

PROBATION AIDE PROJECT

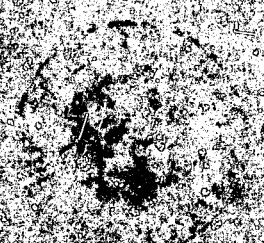


Nassau County Department of Probation

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Final Report

PROBATION
OFFICE



Department of Probation

PROBATION AIDE PROJECT

(M)-
NASSAU COUNTY DEPARTMENT

OF PROBATION
Department

FINAL REPORT

PHASE II

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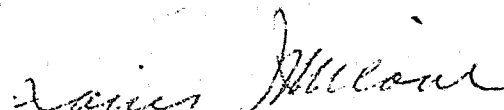
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The Probation Aide Project represents but one of the innovative programs developed by the Nassau County Probation Department. In a time when crime tears at the very fabric of our society efforts to decrease recidivism and develop alternative methods of treatment in corrections leave much to be desired. The probation aide project was developed as an alternative model which would not only bring young people into the system, many of them ex-offenders, but offer them an opportunity to work with probation officers and assist them in the rehabilitation process.

The following evaluation does not answer all of the questions, but it is a step toward bringing some light into an area that has been dark for too long. The necessity of combining research with action oriented programs offers the best hope for the future. Only in this way will we meet the challenges of the future.


Louis J. Milone
Director of Probation

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Richard H. Ward
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SUMMARY AND RECOMMENDATIONS

The probation aide project represents an important effort to improve communication with probation clients and expand agency services. As developed in Nassau County, the probation aide project has also brought into the system a group of young, energetic individuals who might never have had the opportunity to experience the problems of criminal justice in a real-life setting. In this regard the experiment has been a success, for virtually all of our data indicates that participants view the program positively and there is little doubt that the experiences of probationers, aides, and officers have been, in the main, rewarding. The Nassau County Department of Probation is to be commended for taking what can only be described as pioneering steps in bringing active and former probationers into the agency as employees.

The following report represents a critical analysis of the project, offered to our professional colleagues in the spirit of improving our collective capacity to deal with social problems.

To begin with, we feel that the probation aide project should be continued, for it represents an important area of research in the field of corrections administration. Like any new program the probation aide project suffered the

trials and tribulations of birth. It would appear, however, that many of its early problems have been successfully worked out.

As it stands, we did not generally find the project to be cost effective, at least in terms of the criteria most used to define effectiveness in probation. On the other hand, the project is still in its infancy, and there are indications that it could prove cost effective over the long run.

In conducting our evaluation we made every attempt to study the project from a variety of perspectives. In addition to hard statistical data we gathered from agency and court records we have also sought the subjective perceptions and judgments of those involved in the project. Thus, the findings and recommendations that follow represent a combined product drawn from both objective and subjective data.

Findings

1. From a statistical standpoint the levels of success (recidivism, number of probationer contacts, and successful treatment plans) were mixed. Officers with aides appeared to be most successful in the Family Division and least successful in the Narcotics Division.

2. From a cost effectiveness standpoint, we found the aide program to be somewhat higher than the traditional probation approach without aides. We did find the project to be cost effective in terms of the recidivism rates of probationers to whom aides were assigned.

3. The administration of the program appeared to be generally excellent and the department, with few exceptions clearly met the grant requirements. The following are areas of project administration where there is evidence of less than effective management and implementation.

A. Approximately one-third of the probation aides appear not to meet the criteria for employment as originally stated in the proposal. That is, they were neither clearly indigenous to problem communities or populations on probation, or formerly on probation. However, in view of the fact that Nassau County is an affluent suburb and its problem communities not the traditional inviews-city ghettos it is felt that the aides were generally similar in background to the

probation population in their age group.

B. While an apparently adequate training program was designed by the agency, this training was carried out in what would seem to be a less than effective manner.

C. On-going evaluation of the project, and assessment of personnel effectiveness was initiated by the agency, but for a variety of reasons this evaluation was not adequately carried out.

D. Although the Project was clearly well conceived and designed, there is strong indication that greater involvement of front-line practitioners in planning would have increased their support for and commitment to the Project. It should be noted, however, that many of the officers in the aide program were either new to the department or not appointed during the early phases.

4. While the assignment of aides to a number of agency units and three community facilities permitted broader assessment of their effectiveness, it also spread them too thin for the development of a supportive, cohesive peer group of aides.

5. There is general agreement that the aide's primary function involves the development of supportive, helping relationships with clients. There is substantial evidence that academic skills are also highly valued. Those college-student aides who combined both types of skills seemed to be

regarded as "ideal aides" and there may, therefore, be a tendency to overlook or underestimate the contributions of educationally disadvantaged aides.

6. The absence of a full-time entry level aide position discourages many qualified applicants and contributes significantly to the Project's high turnover rate.

7. The objectives of the aide project, the duties of the aides, and the general supervisory responsibilities of personnel are clearly recognized and agreed on by project participants. Thus indicating that communication of this information was extremely effective.

8. Aides spend 30 to 40 percent of their time (according to the estimates of aides and officers) "making home or school visits to probationers as part of a continuing treatment plan." This strongly indicates that the Project is carrying out in practice its stated commitment to client service.

9. According to the estimates of aides and officers, aides spend 10 to 15 percent of their time in training, or supervisory conferences. Given the nature of the project, and the "newness" of several aides, this appears less than adequate.

10. There is widespread feeling that department policy which prohibits the transport of clients by aides and denies aides access to case records seriously impedes the aide project. Our findings indicate that at present, these policies are appropriate and not detrimental to the achievement of project objectives.

Recommendations

1. The probation aide project should be continued by The Nassau County Probation Department. Despite its "starter" problems and possibly some additional expense during its initial stages of agency-funded operation, the project appears to benefit the treatment population and the agency to an extent that clearly justifies its cost.

2. Selection of aides should be geared toward recruiting more "high risk" prospects from the probationer community. Our findings indicate significantly less recidivism among the probationers in the program than in the general probation population. This may be due to "selective recruitment," although there are indications that the department has moved toward bringing in more "high risk" applicants. The continuations of this high-risk recruiting approach will indicate whether or not the program itself is actually reducing recidivism among the aides.

3. The creation of a trainee role for college students should be considered. We do not feel that college students should be eliminated from the program, their work appears highly valued. The aide role, however, may not stretch enough to fit both the ex-probationer and college student aides. Also the college students may serve a more useful purpose acting as tutors for the aides, or in a general officer-trainee role.

4. The training program should be modified to meet the needs of the aides. With few exceptions we found general dissatisfaction with the training program. In most cases it was viewed as unrelated to job realities and responsibilities.

5. Research and evaluation should be established as an on-going responsibility of project administration. There is a clear need for further research in this area, and on-going evaluation of project effectiveness should be initiated. There is need for continuous data collection and the refinement of reporting techniques. A full-time research assistant should be employed for the project, and perhaps federal funds might be made available for the evaluation phase over the next two years.

6. A project planning committee should be organized. This committee should include aides, participating officers, and citizens of the County, in addition to project and agency administrative personnel.

7. All new aides and officers assigned aides for the first time should receive basic training in their new roles and responsibilities. Current project participants, because many appear to feel they were inadequately prepared, should also receive training commensurate with their needs.

8. Consideration should be given to locating the Probation Aide Project organizationally in one of the agency's line operations rather than The Staff Development and Research Unit. Such an arrangement would place the Probation Aide Project closer to the line operation.

However, we recognize the organizational constraints of such a move and feel this should not be undertaken until it is certain the project is administratively viable.

9. Groups or teams of aides working under the supervision of one or two officers should be tried as a service expanding, cost saving alternate to the one-aide one-officer model.

10. Officers who are assigned as aide supervisors should receive training in supervision and management. The agency should consider and utilize aide-supervision as an opportunity for practitioners to obtain administrative experience.

11. The ten month discharge criteria used in selecting former probationer aides should be discarded. The recently discharged probationer because of the immediacy of his personal confrontation with the agency and his "problem" should be a prime target for aide selection.

12. Although aides have been screened, every possible effort should be made to avoid situations in which the confidentiality of records or the trust of the agency is violated. A work and supervision system that permitted a regulated gradual increase in the aides responsibilities and the amount of trust placed in him might increase the project's screening capacity.

13. Positions for both full and part-time aides should be available at the level of entry (not only senior aides.)

14. The senior aide position should be maintained as a means of conferring reward for effective performance. This

position should be made available to part-time aides and should represent achieved status not merely the opportunity for full-time employment.

15. Disagreements over issues like the aide's access to confidential records or the transport of clients by aides should be purposefully and widely aired among agency personnel. All viewpoints should be evaluated and considered, but Department policy, when adopted, should be enforced.

INTRODUCTION

The Probation Aide Program in Nassau County was implemented in October, 1970 to "increase the amount of services available to the offender population and make the services to probationers more effective through interaction between aides and probationers."¹

Aides were to be selected from the following categories:

1. Indigenous neighborhood persons who have had no involvement with the law, but who come from a similar ethnic, age and socioeconomic background.
2. Individuals of similar ethnic, age and socioeconomic backgrounds who have been on probation, have been discharged and have had no further involvement with the law for one year.²
3. A selected number of individuals presently on probation.³

The probation aides were to receive six weeks of training and be assigned to one of the following tasks:

1. Assist a probation officer and participate in a

¹Grant Award. State of New York Office of Crime Control Planning, Attachment A.

²Reduced to six months in 1972.

³Op. Cit.

range of tasks.

- 2. Assist with reception and other routine duties at Family Court Intake.⁴
- 3. Assist the probation officer during the investigatory procedure.
- 4. Assist with tutoring services on a one-to-one basis.
- 5. Act as Big Brother or Big Sister in a cultural enrichment program.
- 6. Assist in group activities led by the probation officer.
- 7. Assist in other appropriate areas.⁵

In an amendment to the grant on December 4, 1972 the following duties were added:

- 8. Assist in determining the whereabouts of missing offenders or probationers prior to the issuance of a warrant or violation information.
- 9. At the request of a probation officer, an aide will participate in group sessions conducted by the probation officer.
- 10. An aide will assist in other appropriate areas as may be determined by the probation officer, the needs of the offender and the specialized skills of the aide.

⁴Case aides from county civil service list were already employed in the Family Court. Thus, no probation aides were assigned.

⁵Op. Cit., Grant Award.

11. Several senior probation aides will be assigned to various community agencies, both public and private to provide an effective coordination of services between the community and the probation department. The aides will be available to provide assistance to their community agencies in developing programs and helping to coordinate services already existing in the community to better serve the needs of the probationers in that community. Aides will work out of such agencies as the Hempstead Community Service Office, The Freeport Community Center, and Five Towns Community Center.⁶

The initial three groups of probation aides involved the selection of offenders and previous offenders in keeping with the proposal. However, the third group -- non-offender -- consisted solely of college students, all of whom were white.

Probation officers participating in the program were volunteers, and an attempt was made by the project director to "match" personalities, giving consideration to the job and unit assignment. As pointed out in an earlier evaluation:

For example, in the Family Court system where a probation officer needed an aide of a particular ethnic group to play a big brother role with youngsters who were reflecting incipient delinquent behavior, an attempt was made to find that aide whose own life experiences, background and rapport with young adolescents, would be his main strengths.

⁶Amendment to Grant Award with N.Y. State Division of Criminal Justice (Project - Proposed Aides). December 4, 1972. p.3.

In adult supervision, where young offenders may have had counter cultural life styles, it would appear to be functional to have aides who are familiar with, folk rock music, counter cultural language, and a sensitivity to the values of these offenders. Geographic familiarity was another criteria. An aide who would especially know a community, its life styles, resources, etc., could be especially helpful to a probation officer assigned to that community. Therefore, either one or a combination of these variables were utilized in matching the officer and the aide.⁷

The aides employed in the program represented a diverse group with a variety of backgrounds. The turnover rate appears to be quite high, although it is difficult to make a definitive statement since there is no comparable program. Socioeconomic, demographic and employment criteria is discussed more fully in a later section of this report.

Methodology

The methodological approach employed by the evaluation consultants for this phase of the program involved the following:

1. An analysis of the previous report.
2. Interviews with probation officers, probation aides, supervisors and administrators in the probation department.
3. A statistical analysis of socioeconomic characteristics of probation officers who were involved in the probation

⁷Cohen, Bruce, Richard Block and Jerome Tavel, Final Report: Probation Aide Project. Nassau County Department of Probation - Phase I. July 31, 1972. p.5.

aide project and those who were not.

4. A comparative analysis of cases handled by probation officers who had aides and those who didn't have aides, based upon the following variables:

- A. Rates of recidivism.
- B. Treatment Plans - success vs. non success.
- C. Number of contacts.

5. A cost benefit analysis designed to measure the output costs of employing probation aides.

6. An attitude survey of probation officers and probation aides.

Methodological Problems

The small number of probation aides employed, and their dispersion to various units makes it virtually impossible to develop adequate statistical measures relative to the efficiency of individual aides, or to make predictions which may be generalized with any degree of confidence to a larger sample. With this in mind, an attempt was made to develop a questionnaire designed to evaluate the attitudes of individuals familiar with the program -- including aides and officers -- which would be of value not only insofar as the present program is concerned, but in terms of the future. This information should be of value in subsequent stages.

The relatively short duration of the program also makes it difficult to make any long term evaluation of recidivism

rates. Thus, while a statistical analysis of results to date was undertaken, some consideration should be given to future research on the probationers effected by the Probation Aide Program.

The success rates of probation are difficult to measure, and there is general agreement that no single criteria represents an adequate standard. The variables used represent but one part of the probation process, and do not take into account the individual differences of probation officers or aides. An attempt was made to evaluate this aspect of the program through interviews and observations.

DEMOGRAPHIC AND SOCIOECONOMIC
CHARACTERISTICS OF PARTICIPANTS

Probation Aides

Table 1 illustrates the number of probation aides employed in the program since its inception, including the number of dropouts. A total of 27 aides dropped out of the program, with seventeen presently active. Thus, of 44 aides hired 38.6 percent were retained. Of all aides hired 22.7 percent (4) were high school dropouts, 22 percent (10) had a high school education or were seniors in high school, 24 percent (11) completed or were in their first year of college, 9 percent (4) completed or were in their second year of college, 7 percent (3) completed or were in their third year of college, 24 percent (11) completed or were in their fourth year of college, and less than one percent (2 aides) were in graduate school. The highest percentage of assignments were to the narcotics unit (19%), the family supervision unit (31%) and adult supervision (21%).

In terms of retention 58 percent of the males hired dropped out of the program and 70 percent of the females dropped out. In terms of race 44 percent of the blacks dropped out, as opposed to 65 percent of the whites.

The age breakdown of aides, by category, appears in Table 2.

One of the major problems affecting dropouts is the requirement that college students could not work more than

TABLE 1
PROBATION AIDES

	Total No.		Sex		Race		H.S. Dropout	H.S.	1 yr. college	2 yr. college	3 yr. college	4 yr. college	Grad. Student	Narc	Family Sup.	Adult Sup.	Community Center	Youth Bd.	Midway Project	Family Invest.	Adult Invest.	
	M	F	B	W																		
<u>Non Offender</u>																						
Active	7	5	2	1	6				2	1	1	1	2	2	2		1					
Dropouts	12	8	4		12			1	2	2	1	8		1	5	2				3		
<u>Probationers</u>																						
Active	5	4	1	2	3		1	1	3					2			2	1				
Dropouts	11	9	2	3	8		2	6	1	1		1		1	2	5	1				2	
<u>Discharged Prob.</u>																						
Active	5	5	2		3			1	2		1	1		2	2				1			
Dropouts	5	4	1	1	4		1	1	1	2				3	3	2						
Total Active	17	14	3	5	12		1	2	7	1	2	1	2	6	4	4	3	1	3	1	2	1
Total Dropout	28	21	7	4	24		3	8	4	3	1	10		2	10	9	1	1	3	3	2	2
Grand Total	45	35	10	9	36		4	10	11	4	3	11	2	8	14	9	4	1	1	3	3	2

TABLE 2
AGE BREAKDOWN OF AIDES

	18	19	20	21	22	23	24
<u>Non Offender</u>							
Active	2	1			2	2	
Dropouts	1			2	4	3	2
Subtotal	3	1		2	6	5	2
<u>Probationer</u>							
Active	1			1	3		
Dropouts	3	5	1	1	1		
Subtotal	4	5	1	2	4		
<u>Discharged Prob.</u>							
Active					2	1	1
Dropouts	1	1	1	1	1		
Subtotal	1	1	1	3	2	1	1
Totals	8	7	2	7	12	6	3

20 hours per week in the program. This rule probably had a negative impact on retention, and is evidenced by the number of aides who resigned to seek better jobs.

An analysis of the criminal histories of the probationers and discharged probationers in the aide program, indicates that those in the probation category who are currently working were arrested prior to the Project an average of 1.2 times for misdemeanors and 1.4 times for felonies. Of the discharged probationers currently working, they were arrested 1.2 times for misdemeanors and .4 times for felonies. The probationers who dropped out of the program had an average arrest rate of .4 misdemeanors and .7 felonies. The discharged probationers had an average arrest rate of .4 misdemeanors and .2 felonies. Table 3 illustrates these figures. In terms of adjudication, the majority of cases resulted in Y.O. treatment, (more than 50%), with probation and other family court action accounting for the balance.⁸

In terms of seriousness, the crimes charged ranged from robbery and drug abuse to unauthorized use of a motor vehicle and incorrigibility. Table 4 breaks down the types of arrests in each category.

Educationally, the greater number of dropouts appeared among the fourth year college students, where 90 percent dropped out, and the aides with high school diplomas, where 77 percent dropped out. Although the figures are too small

⁸Information was unavailable on some arrest dispositions.

TABLE 3
AVERAGE NUMBER OF ARRESTS IN EACH CATEGORY
OF PROBATION AIDE

<u>Group</u>	<u>Category</u>	<u>Misd.</u>	<u>Felonies</u>
II	On Probation Active	1.2	1.4
II	On Probation Dropout	.4	.7
III	Discharged from Probation Active	1.2	.4
III	Discharged from Probation Dropout	.4	.2

None of the probation aides in Group I had an arrest record.

TABLE 4

PROBATION AIDE ARRESTS BY TYPE

	PROBATIONERS		DISCH.	PROB.	Totals
	Active n=5	Dropouts n=10	Active n=5	Dropouts n=5	
<u>Felonies</u>					
Robbery	1		1		2
Att. Robbery	1				1
Burglary	2	5		1	8
Grand Larceny (Auto)	1	1	1		3
Grand Larceny		1			1
Sale of Drugs				1	1
Poss. of Drugs	1				1
<u>Misdemeanors</u>					
Assault		1			1
Petit Larceny	1	1	2		4
Poss. Drugs	3	2	1	1	7
Vehicle & Traffic Laws			1		1
Crim. Mischief	1		2		3
Unauth. Use of Motor Vehicle				1	1
Poss. Firearm				1	1
Criminal Trespass	1		1		2
<u>Other</u>					
PINS		1		1	2
Family Court Action	1	1			2

(continued next page)

TABLE 4
(continued)

	PROBATIONERS		DISCH.	PROB.	Totals
	Active n=5	Dropouts n=10	Active n=5	Dropouts n=5	
<u>Other</u>					
Vehicle and Traffic Laws					0
Loitering				1	1
Harrassment	1				1

Note: The above indicates the most serious charge on each arrest.

to make any concrete judgement, there is some indication that males are more likely to stay in the program than females, blacks more likely to remain than whites, and seniors in college are not likely to remain in the program after graduation. With respect to unit assignments, those in narcotics appear more likely to remain (25% dropped out), and those assigned to adult supervision are most likely not to remain (100% dropped out.) Of those assigned to family supervision 69 percent dropped out.

The reasons for termination are varied. Table 5 indicates the reasons listed.

Of particular interest in terms of criminal record is the fact that the active probation aides have a higher average number of arrests than do the dropouts. This may be some indication of increased flexibility in the program. While arrests may not be an adequate reflection of actual outcomes, given dispositions, they do offer some indication of the types of crimes the aides were involved in. None of the arrests included here involve a dismissal of charges.

TABLE 5
AIDES' REASONS FOR DROPPING OUT

Attend College full-time	8
Better employment	8
Terminated by Department	
Violated policy	1
No drivers license	1
Violated dress code	1
Failure to report	1
Moved	2
Married	1
Pregnant	1
Joined Army	1
Appointed P.O. Trainee	1
Joined Suffolk P.D.	1

Probation Officers

Probation officers involved in the aide program were not significantly different than those who did not volunteer for the program insofar as sex, race, and salary was concerned. There was no data available relative to individual attitudes, although some information relative to attitudes toward the program appears in a later section. An analysis of nineteen officers in the program as of May, 1973 indicates that 16 were males, three were females, sixteen were white and three were black. The average salary of this group is \$11,960, with a range from \$11,107 to \$14,841. A comparison of this group with 38 probation officers who do not have aides indicates an average salary of \$12,621, which is not significant at the .05 level. The percentage of males and females in the program is not significantly different. Of the five black probation officers in the program, three are working with aides, two of whom are in community programs.

Stepwise regression analysis, comparing officers with aides against those without aides on demographic variables, indicates there is a significant difference in length of service at the .02 percent level. Officers with aides are more likely to have less time on the job than those without aides. The average number of years for officers with aides was 4.2 years, and those without aides 5.3 years. This

finding was supported using the maximum R technique. (See Table 6).

The only other significant differences occurred in terms of aide assignments. Aides were not randomly assigned to units, and therefore one might expect differential assignments.

TABLE 6

MAXIMUM R-SQUARE IMPROVEMENT FOR DEPENDENT VARIABLE PROBATION OFFICER-AIDE VS. NO AIDE

No. in model	R-Square	Variables in model	F Value	Prob F
1	0.12000500	Adult Sup. Division	7.63672	0.0077
2	0.17203219	Adult Sup. Division	11.05177	0.0019
		Time on job	3.45605	0.0650

PROJECT DESIGN AND ADMINISTRATION

Evaluation Orientation

In addition to the collection of data on how effective the Probation Aide Project has been in fulfilling its formally stated objectives (to reduce recidivism, increase services to probationers, etc.) study was also initiated to determine other criteria on which evaluation of the project could be based.

The questionable validity of hard data analysis based on the relatively small number of officers, aides and probationers in the project population indicated that broader analysis of project design and management was appropriate.

Moreover, even if the scope and duration of the Probation Aide Project was such that it produced a more adequate data base, it would still be vital to determine, to whatever extent possible, those factors, procedures and attitudes that support attainment of the Project's goals and those that do not. Although determination of whether or not an experiment like the Probation Aide Project achieves its stated objectives is important, such determination does not constitute a comprehensive evaluation. Identification of the reasons why projects succeed or fail in achieving their objectives is equally important and also enables agencies or communities to correct errors and expand the application of successful concepts and

strategies.

For the purposes of this report, therefore, evaluation of the Probation Aide Project is not strictly limited to assessment of how effectively the broad overall objectives outlined in the Project's initial grant proposal have been met. Also included in the scope of this Phase II evaluation are:

- The planning and design of the Project.
- Project management and administration.
- Analysis of participants' attitudes toward the Project, its effectiveness and their role in it.

Interviews, Record Analysis and Questionnaires

To obtain information on the "life" of the Project -- its history, administration and the perceptions and experiences of those involved in its operation, interviews were conducted by the evaluation consultants during April and May, 1973. The consultants interviewed:

- Thirteen members of the agency's supervisory and administrative staff including the Probation Aide Project Director.
- Nineteen probation officers.
- Seventeen probation aides.

Our discussions with officers, aides, supervisors, administrators and the Project Director (a list of Probation Department personnel interviewed appears as Appendix A)

provided a great deal of information and what might be called an "inquiry orientation" which gave focus and direction to the evaluation.

An extensive review of Project records was conducted during May and June, 1973, in order to develop an understanding of organization and structure, identify additional areas of inquiry and obtain information regarding the management and administration of the Aide Project.

Questionnaires, based on information obtained as a result of the interviews and our study of project records, were distributed to Nassau County Probation Personnel early in July. Copies of these questionnaires (there are five different questionnaire forms) and a report to the Probation Aide Project Director on their distribution appear as Appendix B of this report.

Questionnaires were personally delivered to probation personnel in most cases by either the evaluation consultants or members of their staff. Probation Aides no longer employed by the agency received their questionnaires by mail.

Questionnaires were also mailed to one hundred probationers 50 who had aides assigned to work with them and 50 who did not.

A numerical description of the distribution of questionnaire instruments is as follows:

- Questionnaire forms for Supervisors and Administrators were distributed to 25 agency employees in these

categories. The probation aide project director also received this questionnaire form as well as a Project Director's Report instrument.

- Questionnaire forms for Probation Officers were distributed to 41 individuals all of whom had experience working with an assigned probation aide.
- Questionnaire forms for Probation Aides were distributed to 14 aides currently involved in the project and to 30 former aides.

Questionnaire Responses

Figure I below summarizes the distribution and response pattern of Phase II evaluation questionnaires.

FIGURE I

	Number Distributed	Number Returned
Questionnaire Form - Supervisors & Administrators	26	9
Questionnaire Form - Probation Officers	41	17
Questionnaire Form - Probation Aides	44	12
Questionnaire Form - Probationers	100	16

The relatively low return-rate of completed questionnaires in a number of ways impedes analysis and to some extent reduces confidence in the generalizations and recommendations presented in this report.

It should be noted, however, that the findings and analysis

herein presented are based not only on questionnaire responses, but also on personal interviews and record research conducted by the consultants and outlined above.

The Probation Aide Concept

There is little doubt that the Probation Aide Project is conceptually sound. Essentially two major concepts represent the Project's theoretical base. These concepts are:

- That new sub-professional or para-professional roles in human service agencies are necessary and advantageous. The creation of these roles can increase services to clients, bridge gaps between the agency and estranged client populations, and further professionalize the role of current practitioners by freeing them from routine tasks.
- That the ex-offender is a rehabilitation resource, and that formal, responsible involvement of ex-offenders in the rehabilitation of probationers enhances the rehabilitation of both the current probationer and the ex-offender as well.

Unlike many governmental social service and control agencies, the Nassau County Probation Department appears to have acted appropriately and perceptively in moving to implement the Aide Project before the problems the Project addresses became severe, particularly before communication gaps between the agency and client groups became acute.

The fact that the Nassau County Probation Department apparently initiated the Probation Aide Project in the absence of strong community or political pressure speaks well of the agency's ability to plan services logically in response to the identified needs of clients or client groups. Moreover, our inquiries have found no indication that the project was viewed by agency administration as a "cosmetic" for image-building purposes.

It would appear, therefore, that the Probation Aide Project enjoys at least two important advantages that support it as a viable experiment:

- a) The Project is conceptually sound
- b) The Project appears to be relatively free of unreasonable political pressure to "succeed at any cost" in order to enhance the agency's image.

Research

Although the Project's grant application addresses the fact that aide-type positions have been created in a broad range of human service agencies and that ex-offenders are widely used in rehabilitation work, there is some question as to how extensively information regarding the experiences of similar projects or the research associated with these projects was:

- a) Utilized in the actual design of the Probation Aide Project.

- b) Disseminated among agency personnel, particularly those participating in the Probation Aide Project.

For example, reference to aide projects or related research appears in the grant application as follows:

"Two projects serve as the background for the request of this action grant.

- A. "Probation Officer-Case Aide Project" financed by the National Institute of Mental Health, approved October 1, 1968, with a grant to the Federal Probation Office and the University of Chicago Law School.
- B. A very small project of the Nassau County Probation Department during the Summer of 1969 with funds from the Nassau County Youth Board.

Both of these projects clearly indicate a need for the development of further action projects designed to use individuals from a variety of populations as probation aides.

The results of the project conducted by the University of Chicago Law School are on hand at the school. The project conducted in Nassau County was a small demonstration type where, because of lack of funds and personnel, no analysis was made of the final results nor was a report written on the project. The one demonstrable conclusion produced by the study was the need for para-professionals in Probation.⁹

Although the project was funded, additional reference to and description of the experiences of similar projects and the results, findings or implications emerging from the utilization of the ex-offender as a rehabilitation resource would have added support to the grant application and, perhaps more important, would have formally oriented the

⁹"Probation Aide Project, Final Application." Narrative page 1. Grant Request to State of New York Office of Crime Control Planning.

Nassau County Probation Aide Project in relation to relevant research and literature in the field.

If, as is sometimes the case, funding application procedure discouraged all but the briefest discussion of related research, then at some point, early in the life of the Project, it may have been valuable to produce a documented Project concept and design paper principally for the use of participating agency personnel. The production of such a basic concept and design document would probably not have been a very demanding task since interviews with Probation Agency personnel involved in the funding and design of the Aide Project indicate extensive familiarity with the literature of the field.

Moreover, the distribution of a concept and design document to agency personnel early in the developmental stage of the project may have helped to elicit ideas and recommendations and helped to create a feeling of participation in the overall purpose and implementation of the project.

Involvement of Line Personnel in Project Planning

Project records and the responses of participants clearly show that information regarding implementation and administration of the Project has been shared with line personnel.

For example, early in the Project's history, November 1970, a comprehensive memo detailing Project objectives

and the duties of aides was prepared and circulated by the project director. This memo not only provided basic information regarding the project, but also anticipated some of the problems that might arise during its operational phases.

"New ventures are not devoid of some negative aspects. Such may appear in the following areas:

- 1) Authority problems
- 2) Confidentiality issues
- 3) Power needs - competition
- 4) Aides' over-identification with professional status

Controlled confrontation, open discussion of difficulties and clarification of issues will contribute to the development of a program of constructive activity so that obstacles can be overcome and specific goals attained.¹⁰

In her report to the evaluation consultants, the Project Director also indicated that conferences were held with administrative, supervisory and line personnel prior to implementation of the project and that constructive ideas were contributed and project volunteers recruited at these sessions.

There is however some question concerning the extent to which line probation officers, supervisors and the Project Director were involved in the planning and design stages of project development.

Admittedly, this evaluation is conducted in retrospect

¹⁰Tevlin, Genevieve, Project Director, Probation Aide Project - memo to Mrs. Scotia B. Knouff, Director of Staff Development 11/19/70.

and it is therefore difficult to judge the accuracy of reported perceptions. Also, the time pressure which a limited grant budget can create sometimes discourages shared decision-making. There are, however, clear indications that the front line practitioners who work directly with aides feel that they have not provided project design input. None of the participating Probation Officers responding to questionnaires indicated that they had been involved in the initial design of the project.

Moreover, some continue to feel, whether justifiably or not, that they are not involved in - or consulted on decisions effecting the Project.

It is, of course, possible that as a result of attrition and transfer of personnel, or simply lack of questionnaire response, we have not communicated with front line practitioners involved either initially or subsequently in the planning and design of the project. Review of the distribution of evaluation questionnaires and the lists of probation personnel personally interviewed would appear to indicate, however, that this is unlikely.

It is suggested, therefore, that the feeling expressed by line practitioners that they are "not consulted on or involved in decision making" be explored both in terms of their participation in the Probation Aide Project and in terms of their overall agency experience.

Given the limits of the current study it is difficult to know the real extent to which participant input has been solicited or the extent to which participants have responded to such solicitation, if it occurred.

It is also impossible to determine to what extent participants' perceptions of their opportunity to influence the probation aide project is determined by their perception of their overall capacity to influence general agency decision making.

There is however, enough evidence of dissatisfaction among line personnel with their role in project planning and decision making to indicate that investigation in this area is vital to the continued development of the program. It should be noted in this regard that there are indications that the feeling of participants that they are not consulted or considered tends to encourage misinterpretation of project policy and alienation from project and/or agency purposes.

Officers and aides were, for example, very critical when the agency prohibited the transport of clients by aides. Many felt that this agency action was not really necessary and that it occurred because the agency did not know, and was not really interested in knowing, how important this aide function had become to the officers and aides.

Interviews with officers and aides and their responses to questionnaires clearly indicate that they are displeased with the agencies prohibition on client transport by aides.

There was, however, almost no recognition among officers and aides of the agencies legitimate concerns, regarding liability and negligence.

In this situation it appears that the officers' and aides' feeling (that decisions are made without consideration of those they most critically effect) clouded the client transport issue to the extent that the agency's legitimate position was neither perceived nor understood.

Similar misunderstanding appears to characterize the perceptions of line personnel regarding aides access to confidential agency records.

In this instance as well, legitimate agency concerns regarding the protection of clients' rights seem not to be generally recognized and as a result there appears to be rather widespread disregard for stated record policy.

Discussions with agency personnel and their response to evaluation instruments indicate little or no involvement of line supervisors in the Project until the point at which they were requested to recommend probationers for assignment as aides, or recruit officers to work with aides.

Questions 1, 2, and 3 on the evaluation questionnaire for probation officers sought to determine the degree to which officers were involved in project design and planning.

These questions are:

1. What is the nature and extent of your experience with the Probation Aide Project?
2. How did you learn of the Probation Aide Project? What was the source and nature of your initial information concerning the Project?
3. What was the extent of your involvement in the planning or design of the Probation Aide Project?

Responses to these questions, indicated that none of the 17 respondents were involved in the planning or design of the Project. Personal interviews with officers who participated in the Project support this finding.

Interviews with agency personnel also indicate that their intellectual involvement in the Probation Aide Project is generally focused on, and linked to, the level of execution.

Participants' discussions of the strengths and weaknesses of the project, or changes that are needed in its operation, related almost exclusively to their personal area of involvement. To some extent this probably represents a natural tendency to focus on personal experience or concern, but the total absence in both personal interviews, and questionnaire responses, of attention to the project as a concept, or of its design possibilities and community impact, seems significant and related to the feeling on the part of personnel that they do not have the opportunity to influence broader decisions.

For example, responses to questionnaire items designed

to elicit participant recommendations regarding design and structural changes in the project were for the most part oriented toward changes on the front-line level of execution rather than changes in the design or organization of the project.

Questionnaires distributed to probation personnel included the following 4 questions:

Would you suggest structural changes in the organization and management of the Probation Aide Project?

What other recommendations would you make concerning a permanent Probation Aide Program in the Nassau County Probation Department?

What do you feel are the most significant contributions the Probation Aide Project can make to Nassau County, the Probation Department and its clients?

What specific changes would you recommend to make the Probation Aide Project more effective:

- In serving probation clients?
- In assisting professional probation officers?
- As a work and educational experience for Probation Aides?
- Other recommendations concerning the effectiveness of the project?

Generally, respondents failed to answer these questions, or their answers were very brief, and as characterized above, related to specific irritants on the practice level.

There were, however, some exceptions and these recommendations for change in the project were:

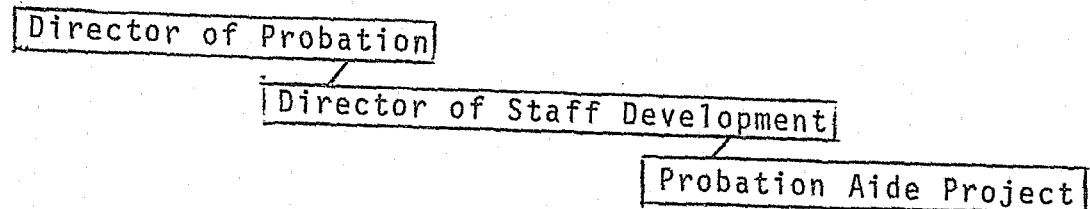
- Development of a Project to employ older aides for work with adult cases.
- Establishment of a committee of line personnel as a probation aide planning group.

- Assignment of aides to units rather than individual officers in order to permit more flexible application of their talents.
- Mandatory training for aides in the operations of the department and the divisions to which they are assigned.
- Establishment of a system of accountability for aides in terms of work performed and clients served.
- Formalization of research and evaluation via appointment of a research assistant to the project staff.
- The creation of a permanent Probation Aide position with civil service status as the first step of a para-professional ladder leading to professional roles.

Project Design and Structure

Although the Probation Aide Project is conceptually sound and reasonably well-integrated within the larger agency, there is some indication that in the near future, transition to an alternate organizational structure may be appropriate. Figure II below illustrates the projects current organizational framework.

FIGURE II



The location of the Probation Aide Project under the office of the director of Staff Development and Research may initially have appeared logical and appropriate. The grant

proposal for the Project was drafted by the director of this unit and staff research and training units generally have the kind of flexibility that can be vital in launching and developing new agency services.

However, there are indications that relocation of the Aide Project within either of the agencies line service divisions, family or adult is appropriate, now or in the near future for the following reasons:

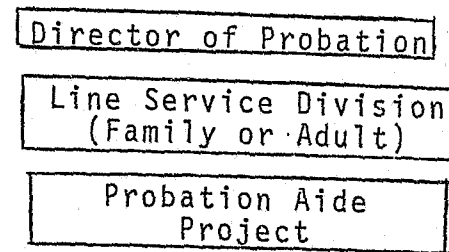
- Training and Research Units often are regarded, as "ivory towers" by line-practice personnel. Our interviews with Probation personnel indicates, as might be expected, that to some extent the Research and Training Unit of the Nassau County Probation Department is viewed in this way. For this reason, continued identification of the aide project with this unit may encourage agency personnel to view the project as experimental and to relate to it in tentative and "unreal" rather than practical terms.
- The current scope of the aide assignment system also appears too expansive for the size of the Project. The diffuse assignment of aides throughout the agency's divisions appears to create a somewhat unmanageable personnel organization. Under the current dispersed system, the supervision of aides, involves more administrators, supervisors and officers than the Project Director, even with additional staff

could realistically hope to effectively communicate with. This diffusion has also precluded the kind of identity building, peer-group contacts that can support para-professionals in new career projects like Probation Aide. Moreover, although there is some indication that the high turnover rate of aides is due to their need for more lucrative employment, the diffuse assignment system employed in the Project may well have placed the aide in an "identity vacuum" and contributed to the decision of some aides to leave.

- The assignment of aides to a single division would permit more effective administration of the Project including training, record keeping, and Project evaluation of aides at the service-delivery level.

Figure III below illustrates this organizational structure revision.

FIGURE III



The One Aide/One Officer Supervisory System

Although interviews with probation personnel and their responses to questionnaires indicate no dissatisfaction with

the present one aide-one officer system, there is some indication that alternate supervisory systems, perhaps teams of aides or groups of aides working under the supervision of one or two officers, may be more appropriate.

It would, for example, appear obvious that models which decreased the officer-to-aide ratio will save administrative costs.

Moreover, extensive training of officers who serve as aide supervisors would also be possible if small numbers of officers were assigned full-time to the project. It would also, of course, be necessary to selectively assign cases to the officers and aides involved in the project. In addition to dollar savings it is also legitimate to hypothesize that teams or groups of aides may well have client-service potentials and capacities that single aides do not. For example, a black-white aide team might be able to serve both black and white clients more effectively than either aide could working alone. In the same way, mixed male and female teams of aides might develop alternative and effective counseling services for their clients of both sexes. Teams or groups of aides might also serve as co-leaders of counseling groups under the supervision of professional staff.

It should be noted that the Probation Aide Project has been flexible and creative in permitting some experimentation in work arrangements and supervisory systems.

For example, two aides, whose work involved clients in the same community, formed a team and felt this arrangement was both effective and satisfying. Aides have also been assigned to work in three community centers. At two of these centers aides are supervised by probation officers. At the third center the aide works under the direction of the center director who is not an employee of the probation department. All of these assignments appear to be imaginative experiments in the use of aides and to the extent that they do not create an unmanageable administrative span of control, should be continued.

The Three Category - Aide Selection System

Discharged Probationers and the 10 month Rule

Interviews and questionnaire responses appear to indicate that the Project's three categories of aides is in reality more a two category system. Discharged probationers and current probationers seem to be regarded by most officers and supervisors as a single group.

Research in connection with this report also indicates that to date there appears to be no difference in performance or effectiveness between current and discharged probationers.

Division of the ex-offender or probationer population into 2 categories has, however, excluded discharged probationers from aide employment during the ten months immediately following their discharge (this being the aide eligibility criteria for discharged probationers stated in Project

guidelines).

Probation personnel interviewed suggested that the ten month discharge rule was an arbitrary and unnecessary distinction. Moreover, the evaluation consultants are inclined to feel that the recently discharged probationer should not have been excluded from the project, but rather regarded as the ideal ex-offender aide candidate.

It would appear that for the discharged probationer the period immediately following discharge is a time when:

- Whatever personal growth and learning he has achieved on probation can most effectively be communicated to others.
- Work with current probationers can contribute most significantly to his own further rehabilitation and maturity.

Ex-Offenders and College Aides

Also emerging from the data collected is the indication that selection of aides from two distinctly different populations appears to have produced two relatively dichotomous aide-roles. These roles can, with reasonable accuracy, be characterized as:

- A client-bridge role (generally the principal role orientation of aides who were or are probationers).
- An officer-trainee role (generally the principal role orientation of college student aides).

Although there does not appear to be a dichotomous

separation of aides on the basis of the general kinds of duties they engage in, or the relative amount of time they devote to these duties. There is evidence, however, that differences do exist in the way aides are regarded by the officers with whom they work, the amount of responsibility given them and in the amount and quality of training and supervision provided.

College student, "Officer-trainee" aides generally seem to have been given more responsibility by the officers to whom they were assigned. They appear more knowledgeable of agency operations and seem to view their role in much the same way as the probation officer does.

Probationer, "Client-bridge" aides appear less comfortably fitted to, or socialized in, the agency's culture. They are clearly not "trainee officers" and their relationships with clients and client groups do not closely resemble that of the officer. They are more like "middle-men" with one foot in the culture of the probation agency, and one foot in the culture of the probation client.

Interviews and questionnaire responses indicate that both the officer-trainee role and the client-bridge role were valued by officers. In fact, many of the outstanding examples of aide performances cited by officers involved essentially client-bridge activities. However, the aide who can serve in both capacities was most valued and the academically competent college student aides were more often

seen as having this comprehensive service ability.

Although officers express support and appreciation for the client-bridge role, they also clearly appear to value the administrative assistance provided by more academically oriented "officer-trainee" aides, who may for this reason enjoy a general high performance evaluation "halo."

As a result, there is indication that to some extent probationer aides are viewed as "second best" and it will be important -- if the project is to continue as originally designed -- to correct this situation.

The current aide selection and assignment system places the probationer-aide at a disadvantage in that he must compete with the college student-aide in a system where the student's academic abilities are highly valued.

Under this system college students, (two of them master's degree candidates) and probationers, (some of them educationally disadvantaged) have been selected and placed in what is defined as the same job. The fact that aides are supervised by college trained officers and work in an agency bureaucracy with records, reports and administrative forms, would appear to make more successful adjustment of the college student-aide an expected outcome.

There are, of course, probationers who have excellent academic skills, but if nation-wide trends are an indication the officer-aide population is somewhat educationally disadvantaged, and change would appear necessary to correct

unfair comparison of these aides with their college trained colleagues.

Perhaps a dual aide role system will have to be developed, one almost exclusively emphasizing human interaction skills and the other emphasizing these relationship skills, but in combination with administrative and academic skills.

Replacement of the "one-aide-one-officer" assignment model with a more flexible system of aide teams or groups - with selected case assignment - might also foster the development of "specialized interaction roles."

In theory, a well functioning aide group could utilize its human resources selectively permitting members to contribute in their areas of greatest competence.

Aide Screening and Selection

The screening and selection process for ex-offender aides appears to be an area where policy and procedure review may be necessary since a number of officers and supervisors expressed concern that pre-employment evaluation of candidates was not rigorous enough.

While there have been only two instances in which aides appear to have violated the trust placed in them, the cases that have occurred do involve ex-offender aides and these cases represent exactly the kinds of violations that most jeopardize the program.

An aide fraudulently gained access to a confidential record in order to obtain information for personal use. Upon discovery, full disclosure was made by the aide and there clearly were extenuating circumstances.

Another aide allegedly misrepresented the aide role and improperly used department credentials. This case is currently in the courts, an additional violation is involved and the aide has been suspended from the program.

Whether tighter, or more comprehensive screening criteria, could have filtered out the individuals involved in the situations cited above, is obviously difficult to determine.

Given the need, however, to stack the deck in favor of an innovative program like the probation aide project it appears vital that every possible effort be made to prevent such violations of law or trust.

There were also a number of complaints from officers regarding the work habits of ex-offender aides. Lateness, frequent absence and general lack of responsible work orientation were mentioned as characteristics of a number of ex-offender aides. The officers also suggested that more rigorous screening of aide applicants coupled with tighter supervision might reduce the number of what they characterized as "problem aides."

Part-time and Full-time Aide Jobs

The large turnover of probation aides appears to be clearly related to the need for better paying, full-time employment -- a need which might possibly have been anticipated and perhaps avoided.

Evaluation interviews and questionnaire responses from both aides and officers indicate that one of the most frequent suggestions regarding change in the aide program concerns the establishment of a full-time aide position. There appears to be a great deal of support for a work arrangement that includes both full and part-time aide positions, since this would accommodate aides who do not attend school as well as those who do.

The creation of the senior aide position, while an excellent idea in that it rewards and gives status to solid, effective aide performance after one year, does not really address the full-time aide issue.

The current "part-time" aide job, for the most part, excluded any candidate who needs a better paying full-time job. Generally, these individuals cannot be expected to serve as aides for any length of time in order to achieve full-time employment via senior aide status.

It might also be noted that an effective aide who cannot, or does not wish to work full-time should also be eligible in some way for reward or status as a result of effective performance -- the senior aide role does not appear to serve this purpose either.

Moreover, given the responsible nature of the aide role which in both theory and (as this research seems to indicate) practice primarily involves personal interaction with clients, it would seem that the hourly rate for aides is low.

In order to attract and retain competent young people in the aide project, it may, therefore, be necessary to raise the hourly pay rate along with providing full-time employment for aides.

Administrative and Supervisory Responsibilities

The basic design of the aide project indicates that probation officers to whom aides are assigned are expected as the aides' direct supervisors. The role of the Project Director appears essentially to be staff supervision including personnel administration and project management.

Interview and questionnaire responses regarding Project administration generally indicate that the officers supervisory role in relation to his assigned aide and the Project Director's staff, supervisory function are widely recognized and understood.

There also appears to be agreement concerning the line supervisor's administrative and professional case supervision responsibilities.

For example in response to the question:

In the supervision of aides, what in your experience has been the role of:

- The Probation Officer?
- The line Probation Supervisor?
- The Probation Aide Project Director?

The following comments were submitted:

AIDES' COMMENTS REGARDING THE LINE SUPERVISOR'S ROLE IN AIDE SUPERVISION:

"The probation supervision will, at times when asked, instruct and guide us in dealing with offenders."

"Supervisors can be helpful in ironing out differences between the aide and the officer."

"I was told to go to her with any questions, but I was usually able to ask (Probation Officer.)"

OFFICERS' COMMENTS REGARDING THE LINE SUPERVISOR'S ROLE IN AIDE-SUPERVISION:

"To make sure P.O. and aide are acting in accordance with department procedures and principles."

"To give guidance to both the Probation Officer and his aide."

"Aids in decision-making."

AIDES' COMMENTS REGARDING THE PROBATION OFFICER'S ROLE AS AIDE-SUPERVISOR:

"Regulates my hours spent per case; determines my work objective."

"My Probation Officer selected for me the people I am to see periodically. He goes over with me my entire work program."

"I get along with her great. She's an understanding person and teaches me a lot."

"He did a terrific job explaining assignments and going over them afterwards with me."

OFFICERS' COMMENTS REGARDING THE PROBATION OFFICER'S ROLE AS AIDE-SUPERVISOR.

"To provide a meaningful plan for the probationer. Discuss and explain case material and its usefulness; to insure that progress is taking place."

"To outline his duties, assign work and to help him perform efficiently."

"To make appropriate assignments for the aide and to instruct him in the performance of his duties."

"Provide cases and guidance to Probation Aide. Works together with aide to aide probationer." "Supervisor."

AIDES' COMMENTS REGARDING THE PROJECT DIRECTOR'S ROLE IN AIDE-SUPERVISION:

"Administers checks, collection of time-sheets, finalizes transfers to different departments."

"Is generally interested in problems I may encounter, and new ideas I may have to improve the Probation Aide Project."

"The probation aide project director keeps track of the hours I work and checks up on how I am doing."

OFFICERS' COMMENTS REGARDING THE PROJECT DIRECTOR'S ROLE IN AIDE - SUPERVISION:

"To assimilate information from all sources and make appropriate changes through administration."

"To make project work as efficient and coherent as possible."

"To see that the aims of the program are implemented and the proper assignments are made to the aide within the framework of the program"

Despite agreement on general supervisory role responsibilities, interviews with probation officers suggest that there is some disagreement regarding the nature and the scope of supervision appropriate to the officer-aide relationship.

Some officers view their supervisory role broadly while others approach the supervisory role more narrowly and tentatively.

Our discussions with officers and aides suggest that some of the supervisory relationships that have developed are supportive and reciprocally growth producing. Some aides, for example, appear to have learned to accept and act on fair, constructive criticism. Some officers appear to have developed or extended their administrative and supervisory skills.

Some aides seem to be carefully assigned to cases by their Probation Officer-Supervisors and their work with these clients evaluated and discussed. Other aides do not seem to enjoy this kind of professional supervision and their relationship with their officer-supervisors appears to be oriented around the execution of specifically assigned errands.

Our concern regarding supervision of aides also involves the fact that, to a large extent, the degree of "professional" supervision and training aides receive from participating officers appears to have been defined by situations and individuals rather than a generally determined organizational design.

There is also indication that the "practitioner-supervisor" role created for probation officers by the aide

project has not been adequately recognized or supported. Mandatory training in the basics of personnel supervision for all officers who are or will be working with aides would seem minimally necessary.

Without some orientation to their supervisory role and responsibilities vis-a-vis their aide or aides, it is inevitable that most officers, particularly those without any prior supervisory experience, will encounter difficulties. As a general policy, therefore, it would appear appropriate not to assign aides under any circumstances to officers who have not had at least basic training in personnel supervision along with an orientation to the project and its purposes.

The "practitioner-supervisor" role of the officer who works with an aide might well be utilized as a practical training experience for the agency's "supervisors-in-waiting". Since such utilization of aide supervision as a means of developing practitioners' administrative supervisory skills would probably give increased status to the project, this would appear to be an important objective for Aide Project Administration to pursue.

Aide Duties

There appears to be a great deal of agreement among Project participants (officers and aides) concerning the duties of Probation Aides. In responding to a structured

questionnaire item regarding aides' duties few of the project participants found it necessary to add duties that did not appear on the list provided. Moreover, the duties added were not really different and probably could have been identified among those in the list provided. This list of duties was derived from project memos, and the finding that participants widely agree that it represents the aide role indicates that communication regarding the duties of the aides has been effective.

An important question encountered in the course of this Phrase II evaluation and one which has been a project issue for some time, concerns the aides' access to confidential department records. This issue, briefly mentioned earlier in this report, has created extensive confusion and should not be ignored.

The stated project, and department policy that aides are not to have access to confidential case records appears too often violated, yet efforts to either enforce this policy, or change it if it is unworkable, are not apparent. As a result, there is differential access to case records, (some aides do see and use records while others do not) and confusion exists in practice, if not in policy.

Interviews conducted by the Phrase II evaluation consultants indicate that, to a large extent, the "access to files" issue appears to be a "straw man" and not really the critical issue some aides and officers suggest it to be. Obviously the aide should have some knowledge of the cases he is assigned to, it is our feeling, however, that the agency's protection of confidentiality and its denial of general record accessibility is appropriate. This restriction does not critically inhibit the aides work, and should be uniformly enforced.

Aides-Duties:Task-Time Study

In addition to agreement as to the nature of duties aides engage in, there is also significant agreement among questionnaire respondents and individuals personally interviewed as to the relative amount of time aides devote to each of their tasks.

Table 7 below lists the duties or tasks of aides and the average percentage of time officers and aides spent on each of these tasks.

Because of the relatively small number of questionnaire respondents (17 probation officers and 12 aides) it is probably not appropriate to analyze these task-time reports beyond the extent to which they generally indicate the scope and focus of the aides work.

For example, it is evident that "visits to probationer" - "spending time with clients" is viewed by aides and officers as a principal aide duty in terms of the amount of time devoted to it. Officers estimate that aides spend 40% of their time in this activity and the aides' estimate is 38%.

It also appears from this data that there is extra-ordinary agreement among aides and officers concerning relative amounts of aide-time spent on case conferences, conferences with superervisors and training. In this regard it should be noted the officers' estimate (13%) and the aides' estimate (15%) if reasonably accurate, suggest that training and supervisory time may be less than adequate - given the responsible nature of the aide role and the fact that some aides received little or no pre-service training.

Also important to note is the fact that the task-time data

reported in Table 7 indicates that the aides role is a diversified one. Aides appear to engage in a variety of activities, but client-contact duties clearly occupy the major portion of the aides' work. The significance of this client-contact focus lies in the fact that it is a strong indication that the aide project, in practice, manifests the human service orientation set forth in its guidelines.

TABLE 7

TASK-TIME SURVEY PROBATION AIDE DUTIES

	Aides estimates (averaged) N = 12	Officers estimates (averaged) N = 17
(a) Assisting in the completion of basic department forms and records. Obtaining required documents from clients and delivering same to officer. Assisting in the verification of records and the preparation of reports.	7%	4%
(b) Arranging appointments for the Probation Officer with Probationers or their families.	5%	7%
(c) Arranging appointments for the Probation Officer with counselors, employers, school authorities, complainants.	4%	2%
(d) Acting as a messenger (reports and records).	6%	4%
(e) Assisting the Probation Officer to determine the whereabouts of missing offenders or probationers.	8%	5%
(f) Making home or school visits to probationers as part of a continuing treatment plan. (Spending time with clients).	38%	40%
(g) Escorting probationers to designated locations, e.g., school, clinic.	1%	2%
(h) Accompanying and assisting probation officer on visits to rehabilitation clinics, hospitals, etc.	6%	3%
(i) Providing direct counseling and referral services to probationers and their families.	7%	4%
(j) Surveying and soliciting employment, rehabilitation, and recreation resources in communities.	9%	7%
(k) Arranging for, or participating in, recreational and cultural enrichment activities with clients.	2%	7%
(l) Conferences and case discussions with probation officer.	9%	9%
(m) Conferences with other line and staff supervisors.	2%	2%
(n) Training.	4%	2%
(o) Participating in group sessions conducted by the Probation Officer.	1%	2%

Duty Performance Analysis

In general it can be said that Probation Officers who worked with aides regarded them as responsible and effective. Moreover, as indicated below the aides appear to be regarded as most effective in the performance of client services that require direct personal contact. It is important to note that these services are the duties and tasks in which aides spend most of their time (as indicated by Table 7).

In answer to a questionnaire item regarding the duties and performance areas in which aides are most and least effective the following were submitted.

PROBATION OFFICERS LISTED THE FOLLOWING AS THE DUTIES OR ASSIGNMENTS MOST EFFECTIVELY CARRIED OUT BY AIDES.

"Establishing rapport with probationer - they have time to spend with the offender and are often closer in age and locale."

"Interviewing clients of own age who feel uncomfortable making field visits - Clerical duties."

"Most of my interviews were held at Narcotic Treatment Centers and conducted in a group. My aide was able to gain insight into the pathology of the problems of the probationers."

"Surveying and soliciting employment, rehabilitation and recreation resources - employment is one of the chief problems of probationers in area supervised."

"Alleviating pressure of paperwork."

"In doing things such as taking the kids fishing or to a concert, etc. These activities

- 1) show we care;
- 2) provide positive identification;
- 3) establish feelings of self-worth in the kids:
and
- 4) generally establish trust."

"Spending time with clients. The more time he spends the more the client will feel the aide is generally interested in him. Many clients in this case load are in need of attention from supportive males as their fathers are absent, hostile, indifferent."

"Dealing with relatively "normal" adolescents in every day problems because they have experienced the problems in their own past."

"They are most effective in seeing probationer on a frequent and on-going basis -- It is a difficult task."

"Visiting and seeing probationers as part of a continuous treatment plan because consistent and regular contact appears to build a good relationship and reduce recidivism."

"In supervision - Dealing with young probationers - Bridge generation gap."

AIDES LISTED THE FOLLOWING AS THE DUTIES OR ASSIGNMENTS IN WHICH THEY FEEL THEY ARE MOST EFFECTIVE.

"Employment counseling/home visits: A main problem of probationers is lack of meaningful employment. Home visits show a more personal concern for probationer."

"In relating directly to offenders and gaining his confidence in trusting me. Because he views me as a friend or older brother."

"I feel that my interviewing with certain clients is very effective. There's no generation gap, they can talk easily to me."

"One of my duties not seen on this agenda is community involvement and I feel I spend more time in trying to involve my clients in the community more than anything else because we need the community."

"Speaking with family and clients. I seem to blend in with troubled clients."

"Field work because I know what I am doing and I do it good."

"In talking with people because I have that certain talent."

The following case incidents were reported by probation officers as example of effective aide performance.

"A case aide was assigned to a 'school phobic.' The boy was found to be afraid of socializing outside of his family. The case aide became friendly with the boy and the boy would call the aide frequently. The two began to leave the family and travelled to various points of interests. The case aide provided the boy with a positive male image which was not present before as his father and older brother were very passive individuals in a family controlled by the mother. The case aide eventually introduced the boy to others his age and began to participate in athletic events with him as the boy felt self conscious about his inability to participate in male-type activities.

The parents began to envy the relationship between the two and as the case aide became less available, the father and older brother began to spend more time with him. They began to take him places in attempting to separate him from his mother to whom he's been over-attached. Case aide recently resigned and the family has continued to provide him with the proper attention. Family members commented that the case aide "is the only one who has been able to reach our son." No small praise when it is realized that the boy has also been in therapy for over a year."

"A boy, age 16, was on the verge of being dropped from school as he truanted frequently. A case aide was assigned to the boy so that probation could better understand the youth and begin to plan for him. The case aide is familiar with the school and spoke to school officials and the boy on numerous occasions. He learned that the boy was associating with a group of boys who had similar attendance records and, for the most part, had little concern for their futures. The case aide formed a very positive relationship with the boy and helped him apply for the Upward Bound program. The boy was accepted for the summer program at Hofstra University and after completing the program, plans to move from his home to a different school district where he can continue his education. Had case aide not developed a relationship with him, he would presently be looking for full-time employment and residing in an area where he would be associating with a negative peer element."

"My Probation Aide has been dealing with girls who seem to require more intensive contact. She has shown much insight and understanding of each case."

"Aide encouraged probationers to keep report appointments. Aide sought employment opportunities for probationers. Aide inspired probationers to have more confidence in Probation Officers."

"My case aide is an asset."

"Aide was available one evening when a boy was picked up drunk (Mother was out of town) -- picked up and returned home and stayed with him until he was okay. If the aide had not been available, the boy would have been in a shelter over the weekend.

"...also we know of many occasions when our aide spent his own money and many hours without compensation to fix a t.v., go fishing, attend a concert, etc.

"...also our aide was able to introduce kids to his friends and to match them according to need, i.e. a kid with math problems to a major in math, etc."

"A boy, 14, schizoid, friendless, having trouble with his parents and school adjustment. Needs a model for male identification as his father is uninvolved, absent alot from the family. A Probation Aide sees the boy 2, 3, 4 times a week; playing basketball, talking, being a listener, a friend. The boy feels alot better about himself because he knows there is someone who cares about him."

"An aide can be of great assistance in helping this type of youngster through adolescence, in preparing for adulthood."

"I have had no instances of insensitive or ineffective P.A. performance."

Ineffective Aide Performance

The following case incident was reported by a probation officer in response to the evaluation questionnaire as an example of ineffective aide performance.

"My aide lied about seeing clients, was rarely available or reachable, had no demonstrable effect on the clients he did see and did not keep appointments with me, making my monitoring of his work impossible and my outing of some case examples equally impossible."



Duties and responsibilities which aides perform least effectively.

Probation officers listed the following as the duties and assignments least effectively carried out by aides.

"Clerical tasks - waste of their time but often unavoidable."

"Paper-work jobs because they lack formal education and general experience."

"Acting as messenger, not treatment service."

"My aide was not very competent in counseling clients and was at his best in taking them to baseball games. Other aides I observed were far more competent in other, more meaningful areas."

"Investigations -- lack of experience in dealing with people -- cannot get information in short period of time."

"Court related tasks they (aides) are not trained for this."

"Escorting probationers to different locations. Participating with clients in recreational or enrichment programs. Making visits to colateral professionals when information must be gathered by interview."

"Provide direct counseling, etc. Probation aide had no formal training in this area."

"Some are extremely unreliable."

"In asserting any authority role -- because it does not fit with the basic services we have had them offer and because the aide felt uncomfortable."

"Completion of basic records. It would take up too much time to train and supervise the Aide in general clerical work."

Aides listed the following as the duties or assignments in which they perform least effectively.

Aide:

"I don't think I have any weakness - If there is any, it would be from lack of experience on job."

"Being a messenger - it's a waste of time."

"Conferences with supervisors and other heads of the department."

"Paper work."

TABLE 8

PROBATION AIDE OBJECTIVES:
PARTICIPANTS PRIORITIES

Average Rank Assigned by Line Supervisors n = 9	Average Rank Assigned by Probation Officers n = 17	Average Rank Assigned by Probation Aide n = 12	
1	1	2	- To increase the amount and kind of service available to probationers.
5	6	6	- To alleviate probation manpower shortages via the assignment of some routine probation duties to para-professionals
4	8	8	- To recruit future probation officers.
4	6	7	- To reduce recidivism of aides who are or were on probation
3	5	3	- To rehabilitate aides who are or were on probation through responsible involvement in the treatment of other offenders.
3	3	1	- To bridge some of the age, race and ethnic gaps that separate Probation Officers and their younger clients.
6	7	6	- To provide general and clerical support services to professional staff.
2	4	5	- To reduce recidivism of probationers.
6	7	4	- To assist professionals in expanding and improving the department's cultural enrichment programs.
3	2	1	- To provide additional counseling referral and tutorial assistance to probation clients.

Project Objectives

One critical test of project organization involves measurements of the extent to which those involved in the project agree on its purpose and objectives.

Table 8 illustrates the ways in which responding officers, aides, and line supervisors assigned priority ranks to project objectives which were derived from aide-project records.

Obviously strong agreement exists among participants regarding the project's objectives. Clearly, increasing services to probation clients and improving communication across age and ethnic lines are given highest priority by all respondents.

Aides apparently view their "client-bridge" function as most significant.

Only supervisors and administrators assigned high priority to the reduction of probationer recidivism. Lowest priority was generally assigned to recruitment of future probation officers, the alleviation of manpower shortages, and provision of clerical services for professional staff.

In summary, the data presented in Table 8 above appears to indicate that participants regard the increase of client services and improvement of the agency-client relationship, as key priority objectives.

Information and Preparation

Analysis of participants comments in personal interviews and in response to evaluation questionnaires indicate that most individuals learned of the Probation Aide Project via department or word of mouth communication with supervisors and co-workers. Although one respondent indicated that he attended an information sharing

meeting at which efforts were made to encourage officers to volunteer to work with aides, there generally appeared to be fairly strong feeling that preparation of both aides and officers prior to project implementation was not adequate.

For example, officers generally indicated that except for written material generally outlining project objectives and the duties of aides, they received no preparation for their responsibilities as supervisors of aides.

Aides, too, indicated that they received little or no pre-service training.

It should be noted that the original aides hired at the start of Phase I of the project did receive pre-service training. A number of aides also seemed satisfied with the on-the-job training they acquired from the officers to whom they were assigned. These aides also indicated, however, that they were, to some extent, "flying blind" during their early days in the project because they didn't have a sense of the broad agency picture, a picture that pre-service training and orientation generally provides for the new employee.

It is important to note that the agency's staggered hiring system, whereby employees enter the service in small numbers and at uneven intervals, makes formal intensive pre-service training difficult. The fact that a sizable training group cannot be organized should not, however, preclude efforts to design alternate pre-service training models.

Motivation

The motivations, reported by officers and aides regarding involvement in the aide project indicate that a number of officers were attracted by the innovative nature of the project and thus gave it their support. Other officers felt the aide would relieve them of routine duties and free them for intensive work with difficult cases.

Several officers felt that the aide would serve to improve communication with certain clients or groups of clients.

Among aides, the most frequently reported motivation for joining the project concerned interest in "helping or counseling individuals in trouble." Several aides indicated that they saw the aide job as an opportunity to learn about people or gain experience in the field of human service.

Training

Analysis of training conducted in connection with the Probation Aide Project indicates that any effort to involve the agency's front-line professional practitioners in training is probably a very difficult enterprise.

Probation officers in the Nassau County Probation Department seem to share a cynicism toward in-service training that appears prevalent among law enforcement and social service practitioners.

In general the attitude of Probation officers toward training can be characterized by the following comments which emerged during the consultants personal interviews with agency staff.

- "The trainers were/are not practitioners. What can they tell me?"
- "The only way to learn how to be a probation officer, is to be a probation officer."
- "I don't have time for training, I'm too busy doing my job."

These negative attitudes toward in-service training, may well make any agency effort in this are difficult.

It is still, however, necessary to evaluate the quality of training conducted in connection with the Probation Aide Project.

Training Design

The project's records include a number of training designs and the earliest of these designs, dated July 9th 1971, (Table 9) and drafted by the Project Director, appears appropriate and comprehensive. Other training designs, in the project's records also appear well thought-out and adequate in content.

There are, however, indications that problems emerged in the implementation of these training designs.

Questionnaire responses regarding training seem to indicate a substantial amount of dissatisfaction.

TABLE 9

PROJECT - PROBATION AIDE
ORIENTATION PROGRAM

1. History of the agency.
2. Services rendered by the agency.
3. Policies - philosophy - objectives of the agency.
4. Administrative set-up.
5. Staff functions.
6. Personnel policies and functions.
7. Purpose and goal of the program.
8. Aide's role - knowledge and understanding of his situation.
9. Regulations governing the Aide's activity.
10. Basic principles of social case work.
11. Community resources.
12. Tour of agency - field trips.
13. Talk by court representative.
14. Conferences - type and purpose.
15. Oath ceremony.
16. I.D. card - purpose and use

July 9, 1971

For example, in response to the question:

"What was the content and nature (lectures, conferences, reading) of the training you participated in as a result of your involvement in the probation aide project?"

Probation Officers submitted the following comments:

"None"

"One training 'rap' session."

"One conference with the Deputy Director concerning probation aide."

"One lecture-conference, to learn how to better understand the Probationer Aide."

"None"

"I can't remember, but it was very few sessions."

"Very limited number that could be considered meaningful. It was a problem of administrative coordination rather than poor training."

And in response to the question:

"How many training conferences did you attend? Could you please evaluate this training. In what ways did it help you in your job as Probation Aide?"

Aides submitted the following comments.

"I attended 18 seminar sessions. Some of it I had had in college courses, but it was all informative and helpful in interviewing, etc."

"I attended five. The training helped me to effectively utilize available community resources."

"I attended about 5%. I feel the training was the weakest point of the entire project. It was too academic and not as realistic and informative as I think it could have been."

"I attended all of them. It did not help me. There

was nothing said that I did not already know and what I didn't know wasn't taught."

"I attended one meeting. I have been on the job for 4 months, and have received little training outside that my P.O. meetings."

"I attended almost all of them. Most of what I learned was at work not at the training sessions."

"I attended all of them. To be truthful I feel it didn't help me that much because I was already trying to help people. But it did open my mind to using more facilities."

In response to the question (structured questionnaire instrument) "What kind of training program should be conducted for officers working with aides?" probation officers submitted the following comments:

"Group discussion among officers and aides-informal."

"Training program designed to point out what aides can do and what they cannot do."

"A training program that would develop a team approach."

"None - No time"

"Have bias towards any training offered - past experience has shown it to be poor at best."

"None"

In response to this question ("What kind of training program should be conducted for officers working with aides?")

Aides submitted the following comments:

"None"

"None really. Officers should be screened to see if they are flexible enough to work with an aide."

"Group meetings with Aide and Probation Officers."

"The same kind of training as in the past."

"I think that the officer should not be inconvenienced - the aide should help, not hinder."

"One that would show the Probation Officer the worth of the aide to his doing a much more effective job."

"I don't know what they have now, but the Probation Officers should understand that the aides are not there to insure any power but only to make a good thing better and more effective."

Training of Probation Aides

In response to the following questionnaire item, "What kind of training program should be conducted for aides?"

Probation officers submitted these comments:

"Training through unit supervisor and Probation Officers -- units differ greatly in need."

"I would like to see included in the training program material on family dynamics, pathology etc. especially in connection with juvenile supervision."

"Give actual experience in division in which they work."

"Similar to the training of the Probation Officer."

"A more defined program on the duties of the aide."

"Some field trips."

"Don't know - but it should be meaningful, intense, and short - not over a period of months."

"More intensive on the job training and increased exposure to department's regular training program."

In responding to this question ("What kind of training program should be conducted for aides?") aides offered the following comments:

Aides:

"Training should and is with me a direct Probation Officer to aide training."

"None"

"Guidance from Probation Officers."

"There should be a complete training course known as (Case Aide)."

"Appropriate training for the duties the probation aide will be expected to perform."

"The present program is appropriate except the departmental rules, regulations and limitations of the aides should be more clearly defined."

"I feel the present training program is sufficient."

It would appear from the responses of officers and aides above that training may have been an important "weak-link" in project implementation.

Records indicate that attendance of aides at training sessions has been fair, while officer attendance appears very low. Moreover, reaction to the training content and its practical relevance as evidenced by the questionnaire responses above is generally poor even if, it would seem, the "anti-training" attitude noted earlier is considered.

PERCEPTIONS OF PROJECT PARTICIPANTS

Supervisors and Administrators

Supervisory and administrative personnel in personal interviews and in response to questionnaires indicated that they felt the probation aide project was a good idea with high potential for improving client service.

It was agreed that the aide project did raise some issues including:

- The amount of access aides would have to confidential agency records."
- The extent to which the agency was legally responsible for the aides actions, particularly as this involves transport of clients in personal autos.
- The degree to which the aide could be expected to be loyal to the officers, and the probation agency.
- The amount of professional authority and responsibility the aides should be given.

Supervisors and administrators seemed to feel that, in general, aides were being effectively utilized by the officers to whom they were assigned and cited a number of illustrations to support this perception.

It was also felt that the aides benefited from their identification with the Project and that aides were supported in a number of important ways by the Probation Aide Project Director and by their association with each other.

The extent to which administrative and supervisory

personnel were aware of the day to day working of the Probation Aide Project was in fact, impressive.

Probation Officers

Probation Officers appear to be strong articulate supporters of the project yet they are quick to identify what they perceive as impediments to its effectiveness.

In response to a questionnaire item which sought to elicit their perceptions regarding the contribution of the Probation Aide Program to Nassau County, the Probation Department and its clients, Probation Officers responded as follows:

"Rehabilitation, decrease crime rate, improve community relations."

"Help show Probationers the view point of someone they can relate to and it will also give outsiders ideas of negative and positive aspects of Probation."

"It gives the Probation Officer more time to devote to the Probationer. It gives the aides' impression, judgment and opinion of a situation."

"Help to alleviate some of the minor but time consuming tasks of the Probation Officer and thus more time can be devoted to rehabilitation of Probationers and protection of the community."

"More time for Probationer contact."

"To humanize services and make our rehabilitation and helping process, truly that."

"Reduce recidivism, prevent anti-social developments in Probationers."

"Can be effective as they (aides) do not bear the 'stigma' of 'cop' particularly in minority areas."

"To assist in offering more quality service to the community."

"Can give a more intensive and consistent working relationship with clients and also to allow for personal clients and also to allow for personal growth in a socially acceptable way."

Officers cited the following as specific project strengths:

- The assistance aides provide for officers in handling routine tasks.
- The valuable roles aides play as "communication builders" when assigned to "hard to reach" young people, particularly black young people.
- The flexibility of the aide role.
 - "Aides can just spend time with clients, really getting to know them"
 - "Aides take kids places -- have fun with them, but they can also serve as peer-counselors."

Officers cited the following as specific project problems:

- The lack of practitioner input in project design.
- Agency restriction of the aides duties and role.
 - "Can't see case records."
 - "Not allowed to transport clients."
- The strictly part-time nature of the aides job.
 - (The senior aide position was regarded as an attempt to deal with this issue.)
- The aide turnover rate.
 - "Training just doesn't make sense if the aide isn't around long enough to use what's learned."

Probation Aides

Interviews with the questionnaire responses from

probation aides appear to indicate that there is a great deal of positive feeling among the aides toward their job and toward the officers, supervisors and administrators with whom they work.

The aides seem to feel:

- That they are helping the clients with whom they work.
- That they are assisting the officers to whom they are assigned.
- That they are learning a great deal about human behavior and about themselves.
- That they have generally proved to those with whom they work, clients and probation staff, that they are responsible and can be trusted.

Aides did, however, voice rather strong concerns that in some ways their effectiveness was diminished and their job made difficult by:

- Frequent transfer of officers with whom they worked.
- Inadequate training and preparation.
- Their non-professional status, accompanied by agency limits on their duties and the amount of authority and responsibility they are permitted to handle.
- Disagreements and confusion regarding aide duties, and administrative requirements -- record-keeping and time sheets.

Probationers

Sixteen of the one hundred questionnaires distributed

to probationers were completed and returned (all from persons who were on probation at the time.) Ten of these sixteen probationers had aides assigned to their cases and six did not.

In general, probationers with aides appeared to prefer having both the officer and the aide assigned to their case. One of the 10 responding probationers with aides had some reservations about the officer-aide system. The other nine probationers expressed strong support for having both an officer and an aide.

Their comments included:

"One is a good friend and the other gives good advice."

"If you can't talk to one, you have the other, and both are nice."

"(The aide) relates to me; (The Officer) is friendly but an authority."

Given the relatively small number of probationers who responded it is difficult to generalize with confidence concerning differences in attitudes of those without aides.

It does seem, however, that significantly more favorable comments regarding their probation experience were made by probationers who had aides assigned to their cases.

Probationers Without Aides

For example, the six probationers without aides offered a total of 4 favorable comments about their probation experience. The rate of favorable comment responding probationers

CONTINUED

1 OF 2

without aides was therefore 66%. One probationer in this category submitted a negative reaction to his probation experience and one simply failed to comment.

The comments submitted by these probationers without aides were:

Positive Comments:

"He (Probation Officer) keeps me out of trouble."

"(Probation Officer) has been helpful in getting me a job."

"(Probation Officer) helps me to get out of trouble and keep out of trouble."

"(Probation Officer) listens to me and seems interested in what I have to say."

Negative Comments:

"The Probation Officer has not helped me yet."

Probationers with Aides

The 10 responding probationers with aides offered a total of 18 favorable comments, concerning their probation experience. Nine favorable comments were made in reference to officers and equal number in reference to aides. The rate of favorable comments of responding probationers with Aides was therefore 90% for both officers and aides. One of the 10 respondents in this category submitted negative comments regarding both officer and aide.

The Positive comments submitted by these probationers with aides were:

"He (Probation Officer) helps me understand myself."

"(Probation Officer) has helped in lots of ways."

"He (Probation Officer) set my parents straight about school."

"He (Probation Officer) helps keep me out of trouble. I think twice if I do anything wrong."

"(Probation Officer) tries to help with all my problems."

"He (Probation Officer) helped me to see the light."

"(Probation Officer) gives me good advice in tough situations."

"She (Probation Officer) talks realistically and is a friend."

"(Probation Officer) gives me good counseling."

Probation Aides

"(Aide) acts as a good friend and does things with you."

"She (aide) backs me up and gives me directions."

"(Aide) makes it easy to be honest and helps me with problems."

"He helps me understand things."

"He (aide) helps me on the straight and narrow."

"(Aide) makes me a something, not just a guy who did wrong."

"(Aide) helps me on probation."

"(Aide) listens to my problems and gives me good advice."

One Probationer with an aide submitted the following negative comments.

"(AIDE) is not helpful, only comes over to have fun."

"He (Probation Officer) has not helped me yet."

How the Probationer Perceives the Aide

In addition to being asked for an unstructured response concerning their reaction to their aides, probationers were also asked to check, on the list below, the phrase or phrases that best describe their aide. Probationers were encouraged to add descriptive phrases if they wished.

The responses of probationers indicate that they apparently see their aides as playing the role of "easy-going" "friends" who are "interested in your problems."

Probationers perception of the aide role:

*Could you please circle the words or phrases listed below that best describe your probation aide. (Please circle at least two and no more than five. Add your own phrases if you wish).

- 7 A friend
- 4 A big brother or sister.
- 2 One of the girls, boys, sisters or brothers.
- 2 Someone who checks to see if you are fulfilling probation requirements
- Someone who will help find a job.
- 4 A mature person.
- 8 Someone who is interested in your problems.
- 1 Someone just like me.
- 2 A regular guy or girl.
- 3 Buddy who will bend the rules a little.
- 2 Someone who was like me but changed.
- 2 An authority.
- 2 A representative of the Probation Department with some authority.

*Reproduced form probationer questionnaire

1 A together sister (added by probationer)

An overall assessment of probationers' responses would appear to indicate:

- The aides are playing essentially the roles outlined for them in the project design and
- that the aides are well-liked and perceived as helpful by the probationers with whom they work.

It would appear from interviews and questionnaire responses that in many ways, aides, officers and supervisors have similar perceptions of the Probation Aide Project. In general, the views of these participants are clearly positive regarding the overall purpose of the program. There is virtually universal support for the continuation of the project as a regular department program.

Project participants are also clearly aware of a number of problems that they feel blunt the projects effectiveness. In the opinion of the evaluation consultants this problem-awareness represents an important strength, in that it suggests that the project may be self-correcting -- that there exists among its administrators and practitioners a capacity to identify and correct design and operational problems before these result in serious difficulty.

A COMPARATIVE ANALYSIS OF "SUCCESS" RATES

Success in the probation process is something that is difficult to measure. As pointed out in The Task Force Report: Corrections:

If various program strategies are to be evaluated in terms of their effectiveness in achieving objectives, it is necessary to designate criteria of outcome and instruments of measure.¹¹

In order to develop measures of effectiveness with regard to the probation aide program three criteria were utilized for comparative purposes. These were:

1. Rates of recidivism.
2. Treatment plan successes vs. non successes.
3. Number of contacts.

The research design involved taking a sample of twenty cases in every instance where a probation officer had an aide between January 1 and September 1, 1972. This was done in three divisions, Narcotics, Adult Supervision and the Family Division. A control group of 50 subjects in each unit (150) was selected for comparative purposes. Appendix C illustrates the data collection instrument.

Theoretically, probation officers who were assigned aides

¹¹Task Force Report: Corrections. The President's Commission on Law Enforcement and Administration of Justice. (Washington, D.C.; U.S. Government Printing Office, 1967), p.14.

were assumed to have more time to deal with "problem" cases. With this in mind a comparative analysis of the three variables was undertaken. The hypotheses were stated in the following way:

1. Probation officers who had aides would have a significantly better probationer recidivism record than would officers who did not have aides.

2. Probation officers who had aides would have significantly more successful treatment plans than those without aides.

3. Probation officers who had aides would make significantly more contacts with probationers than those without aides.

In order to test these hypotheses forward and backward stepwise regression analysis was conducted to determine those variables which are most significant, afterwhich, the maximum and minimum R-Square method was conducted to determine the impact of each variable in the models. This form of discriminant analysis makes it possible to take two groups -- those with aides and those without aides -- and select those variables which make the greatest discrimination between the groups.

The techniques employed include the following:

1. Forward Selection. This technique finds first the single-variable model which produces the largest R² statistic.

R² is the square of the multiple correlation coefficient; it can also be expressed as the ratio of the regression sum of squares to the (corrected) total sum of squares. For each of the other independent variables, Stepwise calculates an F-statistic reflecting that variable's contribution to the model were it to be included. If the F-statistic for one or more variable has a significance probability greater than the specified "significance level for entry", then the variable with the largest F-statistic is included in the model. F-statistics are again calculated for the variables still remaining outside the model, and the evaluation process is repeated. Variables are thus added one by one to the model until no variable produces a significant F-statistic.

2. Backward Elimination. In this technique, calculations are first performed for a model including all the independent variables. Then variables are deleted one by one until all the variables remaining in the model produce "partial" F-statistics significant at the specified "significance level for staying in" (at each step, the variable showing the smallest contribution to the model is the one deleted.)

3. Stepwise. This technique is a modification of the forward selection technique. As in the forward selection technique, variables may be added one by one to the model. A variable to be added must meet the same conditions as in the forward selection technique. After a variable is added, however, Stepwise looks at all the variables already included

in the model. Any variable not producing a partial F-statistic significant at the specified "significance level for staying in" is then deleted from the model. Only after this check is made and any required deletions accomplished can another variable be added to the model. The process terminates when no variable meets the conditions for inclusion in the model or when the variable to be added to the model is one just deleted from it.

4. Maximum R² Improvement. This technique was developed by James R. Goodnight; he considers it superior to the stepwise technique and almost as good as calculating regressions on all possible subsets of the independent variables. Unlike the three techniques above, this technique does not settle on a single model. Instead, it looks for the "best" one-variable model, the "best" two-variable model, and so forth. It finds first the one-variable model producing the highest R² statistic. Then another is added. Once this two-variable model is obtained, each of the variables in the model is compared to each variable not in the model. For each comparison, the procedure determines if removing the variable in the model and replacing it with the presently excluded variable would increase R². After all the possible comparisons have been made, the switch which produces the largest increase in R² is made. Comparisons are made again, and the process continues until the procedure finds that no switch could increase R². The two-variable model thus settled on is

considered the "best" two-variable model the technique can find. The technique then adds a third variable to the model, according to the criteria used in adding the second variable. The comparing-and-switching process is repeated, the "best" three-variable model is discovered, and so forth. This technique differs from the Stepwise technique in that here all switches are evaluated before any switch is made. In the Stepwise technique, removal of the "worst" variable may be accomplished without consideration of what adding the "best" remaining variable would accomplish.

5. Minimum R² Improvement. This technique closely resembles the one just described. Here, though, when a switch is to be made, the switch which produces the smallest increase in R² is the one actually performed. For a given number of variables in the model, the maximum R² improvement technique and the minimum R² improvement technique will usually produce the same "best" model. More models of a given size will be considered when the latter technique is applied. (SAS Manual - p. 127-128).

A major drawback with respect to the study of recidivism is the relatively short period of time between the experimental period and the present, which amounts to less than a year in most cases. Thus, it is impossible to evaluate the long range impact of recidivism rates as affected by the project. Secondly, the small number of aides involved in each of the units makes it difficult to generalize with a great degree of

accuracy.

The following dependent variables were identified as having an impact on success rates:

How Discharged

- Improved Indicating the probationer was released from probation as improved.
- Committed Indicating the probationer was committed while on probation.
- Absconded Indicating the probationer absconded while on probation.
- Unimproved Indicating the probationer did not improve while on probation.
- Deceased The probationer dies during the probation period.
- Violated Probation was violated by the probation officer for an infraction of the rules.
- Early Release The probationer was released before the termination of his probation period.

Treatment Plan

- Objectives Achieved Indicates the number of treatment objectives achieved.
- Objectives not achieved Indicates the number of treatment objectives not achieved.
- Percentage Achieved Indicates the percentage of treatment objectives achieved.

Contacts

- Contacts in person Indicates the number of contacts made in person by an officer or aide, where one is assigned.
- Contacts by phone Indicates the number of telephone contacts made by an officer or aide, where one is assigned.
- Contacts by mail Indicates the number of mail contacts made by an officer or aide, where one is assigned.

Recidivism

- Felonies on probation Indicates the number of felonies committed on probation or after.
- Misdemeanors on probation Indicates the number of misdemeanors committed on probation or after.
- Other crimes on probation Indicates the number of other crimes or family court violations committed on probation or after.
- Juvenile Delinquency on probation Indicates the number of juvenile delinquency charges filed on probation or after.

Length of Probation

- Time on probation Indicates time on probation during experimental period.
- Time off probation Indicates time off probation during experimental period.

The following demographic or dependent variables were analyzed to determine differences between the experimental and control groups:

- Age Age of the probationer.
- Transfer Whether or not the probationer was transferred to another jurisdiction.
- Original Charge Degree of original charge, e.g., felony, misdemeanor.
- Final Charge Degree of final charge, e.g., felony, misdemeanor.
- Prior misdemeanors Number of prior misdemeanor arrests.
- Prior felonies Number of prior felony arrests.
- Prior J.D. Number of prior juvenile delinquency charges.

Prior Family
 Number of prior family complaints brought to court.
 Sex
 Race

Adult Supervision Division

Analysis of the Adult Supervision Division indicated that eight variables contributed significantly to the variance. The best one variable model identified in both stepwise regression and the maximum R-Square improvement method was the percentage of treatment plans accomplished by those officers who were assigned an aide. Table 10 identified the eight variables accounting for 24.9 percent of the variance. The two most predictive variables in stepwise regression analysis are percentage of treatment plans accomplished by officers with aides and the number of early releases which were also found to be significant where aides were assigned. In the eight variable model other discriminating variables were the number of contacts which were significantly higher in all categories where aides were assigned. In terms of recidivism, there were significantly more felony arrests on probation in the group where aides were assigned. Significantly more probationers absconded in the groups where aides were not assigned.

Table 12 illustrates the differences between the groups in terms of demographic variables. There were

TABLE 10
MAXIMUM R-SQUARE IMPROVEMENT FOR
DEPENDENT VARIABLE AIDE - ADULT SUPERVISION DIVISION

Number in model	R-Square	Variables in model	F Value	Prob F
1	0.03995130	Percent Achieved	2.87135	0.0908
2	0.08072432	Early Release Percent Achieved	5.86448 3.01603	0.0172 0.0832
3	0.1254103	Percent Achieved Contacts in person Contacts by phone	5.08294 4.46697 5.27948	0.0258 0.0233 0.0360
4	0.15128888	Percent Achieved Early Release Contact by phone Contacts in person	7.14206 2.01244 4.8535 3.1897	0.0093 0.1571 0.0292 0.0751
5	0.17228755	Percent Achieved Early Release Contacts by phone Contacts in person Abscond	8.54739 2.08336 5.36636 2.95128 1.64902	0.0050 0.1500 0.0223 0.0868 0.2009
6	0.18841666	Percent Achieved Early Release Contacts by phone Contacts in person Abscond Time off prob.	8.89044 1.78988 4.46306 2.22753 2.42382 1.27191	0.0043 0.1825 0.0363 0.1367 0.1205 0.2627
7	0.21750166	Percent Achieved Violated Contacts by phone Contacts in person Felony committed on probation Contacts by mail Abscond	6.13182 3.00722 9.10409 6.44370 3.01761 3.70674 1.12707	0.0152 0.0840 0.0040 0.0130 0.0835 0.0556 0.2927

TABLE 10
(continued)

Number in model	R-Square	Variables in model	F Value	Prob F
8	0.24059753	Percent Achieved	6.06059	0.0158
		Violated	2.56756	0.1103
		Contacts by phone	8.42195	0.0053
		Contacts in person	5.53535	0.0206
		Felony committed on probation	3.80609	0.0526
		Contacts by mail	3.83179	0.0518
		Abscond	1.96333	0.1627
		Time off prob.	1.88562	0.1713

TABLE 11

TABLE OF MEANS FOR ADULT DIVISION

	N	SUM	EXPERIMENTAL MEAN	STANDARD DEV	N	SUM	CONTROL MEAN	STANDARD DEV
IMPROVED	71	51	0.71830986	0.45302471	7	6	0.85714286	0.37796447
COMMITT	73	15	0.20547945	0.49885714	8	1	0.12500000	0.35355339
ABSCOND*#	73	10	0.13698630	0.83856803	8	5	0.62500000	1.76776695
UNIMPROV	72	4	0.05555556	0.23066889	7	1	0.14285714	0.37796447
DECEASED	72	2	0.02777778	0.16548880	8	1	0.12500000	0.35355339
VIOLATE#	75	20	0.26666667	0.44519456	12	5	0.41666667	0.51492865
EARLYREL*	75	50	0.66666667	0.47457900	12	6	0.50000000	0.52223297
OBACH	112	200	1.78571429	0.92442893	43	65	1.51162791	0.90952874
OBJNACH	113	53	0.46902655	0.85639190	43	21	0.48837209	0.70278673
PERTACH*#	113	9141	80.89380531	34.25361369	43	3189	74.16279070	35.87141735
CONTPER*#	118	1173	9.94067797	7.30798927	44	410	9.31818182	6.40411465
CONTFONE*#	118	654	5.54237288	5.18321431	44	212	4.81818182	5.78800977
CONTMAIL*#	118	291	2.46610169	3.04575424	44	77	1.75000000	2.89446143
FELONYP*#	119	12	0.10084034	0.37721005	44	1	0.02272727	0.15075567
MISDEMP	119	25	0.21008403	0.48492441	43	6	0.13953488	0.46707781
OTHRP	120	85	0.70833333	7.66789206	44	3	0.06818182	0.33394940
JDP	120	43	0.35833333	3.92534500	44	0	0.0	0.0
TIMEOFFP*#	74	454	6.13513514	4.94164391	9	58	6.44444444	4.90181372

*Indicates significant by stepwise regression

Selected as best set of 8 by maximum regression

MAXIMUM R-SQUARE IMPROVEMENT
FOR DEMOGRAPHIC VARIABLES - ADULT SUPERVISION DIVISION

TABLE 12

No. in model	R-Square	Variables in model	F Value	Prob. F
1	0.03512066	Sex	5.31426	0.0212
2	0.05926183	Sex	7.34492	0.0075
3	0.07863477	Transferred	3.72098	0.0526
		Sex	7.58994	0.0067
		Transferred	3.55619	0.0580
		White	3.02779	0.0802

TABLE 13

TABLE OF MEANS FOR ADULT DIVISION

	N	SUM	EXPERIMENTAL MEAN	STANDARD DEV	N	SUM	CONTROL MEAN	STANDARD DEV
AGE	118	3519	29.82203390	19.41258353	43	1386	32.23255814	4.18892460
TRANSFER *#	114	11	0.09649123	0.29656733	40	1	0.02500000	0.15811388
ORGCHRG	117	96	0.82051282	0.38541032	44	33	0.75000000	0.43801880
FINALCHG	118	27	0.22881356	0.52965102	45	17	0.37777778	1.09313745
PRIORMIS	118	95	0.80508475	2.03918232	44	33	0.75000000	1.39975081
PRIORFEL	118	22	0.18644068	0.48831041	44	3	0.06818182	0.33394940
PRIORJD	118	16	0.13559322	0.46986549	44	1	0.02272727	0.15075567
PRIORFAM	118	2	0.01694915	0.12963135	44	1	0.02272727	0.15075567
SEX *#	119	115	0.96638655	0.18099411	44	35	0.79545455	0.40893246
WHITE*#	119	95	0.79831933	0.40295165	44	28	0.63636364	0.48660710
BLACK	120	25	0.20833333	0.40781923	44	16	0.36363636	0.48660710

* indicates significant by stepwise regression

selected as best set of 3 by maximum regression

significantly more males and whites in the experimental group, and significantly more probationers transferred to other jurisdictions in this group. This may be due to more effective reporting where aides are involved.

Findings

1. The hypothesis that officers with aides would have a significantly better probationer recidivism record is not supported.

2. The hypothesis that officers with aides would have a significantly greater percentage of successful treatment plans than officers without aides is supported. However, there were no significant differences insofar as the number of successful treatment plans was concerned.

3. The hypothesis that probation officers with aides would have significantly more probationer contacts is supported.

Discussion

The differences in successful percentage of treatment plans and the number of contacts indicates probation officers with aides in the Adult Supervision Unit may be using them to assist in making contacts, or to perform other duties which make it possible for them to make more contacts.

The number of felonies committed on probation in the group with aides is significant at the .06 level. Of the

119 probationers in the experimental group 12 were arrested for felonies, whereas of the 44 subjects in the control group only one was arrested for a felony. While it is difficult to determine why there were more felony arrests of probationers in the experimental group, this may be due to the differences in male-female ratios and race. Since the two groups were not randomly selected in terms of assignment to a probation officer, and there is an absence of equality insofar as the demographic variables are concerned, these findings must be viewed as preliminary and inconclusive.

Narcotics Division

Analysis of the Narcotics Division indicates that seven variables contributed significantly to the variance. In stepwise regression the most significant variable was contacts by mail, which occurred more frequently where aides were assigned. The five variables which are significant at the 0.5000 level in forward stepwise regression are Unimproved, Number of probationers violated, Early release, Objectives not achieved and Contacts by mail. These are consistent with the maximum R-Square regression analysis. Contacts by mail is significant at the .01 percent level. Those officers with aides violated significantly more probationers than those without aides; released significantly more probationers early; had significantly more treatment objectives not achieved; and had a significant number of probationers discharged as unimproved. (See Tables 14 and 15)

Of the demographic variables sex was most significant in the forward stepwise regression. Race and Final charge were also significantly different. Thus, there were more females and Blacks in the group with aides, and the final charge was reduced more often in this group.

Findings

1. There was no significant difference in recidivism rates between groups. Therefore the first hypothesis is

TABLE 14
 MAXIMUM R-SQUARE IMPROVEMENT FOR DEPENDENT
 VARIABLE AIDE - NARCOTICS DIVISION

Number in model	R-Square	Variables in model	F Value	Prob F
1	0.22960707	Contacts by mail	6.85489	0.0147
2	0.33293324	Contacts by mail Violated	10.35238 3.40772	0.0042 0.0752
3	0.38272885	Contacts by mail Violated Early Release	12.23146 1.78786 1.69408	0.0024 0.1929 0.2049
4	0.48935922	Contacts by mail Violated Early release Obj. achieved	15.60604 6.18486 4.40117 4.17634	0.0011 0.0207 0.0464 0.0518
5	0.56532489	Contacts by mail Violated Early Release Obj. not achieved Unimproved	13.94194 7.71815 3.88830 7.13197 3.32052	0.0017 0.0116 0.0606 0.0145 0.0810

TABLE 15

TABLE OF MEANS FOR NARCOTICS DIVISION

	EXPERIMENTAL		CONTROL					
	N	SUM	MEAN	STANDARD DEV				
IMPROVED	34	19	0.55882353	0.50399474	21	18	0.85714286	0.35856858
COMMITT	34	4	0.11764706	0.32703494	21	1	0.04761905	0.21821789
ABSCOND	34	0	0.0	21	0	0	0.0	0.0
UNIMPROV*#	34	7	0.20588235	0.41042563	21	1	0.04761905	0.21821789
DECEASED	34	2	0.05882353	0.23883257	21	0	0.0	0.0
VOLATE*#	31	21	0.67741935	0.47519096	19	5	0.26315789	0.45241393
EARLYREL*#	31	6	0.19354839	0.40160966	19	10	0.52631579	0.51298918
OBACH	86	127	0.47674419	1.12434812	46	81	1.76086957	0.94715440
OBJNACH*#	86	76	0.88372093	1.02232267	46	21	0.45652174	0.80846966
PERTACH	86	5371	62.45348837	41.31162975	46	3622	78.73913043	33.81152649
CONTPER	86	1021	11.87209302	12.89486584	50	797	15.94000000	9.04052103
CONTFONE	86	542	6.30232558	7.39327161	50	283	5.66000000	5.94055587
CONTRMAIL*#	86	219	2.54651163	3.20902029	50	53	1.06000000	1.65874307
FELONYP	87	4	0.04597701	0.21064938	51	0	0.0	0.0
MISDEMP	87	26	0.29885057	0.89071362	51	10	0.19607843	0.52989085
TIMEONPR	85	1611	21.30588235	27.25497924	49	804	16.40816327	6.54127398
TIMEOFFP	33	209	6.33333333	4.0402852	22	118	5.36363636	4.11206650

* Indicates significant by stepwise regression

Selected as best set of 5 by maximum R regression

rejected.

2. There was no significant difference in treatment plans between groups. Therefore, the second hypothesis is rejected.

3. There were significantly more mail contacts in the group where aides were assigned. There were no significant differences in personal and telephone contacts. Therefore, the hypothesis is accepted with respect to mail contacts.

Discussion

The only significant finding with respect to the "success" levels of officers with aides occurs in contacts by mail. It should be noted that significantly more probationers in the officer-aide category were violated and discharged as unimproved. The differences in demographic variables may have an impact on these findings.

Perhaps it should be noted that although there was a significant difference insofar as objectives not achieved is concerned, there was no significant difference either in the number or percentage achieved.

Thus, the number of successful treatment plans in the experimental group does not differ significantly from the control group. Thus, it would appear that probation officers with aides tend to set a great number of treatment objectives.

However, one might also theorize that there were more probationers violated because the use of aides permitted probation officers to collect more information on violators, either personally or through aide contacts. If this information proved to be negative, e.g. fewer successful observations, the results would support the findings. This would also hold true for the "discharged as unimproved" category.

Family Division

Analysis of the Family Division indicated that five variables contributed significantly to the variance. In stepwise regression the variable most significant is juvenile delinquency charges while on probation. This was significant at the .01 percent level and occurred more often where an aide was not assigned. The other five variables deemed significant were time off probation and time on probation, contacts in person and contacts by phone.

Probationers tended to be on probation longer where an aide was not assigned, and tended to be off probation longer where an aide was not assigned. There were significantly more telephone contacts where an aide was assigned, and significantly more personal contacts where an aide was not assigned.

Of the demographic variables five were significantly different in forward stepwise regression, and four in backward elimination regression. These four variables were also significant using the maximum R-Square method. The variables were prior juvenile delinquency charge, prior family charge, original charge changed, and sex. Probationers in the group with aides were less likely to have a prior juvenile delinquency record, but more likely to have a prior family case. Those with aides were also less likely to have the original charge changed, and there were signi-

ificantly more females in this group.

Findings

1. Probation officers with aides had significantly fewer juvenile delinquency charges filed while on probation. This supports the hypothesis. There were no significant differences in other categories.

2. There was no significant difference in treatment plan successes. Therefore, this hypothesis is rejected.

3. There were significantly more telephone contacts where aides were assigned, which partially supports the hypothesis. However, there were significantly more personal contacts by officers who were not assigned aides.

Discussion

The significant difference in recidivism rates in the Family Division may be an indication of the aides' influence, although the small number of aides involved makes it virtually impossible to make a definitive statement. One should also note that the probationers in the category with aides had significantly fewer prior juvenile delinquency charges. There were no significant differences insofar as P.I.N.S. cases were concerned. However, we do feel that these findings are encouraging and represent a strong need for further study. The significant difference in juvenile delinquency rates may be a strong indication of aide participation and involvement.

TABLE 16
MAXIMUM R-SQUARE IMPROVEMENT
FOR DEMOGRAPHIC VARIABLES - NARCOTICS DIVISION

Number in model	R-Square	Variables in model	F Value	Prob F
1	0.07768222	Sex	10.27545	0.07768222
2	0.09236010	Sex Black	9.37364 1.95675	0.0031 0.1608
3	0.11288890	Final Charge Sex Black	9.76938 2.90141 2.77694	0.0026 0.0872 0.0943

TABLE 17

TABLE OF MEANS FOR NARCOTICS DIVISION

	EXPERIMENTAL			CONTROL				
	N	SUM	MEAN	STANDARD DEV	N	SUM	MEAN	STANDARD DEV
AGE	86	2255	26.22093023	23.97322092	50	1161	23.22000000	3.66054529
TRANSFER	80	4	0.05000000	0.21932001	50	1	0.02000000	0.14142136
ORGCHRG	86	66	0.76744186	0.42494065	51	43	0.84313725	0.36729002
FINALCHG*#	86	19	0.22093023	0.41730685	51	17	0.33333333	0.47609523
PRIORMIS	87	124	1.42528736	1.80845677	51	53	1.03921569	1.53571852
PRIORFEL	87	1	0.01149425	0.10721125	51	4	0.07843137	0.33723210
PRIORJD	87	6	0.06896552	0.36704678	51	5	0.09803922	0.36082694
PRIORFAM	87	4	0.04597701	0.21064938	51	3	0.05882353	0.31059715
SEX *#	86	55	0.63953488	0.48295148	49	45	0.91836735	0.27664167
WHITE	86	60	0.69767442	0.46195919	49	41	0.83673469	0.37343779
BLACK*#	86	26	0.30232558	0.46195919	49	8	0.16326531	0.37343779

* Indicates significant by stepwise regression

Selected as best set of 3 by maximum R-Square

-111-

-112-

It is interesting to note that there were more personal contacts where aides were not involved, although there were less telephone contacts. These findings are hard to explain, especially in view of interview results. They may be the result of inadequate record keeping, or may indeed be the result of more personal visits by officers who do not have aides. In any event, these findings evince a strong need for further research.

SUMMARY

The findings in this analysis, while far from conclusive, do indicate a strong probability that the probation aides are having an impact in each of the Divisions, although more noticeably in the Family Division. The data presented in this analysis was drawn from individual probation records and obviously is only as accurate as that which is recorded. There are some indications of variations in record keeping and what may be termed probation officer "styles." By evaluating each of the Divisions separately it was possible to reduce the margin of error between units. However, this also reduced the number of officers who were assigned aides. There were eight aides in the Narcotics Division, five in the Adult Supervision Division, and five in the Family Division.

In the final analysis, it should be noted that there were significant differences in all three units, both in terms of the "success" and demographic variables. These

differences in "success" ratios are likely to be influenced by aides, but at present the results are inconclusive. Further, the findings are complicated by the differences in demographic variables, for in a random selection or assignment procedure both groups should have an equal distribution of probationers in the various categories.

As stated earlier, the findings do support the need for further research, especially over time. It must be kept in mind that this analysis covered a time period of less than a year, and the very nature of the aide program requires a much longer period for evaluation purposes. The project is well under way now and an evaluation over the next two years should provide comprehensive data with which to make a final judgement. We do feel that these early results do support the need for continuing the program.

TABLE 18
MAXIMUM R-SQUARE IMPROVEMENT FOR DEPENDENT
VARIABLE AIDE - FAMILY DIVISION

Number in model	R-Square	Variables in model	F Value	Prob F
1	0.06245121	J.D. Committed on probation	7.19400	0.0084
2	0.08874139	J.D. Committed on probation	8.41443	0.0048
		Time off probation	3.08699	0.0780
3	0.12557883	Contacts in person	4.46555	0.0347
		J.D. Committed on probation	8.42934	0.0047
		Time off probation	4.93026	0.0268
4	0.15738540	J.D. Committed on probation	7.29764	0.0080
		Time off probation	5.03659	0.0253
		Contacts in person	7.57323	0.0070
		Contacts by phone	3.96348	0.0463
5	0.16888350	J.D. Committed on probation	6.42992	0.0122
		Time off probation	5.80071	0.0169
		Contacts in person	5.88829	0.0161
		Contacts by phone	3.95070	0.0466
		Time on probation	2.72288	0.0980

TABLE 19
TABLE OF MEANS FOR FAMILY DIVISION

	N	SUM	EXPERIMENTAL MEAN	STANDARD DEV	N	SUM	CONTROL MEAN	STANDARD DEV
IMPROVED	90	63	0.70000000	0.46082486	52	38	0.73076923	0.44788762
COMMITT	90	5	0.05555556	0.23034469	52	1	0.01923077	0.13867505
ABSCOND	90	0	0.0	0.0	52	0	0.0	0.0
UNIMPROV	90	18	0.20000000	0.40224091	52	12	0.23076923	0.42543563
DECEASED	90	1	0.01111111	0.10540926	52	0	0.0	0.0
VIOLATE	78	16	0.20512821	0.40640886	38	12	0.31578947	0.47106912
EARLYREL	78	13	0.16666667	0.37509018	38	6	0.15789474	0.36953702
OBACH	118	195	1.65254237	1.05714596	62	106	1.70967742	1.10716144
OBJNACH	119	87	0.73109244	1.06323363	62	44	0.70967742	1.0143834
PERTACH	119	3445	70.96638655	39.27153037	62	4371	70.50000000	40.01587800
CONTPER*	119	1094	9.19327731	6.61941911	64	767	11.98437500	9.22125252
CONTFONE*	119	1116	9.37815126	12.89395575	74	514	8.03125000	9.62300218
CONMAIL	119	248	2.08403361	2.85995091	64	116	1.81250000	2.60540193
FEONLYP	119	1	0.00840336	0.09166985	64	0	0.0	0.0
MISDEMP	119	8	0.06722689	0.31166835	64	3	0.04687500	0.21304203
OTHRP	119	6	0.05042017	0.21973557	64	0	0.0	0.0
JDP*	119	5	0.04201681	0.20147583	64	17	0.26562500	0.71807033

(continued on next page)

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TABLE 19
TABLE OF MEANS FOR FAMILY DIVISION
 (continued)

	N	SUM	EXPERIMENTAL MEAN	STANDARD DEV	N	SUM	CONTROL MEAN	STANDARD DEV
TIMEONPR*	118	1636	13.86440678	5.08376880	64	990	15.46875000	5.33324033
TIMEOFFP*	93	692	7.44086022	3.82628883	51	445	8.72549020	4.07960013

* Indicates significant by stepwise regression.

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TABLE 20
 MAXIMUM R-SQUARE IMPROVEMENT
 FOR DEMOGRAPHIC VARIABLES - FAMILY DIVISION

Number in model	R-Square	Variables in model	F Value	Prob F
1	0.02863019	Prior J.D. Charge	5.06953	0.0241
2	0.05081697	Prior J.D. Charge Prior Family Charge	4.32299	0.0367
3	0.06016944	Prior J.D. Charge Prior Family Charge Original chrg. changed	3.99706	0.0444
4	0.07739203	Prior J.D. Charge Prior Family Charge Original chrg. changed Sex	3.71223	0.0526
			3.81042	0.0496
			1.69171	0.1921
			4.63759	0.0307
			4.88090	0.0268
			3.36597	0.0648
			3.15477	0.0738

TABLE 21
 TABLE OF MEANS FOR FAMILY DIVISION

	N	SUM	EXPERIMENTAL MEAN	STANDARD DEV	N	SUM	CONTROL MEAN	STANDARD DEV
AGE	118	1979	16.77118644	1.66621028	61	996	16.32786885	1.75894163
TRANSFER	118	0	0.0	0.0	64	0	0.0	0.0
ORGCHRG*#	115	16	0.13913043	0.34759718	64	14	0.21875000	0.41666667
FINALCHG	115	0	0.0	0.0	64	0	0.0	0.0
PRIORMIS	119	3	0.02521008	0.15742552	64	0	0.0	0.0
PRIORFEL	119	0	0.0	0.0	64	0	0.0	0.0
FRIORJD*#	119	14	0.11764706	0.37226905	64	22	0.34375000	0.71755206
PRIORFAM*#	119	11	0.09243697	0.31867301	64	0	0.0	0.0
SEX #	119	72	0.60504202	0.49090866	62	38	0.61290323	0.49106237
WHITE	118	93	0.78813559	0.41037183	62	47	0.75806452	0.43175144
BLACK	119	26	0.21848739	0.41496710	62	14	0.22580645	0.42152552

* Indicates significant by stepwise regression

Selected as best set of 4 by maximum regression

COST BENEFIT FACTORS

Of primary concern to the administrator is the cost benefit aspect of the Probation Aide Program. This goes beyond the implications of the initial costs involved in the implementation of the program, and is a prime consideration with regard to institutionalization. There are several ways to analyze the long range costs of such a program in terms of effectiveness and efficiency. This evaluation involves an analysis of cost benefit factors on the basis of three criteria:

1. The dollar cost of the program in terms of the general delivery of probation services.
2. The dollar cost in terms of measurable probation services. These being recidivism rates, treatment plan analyses, and number of probation contacts.
3. The dollar cost in terms of the aides insofar as recidivism and other "payoff" factors are concerned.

The Cost of Probation Aides

Table 22 illustrates the budget of the present program for a twelve month period. Institutionalization of the project should result in some cost savings, which approximate fifteen percent of the present budget. This is arrived at by

TABLE 22
PROBATION AIDE PROJECT BUDGET

PERSONNEL

Project Director	\$19,488	
Project Fiscal Officer	7,085	
Ten senior probation aides	32,085	
Twenty probation aides	77,724	
Fifteen probation officers - 20% time	35,148	
Training specialist - 20% time	3,567	
Clerk-typist	6,106	

Sub total \$181,203 181,203

EMPLOYEE BENEFITS

Inclusive Sub total 37,417 37,417

CONSULTANT SERVICES

Training	1,500	
Evaluation	15,685	

17,185 17,185

ALL OTHER EXPENSES

Telephone	1,500	
Report	500	
Program Materials	900	
Overhead	10,931	

13,831 13,831

TOTAL COST \$249,636

SOURCE: Nassau County Crime Council Amendment to Grant Award with N.Y. State Division of Criminal Justice (Project-Proposed Aides), December 4, 1972. Attachment A

computing administrative and training costs for a fully staffed program, which appears never to have been the case during the project. Such an approach would mean certifying candidates in advance and establishing a list. However, such an approach would reduce costs.

The following analysis is based upon the assumption that the program is fully staffed, and that ten senior aides are employed, including ten half time aides at \$2.69 an hour, and ten full-time aides at \$2.69 an hour. Because the assignments of aides differ it is virtually impossible to make predictions on an individual basis. With this in mind it is assumed that an aide is assigned to one officer and works with an average of seven long-term cases a year. A long term case is viewed here as one where the aide works with the probationer over a period of at least one month. These figures are in keeping with interview data. Aides also assist the probation officer in conducting follow-ups and contacts with probationers.

An analysis of probation caseloads in three units indicates no significant difference in the number of cases handled by officers with aides and officers without aides. (See Table 23) This finding is positive and indicates that officers with aides are not being given a heavier caseload, which would defeat the purpose of the proposal.

Regardless of this, it should be noted that within

TABLE 23
AVERAGE NUMBER OF
PROBATION OFFICER CASES
JANUARY-SEPTEMBER, 1972

	Aide Assigned	No Aide Assigned
Narcotics Div.	54.9	55.1
Adult Division	71.0	74.9
Family Division	40.2	45.2
	<hr/>	<hr/>
Totals	55.3	58.4

These figures compare favorably with those of the adult and drug divisions for the full year.

the study period there were no significant differences in caseloads between officers with aides and those without aides. Thus, in this context, it is hypothesized that probationers who were handled by officers with aides received more attention. If one takes into account the cost of administrative, secretarial, training and probation officer time, it costs, in addition to the aides' salary, approximately \$2,000 per year to maintain an aide.¹² Obviously, this cost will vary with aides. The cost to the County for an aide, including salaries, benefits, and administrative costs is approximately \$8,500 for a senior aide, approximately \$5,000 for a part time aide, and \$6,400 for a full-time aide. In considering these figures one must keep in mind that several variables are applicable. For example, an increase in the program size will decrease the administrative overhead somewhat. The length of time an aide remains in the program will have a bearing on the training needed, the amount of supervision necessary, and his degree of effectiveness.

Interviews with officers and aides support the view that a better quality of service is possible where an aide is employed. As noted in an earlier section of the report, the aides' duties are varied, and it is virtually impossible

¹²This is derived by adding the salaries of the Project Director, the training specialist, the secretary, and 20% of the probation officers' salaries, and dividing by 30, or total number of aides in the program.

to measure the individual impact they have either in assisting a probation officer or working with a probationer. Further, given the small sample, one cannot make broad generalizations relative to the program.

Cost and Impact of Aide Services

There is a tacit assumption that the addition of aides will result in increased services for probationers, for whether the aide works directly with probationers or assists the officer in other ways, more time and attention should be available to the probationer. Interviews and questionnaires generally tend to support the view that more assistance was available to probationers where an aide was available.

Utilizing the "success" criteria developed in a previous section it is also possible to determine the costs for such factors as decreasing recidivism, increasing contacts and increasing the number or percentage of successful treatment plans.

The cost of maintaining an aide under the present system is approximately \$5,886,¹³ which includes approximately \$2,000 for administrative costs. Thus, the cost of an officer with an aide is approximately \$17,602, and without an aide \$11,716; or a difference of about 50 percent. By computing a percentage score on the individual variables it is possible to develop an efficiency ratio in each division. This "efficiency"

¹³This does not include senior aides.

ratio makes it possible to determine how much better, or worse, those with aides are doing in a particular category. Table 24 illustrates this approach with the Adult Division. Keep in mind that in order to reach equality in terms of costs those with aides should have an efficiency ratio which is 50 percent better than those without aides.

On the basis of this analysis the aides would be deemed cost effective in the category of objectives achieved and less than cost effective insofar as recidivism is concerned. In terms of number of contacts the officers with aides are 16 percent more efficient than those without aides. The inverse results of the recidivism analysis indicate some cause for concern, and something that should be studied further.

In the Narcotics Division, using this formula, aides only prove cost effective in the contacts by mail category and, for some reason, there are fewer personal contacts where aides are involved. Here again there is a higher ratio of recidivism where aides are involved.

In the Family Division aides prove more than cost effective in the juvenile delinquency recidivism category. There are fewer personal contacts where aides are involved, but more telephone and mail contacts. In terms of treatment objectives there is a slight negative difference where aides are involved.

TABLE 24
COST EFFICIENCY RATIOS - ADULT DIVISION

Variable	Experimental mean	Control mean	"Efficiency" Ratio
Objectives achieved	1.78	.51	72
Objectives not achieved	.46	.48	4
Contacts in person	9.94	9.31	7
Contacts by phone	5.54	4.81	14
Contacts by mail	2.46	1.75	29
Felony on probation	.10	.02	-80
Misd. on probation	.21	.13	-39
Other off. on prob.	.70	.06	092

TABLE 25

COST EFFICIENCY RATIOS - NARCOTICS DIVISION

Variable	Experimental mean	Control mean	"Efficiency" Ratio
Objectives achieved	1.47	1.76	-17
Objectives not achieved	.88	.45	-49
Contacts in person	11.87	15.94	-26
Contacts by phone	6.30	5.66	10
Contacts by mail	2.54	1.06	59
Felony on probation	.04	.00	-
Misd. on probation	.29	.19	-35

TABLE 26

COST EFFICIENCY RATIOS - FAMILY DIVISION

Variable	Experimental mean	Control mean	"Efficiency" Ratio
Objectives Achieved	1.65	1.70	-03
Objectives Not achieved	.73	.70	-05
Contacts in person	9.19	11.98	-24
Contacts by phone	9.37	8.03	14
Contacts by mail	2.08	1.81	13
Misd. on probation	.06	.04	-43
Other off. on prob.	.05	.00	-
Juvenile Delinq. on prob.	.04	.26	85

Summary

From a cost standpoint, and based solely on these "success" criteria, aides prove cost effective in various categories and divisions, but overall there is not a large difference when taken as an aggregate. The fact that aides have little impact on recidivism, with the exception of the Family Division, may indicate a need for further research into placement. Given the findings in the Narcotics Division, continued assignment of aides to this unit should be carefully monitored and researched over time. Further, this data does not evaluate the individual cases that aides handled, the number being too small to analyze statistically.

The differences in demographic variables, as noted earlier, also contribute to less accuracy in predictions. There is evidence to support findings that aides are having some impact on the probation process. However, the small numbers and distribution to units increases the probability of error in any mathematical computation. Nevertheless, the evidence to date indicates a need for further study, for the data indicates that the aides are having some impact. Further, it might be noted that as the aide program becomes more institutionalized the administrative costs are likely to decrease in proportion to its size.

Cost Impact on Aides

Of particular interest is the impact of the program on

the probation aides themselves. In general, this has been positive, as pointed out in an earlier section. Another factor to be considered is the cost benefit factors insofar as the aides themselves are concerned. Or, to put it another way, has the aide program affected recidivism among the aides.

Since the program's inception some 25 aides who either are or were on probation have been employed. Of this group two have had subsequent involvements with the law; one was arrested for sexual misconduct -- his case was resolved and he is still a probation aide; the other was arrested for burglary and he has been suspended pending outcome of the charges. Thus, the success rate in terms of recidivism insofar as the aides are concerned is inordinately high.

When compared with results of probationers in Nassau County the aides show significantly less recidivism. The figures for the County indicates a 60.6 percent rate of recidivism for males and a 49.1 percent rate of recidivism for females.¹⁴

While the recidivism rates for the Youth Part were lower, the aides still showed significantly less recidivism. These figures represent a cost-benefit consideration to the County, for if an aide is less likely to be arrested again

¹⁴A Descriptive Analysis of Those Adult Division Investigation Cases Receiving a Final Disposition of Probation." Report prepared by James F. Irish, April 4, 1973. p. 8.

there is a saving. While total costs for the average case, from arrest through disposition, have never been computed it is likely to be relatively high. For example, the following factors are all an integral facet of the criminal justice system:

1. Police - The cost of making an arrest and processing through the courts in terms of the officers time.
2. Prosecution - The cost of case preparation, background investigations and clerical time must be considered.
3. Defense - Where the subject uses legal aid subsidized by the County there is an additional cost.
4. Probation - If the subject is investigated or placed on probation again there is a cost factor.
5. Incarceration - In Nassau County this is estimated to be approximately \$30 per day, and for the State, \$5,000 per year.

Obviously, there are other costs, including the social implications, which must be considered. These factors should weigh heavily on any decision to continue the probation aide program, for our evaluation indicates there are positive aspects of the project. While these findings are not conclusive, they do indicate a strong need for further research over time.

The inability to make predictions relative to the long range impact of the aide program on its participants makes it impossible to compute long range saving. However, if one uses Nassau County figures, it could be estimated that 60

percent of the aides would be recidivists. When compared with less than ten percent, assuming the two aides who had involvements with the law are considered recidivists, the implications are obvious.

The small number of aides makes it difficult to determine whether or not they are a representative population of probationers, but there are indications that the program's increasing flexibility is resulting in the employment of more "high risk" probationers. These factors should be considered in any long range evaluation of the project.



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

360 Park Avenue South, New York, N. Y. 10010

212 533-7800

July 16, 1973

Miss Genevieve Tevlin
Director, Probation Aide Project
Nassau County Probation Department
262 Old Country Road
Mineola, New York 11501

Dear Miss Tevlin:

To update our record keeping I've listed below the members of the Nassau County Probation Department whom Dr. Ward and I personally interviewed in the course of our evaluation of the Probation Aide project.

Supervisors and Administrators

Robert Bennett
John Carway
Thomas Castiglia
Ruby Chin
Charles Gregory
James Irish
Scotia Knoff

Alphonse LePera
William Lightfoot
Robert O'Loughlin
Donald Richtberg
Genevieve Tevlin
Louise Wilkerson

Probation Officers

Adult Division

Frank Black
Ruth Gallagher
Harry Helmus
Robert Penascovik

Diane Provost
Michael Robinson
Edward Starbird
Michael Szymanski

Family Division:

Andrew Bopp
James Gaita
Richard Keenan
Phillis Satz

Alice Schonfeld
Vivian Sherman
Aron Silverberg
Neil Toelle

Special Projects:

Carol Belt
Emmanuel Jones
George Thorsen

Probation Aides

Adult Division:

Kenneth Blair
Robert Bush
Eugene Grey

Rose Ann Pizer
Charles Silver

Family Division:

Arc Frisenda
Claude James
Davis Wojciechowski

Special Projects:

Curtis Addison
Bradley Hinton

Mikel Skinner
Jerome White

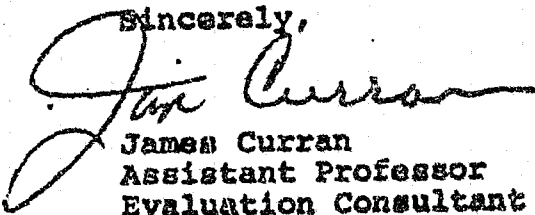
Aides who have left the Project:

Barbara Chmil
John Sciuto
Angelo Rivituso

Harold Smith
Louis Toval

Once again, my thanks for your assistance.

Sincerely,


James Curran
Assistant Professor
Evaluation Consultant



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

360 Park Avenue South, New York, N. Y. 10010

212 533-7800

July 16, 1973

Miss Genevieve Tevlin
Director, Probation Aide Project
Nassau County Probation Department
262 Old Country Road
Mineola, New York 11501

Dear Miss Tevlin:

Phase II Evaluation Questionnaires have been distributed as indicated below. When possible, these questionnaires were delivered and those not delivered were mailed. All questionnaire forms include a stamped, addressed envelope for return to the evaluation consultants.

Questionnaires - Supervisors and Administrators (Appendix B1)

Olgerts Balodis
Robert Bennett
William Botwinik
John Carway
Thomas Castiglia
Ruby Chin
Anthony Cuccurullo
Robert DeStefano
Francis Diviney
Charles Gregory
James Irish
Scotia Knoff
Alphonse LePera

Kent Lewis
William Lightfoot
Brian Loddigs
George Madison
Albine Martin
Robert O'Loughlin
Morton Ozur
Donald Richtberg
Paul Ritter
Robert Schmelzli
Geneviene Tevlin
Vincent Tullo
Louise Wilkerson

Questionnaires - PROBATION OFFICERS (Appendix B4)

Adult Division:

Frank Black
Arthur Bloomfield
Joseph Connolly
Ronald DeMatteis
Arthur Fraade
Ruth Gallagher
Denis Gallahue
Harry Helmus
Jeanne McGuirk
Robert Montalbano

Bernard Mundy
Thomas O'Reilly
Robert Penascovik
William Piechoto
Diane Provost
Michael Robinson
Edward Starbird
Michael Szymanski
Walter Tomeki
Norman Yellon

Family Division:

Andrew Bopp
Martha Burr
Gerard Cook
Jerald Feder
James Gaita
Reuben Gurwitz
Robert Hughes
Roger Hughes

Richard Keenan
Carol Krapinski
James O'Connor
Phillis Satz
Alice Schonfeld
Vivian Sherman
Aron Silverberg
Neil Toelle

Special Projects:

Carol Belt
Everett Gault

Emmanuel Jones
Council Lineberger
George Thorsen

Questionnaires - Probation Aides (Appendix B3)

Adult Division:

Kenneth Blair
Patricia Block
Robert Bush

Eugene Grey
Rose Ann Pizer
Charles Silver

Family Division:

Patricia Doll
Art Frisenda

Claude James
Mavis Wojciechowski

Special Projects:

Curtis Addison
Bradley Hinton

Mikel Skinner
Jerome White

Appendix B1
Questionnaire -
Supervisors and Administrators



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

315 Park Avenue South, New York, N.Y. 10010

212 533-7800

July 10, 1973

To: Members of the Nassau County Probation Department
Participating in the Probation Aide Project.

From: James Curran and Richard Ward,
Evaluation Consultants

During the past two months we have had the opportunity to meet with almost all members of the Nassau County Probation Department who participated in the Probation Aide Project. Our conferences with you have been very valuable and we appreciate your time and your cooperation.

It has been our intent to determine, with your help, the questions we should explore in order to fairly evaluate the project, and to explore these questions objectively and comprehensively.

The evaluation instrument attached to this memorandum is a product of our initial inquiries. We are now asking you to share with us your experiences, observations, perceptions and recommendations regarding the Probation Aide Project in a more formal and structured way.

Please complete the instrument fully but recognize that it is only a guide and may not elicit vital information that you have and we need if we are to evaluate the Project effectively. We would appreciate it, therefore, if you would freely add comments and additional information as you respond to the questionnaire.

Once again, our thanks for your help.

Probation Aide Project
Nassau County Probation Department
Phase II Evaluation
Questionnaire

Prof. James T. Curran
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, New York 10019

Introductory Note

It is the purpose of this instrument to gather a broad range of information on the Probation Aide Project. It should be noted that some of the questions below refer only to your personal experiences with probation aides but many are more general and aimed at evaluation of the probation aide concept rather than the experience of individuals or the performance of individual aides.

1. What is the nature and extent of your experience with the Probation Aide Project?

2. How did you learn of the Probation Aide Project? What was the source and nature of your initial information concerning the project?

3. What was the extent of your involvement in the planning or design of the Probation Aide Project?

4. What were the most important reasons for your decision to participate in the Probation Aide Project? Please use this space to provide a motivational profile that is as comprehensive as possible.

5. In the supervision of probation aides, what in your experience has been the role of:

The probation officer? _____

The line probation supervisor? _____

The Probation Aide Project Director? _____

Please provide any additional comments on the supervision of aides, your experience as a supervisor, or the implications of the probation officer's "aide-supervisor" role:

6. USING THE OBJECTIVES LISTED BELOW OR OTHERS YOU FEEL ARE MORE APPROPRIATE WOULD YOU PLEASE DEVELOP A PRIORITY LIST OF THE OBJECTIVES OF THE PROBATION AIDE PROJECT AS YOU PERCEIVE THEM.
Place the #1 next to the objective you feel is most important, and so on.

- To increase the amount and kind of service available to probationers.
- To alleviate probation manpower shortages via the assignment of some routine probation duties to para-professionals.
- To recruit future probation officers.
- To prevent recidivism of aides who are or were on probation.
- To rehabilitate aides who are or were on probation through responsible involvement in the treatment of other offenders.
- To bridge some of the age, race and ethnic gaps that separate probation officers and their younger clients.
- To provide general and clerical support services to professional staff.
- To reduce recidivism of probationers.
- To assist professionals in expanding and improving the department's cultural enrichment programs.
- To provide additional counseling, referral and tutorial assistance to probation clients.

Other objectives:

7. DUTIES OF PROBATION AIDES

USING THE DUTIES LISTED BELOW AND ADDING YOUR OWN IF APPROPRIATE, PLEASE INDICATE ON A GENERAL BASIS THE PERCENTAGE OF TIME THE PROBATION AIDE (OR AIDES) ASSIGNED TO YOU SPEND (OR SPENT) ON EACH TASK OR DUTY.

Task or Duty	% of Time
(a) Assisting in the completion of basic department forms and records. Obtaining required documents from clients and delivering same to officer. Assisting in the verification of records and the preparation of reports.	_____
(b) Arranging appointments for the Probation Officer with Probationers or their families.	_____
(c) Arranging appointments for the Probation Officer with counselors, employers, school authorities, complainants.	_____
(d) Acting as a messenger (reports and records).	_____
(e) Assisting the Probation Officer to determine the whereabouts of missing offenders or probationers.	_____
(f) Making home or school visits to probationers as part of a continuing treatment plan. (Spending time with clients.)	_____
(g) Escorting probationers to designated locations, e.g., school, clinic.	_____
(h) Accompanying and assisting probation officer on visits to rehabilitation clinics, hospitals, etc.	_____
(i) Providing direct counseling and referral services to probationers and their families.	_____
(j) Surveying and soliciting employment, rehabilitation, and recreation resources in communities.	_____
(k) Arranging for, or participating in, recreational and cultural enrichment activities with clients.	_____
(l) Conferences and case discussions with probation officer.	_____
(m) Conferences with other line and staff supervisors.	_____
(n) Training.	_____
(o) Participating in group sessions conducted by the Probation Officer.	_____
(other) _____	_____
_____	_____
_____	_____

8. IN WHICH OF THEIR DUTIES OR ASSIGNMENTS DO YOU FEEL PROBATION AIDES ARE MOST EFFECTIVE? WHY?

9. IN WHICH OF THEIR DUTIES OR ASSIGNMENTS DO YOU FEEL PROBATION AIDES ARE LEAST EFFECTIVE? WHY?

10. WHAT DO YOU FEEL ARE THE MOST IMPORTANT THINGS YOUR AIDE (AIDES) LEARNED OR ARE LEARNING AS A RESULT OF THEIR WORK WITH THE NASSAU COUNTY PROBATION DEPARTMENT?

11. WHAT DO YOU FEEL ARE THE MOST IMPORTANT THINGS YOU HAVE LEARNED AS A RESULT OF YOUR PARTICIPATION IN THE PROJECT?

12. WHAT TO THE BEST OF YOUR KNOWLEDGE WAS THE CONTENT, NATURE (LECTURES, CONFERENCES, READINGS) AND QUALITY OF THE TRAINING CONDUCTED IN CONNECTION WITH THE PROBATION AIDE PROJECT?

13. COULD YOU PLEASE COMMENT ON THE GENERAL ADMINISTRATION (COMMUNICATIONS RECORD KEEPING, ETC.) OF THE PROBATION AIDE PROJECT TO THE EXTENT THAT THIS ADMINISTRATION DIFFERS FROM OVERALL DEPARTMENT ADMINISTRATION.

14. WOULD YOU SUGGEST STRUCTURAL CHANGES IN THE ORGANIZATION AND MANAGEMENT OF THE PROBATION AIDE PROJECT?

IF NASSAU COUNTY INSTITUTIONALIZES THE PROBATION AIDE PROJECT:

15. SHOULD THERE BE OPPORTUNITIES FOR AIDES TO WORK BOTH FULL AND PART TIME?

16. SHOULD THE PRESENT AIDE SELECTION FORMULA--1/3 PROBATIONERS, 1/3 FORMER PROBATIONERS AND 1/3 NON-PROBATIONERS-BE CONTINUED? _____

WOULD YOU SUGGEST AN ALTERNATE SELECTION MODEL?

17. SHOULD THERE BE A DRESS CODE OF ANY KIND FOR PROBATION AIDES?

18. SHOULD THE PRESENT ASSIGNMENT SYSTEM, GENERALLY ONE AIDE TO ONE OFFICER, BE MAINTAINED? _____

WOULD YOU SUGGEST AN ALTERNATE MODEL?

19. WHAT KIND OF TRAINING PROGRAM SHOULD BE CONDUCTED FOR AIDES?

20. WHAT KIND OF TRAINING PROGRAM SHOULD BE CONDUCTED FOR OFFICERS WORKING WITH AIDES?

21. SHOULD "PROBATION AIDE" BE A CIVIL SERVICE POSITION? _____

OR A STEP ON A CIVIL SERVICE LADDER? _____

22. WHAT OTHER RECOMMENDATIONS WOULD YOU MAKE CONCERNING A PERMANENT PROBATION AIDE PROGRAM IN THE NASSAU COUNTY PROBATION DEPARTMENT?

23. WHAT DO YOU FEEL ARE THE MOST SIGNIFICANT CONTRIBUTIONS THE PROBATION AIDE PROJECT CAN MAKE TO NASSAU COUNTY, THE PROBATION DEPARTMENT AND ITS CLIENTS?

24. WHAT DO YOU FEEL ARE THE MOST SIGNIFICANT PROBLEMS CREATED BY OR ASSOCIATED WITH THE PROBATION AIDE PROJECT?

25. WHAT SPECIFIC CHANGES WOULD YOU RECOMMEND TO MAKE THE PROBATION AIDE PROJECT MORE EFFECTIVE:

- IN SERVING PROBATION CLIENTS?

- IN ASSISTING PROFESSIONAL PROBATION OFFICERS?

- AS A WORK AND EDUCATIONAL EXPERIENCE FOR PROBATION AIDES?

- OTHER RECOMMENDATIONS CONCERNING THE EFFECTIVENESS OF THE PROJECT.

26. IN WHAT WAYS DO YOU FEEL PROBATION AIDES HELPED THE OFFICERS WITH WHOM THEY WORKED?

IN WHAT WAYS DO YOU FEEL YOUR PROBATION AIDE (AIDES) HELPED THE PROBATIONERS HE OR SHE (THEY) WORKED WITH?

Probation Aides Who Have Left the Project:

Anthony Aiello
Glenn Amore
Edward Bates
Kyla Blatthert
Barbara Chmil
Charles DeSano
Kenneth DeVine
Michael Dobay
Patrick Driscoll
Richard Hewitt
Janice Kopka
Barbara Laub
Thomas McNerney
Ralph Marro
John W. Olin, Jr.

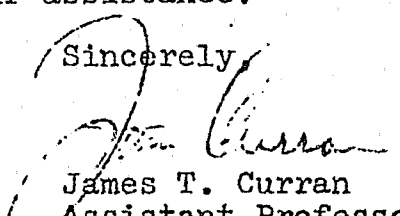
Danny Palmeri
Eugene Pakus
John Parisse
Donald Reid
John Sciuto
Angelo Rivituso
Harold Smith
JoAnn Smith
Archie Tingle
Louis Toval
Alice Trollinger
Guy Van Wagonen
Gregory Vann
Robert Ward
John Lester

In addition, with the aide of Don Richtberg, Probationer Questionnaires (Appendix B4) have been distributed to fifty probationers who have had aides assigned to work with them, and fifty probationers who did not have aides assigned. These questionnaires are being delivered by individual officers participating in the Probation Aide Project who have been asked to select, at random, five of their clients who have aides assigned and five who do not.

Finally, you, as project director, have in addition to a Questionnaire for Supervisors and Administrators, been sent under separate cover a questionnaire (Appendix B5) which focuses on more technical-administrative aspects of the project.

Once again, my thanks for your assistance.

Sincerely,


James T. Curran
Assistant Professor
Evaluation Consultant

Appendix B2
Questionnaire -
Probation Officers



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
315 Park Avenue South, New York, N.Y. 10010
212 533-7800

July 10, 1973

To: Members of the Nassau County Probation Department
Participating in the Probation Aide Project.

From: James Curran and Richard Ward,
Evaluation Consultants

During the past two months we have had the opportunity to meet with almost all members of the Nassau County Probation Department who participated in the Probation Aide Project. Our conferences with you have been very valuable and we appreciate your time and your cooperation.

It has been our intent to determine, with your help, the questions we should explore in order to fairly evaluate the project, and to explore these questions objectively and comprehensively.

The evaluation instrument attached to this memorandum is a product of our initial inquiries. We are now asking you to share with us your experiences, observations, perceptions and recommendations regarding the Probation Aide Project in a more formal and structured way.

Please complete the instrument fully but recognize that it is only a guide and may not elicit vital information that you have and we need if we are to evaluate the Project effectively. We would appreciate it, therefore, if you would freely add comments and additional information as you respond to the questionnaire.

Once again, our thanks for your help.

Probation Aide Project
Nassau County Probation Department
Phase II Evaluation
Probation Officer Questionnaire

Prof. James T. Curran
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, N.Y. 10019

Introductory Note

It is the purpose of this instrument to gather a broad range of information on the Probation Aide Project. It should be noted that some of the questions below refer only to your personal experiences with your aide (aides) but many are more general and aimed at evaluation of the Probation Aide concept rather than the experience of individual officers or the performance of individual aides.

1. WHAT IS THE NATURE AND EXTENT OF YOUR EXPERIENCE WITH THE PROBATION AIDE PROJECT? (IF YOU FEEL THAT IN PROVIDING THIS INFORMATION YOU JEOPARDIZE THE ANONIMITY OF THE QUESTIONNAIRE, PLEASE OMIT OR SIMPLIFY THE INFORMATION BEYOND RECOGNITION.)

Aide assigned from _____ to _____

- Aide was _____ male
_____ female
_____ probationer
_____ former probationer
_____ non probationer (college student)

Aide assigned from _____ to _____

- Aide was _____ male
_____ female
_____ probationer
_____ former probationer
_____ non probationer (college student)

Aide assigned from _____ to _____

- Aide was _____ male
_____ female
_____ probationer
_____ former probationer
_____ non probationer (college student)

Please list additional experience and involvement in the Probation Aide Project (e.g., member of Aide Selection Committee)

2. HOW DID YOU LEARN OF THE PROBATION AIDE PROJECT? WHAT WAS THE SOURCE AND NATURE OF YOUR INITIAL INFORMATION CONCERNING THE PROJECT?

3. WHAT WAS THE EXTENT OF YOUR INVOLVEMENT IN THE PLANNING OR DESIGN OF THE PROBATION AIDE PROJECT?

4. WHAT WERE THE MOST IMPORTANT REASONS FOR YOUR DECISION TO PARTICIPATE IN THE PROBATION AIDE PROJECT? PLEASE USE THIS SPACE TO PROVIDE A MOTIVATIONAL PROFILE THAT IS AS COMPREHENSIVE AS POSSIBLE.

5. WHAT WAS THE NATURE OF YOUR PREPARATION FOR WORKING WITH AN AIDE?

- a) Before your aide was assigned, was informational material outlining the aide's role and the conceptual framework of the project provided?

- b) Were training conferences held?

- c) Did you in any way participate in the selection or assignment of your aide? E.g, interview.

- d) Please list other preparations, either personal or agency motivated, that prepared you for work with an aide.

6. IN THE SUPERVISION OF PROBATION AIDES, WHAT IN YOUR EXPERIENCE HAS BEEN THE ROLE OF:

The probation officer?

The line probation supervisor?

The Probation Aide Project Director?

PLEASE PROVIDE ANY ADDITIONAL COMMENTS ON THE SUPERVISION OF AIDES, YOUR EXPERIENCE AS A SUPERVISOR, OR THE IMPLICATIONS OF THE PROBATION OFFICER'S "AIDE-SUPERVISOR" ROLE.

7. USING THE OBJECTIVES LISTED BELOW OR OTHERS YOU FEEL ARE MORE APPROPRIATE WOULD YOU PLEASE DEVELOP A PRIORITY LIST OF THE OBJECTIVES OF THE PROBATION AIDE PROJECT AS YOU PERCEIVE THEM. Place the #1 next to the objective you feel is most important, and so on.

- To increase the amount and kind of service available to probationers.
- To alleviate probation manpower shortages via the assignment of some routine probation duties to para-professionals.
- To recruit future probation officers.
- To prevent recidivism of aides who are or were on probation.
- To rehabilitate aides who are or were on probation through responsible involvement in the treatment of other offenders.
- To bridge some of the age, race and ethnic gaps that separate probation officers and their younger clients.
- To provide general and clerical support services to professional staff.
- To reduce recidivism of probationers.
- To assist professionals in expanding and improving the department's cultural enrichment programs.
- To provide additional counseling, referral and tutorial assistance to probation clients.

Other objectives:

8. DUTIES OF PROBATION AIDES

USING THE DUTIES LISTED BELOW AND ADDING YOUR OWN IF APPROPRIATE, PLEASE INDICATE ON A GENERAL BASIS THE PERCENTAGE OF TIME THE PROBATION AIDE (OR AIDES) ASSIGNED TO YOU SPEND (OR SPENT) ON EACH TASK OR DUTY.

Task or Duty	% of Time
(a) Assisting in the completion of basic department forms and records. Obtaining required documents from clients and delivering same to officer. Assisting in the verification of records and the preparation of reports.	_____
(b) Arranging appointments for the Probation Officer with Probationers or their families.	_____
(c) Arranging appointments for the Probation Officer with counselors, employers, school authorities, complainants.	_____
(d) Acting as a messenger (reports and records).	_____
(e) Assisting the Probation Officer to determine the whereabouts of missing offenders or probationers.	_____
(f) Making home or school visits to probationers as part of a continuing treatment plan. (Spending time with clients.)	_____
(g) Escorting probationers to designated locations, e.g., school, clinic.	_____
(h) Accompanying and assisting probation officer on visits to rehabilitation clinics, hospitals, etc.	_____
(i) Providing direct counseling and referral services to probationers and their families.	_____
(j) Surveying and soliciting employment, rehabilitation, and recreation resources in communities.	_____
(k) Arranging for, or participating in, recreational and cultural enrichment activities with clients.	_____
(l) Conferences and case discussions with probation officer.	_____
(m) Conferences with other line and staff supervisors.	_____
(n) Training.	_____
(o) Participating in group sessions conducted by the Probation Officer.	_____
(other) _____	_____
_____	_____
_____	_____

9. IN WHICH OF THEIR DUTIES OR ASSIGNMENTS DO YOU FEEL PROBATION AIDES ARE MOST EFFECTIVE? WHY?

10. IN WHICH OF THEIR DUTIES OR ASSIGNMENTS DO YOU FEEL PROBATION AIDES ARE LEAST EFFECTIVE? WHY?

11. WHAT DO YOU FEEL ARE THE MOST IMPORTANT THINGS YOUR AIDE (AIDES) LEARNED OR ARE LEARNING AS A RESULT OF THEIR WORK WITH THE NASSAU COUNTY PROBATION DEPARTMENT?

12. WHAT DO YOU FEEL ARE THE MOST IMPORTANT THINGS YOU HAVE LEARNED AS A RESULT OF YOUR PARTICIPATION IN THE PROJECT?

13. WHAT WAS THE CONTENT AND THE NATURE (LECTURES, CONFERENCES, READINGS) OF TRAINING YOU PARTICIPATED IN AS A RESULT OF YOUR INVOLVEMENT IN THE PROBATION AIDE PROJECT?

14. COULD YOU PLEASE COMMENT ON THE GENERAL ADMINISTRATION (COMMUNICATIONS, RECORD KEEPING, ETC.) OF THE PROBATION AIDE PROJECT TO THE EXTENT THAT THIS ADMINISTRATION DIFFERS FROM OVERALL DEPARTMENT ADMINISTRATION.

15. WOULD YOU SUGGEST STRUCTURAL CHANGES IN THE ORGANIZATION AND MANAGEMENT OF THE PROBATION AIDE PROJECT?

IF NASSAU COUNTY INSTITUTIONALIZES THE PROBATION AIDE PROJECT:

16. SHOULD THERE BE OPPORTUNITIES FOR AIDES TO WORK BOTH FULL AND PART TIME?

17. SHOULD THE PRESENT AIDE SELECTION FORMULA--1/3 PROBATIONERS, 1/3 FORMER PROBATIONERS AND 1/3 NON-PROBATIONERS-BE CONTINUED? _____

WOULD YOU SUGGEST AN ALTERNATE SELECTION MODEL?

18. SHOULD THERE BE A DRESS CODE OF ANY KIND FOR PROBATION AIDES?

19. SHOULD THE PRESENT ASSIGNMENT SYSTEM, GENERALLY ONE AIDE TO ONE OFFICER, BE MAINTAINED? _____

WOULD YOU SUGGEST AN ALTERNATE MODEL?

20. WHAT KIND OF TRAINING PROGRAM SHOULD BE CONDUCTED FOR AIDES?

21. WHAT KIND OF TRAINING PROGRAM SHOULD BE CONDUCTED FOR OFFICERS WORKING WITH AIDES?

22. SHOULD "PROBATION AIDE" BE A CIVIL SERVICE POSITION? _____
OR A STEP ON A CIVIL SERVICE LADDER? _____

23. WHAT OTHER RECOMMENDATIONS WOULD YOU MAKE CONCERNING A PERMANENT PROBATION AIDE PROGRAM IN THE NASSAU COUNTY PROBATION DEPARTMENT?

24. WHAT DO YOU FEEL ARE THE MOST SIGNIFICANT CONTRIBUTIONS THE PROBATION AIDE PROJECT CAN MAKE TO NASSAU COUNTY, THE PROBATION DEPARTMENT AND ITS CLIENTS?

25. WHAT DO YOU FEEL ARE THE MOST SIGNIFICANT PROBLEMS CREATED BY OR ASSOCIATED WITH THE PROBATION AIDE PROJECT?

26. WHAT SPECIFIC CHANGES WOULD YOU RECOMMEND TO MAKE THE PROBATION AIDE PROJECT MORE EFFECTIVE:

- IN SERVING PROBATION CLIENTS?

- IN ASSISTING PROFESSIONAL PROBATION OFFICERS?

- AS A WORK AND EDUCATIONAL EXPERIENCE FOR PROBATION AIDES?

- OTHER RECOMMENDATIONS CONCERNING THE EFFECTIVENESS OF THE PROJECT.

27. IN WHAT WAYS DO YOU FEEL YOUR PROBATION AIDE (AIDES) HELPED YOU?

IN WHAT WAYS DO YOU FEEL YOUR PROBATION AIDE (AIDES) HELPED THE PROBATIONERS HE OR SHE (THEY) WORKED WITH?

28. COULD YOU PLEASE CIRCLE THE WORDS OR PHRASES LISTED BELOW THAT DESCRIBE THE WAY YOU FEEL A PROBATION AIDE SHOULD BE REGARDED BY THE PROBATIONERS HE WORKS WITH. (PLEASE CIRCLE AT LEAST TWO AND NO MORE THAN FIVE. ADD YOUR OWN PHRASES IF YOU WISH.)

- A Friend
- A big brother or sister
- One of the girls, boys, sisters or brothers
- Someone who checks to see if you are fulfilling probation requirements
- Someone who will help find a job
- A mature person
- An easy-going person
- With respect
- Someone who is interested in your problem
- Someone just like me
- A regular guy or girl
- A buddy who will bend the rules a little
- Someone who was like me but changed
- An authority
- A representative of the Probation Department with some authority

29. IF YOU PARTICIPATED IN THE PROBATION AIDE PROJECT FOR A TIME BUT ARE NO LONGER PARTICIPATING, WHY DID YOU CEASE TO PARTICIPATE?

IF YOU ARE CURRENTLY PARTICIPATING IN THE PROJECT, WHY DO YOU FEEL OTHER OFFICERS STOPPED PARTICIPATING?

30. IN THE SPACE PROVIDED BELOW AND ON ADDITIONAL PAGES IF NECESSARY, COULD YOU PLEASE OUTLINE SOME ILLUSTRATIVE CASE EXAMPLES WHICH SHOW EITHER

- SENSITIVE, RESPONSIBLE AND EFFECTIVE PROBATION AIDE PERFORMANCE

OR

- INSENSITIVE, IRRESPONSIBLE AND INEFFECTIVE PROBATION AIDE PERFORMANCE.

Appendix B3
Questionnaire -
Probation Aides



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

315 Park Avenue South, New York, N.Y. 10010

212 533-7800

July 10, 1973

To: Members of the Nassau County Probation Department
Participating in the Probation Aide Project.

From: James Curran and Richard Ward,
Evaluation Consultants

During the past two months we have had the opportunity to meet with almost all members of the Nassau County Probation Department who participated in the Probation Aide Project. Our conferences with you have been very valuable and we appreciate your time and your cooperation.

It has been our intent to determine, with your help, the questions we should explore in order to fairly evaluate the project, and to explore these questions objectively and comprehensively.

The evaluation instrument attached to this memorandum is a product of our initial inquiries. We are now asking you to share with us your experiences, observations, perceptions and recommendations regarding the Probation Aide Project in a more formal and structured way.

Please complete the instrument fully but recognize that it is only a guide and may not elicit vital information that you have and we need if we are to evaluate the Project effectively. We would appreciate it, therefore, if you would freely add comments and additional information as you respond to the questionnaire.

Once again, our thanks for your help.

Probation Aide Project
Nassau County Probation Department
Phase II
Probation Aide Questionnaire

Please return completed form to

Prof. James T. Curran
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, N.Y. 10019

1. Please provide the following information (unless you feel that providing this information jeopardizes the confidentiality of this questionnaire, in which case you may simply indicate how long you've been a probation aide):

Probation Aide Assignments:

From _____ to _____ assigned to _____
Probation officer

Division

From _____ to _____ assigned to _____
Probation Officer

Division

From _____ to _____ assigned to _____
Probation officer

Division

Please Check:

- _____ female
- _____ male
- _____ probationer
- _____ former probationer
- _____ non-probationer (college student)

2. What were the most important reasons why you became a probation aide?
What were the factors that made you decide to apply for and accept the job?

3. How were you prepared for your work as a probation aide?

a) Were you informed of the purpose of the probation aide project?

Were you informed as to what your role as an aide would be?

How were you informed about the purposes of the aide project and the role of the aide?

b) Did you participate in a training program prior to actually working as an aide? _____

Please describe the extent, nature and content of this training:

4. As an aide, what has your experience been regarding the supervisory responsibilities and activities of the individuals listed below. (In what ways did each provide supervision for you as an aide?)

The Probation Officer to whom you are assigned?

The Probation Supervisor with whom your Probation Officer works?

The Probation Aide Project Director?

5. Using the Objectives listed below or others you feel are more appropriate would you please list in priority order the objectives of the Probation Aide Project as you perceive them. Place the #1 next to the objective you feel is most important, and so on.

- To increase the amount and kind of service available to probationers.
- To alleviate probation manpower shortages via the assignment of some routine probation duties to para-professionals.
- To recruit future probation officers.
- To reduce recidivism of aides who are or were on probation.
- To rehabilitate aides who are or were on probation through responsible involvement in the treatment of other offenders.
- To bridge some of the age, race and ethnic gaps that separate Probation Officers and their younger clients.
- To provide general and clerical support services to professional staff.
- To reduce recidivism of probationers.
- To assist professionals in expanding and improving the department's cultural enrichment programs.
- To provide additional counseling, referral and tutorial assistance to probation clients.

Other Objectives:

6. Duties of Probation Aides

Using the duties listed below and adding your own if appropriate, please indicate, on a general basis, the percentage of time you spend (or spent) on each task or duty.

<u>Task or Duty</u>	<u>% of Time</u>
a) Assisting in the completion of basic department forms and records. Obtaining required documents from clients and delivering same to Officer. Assisting in the verification of records and the preparation of reports.	_____
b) Arranging appointments for the Probation Officer with probationers or their families.	_____
c) Arranging appointments for the Probation Officer with counselors, employers, school authorities, complainants.	_____
d) Acting as a messenger (reports and records)	_____
e) Assisting the Probation Officer to determine the whereabouts of missing offenders or probationers.	_____
f) Making home or school visits to probationers as part of a continuing treatment plan. (Spending time with clients.)	_____
g) Escorting probationers to designated locations, e.g., school, clinic.	_____
h) Accompanying and assisting Probation Officer on visits to rehabilitation clinics, hospitals, etc.	_____
i) Providing direct counseling and referral services to probationers and their families.	_____
j) Surveying and soliciting employment, rehabilitation, and recreation resources in communities.	_____
k) Arranging for, or participating in, recreational and cultural enrichment activities with clients.	_____
l) Conferences and case discussions with Probation Officer.	_____
m) Conferences with other line and staff supervisors.	_____
n) Training.	_____
o) Participating in group sessions conducted by the Probation Officer.	_____

7. In which of your duties do you feel you are most effective? Why?

8. In which of your duties do you feel you are least effective? Why?

9. What do you feel are the most important things the Probation Officer (Officers) you worked with learned as a result of participating in the project?

10. What do you feel are the most important things you have learned as a result of your participation in the project?

11. What was the content and the nature (lectures, conferences, reading) of training you participated in as a result of your involvement in the probation aide project?

12. How many training conferences did you attend? _____

13. Could you please evaluate this training. In what ways did it help you in your job as a Probation Aide?

14. Could you please comment on the general administration of the Probation Aide Project? Your comments might focus on such things as record keeping, vouchers, timesheets, etc.

15. Would you suggest any changes in the organization and management of the Probation Aide Project?

IF NASSAU COUNTY INSTITUTIONALIZES THE PROBATION AIDE PROJECT:

16. Should there be opportunities for aides to work full and part time?

17. Should the present aide selection formula, 1/3 probationers, 1/3 former probationers and 1/3 non-probationers, be continued? _____

Would you suggest an alternate selection model?

18. Should there be a dress code of any kind for probation aides?

19. Should the present assignment system, generally one aide to one officer, be maintained? _____

Would you suggest an alternate assignment system?

20. What kind of training program should be conducted for aides?

21. What kind of training program should be conducted for officers working with aides?

22. Should "Probation Aide" be a civil service position _____ or a step on a civil service career ladder? _____

What other recommendations would you make concerning a permanent Probation Aide Program in the Nassau County Probation Department?

23. What do you feel are the most significant contributions the Probation Aide Project can make to Nassau County, the Probation Department, and its clients?

24. What do you feel are the most significant problems created by or associated with the Probation Aide Project?

25. What specific changes would recommend to make the Probation Aide Project:

- more effective in serving probation clients?

- in assisting professional Probation Officer?

- as a work and educational experience for probation aides?

- other recommendations

26. Are you considering a career in probation? _____ In any human service field? _____

If yes, why are you considering a career in the human services?

27. In what ways do you feel you helped your Probation Officer?

28. In what ways do you feel you helped the probationers you worked with?

29. Could you please circle the words or phrases listed below that describe the way you feel a probation aide should be regarded by the probationers he works with. (Please circle at least two and no more than five. Add your own phrases if you wish.)

- A friend
- A big brother or sister
- One of the girls, boys, sisters or brothers
- Someone who checks to see if you are fulfilling probation requirements
- Someone who'll help find a job
- A mature person
- An easy-going person
- A fair person
- With respect
- Someone who is interested in your problems
- Someone just like me
- A regular guy or girl
- A buddy who'll bend the rules a little
- Someone who was like me but changed
- An authority
- A representative of the Probation Department with some authority.

Nassau County Probation Department
Phase II Evaluation
Probation Aide Project

Please take a few minutes to respond to the questions that follow.

There is no need to sign this questionnaire or identify yourself in any way.

Your help in evaluating probation services will be greatly appreciated.

Please return completed forms to:

Prof. James T. Curran
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, New York 10019

Kindly fold and place
in enclosed envelope
so that return address
is clearly visible.

30. If you left the Probation Aide Project, why did you leave?

If you are currently a probation aide, why do you feel other aides left?

1. Are you currently on probation? _____
2. If not, when were you discharged? _____
3. How long were you, or have you been on probation? If you have been on probation more than once, please check the box that most nearly represents the total number of months:

Less than 6 months	_____
6 months to 1 year	_____
1 year to 1½ years	_____
1½ years to 2 years	_____
More than 2 years	_____
4. Has a probation aide been assigned to work with you? _____
5. If yes, how long were you on probation before an aide was assigned to you? _____
6. How long has an aide been working with you? _____
7. What is the name of your probation aide? _____
8. Please indicate below in general the number of times you had or have contact with your probation officer and probation aide (include face-to-face meetings, telephone calls, mail contact, etc.)

Probation Officer Probation Aide

- | | | |
|------------------------------|-------|-------|
| Less than once a month | _____ | _____ |
| Twice a month | _____ | _____ |
| Three times a month | _____ | _____ |
| Four times a month | _____ | _____ |
| Five times a month | _____ | _____ |
| More than five times a month | _____ | _____ |

9. Please indicate the percentage of your contacts with your probation officer and probation aide, if you have one, that were or are:

	Probation Officer	Probation Aide
Personal contacts	____%	____%
Telephone calls	____%	____%
Mail	____%	____%
Total	100%	100%

10. What percentage of the time you spend in contact with your probation officer and probation aide, if you have one, is devoted to:

	Probation Officer	Probation Aide
Employment counseling	____%	____%
School counseling	____%	____%
Personal counseling (Family problems, etc.)	____%	____%
Recreation	____%	____%
Routine Report and record keeping	____%	____%
Total	100%	100%

11. Which system of probation supervision do you feel you would prefer:

Having both a probation officer and probation aide assigned to work with you _____

Having a probation officer assigned to work with you _____

Why do you prefer the system you checked above?

12. Whether you have a probation aide or not, would you consider working as a case aide in the Probation Department? _____

Please explain why you would or would not work as a probation aide:

13. In what ways do you feel your probation officer has been helpful to you?

14. In what ways do you feel your probation officer has not been helpful?

15. If you have a probation aide, in what ways do you feel your probation aide has been helpful?

16. If you have a probation aide, in what ways do you feel your probation aide has not been helpful?

17. Could you please circle the words or phrases listed below that best describe your probation aide. (Please circle at least two and no more than five. Add your own phrases if you wish.)

- A friend
- A big brother or sister
- One of the girls, boys, sisters or brothers
- Someone who checks to see if you are fulfilling probation requirements
- Someone who will help find a job
- A mature person
- An easy-going person
- With respect
- Someone who is interested in your problems
- Someone just like me
- A regular guy or girl
- A buddy who will bend the rules a little
- Someone who was like me but changed
- An authority
- A representative of the Probation Department with some authority

Probation Aide Project
Nassau County Probation Department
Phase II Evaluation
Project Director's Report

MEMORANDUM

To: Miss Genevieve Tevlin
From: James Curran and Richard Ward
Evaluation Consultants
Subject: Project Director's Report
Probation Aide Project

The questions listed below focus on aspects of the Probation Aide Project that are generally technical and administrative in nature. In many instances therefore the submission of project memos, data sheets, budget statements etc. will probably be the most appropriate response.

In instances where further discussion is necessary, responses can be in outline form or other forms the project director finds most convenient and effective for communication of the requested information.

1. In the design of the Probation Aide Project, what references and other informational resources, to the best of your knowledge, were utilized? Were similar programs studied? Was the program's conceptual framework reviewed in the literature of the field?
2. What was the rationale for, and the decision making process involved in:
 - a) The administrative-supervisory system designed for the project.
 - b) The physical location of the project office.
 - c) The aide assignment system.
 - d) The aide recruitment and selection process, including the 3 category system.

3. In what way were decisions re: The purposes, content and form of aide and officer training in connection with the project reached?
What in, substance, were these decisions?
How was the training design implemented?
4. How was the project's budget designed and administered? What is the system whereby materials are acquired and salaries paid?
In outline form, how has the project's budget been spent? (It would be most helpful if this budget outline was specific in re: major expenses. Salaries of project personnel for example should be listed individually and equipment expenses should include description of general purchase categories e.g. typewriters, calculators etc.)
5. During the entire life of the project, what do you feel were the crucial events and decisions that shaped its character and direction?
At what points and under what circumstances did these events take place and how were these decisions made?

Part II

Evaluation of the Probation Aide Project would be aided significantly if, drawing on your experience as project administrator, you would outline the major changes you would recommend if you were about to initiate the design of a similar project at the present time.

Appendix C
PROBATION AIDE PROJECT

File Number _____ P.O. Assigned _____ P.A. _____

Age _____ Race _____ Sex _____ DOB _____

Date Placed on probation _____ Date terminated _____
How terminated: (check one)

Discharge _____ Trans other Juris _____

Impr _____	Unimp _____	Vio. Prob _____
Comm _____	Dec _____	Early Rel _____
Abse _____	Other _____	Serve Prob _____

Original Charges _____ Final Charge on which probation based _____

Prior Record (arrests or family court action) (List no. of violations)

Felonies _____
Misd. _____
Juvenile _____
Family _____

Treatment objectives: (List objective and check whether achieved or not)

	achieved	not achieved
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

No of contacts made during probation period:

	P.O.	P.A.
In person _____	_____	_____
Telephone _____	_____	_____
Mail _____	_____	_____

Subsequent arrests during probation period

	Felony	Misd.	Other	J.D.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name of subject _____ Case No. _____

File Number _____

END