Was your Windham training good enough in terms of the instruction, equipment, tools, and methods of operation for you to have little or no trouble in meeting the requirements of your present job?

Very good

Adequate

Not very good

Useless

77. Are you working in a job for which you were trained at Windham?

Yes

No

If not, why?

Did not like the field

Employers won't hire me in that field

Not enough work available in that field

Not enough status or prestige in that field

Cannot get the job because I am an ex-inmate

Work is easier doing something else

Did not learn enough from training

No money for tools and equipment

Need a refresher course its been so long

Other (Specify) _____

78. How long have you been out of work? _____

79. Are you actively seeking employment?

Yes

No

State Employment Commission Number _____ (If Any)

80. What are some suggestions you have for the improvement of the Windham Vocational Education Program? (Use back side of page if necessary)

APPENDIX P

FRONT SIDE

Number Name **WINDHAM SCHOOL DISTRICT FOLLOW-UP** (SEE REVERSE)

Please answer questions to the best of your ability.

After completion, place card in the postage-paid business reply envelope and mail it within 10 days.

Please use the Reverse Side of card for:

1. Your Suggestions
2. Your Current Address
3. Your Current Employer

1. What is your Social Security Number? > _____
2. Are you on active duty in the armed forces? > YES NO
(Parents, Wives, Relatives and Friends may reply if above is YES)
3. Are you enrolled in > College? 4 Yr. 2 Yr. Voc-Tech. No
Full Time Part Time Full Time Part Time
4. Are you employed in the occupation for which you were trained at Windham?
→ (Check Only One Box > YES NO
Full Time Part Time
5. If the answer to question 4 is NO, are you employed? > Full Time Part Time Not At All
6. Are you able to use your Windham training in your present job? > YES NO
7. Do you believe you were hired because of your training? > YES NO
8. Did you seek a job in the occupation for which you were trained? > YES NO
9. Are you working in the occupation you were in before T.D.C.? > YES NO
10. Who helped you get your first job after release? (Check One or More BOXES)
T.D.C. Parole Off. Windham Texas Emp. Com. Texas Rehab. Com.
T.D.C. Friend Family Self Only Other - Specify _____
11. How many Full Time jobs have you held since release? > _____
12. What was your beginning weekly salary after release? > \$ _____
(Weekly)
13. What is your present weekly salary? > \$ _____
(Weekly)

REVERSE SIDE

14. After you left the Windham Vocational class what was your T.D.C. job assignment? _____
15. What is your present occupation? _____
(Job Title)
16. If you are employed in the occupation for which you were trained what abilities or skills were needed on the job that were not included in your Windham training? > _____
17. What are your suggestions for improving the Windham Vocational classes, instruction, equipment, etc.? _____

Your returning this questionnaire will help us to improve the services offered by Windham School District to the past, present and future students.

Please help us to help others who are in the Vocational Program.

YOUR PRESENT HOME ADDRESS		PRESENT EMPLOYER <small>(If Confidential, Leave Blank)</small>	
Street _____	City & State _____	Firm Name _____	Address _____
Zip Code _____	Telephone No. _____	City, State _____	Zip Code _____

Vocational Follow-Up
Windham School District
P. O. Box 40
Huntsville, Texas 77340
(713) 295-6371

APPENDIX Q

REPRESENTATIVE SUGGESTIONS OF FORMER STUDENTS

"Get inmates job before they are discharged. Keep after the ones how they are really making out and ask them to come back and rap to the men."

"Speaking for Electronic Technology class only I suggest less theory more troubleshooting the use of schematics and the use of instruments. I also suggest that future students in all fields be rigidly screened before they are accepted there are too many deadbeats in your classroom who will not use the wonderful services that you are providing."

"I think more training for solid state electronics and more emphasis on transistor theory (SCR's or PUT's were never mentioned in the classes I attended yet they are both basic in every solid state TV almost every company now sells). SCR's and PUT's are located in regulated solid state power supply which is another thing I had to learn about on my own. If you don't teach more solid state electronics now than when I was down there you might as well discontinue your electronics course. The second most important training lacking in the Windham course was the practical application of the theory taught in the course. That hurt me more on the job than my lack of solid state training. Anyone can solder after one short lesson but what I am saying is that the teacher after covering basic radio electronics should put everyone on a bench with a meter a schematic and a fairly new (not old and ragged and outdated) radio/TV with a defective component and show them how to determine the cause of the voltage drop. You need at least one trigger sweep scope in the classroom. Also needed are test jigs, two for black and white TV's and one for color on every bench."

"More tools more on the job training if possible more help from the bosses on construction crews if we are going to learn the trade. Classrooms are good to a point but on the job training is the best help and we need more help from the bosses from what I say. Most were helpful but like everything it can't be straightened out overnight. I believe I was very lucky to get the help I had and nearly everyone was a help. Very glad I was chosen for the class by my field major. School never hurt anyone. As I got my GED also and a few college hours so I believe I helped myself more the last time than ever before."

"Take selection of inmates away from the E&R officer. Get bosses off the backs of the students of Windham. Hire more instructors like mine in the Wynne welding school. He is the finest man I know."

"The training I received was outdated compared to what one has to cope with on the outside world"

"When I was there the teachers I knew were good and very interested in their jobs. My teacher was respectful and did a fine job of teaching and training. I like and respected him for a man and a teacher. I was in Building Trades and we did carpentry work. Our instructor treated us all fair if we did our job and he knew what to expect from us all. Some were goof-offs others were hard workers and wanted to learn a trade to benefit them on the street. All in all the school was a great opportunity for most of us. Thank you."

"There should be more business people come in and current experts in the field to lecture and tell us about up to date job proceedings."

"Windham School is the best thing that has come to TDC. It has helped so many people and kept them from going back to TDC. Thank you."

"The first thing is to help the student find a job before they leave TDC and like me I have a place where I could set up a business for myself if only Windham would have sent me vocational tools as promised. See I have been out for over six months and haven't received tools for starting to work yet."

"When you came to talk to us in the class you told us that the questionnaire would be sent to us without any prison stamps or prison markings on the envelope. I'm enclosing the brown envelope for you to look at. Stamped in red letters Texas Prison Rodeo. Please do not send me any more mail of any kind under any circumstances. I do not intend to accept or receive anything else like this as I will have it returned. I don't need any heat put on me in this manner. I'm doing my best to stay straight and this sort of thing does not help me in the least. Keep the two dollars I'll make it."

"The only suggestion I have for the Windham Vocational Program is this: keep the program running as long as you can and you'll find that some of the inmates really benefited."

"He was a very good man but he would spend half the day just rapping and let everyone else rap (referring to his instructor)."

"I think Windham Vocational education is good. I enjoyed learning typing also drafting but didn't really get much out of it because I really wasn't interested in it because the instructor wasn't either. He was there to simply get his

check. I think Windham could do really better if they had the help of TDC. About 80% of the correctional officers thinks everyone in it is to get out of the fields which about 30% of them are. But Windham is helping about 70% of the inmates. After completing a course an inmate should be able to work at his trade while in TDC. I believe after completing either course in typing or drafting I could have gotten a real job as soon as I was released.

"Don't let students stay in the course if they don't show real interest. It makes it too hard for the teacher and unfair to interested students."

"I think you are doing a fine job even though most of the correctional officers don't approve. The only improvement I can think of right now is not to have so many reasons why a guy can't get into the program."

"My instructor was very much interested in the beginning but like the rest of us he became disgusted because he couldn't get working supplies. Also the warden, C. L. McAdams, figured that the vocational classes were his personal workshop."

"TDC interferes too much."

"I believe the course I took in TDC is what changed my life because I saw that someone even a stranger cared about me. I just wish that more inmates would wake up."

"Get teachers that want inmates to learn a trade. Too often a man is so tired after coming out of the fields he is too tired to study. I wish I could go to school out here and learn more drafting."

"Stop allowing supervisors from harrasing the instructors."

"There are good and bad points in this program. I'll start with the good points: (1) tools were up to date (2) if you want to learn you can (3) instructors are average but how in the hell can you learn to build a house in a little shop. Where is the practical building knowledge. In the freeworld I have been both a framing and a finish carpenter but I learned very little practical building in the Buildings Trade class. In my opinion you would send more trainees into a good trade if you would train them in the finishing end of the Building Trades course plus the fact that your instructor could simulate actual jobs circumstances. Teach your students to read blueprints. Teach them all areas of building multilevel structures. If a student learns to frame and trim a two or three story townhouse or house he can make his trade not only

interesting but highly profitable. My biggest disappointment in the program is the amount of totally useless projects. I know of students who spent most of their time singing over in the corner or repairing brooms and mops. The closest I came to actual building was building a porch for some guard's trailer house. He paid \$2.00 over the price of materials for that porch not including three coats of paint. Give the students good projects to sharpen their skills. In my class those of us who took interest naturally learned more and became better craftsmen so naturally when anything needed to be done around the farm we got the job. After about three cattle feeders, two trailer porches, ten or so sets of very time consuming multi-colored numbers and alphabets for the area grade schools, I must have spent three weeks to a month on those damn letters. I am sure it is a hard job screening applicants for the VE program but if you could look a bit deeper and find those people who want to learn and believe me there are a hell of a lot of fairly smart men who deserve the chance. The letterhead reads Windham School District. I can only say run it like a place of learning not a place to hang labels of rehabilitation."

"Job Placement that will give the inmate the necessary incentive to learn and subject or introduce inmate to what is expected of him in his chosen field."

"Have your instructors to return to teaching instead of trying to be officers."

"TDC should have no say in vocational courses or schooling. They only want you to work for their cause and only want the money they receive for each enrollment. They could care less for an inmate's progress. I can't say that I did not learn enough from the training, I just didn't have enough time to practice and study what I had learned. Keeping my PIP score up was really on my mind. A student in prison has so much pressure on him from everywhere it's hard of him to learn a great deal unless he already knows a great deal about what he's studying. Field work for students should be cut out because out there the student is using more muscles than he has and then comes in to go to school half the time his fingers are either stiff or cramped and by the time he works it out it's time to catch out again and how can anyone retain knowledge with 48 radios a TV and 80 inmates making enough noise to shake the walls loose. Students should be separated from field workers and given an opportunity to use what they have learned while there until they're released."

WINDHAM SCHOOL DISTRICT

VOCATIONAL FOLLOW-UP

PRE-RELEASE QUESTIONNAIRE

Please circle the letter of the answer that best fits your response and explain briefly where asked. If more space is needed, use the attached blank sheet and number your answer.

Name _____ Number _____
(Last) (First) (M.I.)

Current Unit _____ Age _____ Sex _____

Race: a. White b. Oriental c. Black d. Chicano e. American Indian
f. Other, Please list _____

APPENDIX R

1. What was the reason you left Windham's Vocational Program?

a. Graduated

b. Transferred before completion

c. Physical Illness/Injury

d. Disciplinary Reasons

e. Other, Please explain _____

2. Were you transferred to another unit after completing the Windham Vocation Education class?

a. Yes b. No

3. What was your first job assignment after you left the Windham Vocational Education class?

4. How many job assignments have you had in T.D.C. since you left the Windham Vocational Education class?

What were they? _____

5. How many of these job assignments were related to your Windham Vocational training?

(no. related)

6. What is your present job assignment? _____

7. How many weeks have you worked on the T.D.C. job assignment that you now have?
(no. weeks on job)

8. What are some of the things that you like about your present job assignment?

9. In your present T.D.C. job assignment, what skills are you learning which you feel you will be able to use in a free world job?

10. What job assignment would you prefer to have during the remainder of your time in T.D.C.?

Why? _____

11. How many times have you been paroled or discharged since you were enrolled in a Windham Vocational course?
(no. of times)

12. Were you working before entering T.D.C.?

a. Yes b. No

If you were working, what kind of work were you doing? _____

Do you plan to re-enter the same occupation when you are released?

a. Yes b. No

Why? _____

13. How much money did you make on the last job you held before entering T.D.C.?
(answer in one blank only)

\$ _____ \$ _____ \$ _____
(Hourly) (Weekly) (Monthly)

14. How many hours a week did you work on that job?
(no. of hours)

15. Did you have any vocational training before entering T.D.C.?

a. Yes b. No

If yes, in what vocation? _____

How many weeks were you enrolled?
(no. of weeks)

Where were you enrolled? _____
(City) (State)

When? _____
(mo./day/year)

Did you earn a certificate?

a. Yes b. No

If no, why? _____

16. Do you plan to work in the vocation in which you were trained in Windham when you are released?

a. Yes b. No

Why? _____

17. Do you think that your training in Windham was enough to prepare you for a job in that vocational field when you leave T.D.C.?

a. Yes b. No

Why? _____

18. How much additional training do you feel that you will need in your vocation after release to find a good job?

- a. None
- b. Some training as a refresher
- c. A complete course to update my skill

19. Will you be willing to go back to vocational school for more training when you are released?

- a. Yes
- b. No

Why? _____

20. Do you feel that it will be hard to get a job in your vocational field if you try when you are released?

- a. Yes
- b. No

Why? _____

21. What kind of work would you prefer and be qualified to do when you are released from T.D.C.?

Why? _____

22. What do you think the chances are that you will get the kind of job you are looking for when you are released?

- a. Excellent
- b. Very good
- c. Good
- d. Fair
- e. Poor

Why? _____

23. Would you like assistance in obtaining a job when you are released?

- a. Yes
- b. No

Why? _____

24. Which source will you contact before release in order to get a job after release?

- a. Windham School District Job Placement Office
- b. Texas Employment Commission
- c. Friend
- d. Family
- e. Former employer
- f. Other, Please explain _____

25. What is the highest grade of schooling you have achieved in the free-world?

- Circle one:
- | | |
|-----------------|-------------|
| a. Grade School | High School |
| 1 2 3 4 5 6 7 8 | 9 10 11 12 |
| b. G.E.D. | |

26. Have you obtained a G.E.D. while in T.D.C.?

- a. Yes
- b. No

27. Are you enrolled in college?

- a. Yes
- b. No

28. Do you belong to any social organizations in T.D.C. in which you actively participate?

- a. Yes
- b. No

What are they?

- a. Boy Scouts
- b. AA
- c. Jaycees
- d. Other, Please list them _____

How often do you participate each week? _____
(times a week)

29. Which one of the individuals below do you value as having had the most positive influence on you while at T.D.C.?

- a. A Warden
- b. A Chaplain
- c. A Windham Vocational Instructor
- d. A Correctional Officer
- e. A Windham Academic Instructor
- f. Another Inmate
- g. Other, Please explain _____

30. Do you participate in any organized sports or recreational activities while in T.D.C.?

- a. Yes b. No

What activities? _____

How often do you participate a week? _____
(times a week)

31. How often do you attend religious services each month? _____
(times a month)

32. How many of your parents are still living?

- a. Both
- b. One
- c. None

Do you ever write to them?

- a. Yes b. No

How often? _____
(times a month)

How often do they visit you each month? _____
(times a month)

33. Do you receive visits from a close friend(s) outside of your immediate family?

- a. Yes b. No

How often do they visit you a month? _____
(times a month)

Are any of them on your mailing list?

- a. Yes b. No

How often do they write you each month? _____
(times a month)

How often do you write them each month? _____
(times a month)

34. Do you write to relatives other than your immediate family? (aunts, uncles, cousins, grandparents)

- a. Yes b. No

How often do you write them each month? _____
(times a month)

Do they visit you?

- a. Yes b. No

How often? _____
(times a month)

35. What is your marital status?

- a. Married
- b. Single
- c. Divorced
- d. Separated
- e. Widowed
- f. Other _____

How often does your wife/husband visit you each month? _____
(times a month)

How often does she/he write to you each month? _____
(times a month)

How often do you write to her/him each month? _____
(times a month)

36. If you are not married, do you have a close friend of the opposite sex who is not a relative that visits you?

a. Yes b. No

Is he/she on your mailing list?

a. Yes b. No

How often do you write to her/him each month?

 (times a month)

How often does she/he visit you each month?

 (times a month)

37. Do you have any children?

a. Yes b. No

How many? _____

How often do they visit you each month?

 (times a month)

How often do you write to them each month?

 (times a month)

38. Are you receiving any financial aid (money) from someone outside of T.D.C.?

a. Yes b. No

What is the relationship?

a. Parents

b. Wife/husband

c. Friend

d. Other relative

e. Other, Please explain _____

How much do you receive from them each month? \$

 (monthly)

39. How many people will you have to support after release from T.D.C. not including yourself?

40. What "bugs" (worries) you most throughout your everyday living while in T.D.C.?

41. Before entering Windham's Vocational Program, did you think that it was possible for you to receive a certificate in a vocational trade?

a. Yes b. No

42. What was your reason for applying for vocational training at Windham?

a. To better myself by learning a trade

b. To get out of the fields

c. To get a transfer to another unit

d. To help for early parole

e. Other, Please explain _____

43. Were you able to get the vocational training from Windham in the field you wanted?

a. Yes

b. No

c. Didn't matter

44. Was the Windham Vocational Program set up in such a manner that it met your needs as a student?

a. Yes b. No

45. Did you understand the qualifications that you had to have in order to get into the Windham Vocational Program?

a. Yes b. No

46. Was your Windham vocational course interesting enough to make you want to consider going into that vocation after release?

a. Yes b. No

47. How many of the students in your vocational class do you feel really wanted to learn a vocational skill?
- Most
 - Few
 - Very few
48. How did your instructor deal with the students who were only in your vocational class only to "horse around"?
- _____
- _____
49. Do you believe that your vocational instructor was fair and straightforward with you?
- Yes
 - No
50. Did your vocational instructor show a personal interest in you as well as the other students?
- Yes
 - No
51. Was your instructor organized in his lesson presentation?
- Yes
 - No
52. What type of classroom presentation did your instructor use most of the time?
- Lecture (With very little class participation)
 - Lecture (Student discussion with high class participation)
 - Question and answer
 - Other, Please explain _____
53. Did your vocational instructor usually tie-in what you were studying in the classroom with what you were doing in the vocational shop?
- Yes
 - No

54. By your definition of an instructor, rate your Windham Vocational instructor using the following scale.
- Excellent
 - Good
 - Fair
 - Poor
55. Did your instructor use visual aids? (films, film strips, transparencies, etc.)
- Yes
 - No
- If yes, were they helpful to you?
- Yes
 - No
- Why? _____
- _____
56. Did your instructor use handout material for you to study in your spare time?
- Yes
 - No
- If yes, was it helpful to you?
- Yes
 - No
- Why? _____
- _____
57. In your opinion, did your vocational instructor show a genuine interest in his job?
- Yes
 - No
58. What was your vocational instructor's strongest point? _____
- _____
- What was his weakest point? _____
- _____
59. Do you believe that your vocational instructor in general did a good job of teaching?
- Yes
 - No

60. Did your vocational instructor treat you with dignity and respect while you were a student?
- a. Yes b. No
61. Were you permitted, or do you think that your instructor would have let you make suggestions for the improvement of your Windham Vocational class while you were a student?
- a. Yes b. No
62. After you became a Windham vocational student, did you receive more or less respect from your friends who were not Windham students?
- a. More
b. No change
c. Less
63. Do you believe that the correctional officers respected you more or less after you enrolled in the Windham Vocational Program?
- a. More
b. No change
c. Less
64. Do you believe that you will have an advantage over the ex-inmate who did not participate in a Windham Vocational Education Program when you are released?
- a. Yes b. No
- Why? _____

65. Do you believe that your training was good enough in terms of the instruction you received and the work skills you were taught so that you will have little or no trouble meeting the requirements of a job in your training area when you are released?
- a. Yes b. No
- Why? _____

66. Do you feel that the tools and equipment used in your vocational course were good enough to prepare you for a job in that field after release?
- a. Yes b. No
- Why? _____

67. What are some suggestions you have for the improvement of the Windham Vocational Education Program? (Be as specific as possible)

A COMPILATION OF AFTER-CARE
RESIDENCES FOR PUBLIC OFFENDERS
IN THE STATE OF TEXAS

APPENDIX S

Prepared By
The Vocational Follow-Up Project Staff

WINDHAM SCHOOL DISTRICT

P. O. BOX 40

HUNTSVILLE, TEXAS

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Amarillo	Friendship House 1009 S. Madison P. O. Box 9235 Amarillo, Texas 79105	Mrs. T. Z. Walker Director 1009 S. Madison P. O. Box 9235 Amarillo, Texas 79105 (806)374-9714				X	20-65	7	2
	Salvation Army 505 S. Van Buren Amarillo, Texas 79101	Major Robert Short 505 S. Van Buren Amarillo, Texas (806)373-6631	X				No Limits	Yes	No
	Underwood Hall 900 N. W. 24th St. Amarillo, Texas 79107	Mr. Tom Haralson Director 900 N.W. 24th St. Amarillo, Texas 79107 (806)376-4431		X	X		18 & Over	21	15
Austin	Bellaire House 1515 Enfield Rd. Austin, Texas 78703	Mr. John J. Godell II Program Coordinator 1515 Enfield Road Austin, Texas 78703 (512)478-1348				X	20-60	16	11

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Abilene	Harrison House 631 N. 13th St. Abilene, Texas 79601	Mr. W. Raymond Cox Chief Alcoholism Prog. 3rd. Floor Mims Bldg. Abilene, Texas 79601 (915) 672-9211		X			5-65	20	5
	Parish House 817 Cypress St. Abilene, Texas 79604	Mr. Rex Brock Texas Rehab. Counselor 7th Fl. Alexander Bldg. Abilene, Texas 79601 (915)673-5034		X			18-65	20	5
	The Salvation Army 541 Chestnut P. O. Box 2778 Abilene, Texas 79604	The Salvation Army 541 Chestnut P. O. Box 2778 Abilene, Texas 79604 (915)677-1408	X				No Limits	Yes	No
Amarillo	Alcoholic Recovery Center 1600 S. Buchanan Amarillo, Texas 79109	Mr. Howard Carter Director 1600 S. Buchanan Amarillo, Texas 79109 (806)376-7993 372-0580		X			18 & Over	20	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGL. LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	HALLS
Beaumont	Salvation Army 1616 Sabine Pass Beaumont, Texas 77701	Salvation Army 1616 Sabine Pass Beaumont, Texas 77701 (713)833-5655	X					Yes	No
Bon Wier	Quicksand Village, Inc. P. O. Box 162 Bon Wier, Texas 75928	Mr. C. Creamer Director P. O. Box 182 Bon Wier, Texas (713)397-2267		X				No Limits	Yes No
Bryan	Bryan City Mission 500 N. Main Street Bryan, Texas 77801	Mr. L. Hugh Biland Executive Director P. O. Drawer 3490 Bryan, Texas 77801 (713)822-7511	X					No Limits	Yes No
Corpus Christi	Beldon House 1201 N. Mesquite Corpus Christi, Texas 78401 W. Cliff Herndon Director	Mr. James W. Der Director, Drug Abuse Program 1611 5th Street Corpus Christi, Tex. (512)888-5321			X			16 & Over	20 5

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGL. LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	HALLS
Austin	Gateway House 1210 Rosewood Austin, Texas 78702	Ms. Eva Manning Residential Manager 1210 Rosewood Avenue Austin, Texas 78702 (512)476-8013			X			18-55	10 2
	Stratford House 500 W. 6th St. Austin, Texas 78701 J. E. Lavender, Director	Mr. John Cool Vocational Counselor 103 E. Riverside Dr. Austin, Texas 78701 (512)476-7601			X			No Limits	30 5
Beaumont	Land Manor 1608 Orange Ave. Beaumont, Texas	Mr. Archie Land, Jr. Executive Director 1608 Orange Avenue P. O. Box 3508 Beaumont, Texas (713)838-3946		X	X	X	X	16-60	20 14
	Unity House 2225 South Street Beaumont, Texas 77701	Mr. Chester Celestine Director 2265 Killmore Beaumont, Texas (713)835-9718 835-7547		X				18 & Over	Yes No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				EXISTING ACCOMMODATION		
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY DEFICIENT RESTORED	AGE LIMITS	MALES	FEMALES
Dallas	The Salvation Army Correctional Serv. Bur. 500 E. Lrvay St. P. O. Box 2606 Dallas, Texas 75221	Capt. Len C. Freeland The Salvation Army 500 E. Lrvay Street P. O. Box 2608 Dallas, Texas 75221 (214)741-1381	X				No Limits	Yes	No
	Turtle Creek Manor 3922 Hall Street Dallas, Texas 75219	Mr. James W. Saurlier Program Director 3922 H. Hall Street Dallas, Texas 75219 (214)526-1137		X	X	X	16-60	15	15
Edinburg	So. Texas Rehabilitation Center P. O. Box 533 Edinburg, Texas 78539	Mr. J. C. Means Deputy Superintendent P. O. Box 533 Edinburg, Texas 78539 383-1684, 423-8964	X				14-21	Yes	Yes
El Paso	Alternative House, Inc. El Paso, Texas 79902	Mr. Cecil Ming Director 1615 Arizona El Paso, Texas 79902 (915)544-5699				Public Offender (Non-Violent Crime)	18 & Over	22	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				EXISTING ACCOMMODATION			
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY DEFICIENT RESTORED	AGE LIMITS	MALES	FEMALES	
Corpus Christi	Chapparal House 4801 S. Staples Corpus Christi, Texas Kelly L. Olive Director	Mr. Ralph Galvan Supervisor 1415 3rd. Street Corpus Christi, Tex. (512)883-1875				X	X	16 & Over	12	8
	Coastal Bend Halfway House 38 N. Country Club Corpus Christi, Texas 78407	Mr. Charles Acklen Director 38 N. Country Club Pl. Corpus Christi, Texas 78407 (512)882-0314, 883-8109		X				No Limits	20	10
Dallas	House of Hope, Inc. 2519 Oaklawn Dallas, Texas 75219	Mr. Paul G. O'Donoghue Executive Director 2519 Oaklawn Dallas, Texas 75219 (214)526-8335, 526-9425		X	X			Employable Ages	25	8
	The Council House 4401 Scurry St. Dallas, Texas 75204	Mr. Ralph Werry Director 4401 Scurry Street Dallas, Texas 75204 (214)824-0620				X	American Indian	No Limits	10	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION		
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES	FEMALES
Ft. Worth	Fairchild House 1604 8th Ave. Ft. Worth, Texas 76104	Mr. Terry Stephens Program Manager 1604 8th. Avenue Ft. Worth, Tex. 76104 (817)921-0226					X	18-55	Yes	Yes
	Green Acres School 1723 Hemphill Box 1263 Ft. Worth, Texas 76101	Ms. June Bunch Executive Director P. O. Box 1263 Ft. Worth, Tex. 76101 (817)921-0238			X (Minor)			16-21	48	40
Hockley	Star of Hope Mission Rt. 1, Box 246 Hockley, Texas 77447	Mr. John F. McIntyre Superintendent 407 LaBranch Box 4052 Houston, Tex. 77014 (713)227-8901, 227-8671		X				No Limits	32	No
Houston	Bartlett House 1002 Bartlett Houston, Texas 77006	Mr. Joe H. Shirbert Staff Mbr. 1002 Bartlett Street Apt. 1 Houston, Texas 77006 (713)523-8287					X	21-60	8	4

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION		
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES	FEMALES
El Paso	Casa Blanca 4910 Alameda Ave. El Paso, Texas 79905	Ms. Dorothy N. Lee Executive Director 4910 Alameda Avenue El Paso, Texas 79905 (915)778-9285		X	X		X	18 & Over	Yes	Yes
	Mt. Franklin Center 909 Montana Ave. El Paso, Texas 79901 David Rodriguez Director	Mr. Harold Weyman St. Joseph Hospital 1155 Idaho Street El Paso, Tex. 79902 (915)544-2900 Ext: 191		X				18 & Over	17	No
Fairfield	Serenity Farm, Inc. P. O. Box 924 Fairfield, Texas 75840	Mr. Lob Murphy Project Director P. O. Box 924 Fairfield, Texas 75840		X	X			No Limits	10	No
Ft. Worth	Alcoholics United, Inc. 554 S. Summit Apt. 1020 Ft. Worth, Texas 76104	Mr. David M. Dansby Director Serenity House 218 West Broadway Ft. Worth, Texas 76104 (817)335-0607, 332-5550		X				18 & Over	38	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Houston	Houston Opportunity House 820 Crawford St. Houston, Texas 77002	Mr. Frank Crowell Asst. House Mng. 820 Crawford St. Houston, Texas 77002 (713)227-3347		X			18 & Over	100	No
	Ivory Tower Halfway House 1700 Holcombe Center Pavilion Hospital, 14th Fl. Houston, Texas 77025	Mr. William Dailey House Manager 1700 Holcombe Houston, Texas 77025 (713)526-4151 Ext: 453				X (psy.dis)	16 & Over	8	8
	Magnificent House P.O. Box 7603 Houston, Texas 77007	Ms. RoseMary Badami Director P.O. Box 7603 Houston, Texas 77007 (713)926-9111	X				No Limits	60	60
	New Directions Club, Inc. 1816 Rosewood St. Houston, Texas 77004	Mr. Sonny Wells Director 1816 Rosewood St. Houston, Texas 77004 (713)528-7104	X			(No facilities for mentally ill.)	17-65	45	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Houston	Calanthe House of Bees 1117 DeSoto St. Houston, Texas 77018	Mrs. D. B. Chever Executive Director 1117 DeSoto Houston, Texas 77018 (713)682-7880		X	X		21 & Over	No	Yes
	Christian Rescue Mission 3230 Hadley Houston, Texas 77004	Rev. L. J. Woodard President P. O. Box 88001 Houston, Texas 77004 (713)228-5371	X				No Limits	Yes	No
	Driscoll House 2502 Driscoll Houston, Texas 77019	Mr. George Plauche Assoc. Director 2510 Driscoll Houston, Texas 77019 (713)529-3049				X	(Males) 15-35 (Female) 18-35	55	40
	Harris Co. Halfway House 2510 Driscoll Houston, Texas 77019	Ms. Cyndy Thomas Intake Worker 2510 Driscoll Houston, Texas 77019 (713)529-3049				X	17-35	10	10

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Killeen	Christian Farms 1904 Comanche Harker Heights, Texas 76541	Mr. Robert L. Bearden Director 1904 Comanche Harker Heights, Tex. 76541 (817)634-8592, 526-6016	X		X (Pri- mary)		19 & Over	Yes	No
Longview	Boyd House 103 Cherokee Longview, Texas 75601 E.R. Boyd-Director	Mr. J. W. Burgess Alcoholism Counselor Tex. St. Rehab. Office Longview, Tex. 75601 (214)758-9143		X			21-60	11	No
Lubbock	Lubbock Half- way House 2318 9th. St. Lubbock, Texas 79401 Wilson Dickson, Exec. Director	Mr. Travis Macfarland Tex. Rehab. Counselor 2424 - 34th. Street Suite F Lubbock, Texas (806)792-2182		X		X	17-25	17	No
Midland	Salvation Army 223 S. Lorraine P. O. Box 487 Midland, Texas 79701	Major Charles Larue 223 S. Lorraine P. O. Box 487 Midland, Texas 79701 (915)683-3614	X				No Limits	Yes	No

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Houston	Reality Island, Inc. 601 E. 20th St. Houston, Texas 77008	Ms. Carol Morgan Director 601 E. 20th Street P.O. Box 7094 Houston, Texas 77008 (714)862-1885 862-0591			X		16-25	10	6
	Salvation Army 204 Travis Houston, Texas 77052	Brig. James H. Prout City Commander Box 52968 Houston, Texas 77052 (713)222-8253	X				No Limits	300	No
	Sancta Maria Hostel 1217 Paschall St. Houston, Texas 77009	Mrs. Alice Seeman Housemother 1217 Paschall Street Houston, Texas 77009 (713)223-3806 225-6015	X				18 & Over	No	8
	Second Chance, Inc. 1501 Calumet Houston, Texas 77004	Mr. John J. Clark Executive Director 1501 Calumet Houston, Texas 77004 (713)527-8300 527-8309	X				Up to 60	Yes	Yes

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
San Angelo	Halfway House of San Angelo 134 W. College St. San Angelo, Texas 76901	Mr. Fred H. Tatum Director 134 W. College San Angelo, Tex. 76901 (915)653-4210					(Males) 18-70 (Females) 18-65	15	6
	The Salvation Army 215 Gillis San Angelo, Texas 76901	Major Harry L. Powell The Salvation Army 215 Gillis San Angelo, Texas (915)655-7660	X				No Limits	Yes	No
San Antonio	Alcoholic Rehabilitation Center Rt. 12, Box 279 Southton Road San Antonio, Texas 78221	Mr. Elves Smith Executive Director Rt. 12, Box 279 San Antonio, Texas 78221 (512)633-0201		X			18 & Over	58	No
	Alpha Home, Inc. 111 Queen's Crescent San Antonio, Texas 78212	Ms. Jane Williams Director 111 Queen's Crescent San Antonio, Texas 78212 (512)732-0480		X			No Limits	No	8

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				AGE LIMITS	EXISTING ACCOMMODATION	
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED		RESTORED	MALES
Odessa	Clover House 407 W. Second St. Odessa, Texas 79761	Mr. O. H. Crews Director 407 W. 2nd. St. Odessa, Texas 79760 (915)337-4794		X			18-65	17	No
	Permian Place 415 N. Texas St. Odessa, Texas 79761 (Formerly Odessa Halfway House)	Mr. Larry S. Crawford Director 415 N. Texas St. Odessa, Texas 79761 (915)337-7871	X				16-60	20	16
	The Salvation Army P. O. Box 1244 Odessa, Texas 79760	Major William Thomas The Salvation Army P. O. Box 1244 Odessa, Texas 79760 (915)332-6362 362-6118	X				No Limits	Yes	No
	Toyahuale Halfway House P. O. Box 16 Toyahuale, Texas 79786 Bob G. Cooper, Director	Mr. John Beeson T.R.C. Courtesy Coun. 204 E. 16th Odessa, Texas 79760 (915)333-3265				X	18-25	12	6

HALFWAY HOUSES - STATE OF TEXAS

CITY	AGENCY	ADMISSION CONTACT	CATEGORIES OF CASES ADMITTED				EXISTING		
			NO SPECIAL CATEGORIES	ALCOHOL	DRUG	MENTALLY RETARDED	RESTORED	AGE LIMITS	ACCOMMODATION MALES FEMALES
Texarkana	Salvation Army 308 East 4th St. Texarkana, Texas 75501	Salvation Army 308 East 4th St. Texarkana, Texas (214)774-2701	X				No Limits	Yes	No
Waco	Freeman House, Inc. 1401 Columbus Ave. Waco, Texas 76702	Mr. Jesse E. Goss Director 1401 Columbus Ave. Waco, Texas 76702 (817)753-1101		X			18 & Over	Yes	No
Wichita Falls	Hopecrest Lodge, Inc. 2001 Harriett St. Wichita Falls, Texas 76301	Mr. Edwin L. Holder Administrator 2001 Harriett St. Wichita Falls, Texas 76301 (817)723-0701		X			21-60	Yes	Yes
	Vel'Mont Halfway House 1640 Collins Wichita Falls, Texas 76301	Ms. Velma Schmitt Owner 1640 Collins Wichita Falls, Texas 76301 (817)767-9523		X			No Limits	13	13

END