

# **APPENDIX**

## **EMPIRICAL DATA AND TRAINING INFORMATION**

### **TEXAS ADULT PROBATION PROJECT**

**Office of Law Enforcement Assistance**  
**Grant #300**

**NCJ 001616**

**Appendix on Empirical and Training Information**

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**Appendix**

**Summary of Responses to Opinion Questionnaires**

## Appendix, Summary of Responses to Opinion Questionnaires

### Summary

The responses of team members to the following questionnaires seem to indicate that team members had a high regard for one another. The treatment teams developed into cohesive work units and there was mutual support and cooperation. Volunteers were perceived as effective on the teams in performing many tasks. The training which was provided probably was necessary in order to strengthen team operations and more training in several areas was perceived by team members to be needed. It is doubtful that these teams would have developed as effective instruments without this preparation or orientation phase embodied in the training or educational component of the project. The philosophies of team members concerning corrections seemed to be what one would hope for in probation work - a rehabilitation and community change orientation rather than a punitive one. This was possibly the result of a combination of factors (i. e., selection, training, attitude change) as a result experience in contacting offenders and staff norms present in the agency.

**Appendix**  
**Profile of Applicants for the Position**  
**of Probation Technician**

## Appendix

### Profile of Applicants for the Position of Probation Technician <sup>1</sup>

Generally, applicants for the technician job came in person to the probation department offices, some having called in and been asked to leave applications in person. In Travis County applicants heard of the positions available from radio and newspaper advertisements, word-of-mouth, OEO neighborhood representatives, or through the Texas Employment Commission.

Copies of typical articles which appeared in news media are on the following page. A sample application form that technician applicants completed is included at the end of this description. The information obtained on the application forms is presented in summarized form on the following pages.

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<sup>1</sup>Prepared by Ann Jones, and Martha Williams.

## Travis County Applicants

The Travis County applicants fell into three groups - regular applicants, senior citizens, and ex-offenders. The regular applicants were those under 55 years of age who reported no criminal record. Senior citizens were applicants 55 years of age and older with no criminal record. The ex-offenders were those who reported that they had been arrested or involved as a defendant in court action. In Travis County there were 89 regular applicants, 14 senior citizens, and 43 ex-offenders who applied for the job of technician between the dates of July 15 to August 15, 1968, when no further applications were taken.

## Race/Ethnic Origin of Applicants

The race/ethnic origin of the applicants in Travis County is summarized in Table 1. Generally, it can be concluded that the job of technician was one that minority group members applied for in relatively greater numbers than chance alone would predict which was, of course, one of the goals of the project.

RACE/ETHNIC ORIGIN OF TRAVIS COUNTY APPLICANTS  
Table 1

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
Anglo	23	26	7	50	15	35
Latin	17	19	0	0	8	18
Negro	38	43	3	21	14	33
Unk/no info. <sup>2</sup>	11	12	4	29	6	14
Total	89	100	14	100	43	100

<sup>1</sup>All the percentages in this and following tables are calculated to the nearest whole percent, thus the total is between 99 and 101 inclusive.

<sup>2</sup>Unknown/no information, Race/ethnic origin information is not requested on probation department application forms and, therefore, applicant race or ethnic origin was determined, if possible, by either recall from pictures, other collateral sources or other information on the application (ie., high school attended). Of course, in some cases the information was not clear-cut enough for classification.



## Sex of Applicants

The sex of the Travis County applicants is summarized in Table 2.

Table 2

## SEX OF THE TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
Female	52	58	6	43	13	30
Male	37	42	8	57	30	70
Total	89	100	14	100	43	100

It can be seen from the table that a majority of the applicants in the regular group were female, whereas in the senior citizen and ex-offender groups the majority were male. It is interesting to note that although the proportion of males to females among Travis County ex-offenders is usually approximately 10:1, a relatively higher proportion of this ex-offender group were female.

## Age of Applicants

The age of the Travis County applicants is summarized in Table 3.

Table 3

## AGE OF THE TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
20-29	41	46			17	40
30-39	21	24			13	30
40-49	21	24			5	12
50-59	6	7	4	29	5	12
60-69			10	71	2	5
Unknown					1	2
Total	89	100	14	100	43	101

For the group of regular applicants the range in ages was from 21 to 54, with a mean age of 33.93 years. The median was 30. It is notable that such a relatively high percentage of applicants were under 30 considering that advertisements requested applicants to be at least 22 years of age. Eleven of the applicants, in fact, were 23.

The senior group ranged in age from 56 to 66 with a mean of 60.86 years and a median of 61.

The range for the ex-offender group was from 24 to 65. The median age was 32 and the mean 36.1.

#### Birthplace of Applicants and Their Parents and Citizenship of Applicants

Table 4 summarizes the information on the birthplace of the applicants.

Table 4  
BIRTHPLACE OF TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
Texas	74	83	11	79	35	81
Other States	13	15	3	21	8	19
Other Countries	2	2	0	0	0	0
Total	89	100	14	100	43	100

All of the applicants reported that they were citizens of the United States. It can be seen from the above table that approximately 80% of each group were Texas natives. For the regular group 40% were born in Travis County. Forty-nine percent of the ex-offenders and 14% of the senior group were also born in Travis County. Over 60% of the applicants in the regular and ex-offender groups stated that both of their parents had been born in Texas; for the senior group this was 36%. Generally speaking then most of the applicants and their families were long-time Texas residents. Those applicants who were not born in Texas were predominantly from other southern states.

#### Marital Status and Dependents of Applicants

Table 5 summarizes the information on the marital status of the Travis County applicants.

Table 5  
MARITAL STATUS OF TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
Married	57	64	8	57	27	63
Single	17	19	1	7	9	21
Divorced	15	17	4	29	5	12
Widowed	0	0	1	7	2	5
Total	89	100	14	100	43	101

As one might expect, most of the applicants were married (approximately 60% of each group); however, 28%, 36%, and 28% of the regulars, senior citizen and ex-offender groups respectively report having no dependents. The number of dependents by groups is summarized in Table 6.

Table 6  
DEPENDENTS OF TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
0	25	28	5	36	12	28
1*	18	20	8	57	7	16
2	17	19	0	0	7	16
3	10	11	1	7	8	19
4	10	11	0	0	4	9
5	3	3	0	0	1	2
6 or more	6	7	0	0	4	9
Total	89	99	14	100	43	99

#### Education

For the group of regular applicants the range in years of formal education was from 8 to 16. Seventy-two of this group (81%) had at least a high school degree. Forty-two of the group (47%) had attended college and nineteen of them (21%) attained a bachelor's degree. The average education was 12.9 years. Thirty-four of the regular applicants (38%) reported having some trade or vocational courses beyond their formal education.

In the senior citizen group the years of education ranged from 10 to 16, average being 12.7 years. Eight of this group (57%) finished high school.

\*Number of dependents in some cases included spouse and in other cases all dependents were children.

Six of these attended college and three of them completed a degree. Ten of the senior-citizen applicants (71%) had at least the equivalent of a year of trade or vocational training.

The educational range for the ex-offenders was from 9 to 16 years. Sixty-three percent of them had at least a high school degree. Ten of this group of 27 had attended college and one of them had completed the work for a bachelor's degree. The average educational level was 11.88 years. Approximately 1/3 of the applicants had had some other courses in vocational areas in addition to their years of formal education.

Generally, the conclusion here is that the applicants were on the whole better educated than one might expect. The job seemed to have appeal particularly to minority group members with a better than average education relative to others in their minority group. For example, of all Negroes who applied in Travis County the average educational level attained was 13.1. For Latins the comparable figure was 10.8 and for Anglos 12.8. (Unknown = 13.5). Among the ex-offender group, the Anglos' average education level was 12.6. For the Latins the mean was 11.3, for the Negroes 11.6, for the unknowns, 11.3.

#### Jobs Held at Time of Application and Salaries

The categories of jobs held by the applicants at time of application are displayed in Table 7.

Table 7  
JOB CATEGORIES OF TRAVIS COUNTY APPLICANTS

	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
White-collar	13	15	3	21	0	0
Semi-skilled	25	28	7	50	16	37
Unskilled	36	40	4	29	25	58
Unemployed	15	17	0	0	2	5
Total	89	100	14	100	43	100

Those classified as unemployed were the applicants who reported that they had no job at the time of their application for the technician position. The white-collar category included those who reported that they held jobs as teachers, nurses, sales representatives, administrators, etc. The semi-skilled group was composed of secretaries, clerks, technicians, and cashiers. The unskilled group contained those who were employed as maids, cooks, janitors, waitresses, and laborers. Many of the ex-offenders group particularly were in this category.

Of those reporting their salaries on present jobs, most applicants could

be said to be "underemployed", particularly when one bears in mind the average educational attainment of the applicant groups. These salaries are summarized in Table 8.

Table 8

## SALARIES OF TRAVIS COUNTY APPLICANTS

Income Levels	Regulars		Senior Citizens		Ex-Offenders	
	No.	%	No.	%	No.	%
6000-6999	2	2	1	7	1	2
5000-5999	7	8	3	21	2	5
4000-4999	10	11	3	21	6	14
3000-3999	38	43	4	29	21	49
2000-2999	14	16	1	7	8	19
1000-1999	3	3	1	7	3	7
Unem/no info.	15	17	1	7	2	5
Total	89	100	14	99	43	101

It is notable that the largest percentage of each group fell into the \$3000-3999 income range.

For the regular group, the income range of those employed was \$1200 to \$6400. The average income in this group was \$3610.27 and the median income was \$3600. There was a higher percentage of unemployment in this group than was reported by either the senior or ex-offender groups.

The incomes for the senior group ranged from \$1680 to \$6000. The median income was \$4080 and the mean was \$4085.38. The range for the ex-offender was \$1200 to \$6720, with a \$3550 median and a mean of \$3602.05.

#### Motives for Making Application

The motives given by the applicants were, for reporting purposes, classified in three areas - economic, helping others, and self-fulfillment.

In the regular group 24 of the applicants (27%) gave an economic motive, though only one gave it as his sole motive in seeking the job. Eighty-one of the applicants (91%) listed the desire to help others as one of their motivating forces, and in eighteen of these cases it was given as the only motive. Fifty-nine applicants (66%) gave a motive that was classified in the area of self-fulfillment (self-image, status, intrinsic interest and meaning, identity). This was often found in combination with a motivation to help others. This was only

given as the sole motive in three cases.

A similar pattern was found among the senior group. Only one person gave an economic motive, and this was combined with a motivation to help others and for self-fulfillment. In 13 cases (93%) at least one of the motives given was a desire to help-others; in six of these cases it was the only motive given. A desire for self-fulfillment was cited by eight persons (57%), though in all cases but one this was combined with a desire to help others.

In the ex-offender group the reported motivations were much the same with 21% giving an economic motive, 88% giving a motive in the line of helping others, and 51 % giving a self-fulfilling type of motive. Again, too, the latter two motives were often combined.

It should be noted that the advertisements did emphasize that applicants should have an interest in the welfare of other human beings, show maturity ability to work with people and common sense. No doubt this affected what people gave as motives for seeking the job. However, the ads no doubt also appealed to people with a "helping" orientation.

#### Organizational Memberships Given

For the three groups the organizational memberships given were classified in three main areas - church, civic or political, and social.

Of the regular applicants thirteen (15%) listed no organizational affiliation. Sixty-nine of them (78%) gave a church membership as one of their affiliations. In forty-one of these cases it was the only organization given. Thirty-one of the applicants cited membership in social organizations and thirteen gave memberships which were classified as civic or political.

In the senior group twelve gave a church membership, six of these giving it as their only membership. Four gave memberships of a civic nature, and six stated they were members of social groups.

Five of the ex-offender group stated they were members of no organization. Twenty-nine of them (67%) gave a church membership, and for 23 of these it was the only membership they cited. Thirteen gave social memberships and two listed civic or political memberships.

#### Miscellaneous

Other miscellaneous data regarding physical disabilities, relatives, use of a car, military service and references were requested of the applicants.

A very small number of applicants reported having a physical disability. Three in the regular group and five in each of the other two groups reported a disability of a minor nature.

Two of the regular group had relatives who were ex-offenders and eighteen of them had relatives who were "law-related."<sup>1</sup> None of the applicants in the senior group reported having relatives who were ex-offenders, and only two of them had "law-relates" relatives. Four of the ex-offenders reported having family members who were also ex-offenders and five of them had "law-related" relatives.

All except three of the 146 applicants reported that they had a car available to them for use in their work. Two of these three were ex-offenders and the third was from the regular group.

In the regular group 62% of the men have served in the military forces in some capacity. Twenty-five percent of the men in the senior group and 67% of the ex-offenders and also served in the military.

The references given by each of the groups fell into many different categories, though some general types of references were prevalent. In the regular group the greatest number of references given were those in the educational area - teachers, principals, professors. Ministers were cited second most often, and the OEO neighborhood director was given by nine applicants. In the senior group financial-type references were given most often, and again references in education and the ministry were numerous. Interestingly, the ex-offender applicants gave law-related references (sheriffs, probation officers, police, etc.) most frequently. The references in education were second most numerous, being closely followed by ministers. The OEO representative was given as a reference by three members of this group.

#### Probation Technician Applicants in Other Project Counties

The information gained from application forms completed by technician applicants in Hays, Comal, Austin and Caldwell counties is summarized in Table 9. These applicants were not divided into sub-groups because the numbers involved were much smaller. The miscellaneous collateral information not summarized in Table 9 is descriptively presented by county on subsequent pages. Similarities between Travis County and outlying county applicants seem apparent on several variables - for example age, education, job and salary levels, birthplace, sex, marital status and number of dependents. Obvious differences seem to exist on a few variables. For example, many fewer Negroes were applicants in the rural counties. Also references given tended to be more "business" oriented. The picture that emerges of these applicants is that they were generally under-employed or unemployed, middle aged Anglos or Latins with a better than average education for their employment category. They were usually married and Texas born natives. About half were women.

<sup>1</sup>In occupations in law enforcement, probation, parole, held court positions, or were lawyers, etc.

Table 9  
SUMMARY OF INFORMATION ON TECHNICIAN APPLICANTS IN  
RURAL PROJECT COUNTIES

	Hays County	Comal County	Austin County	Caldwell County	Total
<u>Race</u>					
Anglo	4	4	5	2	15
Latin	11	4	0	0	15
Negro	0	1	1	0	2
Unk/no info.	0	0	1	0	1
Total	15	9	7	2	33
<u>Sex</u>					
Female	8	3	3	2	16
Male	7	6	4	0	17
Total	15	9	7	2	33
<u>Age</u>					
20-29	8	2	0	0	10
30-39	5	2	0	2	9
40-49	1	2	6	0	9
50-59	0	3	0	0	3
60-69	1	0	1	0	2
Total	15	9	7	2	33
<u>Birthplace</u>					
Texas	15	8	5	2	30
Other State	0	1	2	0	3
Total	15	9	7	2	33
<u>Marital Status</u>					
Married	12	6	6	2	26
Single	3	2	0	0	5
Divorced	0	1	1	0	2
Total	15	9	7	2	33
<u>Dependents</u>					
0	4	2	1	0	7
1	2	1	1	0	4
2	2	3	0	0	5
3	3	2	0	0	5
4	3	0	3	2	8
5 or more	1	1	2	0	4
Total	15	9	7	2	33



Table 9 - continued

	Hays County	Comal County	Austin County	Caldwell County	Total
<u>Salaries</u>					
5000 - up	1	1	0	0	2
4000-4999	3	1	1	0	5
3000-3999	0	2	2	0	4
2000-2999	6	0	1	1	8
1000-1999	1	1	0	0	2
Unemployed or no info.	4	4	3	1	12
Total	15	9	7	2	33
<u>Job Categories</u>					
White-collar	0	0	0	0	0
Semi-skilled	3	1	1	0	5
Unskilled	8	4	3	1	16
Unemployed	4	4	3	1	12
Total	15	9	7	2	33

### Miscellaneous Information

Hays County. For the Hays County applicants none reported disabilities, ever having been arrested, or having relatives who were offenders. Forty percent of this group gave economic motives, though only one gave it as his only motive. Eighty-seven percent gave helping others as a motive and 60% of them gave self-fulfillment. The education for this group ranged from 8 to 16 years, with a median of 12 and a mean of 11.93. Five of this group of 15 had attended college, with one completing a degree. Five said they belonged to no organizations, nine gave a church membership, and for eight of these it was their only membership. Two gave social affiliations. The references given for this group were largely in the areas of education, real estate, insurance or laborers.

Comal County. None of the nine Comal County applicants reported having any disability. Three said they had been arrested, one of these for drunkenness and the other two on unknown charges. They reported having no relatives who were offenders, or who were law-related or employed in state or county work. Four of the applicants gave helping others and self-fulfillment as their motives, one gave self-fulfillment alone, three gave helping others, and one gave all three motives. The education range for this group was from 0 years to 17 years, the mean was 11.1 years. Six of the nine graduated from high school and four of that number attended college, one graduating. Eight cited church memberships and four gave it as their only affiliation. Three gave social memberships and two gave civic memberships. References given in order of frequency were ministers, teachers, bankers and other businessmen.

Austin County. One of the seven applicants from Austin County reported having a slight eye impairment and one reported having been arrested. Five of them gave a combination of helping others and self-fulfillment as their motives, one gave an economic motive, and one gave helping others. The educational range was eight to fourteen years, with one having completed the 8th grade, two the 10th grade, three the 12th, and one having completed two years of college (mean=11.1 years). Five gave a church membership as their only membership, one gave church and social, and one gave social. Their references were predominantly bankers and law-related officials.

Caldwell County. The two applicants from Caldwell County reported no disabilities, arrests or relatives either law-related or offenders. Both gave helping others as their motive. One completed the 11th grade and the other the 12th (mean=11.50). One applicant gave only a church membership and the other gave church, civic, and social groups. Both gave businessmen as their references in addition to a doctor and a minister.

# TRAVIS COUNTY EDUCATION-SALARY OF NEGRO EX-OFFENDER APPLICANTS N=14 | UNEMPLOYED X-FEMALE O-MALE

7000

6000

5000

4000

3000

2000

1000

8

9

10

11

12

13

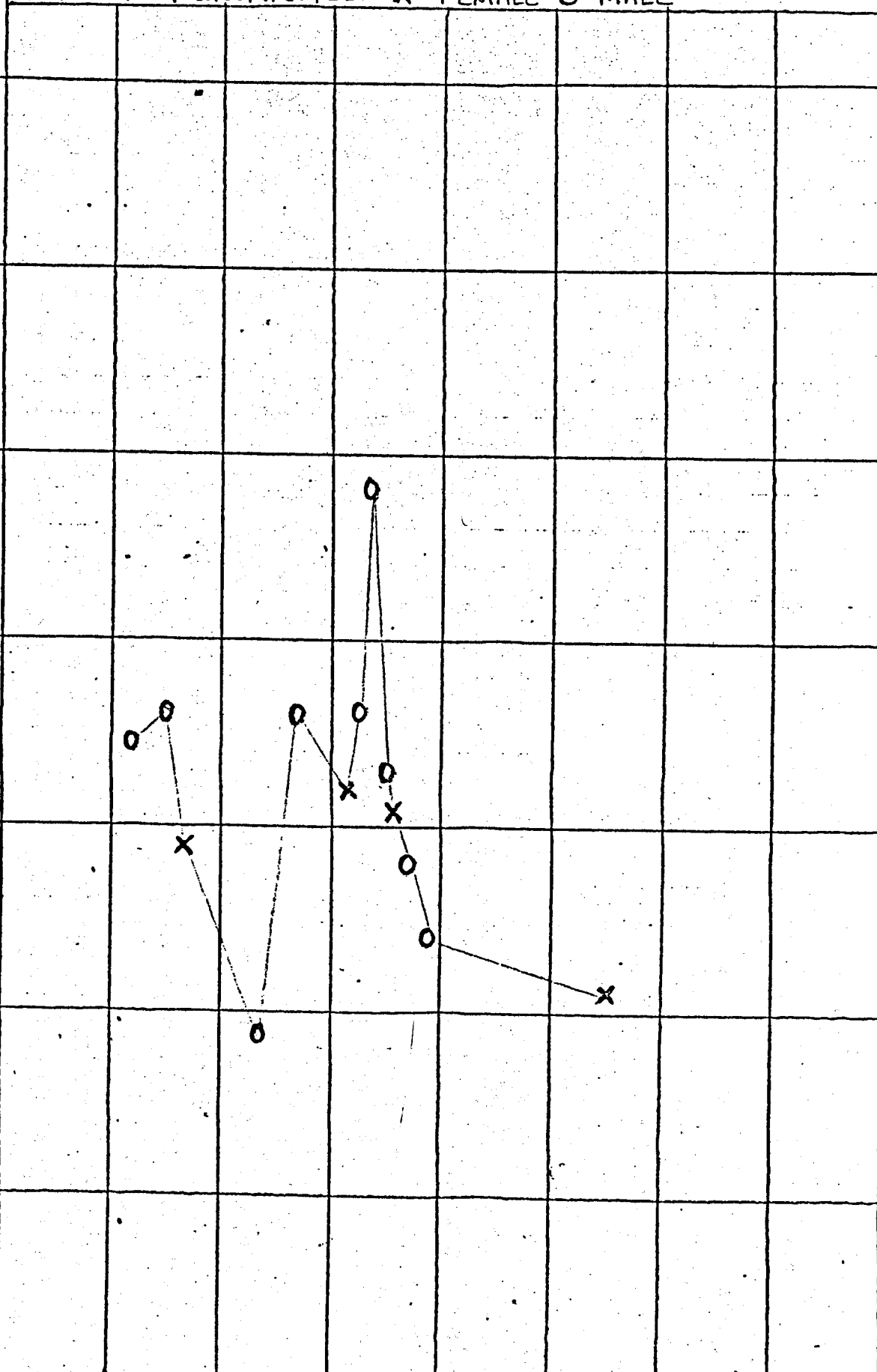
14

15

16

17

YEARS OF FORMAL EDUCATION

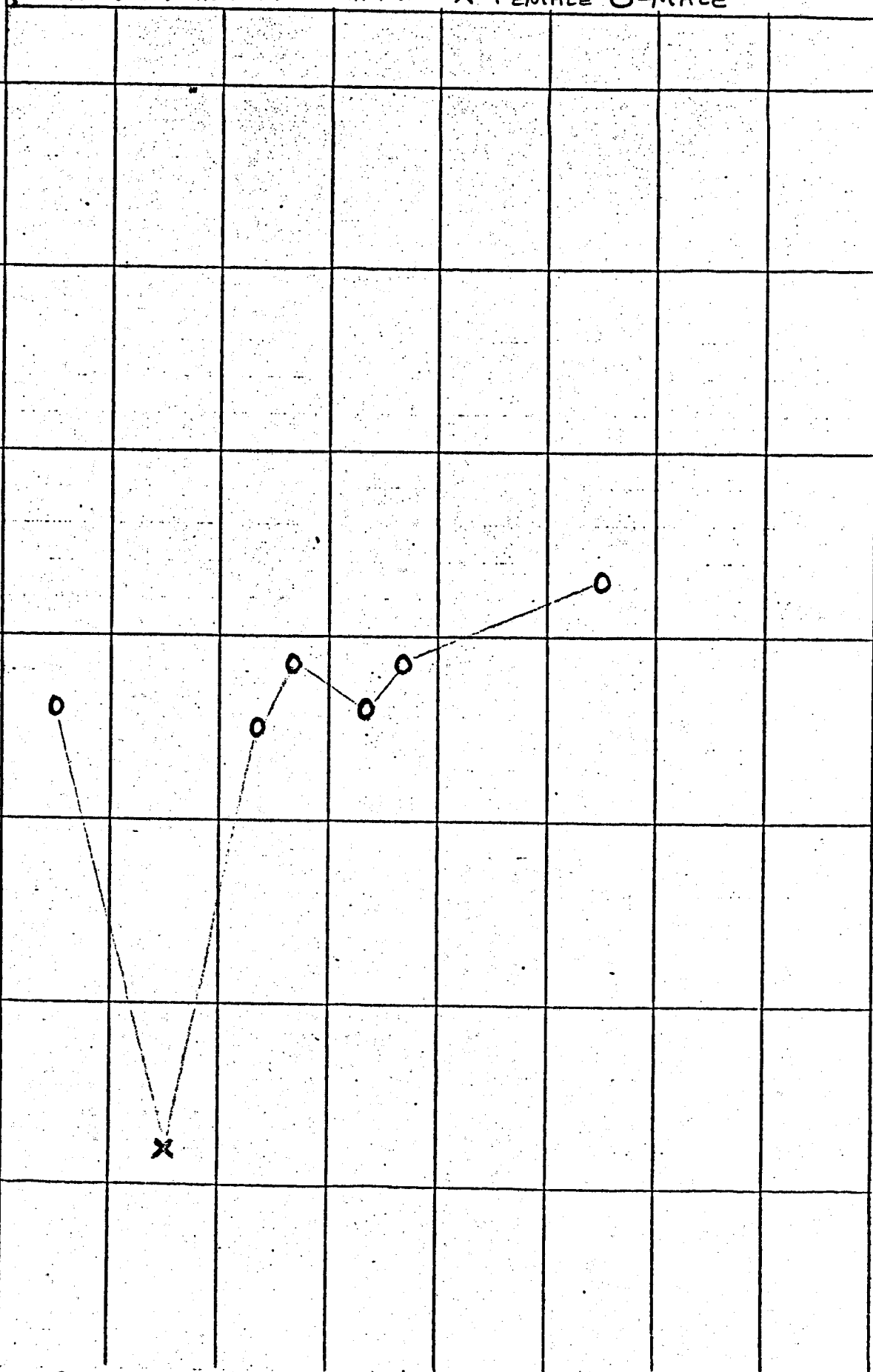


TRAVIS COUNTY  
EDUCATION-SALARY OF LATIN EX-OFFENDER APPLICANTS  
N=8 1 UNKNOWN EDUCATION X-FEMALE O-MALE

7000  
6000  
5000  
4000  
3000  
2000  
1000  
0

8 9 10 11 12 13 14 15 16 17

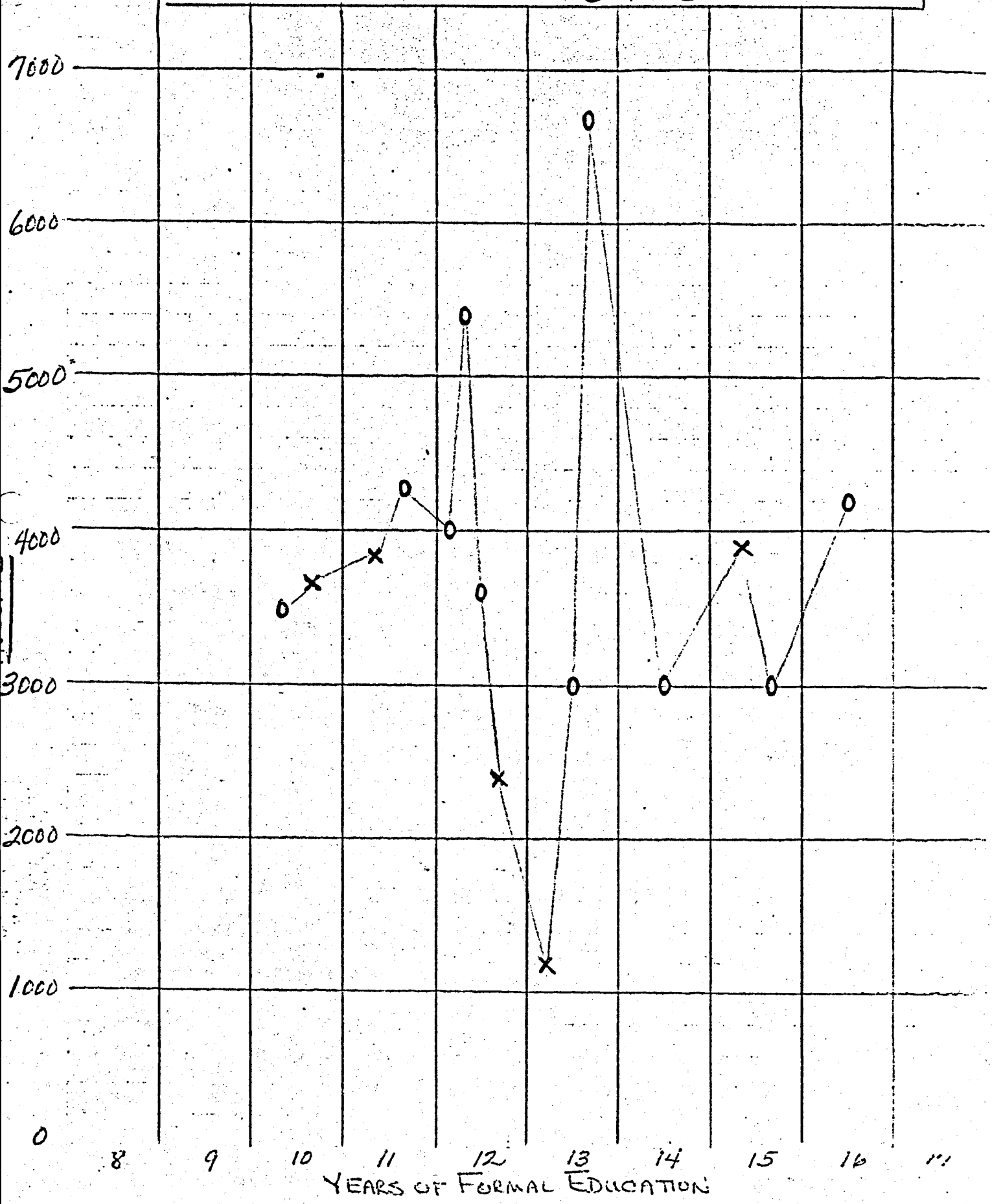
YEARS OF FORMAL EDUCATION



# TRAVIS COUNTY

## EDUCATION-SALARY OF ANGLO EX-OFFENDER APPLICANTS

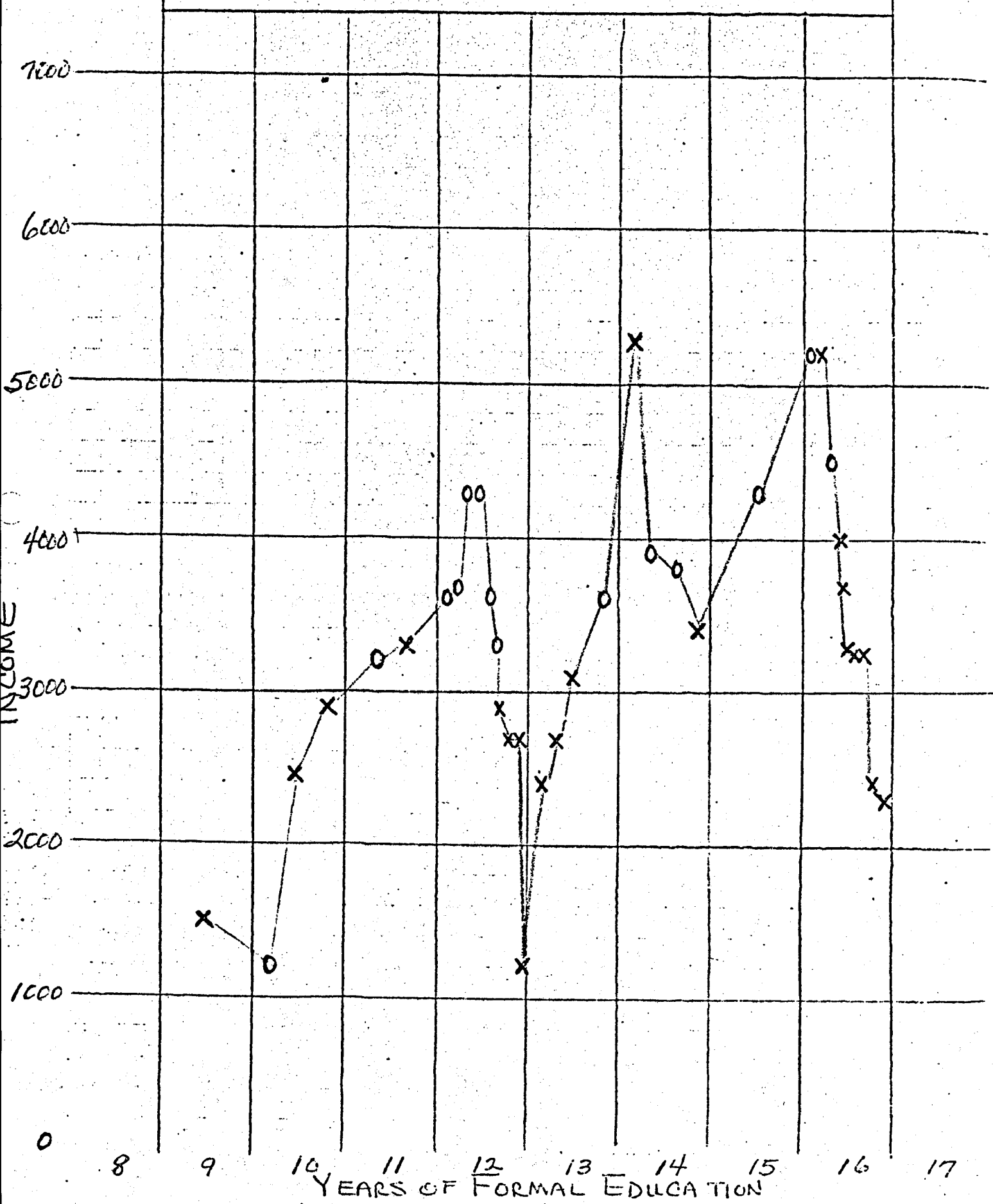
N=15 X-FEMALE O-MALE



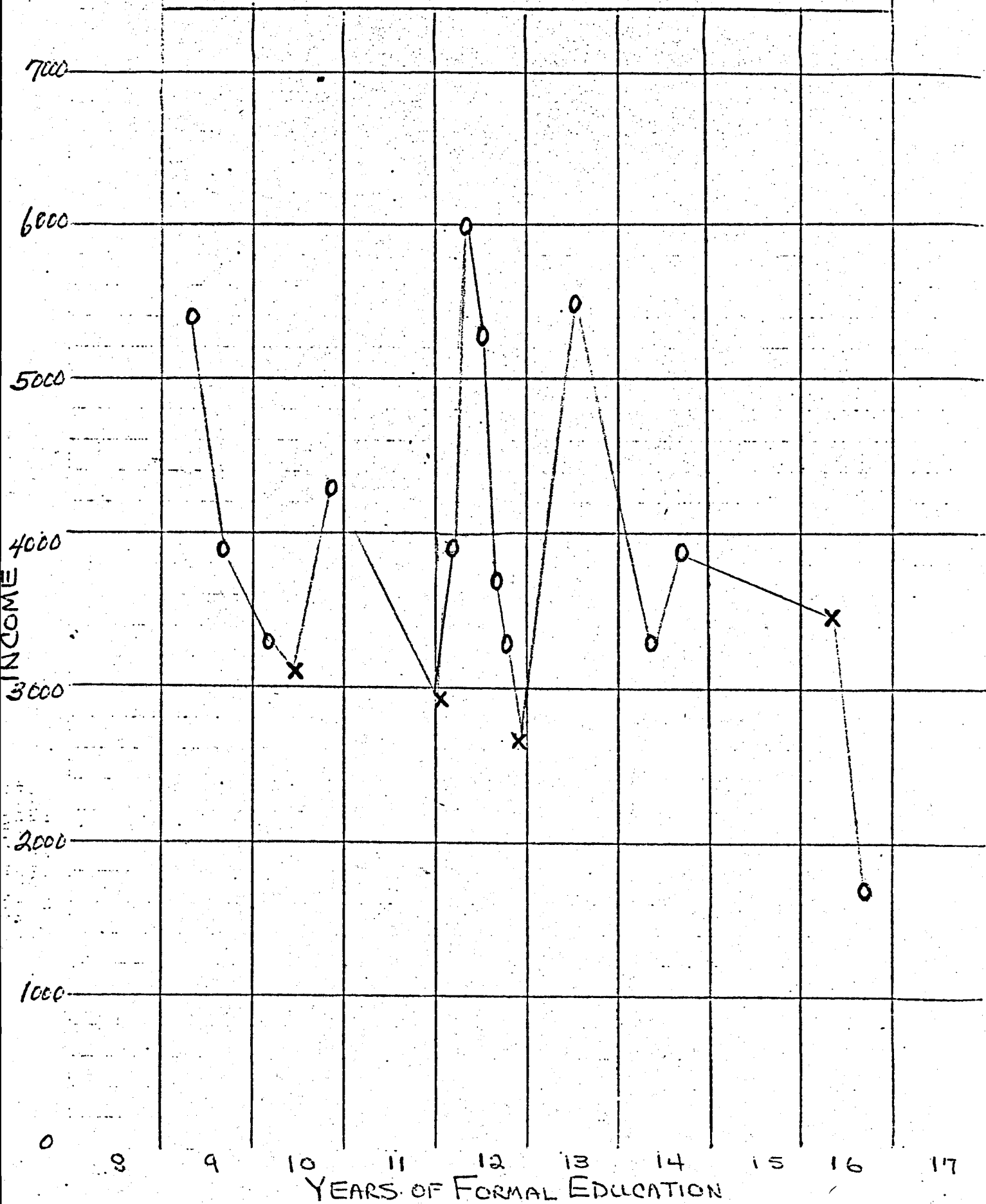
# TRAVIS COUNTY

## EDUCATION-SALARY OF NEGRO REGULAR APPLICANTS

N=38 UNEMPLOYED=3 X-FEMALE O-MALE

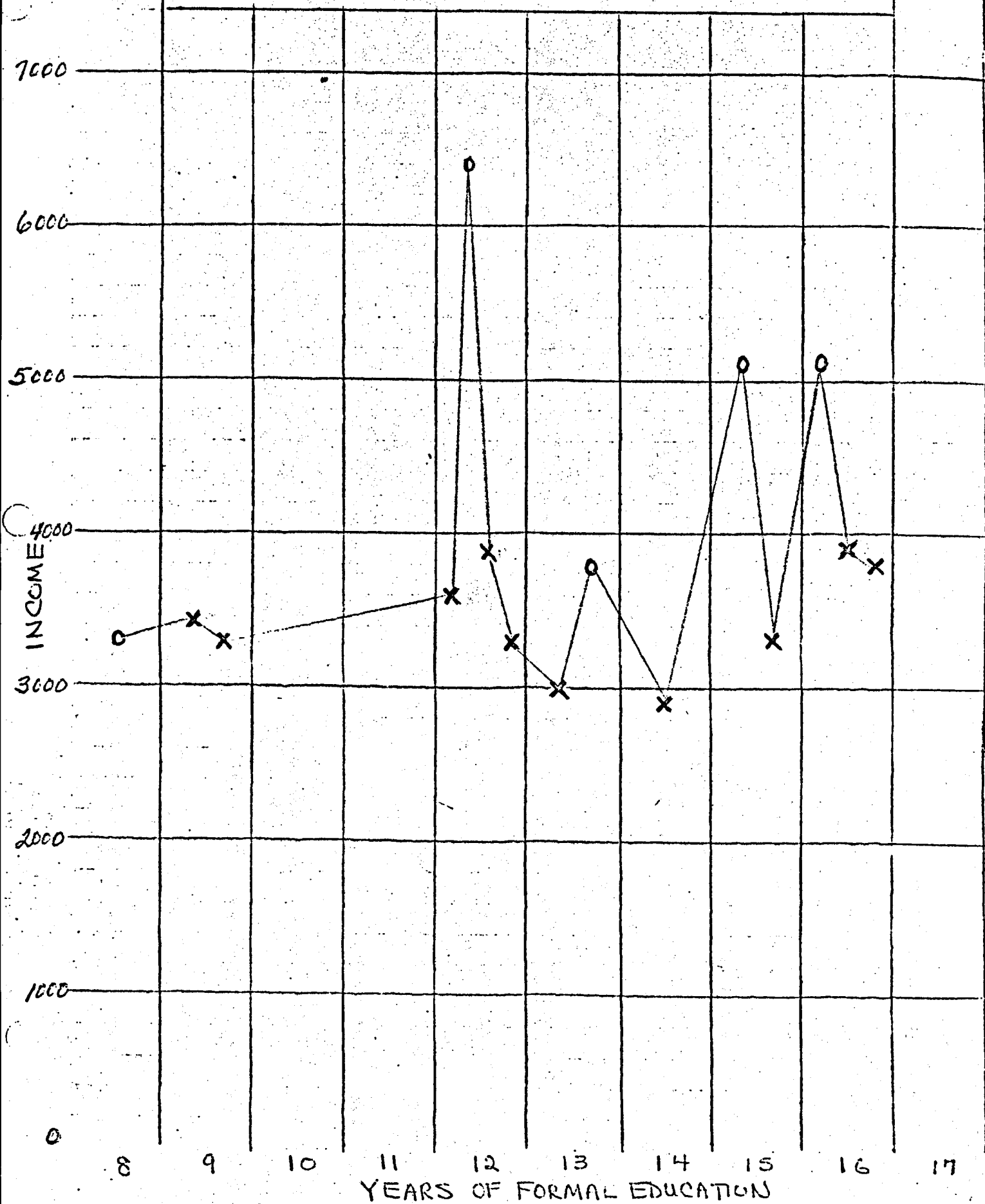


TRAVIS COUNTY  
 EDUCATION - SALARY OF LATIN REGULAR APPLICANTS  
 N=17 X-FEMALE O-MALE



TRAVIS COUNTY

EDUCATION - SALARY OF ADULT REGULAR APPLICANTS  
N=23 8 UNEMPLOYED X-FEMALE O-MALE





# TRAVIS COUNTY EX-OFFENDER APPLICANTS

## EMPLOYMENT

## AVERAGE EDUCATION

SKILLED	...	...	...	...
SEMI-SKILLED	13 N=8	12 N=2	12.7 N=3	12 N=3
UNSKILLED	12.1 N=7	11.2 N=6	11.2 N=10	10 N=2
UNEMPLOYED	... N=0	... N=0	13 N=1	12 N=1
	ANGLOS N=15	LATINS N=8	NEGROES N=14	UNKNOWN'S N=6

## EMPLOYMENT

## AVERAGE SALARY

SKILLED	...	...	...	...
SEMI-SKILLED	\$4033 N=8	\$3840 N=2	\$2587 N=3	\$4375 N=3
UNSKILLED	\$3376 N=7	\$3352 N=6	\$3326 N=10	\$2400 N=2
UNEMPLOYED	... N=0	... N=0	... N=0	... N=0
	ANGLOS	LATINS	NEGROES	UNKNOWN'S

# TRAVIS COUNTY REGULAR APPLICANTS

## AVERAGE EDUCATION

EMPLOYMENT

EMPLOYMENT	ANGLOS N=23	LATINS N=17	NEGROES N=38	UNKNOWN N=11
SKILLED	13.8 N=4	13.3 N=4	15.4 N=5	... N=0
SEMI-SKILLED	13.4 N=8	12.4 N=5	14.1 N=8	14.3 N=4
UNSKILLED	10 N=3	11.3 N=8	12.5 N=22	12 N=3
UNEMPLOYED*	12.8 N=8	... N=0	12 N=3	13 N=4

EMPLOYMENT

## AVERAGE SALARY

EMPLOYMENT	ANGLOS N=23	LATINS N=17	NEGROES N=38	UNKNOWN N=11
SKILLED	\$5110 N=4	\$5070 N=4	\$4282 N=5	... N=0
SEMI-SKILLED	\$3447 N=6	\$3467 N=5	\$3604 N=8	\$4407 N=4
UNSKILLED	\$3480 N=3	\$3527 N=8	\$2978 N=22 <small>2 MALES IN THIS GROUP HELD 2 JOBS</small>	\$3253 N=3
UNEMPLOYED	... N=8	... N=0	... N=3	... N=4

\* OF the 8 unemployed Anglos, 6 were housewives, one was a retired army officer, and one a retired businessman. The 3 unemployed Negroes were housewives. The unknown unemployed were 1 retired army officer, a retired post office employee, and one housewife.

**Appendix**  
**Profile of Volunteer Applicants**

## Appendix

PROFILE OF VOLUNTEER APPLICANTS<sup>1</sup>

## Travis County Applicants (N=34)

The picture that emerges of a volunteer in Travis County was of a rather young, middle-class male, who was a married college graduate with three children. A sample application form is included at the end of this description.

Of the 34 applicant volunteers in Travis County, 24 of them, or 61%, were male. The ages of these persons ranged from 23 to 60, with an average age of 38. They had resided in Travis County for an average of 9 years and in Texas for an average of 23 years.

The median income for this group fell in the \$6,000-\$9,000 range. Eleven of the applicants (35%) gave their income level as between 3 and 6 thousand dollars annually (this was a greater number of persons than in any other income level). Five persons made between 6 and 9 thousand dollars annually (this was a greater number of persons than in any other income level). Five persons made between 6 and 9 thousand annually, four made between 9 and 12 thousand, four between 12 and 15 thousand, and seven stated they made more than \$15,000 per year.

For the 26 persons who answered the question regarding the occupation of their spouse, four answered that they had no spouse, five said their spouse was a housewife, five said a secretary, and six were professional, skilled persons in the areas of teaching, law, or business. The other six spouses were in various other fields - student, carpenter, sales, health aide, and tax adviser.

Of the 33 persons who answered the question regarding the number of children they had, 7 answered none and 6 of them had only one child. Four answered that they had two children, nine of them had three children, one had four children, and six of them had six children.

The years of formal education for this group ranged from 7 to 19, with an average of 15 years. The number of college graduates was 18, or 53% of the applicants.

When asked to list their special skills, 16 persons left the space blank and 5 said they had no special skills. Four applicants gave courses in psychology or sociology in answer to this question, three gave a language (Spanish or French), and six listed business type skills- accounting, clerical, typing, etc.

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<sup>1</sup>Written by Ann Jones and Martha Williams.

Thirty of the applicants answered the question regarding their employment background. Seventeen (50%) of them were, or had been, employed in professional, skilled jobs - law, banking, accounting, own business, personnel management, etc. Ten of the applicants were in either secretarial or sales fields. One of the applicants was a cab driver, one a heavy equipment operator, and one had no previous employment.

Forty-one percent of the applicants either said they had no previous volunteer experience or listed none. Twelve of the group listed two or more previous involvements in volunteer work. Ten of them stated that they had done volunteer work with youth - scouts, little league, etc., five had worked with the United Fund or other fund drives and the same number had done volunteer Church work.

When asked to give their organizational affiliations, 6 of the volunteers did not answer and one said none. Fifty-three percent of the volunteers listed a Church membership and 50% gave a social club. Twenty-seven percent of the volunteers were members of a civic club. In only four cases was just one membership given and in many instances the volunteers were members of five or six clubs.

In answer to a request to give the reason they were volunteering for work in the TAPP project, about 50% of the volunteers listed a desire to help others as at least one of their motivations. Other reasons given in several cases were to aid in improving the community, to use some spare time usefully, to learn more about dealing with people's problems, to feel a sense of self-fulfillment.

Two applicants gave no answer to the question asking which particular phase of the project work they would prefer and nine said all areas interested them. Sixty-eight percent of the applicants, 23 in number, specifically requested to be able to have personal contact with the probationer through interviews or home visits. Three volunteers desired work in the particular areas of group therapy, clerical work, and speaking.

Thirty-two applicants answered the question about whether they would spend at least three hours per week, and of these thirty-one answered yes. Eleven persons gave no answer to a question regarding how many hours per week they would be available and seven said that their available time was indefinite or that they would spend as much time as possible. For the sixteen persons who gave a definite answer the average was 10 hours per week. The volunteers had great variety in the time they gave as being the most convenient for them to help. Several of the women said they could best serve during school hours and many others specified weekends and evenings.

Thirty-two of the volunteers answered the question concerning where they had heard about the need for volunteers. Two had heard on the radio, five from the newspaper, and four from television. Ten volunteers had been told about the project by a friend, who in one case was another volunteer and in two other cases was a lawyer. Six volunteers had responded to a request by some member of the Travis County probation office staff, a technician, probation officer, project coordinator, or project director. Two applicants heard about the project from an advisory council member and eight others from various sources - two through the Austin Life Underwriters Association, two through the Austin Presbyterian Theological Seminary, and four through the University of Texas Law School.

Thirty-two volunteers answered the question about whether or not they were ex-offenders. Four (12%) of the group answered yes.

### Caldwell County Applicants (N=18)

The Caldwell County applicant for volunteer services was generally an older man who was a long-time resident of the county, had four children, about one year of college education, and a moderate income.

Of the eighteen volunteers in Caldwell County 13 of them (72%) were men. The ages ranged from 24 to 76, with an average age of 53. Their time as residents of the county ranged from 1 year to 62 years and the average was 30 years. The volunteers lived in Texas for an average of 48 years. Their length of residence in the state ranged from 10 years to 67 years.

The income levels for the 17 who answered the question regarding income were as follows:

<u>Income</u>	<u>No. of Volunteers</u>
below- \$3000	2
\$3000- \$6000	6
\$6000- \$9000	0
\$9000- \$12000	4
\$12000-\$15000	2
above \$15000	3

Ten of the thirteen men said their spouse was a housewife, two had wives who were teachers, and one said his wife was a hospital aide. One of the five women did not list her husband's occupation, one was retired, one deceased, one a rancher, and one a recreation supervisor.

When asked the number of children, two gave no answer, two volunteers reported one child, three had two children, three had three children, two had four children, three had five children, one had six, and the remaining two volunteers had seven children.

The employment background of the 15 volunteers who answered the question dealing with previous employment was quite varied. Three had been career army personnel, two were unskilled laborers, five in semi-skilled and five in skilled professions.

When asked about previous volunteer work, only 50% of the applicants said they had participated in other volunteer work. Of the nine who said they had participated in other volunteer work. Of the nine who said they had been volunteers previously, five had participated in several projects. Six said they had helped in youth work, three in fund drives, three in Church work, one had served as a volunteer probation officer, and one had worked with senior citizens.

When questioned regarding their memberships in organizations, only one person gave none. Twelve of the volunteers (67%) were members of at least two organizations. Fifteen of them gave a Church affiliation as one of their memberships; twelve listed a social club, and 6 were members of at least one civic organization.

The reason for volunteering was given by thirteen of the applicants as a desire to help others. The remaining volunteers gave as a desire to help the community, the great need which exists in the probation area, and a desire to help cut crime and to learn more about dealing with people.

A great majority of the group (14 in number) specified that they wished to work with the probationer personally through interviews, home visits, or counseling. One gave no answer to the question regarding type of work desired and one wished to teach volunteers and two others to do clerical work.

Sixteen of the volunteers said they could spend at least three hours per week on the project and though the time available ranged from 3 to 15 hours per week, the average seemed to be about 5 hours. Eleven of the volunteers said that the evening hours were their best time to serve, and the remaining persons answered that they could work anytime or during school hours.

In Caldwell County the volunteers heard about the project largely from the newspaper and through friends, who in most cases were other volunteers. Six reported that the newspaper was their source of knowledge, 7 heard from friends, one from the project coordinator, one from a Jaycee meeting, one from a flyer, and one from the city attorney.

Only one of the applicants stated that he was an ex-offender.



### Hays County Applicants (N=27)

The typical Hays County applicant for volunteer work was a 45 year old male college graduate who had two children and was employed in a skilled profession at which he made more than \$10,000 per year.

Fifteen of the 27 Hays County volunteers were males (56%). The ages ranged from 22 to 68, with an average age of 45. The number of years residence in the county ranged from 1 to 68, with an average residence of 20 years. The average length of time in Texas was 34 years.

The income levels of the 21 volunteers who gave their incomes were as follows:

<u>Income</u>	<u>No. of Volunteers</u>
Below \$3000	1
\$3000-\$6000	4
\$6000-\$9000	4
\$9000-\$12000	5
\$12000-\$15000	0
\$15000 up	7

Seven of the men stated that their wives were housewives, two had wives who were students, one was a secretary, four were in professional positions as teachers, nurses or administrators, and one man did not state his spouses occupation. All the women gave their spouses occupation. Five stated that their husbands were in skilled professional positions - professors, engineers, or doctors, one had a husband who was a laborer, two women were single, one's husband was retired, and three were deceased.

The twenty-five married applicants had an average of two children. Four of them had no children, six had one child, seven had two, three had three, three had four, one had five, and the remaining one had six children.

The years of education for the volunteer group varied from 10 to 19 years, with an average of 15 years. Forty-five percent of the volunteers were college graduates. When questioned in regard to any special skills they possessed, ten volunteers gave no answer and two said they had none. Four of them listed business skills, four had experience in psychology, sociology or counseling, two spoke Spanish, and the remaining volunteers listed various skills - carpentry, electronics, law, and communication.

Fifteen of the volunteers had an employment background which was professional in nature, five were in semi-skilled areas, two were unskilled laborers, and the other three had no employment.

When asked about any previous volunteer work eleven indicated that they had done no volunteer work. Nine of the volunteers had participated in at least two volunteer activities. Youth work and Church activities occurred most often.

In listing organizations of which they were members four volunteers gave none, two said they did not belong to any clubs, 18 (67%) listed a church membership, 16 (59%) were members of social organizations, and 9 (33%) gave civic affiliations.

Three gave no answer to the question about the reason for volunteering. Sixteen (59%) gave as their reason a desire to help others, one specifying a desire to help Mexican-Americans and another to help alcoholics. Six volunteers stated that they had volunteered because of the great need to help the community. One volunteer said simply that he volunteered because it was a worthwhile project and another said he would work because he needed to feel needed.

Twenty-two of the volunteers specified particular phases of the project which they would like to help with. Thirteen indicated a desire for personal contact through home visits or interviews, two wanted to speak to various groups about the project, three wished work investigating or doing clerical duties, one wished to write, and three wished to teach volunteers- one of these was the volunteer coordinator.

Only nine of the applicants gave a specific amount of time per week that they could devote to the project. This time ranged from 1 to 25 hours per week with an average of 7 years. Seven said they were not sure how much time they could give and eleven made no reply to the question. Approximately one third of the volunteers said they wished to help in the evenings or on weekends, nine specified no particular time, and the other nine said either mornings or during school hours.

The newspaper was the major source of information about the project - 11 volunteers heard through this means. Four volunteers heard about the project from the judge, two from advisory council members, two from friends, one from a flyer, and one from a newcomers club speaker. The other four volunteers did not answer this question.

Three members of the volunteer group indicated that they were ex-offenders - all indicating that it was a misdemeanor due to traffic violations.

### Comal County Applicants (N=6)

There were an equal number of male and female volunteers in Comal County, three of each sex. Their ages ranged from 32 to 73 with an average age of 49. They averaged 19 years of residence in the county and 43 years in Texas.

One volunteer reported an income in the range of \$3000-\$6000, one had income of \$6000-\$9000, and there were two volunteers in each of the levels \$9000-\$12000 and \$12000-\$15000.

Two of the men reported that their spouses were housewives and one said his wife was a clerk. One of the women was a widow, one's husband was a minister, and one husband was a civil service employee.

One volunteer had one child, two had two, one had three, and the remaining two had four children.

The education of this group ranged from 12 to 18 years, with an average of 15 years of formal education. Four of the six were college graduates. Three gave no special skills, one had had counseling and sociology courses, and two had business skills. Four volunteers were in skilled professional fields and two were employed in semi-skilled work.

All six of the applicants had done some volunteer work. Five of the six had worked with scourts or other youth work and one had worked aiding the home for the aged. Five of the volunteers were church members, three listed civic memberships and two were members of a social group.

Two gave their reason for volunteering as a desire to help others, three spoke of the great need in the community and the sixth sought self-fulfillment through the project. Five of them indicated the type of work they desired to do. Four of these stated a desire for personal contact type of work, and the other volunteer sought work with alcoholics.

Two specified no particular amount of time that they could work on the project, three said they could spend all the time necessary, and one specified from 1 to 3 hours weekly. One of the six said that morning hours were the time she was available and the other five said they were available in the evenings.

Three volunteers had read about the project in the newspaper, two had heard about it from friends, and one had learned of the work

from an advisory council member. Two volunteers said they had also heard about it from other sources - church and a retired persons' meeting.

None of the six was an ex-offender.

**Appendix**  
**Results of Time Study**

## Appendix B

### Time Study of Probation Officer's and Technicians' Tasks

Work sheets for recording time spent in various activities were rated during three time periods. Time 1, July 15 through July 26, 1968, was the period when the probation officers were the only direct service personnel operational. During Time 11, November 21 through December 11, 1968, the technicians were being utilized to aid the probation officers. In Time 111, May 12 through May 23, 1969, both technicians and volunteers acted to help the work of the probation officers. During each of these three time periods the probation officers were asked to complete the Daily Worksheet Form for the 10-day period. The technicians completed the worksheets for the two 10-day periods of Times 11 and 111. In some cases, the officers and technicians reported on fewer days than 10 and this was reflected by the "percentage time unreported" in Appendix B-F which are on the detailed data summary sheets on file in the Travis County Office. Note that the tables to follow summarize work distribution as percentages of reported time which was assumed to be the most accurate estimate.

Those filling out the worksheets were asked to classify their work in five areas, pre-sentence investigation, supervision and treatment, administrative activities, staff development acts, and community activities. Pre-sentence investigation included interviews with the probationer, family, and employer, as well as time spent in studying records and other collateral information on the probationer and consultation with the attorney and judge involved. The supervision and treatment category was comprised of interviews with the probationer, family, attorney, judge, employer, and other collateral sources, group orientation and treatment, and inter-agency conferences. Court appearances, pre-sentence dictation and supervision, travel, data gathering and research were classified as administrative activities, community activities included work on speeches and committees and with advisory councils.

The officers and technicians generally reported on about ninety percent of their working hours, i. e. there was about 45 minutes of activity per 8 hour day that was unreported. Some of this time was no doubt spent on informal discussions, some related to work, some not. In addition, some of this unreported time is due to incomplete reports on the day period.

The tables of data also give information on the portion of time each officer or technician reported he spent in the office, on visits outside the office, and on the telephone. It should be noted that this breakdown was made only on work in the individual and family counseling area where a breakdown was meaningful.

For each time period separate tables were made for each of three areas, Travis County, the 155th Judicial District which includes Fayette and Austin Counties, and the 22nd Judicial District of Hays, Comal, and Caldwell Counties.

Table I parts A, B, and C represent results for Time I, Table II parts A, B, and C for Time II and Table III parts A, B, and C for Time III. Tables I, II, and III appear on the following pages.

TABLE I  
TIME I JULY 15 - JULY 26, 1968

A  
TRAVIS COUNTY

NAME	PRE-SENTENCE INVESTIGATION	SUPERVISION AND TREATMENT	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
ATION OFFICERS										
FRAGA	33*	19	37	11	0	100	49	41	10	100
HENDERSON	11	33	49	9	0	100	59	28	13	100
LYONS	12	29	40	18	1	100	51	29	21	101**
MILLSAPPS	4	29	44	18	5	100	55	14	31	100
THAYER	9	49	39	5	0	102	57	19	24	100
ZIMMER	2	10	50	38	0	100	52	15	32	99
AVERAGE	12	28	43	16	1	100	54	24	22	100

\* The number in each case represents the percentage of the officers total reported time spent in each area.  
 \*\* Since in each case the results were rounded to the nearest one per cent, the total will not always equal 100.

B  
155TH JUDICIAL DISTRICT - FAYETTE AND AUSTIN COUNTIES

NAME	PRE-SENTENCE INVESTIGATION	SUPERVISION AND TREATMENT	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
ATION OFFICER										
MARSHALL	17	16	55	7	3	98	70	24	7	101

C  
22ND JUDICIAL DISTRICT - HAYES, COMAL, AND CALDWELL COUNTIES

NAME	PRE-SENTENCE INVESTIGATION	SUPERVISION AND TREATMENT	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
ATION OFFICER										
LUCAS	15	17	51	8	9	100	46	53	0	99



TABLE II  
TIME II NOVEMBER 21 - DECEMBER 11, 1968

A  
TRAVIS COUNTY

NAME	PRESENT	INV.	SUPER. AND TR.	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
<b>ATTORNEYS</b>											
FRAGA	22		25	39	13	0	99	46	46	8	100
GARCIA	9		35	35	20	6	105	82	12	6	100
HENDERSON	11		31	41	14	3	100	78	10	11	99
LYONS	6		40	21	34	0	101	60	17	23	100
MILLSAPPS	6		26	57	12	0	101	82	4	14	100
THAYER	8		35	45	12	1	101	51	21	28	100
ZIMMER	5		6	25	64	0	100	75	5	20	100
VERAGE	10		28	37	24	1	100	68	16	16	100
<b>PHYSICIANS</b>											
BELL	11		32	32	24	0	99	36	62	3	101
ESCANILLA	50		16	16	11	7	100	80	10	10	100
JONES	10		36	37	14	3	100	62	22	16	100
ZAPATA	17		15	37	20	11	100	65	33	3	101
VERAGE	22		25	31	17	5	100	61	32	8	101

B

155TH JUDICIAL DISTRICT - FAYETTE AND AUSTIN COUNTIES

NAME	PRESENT	INV.	SUP. AND TREATMENT	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
<b>ATTORNEYS</b>											
MARSHALL	14		30	45	9	1	99	61	25	14	100
<b>PHYSICIAN</b>											
RANDPITZ	15		5	74	5	1	100	36	52	13	101

C

22ND JUDICIAL DISTRICT - HAYES, COMAL, AND CALDWELL COUNTIES

NAME	PRESENT	INV.	SUP. AND TREATMENT	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
<b>ATTORNEYS</b>											
LUCAS	0		17	44	28	11	100	42	42	17	101
<b>PHYSICIANS</b>											
FARIAS	0		15	77	8	0	100	22	73	5	100
LETTIT	0		6	64	30	0	100	100	0	0	100
QUIJERA	0		34	37	21	8	100	68	32	0	100
PANCHOZ	6		15	53	25	0	99	36	61	3	100
VERAGE	1		17	58	21	2	99	56	41	2	99

TABLE III  
TIME III MAY 12 - MAY 23, 1969

A  
TRAVIS COUNTY

NAME	PRE-SENT. INV.	SUP. AND TREAT.	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
PROBATION OFFICERS										
CRABA	17	18	49	17	0	101	48	48	5	101
ARCIA	6	37	39	19	0	101	89	3	7	99
ENDERSON	12	34	41	13	2	102	54	27	19	100
HONS	10	34	29	25	0	98	55	19	25	99
WILLSAPPS	6	18	49	23	3	99	59	22	18	99
HAYER	8	25	47	21	0	101	45	38	17	100
ZIMMER	2	5	37	55	0	99	61	17	23	101
FRAGE	9	24	42	25	1	101	59	25	16	100
PROBATIONICIANS										
BELL	4	30	42	15	8	99	39	44	16	99
SCAMILLA	22	24	28	15	9	98	68	32	0	100
PERESTELL	10	29	49	12	0	100	59	33	7	99
ONES	1	28	56	10	2	97	51	16	33	100
VERSE	16	17	56	13	0	102	29	46	25	100
ZAPATA	13	15	41	30	0	99	56	36	8	100
FRAGE	11	24	45	16	3	99	50	34	15	99

B

155TH JUDICIAL DISTRICT - FAYETTE AND AUSTIN COUNTIES

NAME	PRE-SENT. INV.	SUP. AND TREAT.	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
PROBATION OFFICER										
MARSHALL	14	30	45	9	1	99	61	25	14	100

No report

C

22ND JUDICIAL DISTRICT - HAVES, COMAL, AND CALDWELL COUNTIES

NAME	PRE-SENT. INV.	SUP. AND TREAT.	ADMINISTRATIVE	STAFF	COMMUNITY	TOTAL	OFFICE	VISIT	TELEPHONE	TOTAL
PROBATION OFFICER										
LUCAS	5	19	44	28	5	101	81	14	5	100
PROBATIONICIANS										
FARIAS	12	16	69	4	0	101	42	49	10	101
ETTIT	4	39	51	5	2	101	95	5	0	100
LIVERA	8	46	36	2	8	100	65	35	0	100
RANCHEZ	11	18	64	6	1	100	27	72	1	100
FRAGE	9	30	55	4	3	101	57	40	3	100

For all three time periods and for both probation officers and technicians it is noted that the greatest percentage of time was spent on administrative activities. In the majority of cases for the sections where time was categorized as office, visit, or telephone, the largest amount of time was spent in the office.

For the technicians in most cases the distribution of time spent in each area closely resembles that of the probation officers, though in each case the technicians spent a higher percentage of their time in the area of pre-sentence investigation than did the probation officers in the same time period.

In Time II and Time III, when the technicians were operating, there is reflected a drop in the time that probation officers spent in pre-sentence investigation and a slight increase in the time spent in the area of staff development. Except in the 155th Judicial District there has been an increase in the portion of time that the probation officer spends in the office and an accompanying decrease in the time spent on visitations outside the office and on the telephone. This change is particularly remarkable when comparing the charts on Time I and Time II for the 22nd Judicial District. The technicians spent more time in the field (visits) than did the probation officers.

It might be of importance to consider which activities in each of the areas consumed the most time. In the pre-sentence investigation category the probation officers spent approximately half of their time on interviewing probationers, while the technicians in most cases spent more of their time studying the records of the probationer. In the supervision and treatment area both groups spent the highest percentage of time on probationer interviews. Dictation supervision was the most time consuming activity in the area of administrative activities for the probation officers, and the technicians used most time in this area for a combination of travel, data research and other activities. In the area of staff development both groups spent a large portion of their time on staff conferences and consultation.

In the area of community activity, where very little time was spent by either the officers or technicians, the time was fairly evenly distributed among speeches, committees, advisory council, and other community related activities.

Special note should be taken of the activities in the 22nd Judicial District. The Probation Officer's, (Mr. Lucas) time spent in community activity was much higher than that of the other officers. In Period 1 it was 9 percent, Period 2 it was 11 percent and in Period 3 it is dropping to 5 percent with demands of Grand Jury meeting and mounting court referrals.

The average for all probation officers was 2 percent. (Without Mr. Lucas it was less than 1 percent and without Mr. Marshall the same.) Mr. Marshall's time in Period 1 was 3 percent when the Advisory Council in Austin County was active. The technician then assumed the community activity role.

It must be noted that Mr. Lucas' work day, particularly during Time 2, was considerably longer than that of the other officers, with the exception of the Chief Probation Officer and Project Coordinator who were carrying evening community activities and teaching functions.

The time distribution study supports the contention that technicians can quantitatively match and fulfill the functions of the probation officers. Other than subjective team evaluations there is no evaluation of the quality of work. It can probably be assumed however, that if performance was far below acceptable level in a particular task either the technicians would have been dismissed, or they would have shown a drop in the percentage of time in the particular category of poor performance, or would have dropped out of the project.

During the life of the project, there was little turnover of probation officers or technicians despite some enticing job feelers. This was despite the fact that all were highly aware that it was only a year's project. How much was due to Hawthorne affect and how much to other factors is impossible to assess.

It is our observation that the character of the administrative component of work on the part of the officers did shift when technicians began to work. Probation officers and technicians spent almost fifty percent of their time on administration during all the time periods. Some specialization within the administrative component did occur - officers spent more time in "higher level" administrative activity - the technicians more time on client oriented administrative activities.

**Correctional Philosophy Questionnaire**

## CORRECTIONAL PHILOSOPHY QUESTIONNAIRE

### Summary of Preliminary Results

This questionnaire was completed in July by probation officers, technicians and volunteers (including some advisory council members). The ratings are largely self-explanatory and all of the following comments are based on means only.<sup>1</sup>

In general, volunteers and technicians in the 22nd Judicial District were somewhat more punitive in philosophy and perceived more punitiveness on the part of TAPP's goals. All groups seem to value rehabilitation as a personal belief and as a goal that was and should be emphasized in TAPP. A multiplicity of factors were seen as important causes of crime, alcohol and drugs rated highest overall as factors contributing to crime followed by lack of education and unemployment. Seen as least important factors causing crime, among those listed, were "too much welfare", "young having no morals", and "mental illness" although even these were not rated low in terms of the scale used.

When asked to weigh "personality problems" versus "social conditions" as causes of crime there was a weighting toward social conditions by technicians and the Probation Officer in the 22nd Judicial District and volunteers in Travis County. Volunteers in the 22nd and Probation Officers in Travis weighted personality problems as slightly more important.

Team members in Travis County felt counseling should be weighted more in probation than influencing community attitudes and in this the volunteers in the 22nd Judicial District agreed. The technicians and probation officer in the 22nd felt probation should emphasize changing community attitudes. All groups seemed to feel that the present "conditions of probation" make rehabilitation more difficult. All also felt that "much use" should be made of probation and parole. In answer to the question "How much rehabilitative power is there in punishment?" most leaned toward "little power." The one exception to this was the technicians in the 22nd and they seemed to place a little more faith in punishment as a rehabilitative tool. No group felt that there was therapy value in incarceration but all groups felt that there was therapy value in supervision in the community.

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<sup>1</sup>These summary statements should be read as only suggestive and it should not be assumed that the differences between groups for any question are statistically significant.

There are several unanswered questions. We do not know if these results reflect the philosophies held by these people a year ago or whether attitudes changed as a result of involvement in the project. The selection process could have weeded out those with different philosophies. The process, whatever it was, resulted in people coming into the system who had a mutuality of approach. They were less interested in punitive action than what would seem to be the case of the community at large. Therefore, one can ask whether acquaintance with the client group and team operation changed attitudes. Additional study certainly seems warranted. It was the impression of the evaluation team that probation officers were the major "norm setters" when it came to attitudes engendered in their teams and that all team members underwent some attitudinal shift during the life of the project. Initial selection, no doubt, also played a part.

Correctional Philosophy Questionnaire. - Summary of Results (Means)

Question and Scale	District and Role of Rater					
	Travis & 155th.			22nd		
	PO	Tech.	Vol.	PO	Tech.	Vol.
	(N=8)	(N=6)	(N=20)	* (N=3)	(N=4)	(N=33)
1. Goals emphasized by TAPP? 7= Extremely important 1= Extremely unimportant						
a. Punishing	2.6	3.7	3.1	1.7	5.8	4.8
b. Rehabilitating	6.4	7.0	6.4	7.0	6.8	6.5
c. Protecting society	5.5	6.5	5.1	6.0	6.0	5.4
d. Changing community attitudes and conditions	6.4	6.8	5.9	7.0	6.3	5.5
2. Goals that <u>Should</u> be emphasized by TAPP? 7=Extremely important 1=Extremely unimportant						
a. Punishing	3.5	3.1	3.1	1.3	5.8	4.4
b. Rehabilitating	7.0	7.0	6.3	7.0	6.8	6.5
c. Protecting society	6.3	6.3	5.5	6.0	6.3	5.8
d. Changing community attitudes and conditions	6.4	5.8	6.3	7.0	6.5	5.8
3. Correctional goals <u>you</u> personally believe in? 7=Extremely important 1=Extremely unimportant						
a. Punishing	3.8	3.7	4.4	2.3	6.0	5.1

\* Mr. Lucas filled questionnaire out for each of these counties where he served. Thus these means represent his average ratings for the three counties.



Question and Scale

b. Rehabilitating	7.0	7.0	6.6	7.0	6.8	6.6
c. Protecting society	6.4	6.5	5.5	6.0	6.3	5.7
d. Changing community attitudes and conditions	6.8	6.7	6.4	7.0	6.5	6.0
4. Most important causes of crime? 7=Extremely important 1=Extremely unimportant						
a. Bad environment?	5.3	5.1	5.4	5.0	6.3	5.8
b. Parents too lax?	5.1	6.0	5.2	5.0	5.5	5.9
c. Poverty?	5.0	4.8	5.4	5.0	5.8	5.0
d. Mental illness?	4.4	4.2	5.0	3.0	6.0	5.0
e. Broken homes?	5.0	5.7	5.1	5.0	6.3	5.4
f. Lack of education?	5.0	5.5	5.3	5.0	7.0	5.4
g. Young no morals?	4.0	4.2	3.9	4.3	5.8	5.0
h. Alcohol?	5.5	6.2	5.0	6.0	6.5	6.0
i. For kicks?	4.1	4.8	4.8	4.0	5.8	5.2
j. Time of unrest-insecurity?	4.9	5.7	5.0	4.3	5.3	5.2
k. Too much welfare?	3.3	3.3	3.5	3.7	5.0	4.6
l. Unemployment?	5.6	4.8	5.5	5.0	6.3	5.5
m. Drugs?	6.6	6.3	5.2	5.3	6.5	5.9
n..Not enough recreation?	4.6	5.3	4.5	5.7	5.8	5.0
o. Lack of religion?	4.3	5.8	4.4	3.7	5.8	5.7

District and Role of Rater  
 Travis & 155th                      22nd  
 PO Tech. Vol.                      PO Tech. Vol.

Question and Scale

5. Which is more basic, personality problems or social conditions as causes of crime? 7-social conditions 1-personality problems	3.7	4.3	4.1	4.7	5.0	2.7
6. Is individual counseling or community help more important in rehabilitating? 7-social conditions 1-community help	3.6	4.5	3.4	5.7	2.3	2.2
7. Should probation emphasize counseling or influencing community attitudes? 7-Influencing attitudes 1-Counseling	3.1	3.8	3.2	6.0	4.3	2.1
8. Do conditions of probation make rehabilitation more difficult? 7-less difficult 1-more difficult	4.8	5.7	5.2	6.7	6.5	4.8
9. How much use should be made of probation and parole? 7-Very little use 1-Very much use	2.6	1.5	2.1	1.7	1.5	1.9
10. How much rehabilitative power in punishment? 7-little power 1-much power	4.4	5.8	5.2	6.0	3.0	4.4
11. How much therapy value in incarceration? 7-little value 1-great value	4.5	5.8	5.1	6.7	5.5	4.7
12. How much therapy value in close supervision in community? 7-little value 1-great value	2.5	1.5	2.3	2.0	1.8	2.0

Probation Officer

Technician

Volunteer

County \_\_\_\_\_

Correctional Philosophy Questionnaire  
Sample Form

The following questions are to be rated on a scale that goes from extremely unimportant to extremely important. Place an "X" at the point on the scale which best states your opinion of the Probation Project.

1. In practice, what correctional goals are most emphasized by TAPP? (ie., What is the basic philosophy of the project as expressed in daily practice?)

a. Punishing the individual convicted of a crime.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

b. Rehabilitating the individual so that he might become a productive citizen.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

c. Protecting society from crimes he might be committing.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

d. Changing community attitudes and conditions which contribute to crime and delinquency.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

2. What correctional goals should have primary emphasis in the Texas Adult Probation Project (TAPP)? (ie., What should be TAPP's basic philosophy?)

a. Punishing the individual convicted of a crime.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Unimportant	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	--------------------	----------------	---------------------

b. Rehabilitating the individual so that he might become a productive citizen.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

2. c. Protecting society from crimes he might be committing.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

d. Changing community attitudes and conditions which contribute to crime and delinquency.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

3. What correctional goals do you personally believe in? (Your own personal philosophy).

a. Punishing the individual convicted of a crime.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

b. Rehabilitating the individual so that he might become a productive citizen.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

c. Protecting society from crimes he might be committing.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

d. Changing community attitudes and conditions which contribute to crime and delinquency.

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

4. Most important caused of crime.

In your opinion, why do people become criminals? Rate each factor as a cause of crime.

a. Bad Environment?

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

b. Parents too lax?

Extremely Unimportant	Very Unimportant	Fairly Unimportant	Neither Unimportant nor important	Fairly Important	Very Important	Extremely Important
-----------------------	------------------	--------------------	-----------------------------------	------------------	----------------	---------------------

## 4. c. Poverty?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## d. Mental Illness?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## e. Broken Homes?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## f. Lack of education?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## g. Young people have no morals?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## h. Alcohol?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## i. For kicks?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	--------------------------

## j. Time of unrest - insecurity?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Im- portant	Very Im- portant	Extremel- important
----------------------------	-----------------------	-------------------------	---	-----------------------	---------------------	------------------------

4. k. Too much welfare?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Un- important	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-------------------------	---------------------	--------------------------

5. l. Unemployment?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Un- important	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-------------------------	---------------------	--------------------------

m. Drugs?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Un- important	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-------------------------	---------------------	--------------------------

n. Not enough recreation?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Un- important	Very Im- portant	Extremely Im- portant
----------------------------	-----------------------	-------------------------	---	-------------------------	---------------------	--------------------------

o. Lack of religion?

Extremely Un- important	Very Un- important	Fairly Un- important	Neither Un- important nor important	Fairly Un- important	Very Im- portant	Extremely Im- portant
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In general, what is the relative importance of the following:

5. Which is more basic, personality problems or social conditions as causes of crime?

Personality Problems	Social conditions
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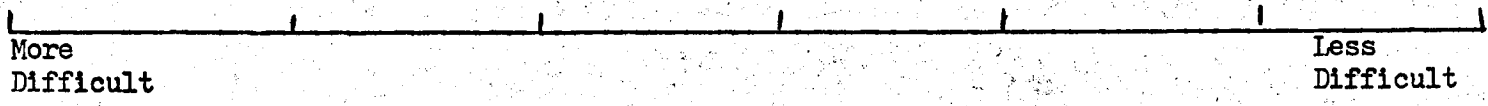
6. Is individual counseling or community help more important in rehabilitating offenders?

Individual Counseling	Social conditions
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7. Should more emphasis by probation be placed on counseling the offender or on influencing community attitudes?

Counseling Offender	Influencing Community Attitude
------------------------	-----------------------------------

8. Does restraint (conditions of probation) make rehabilitation more difficult?



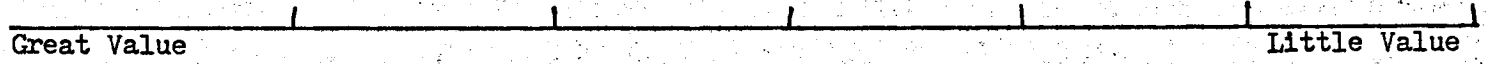
9. How much use should be made of probation and parole?



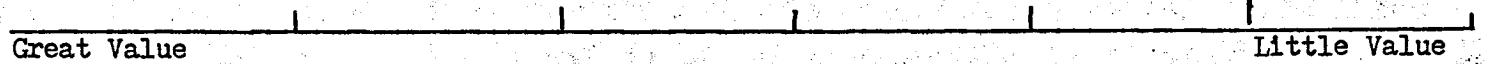
10. How much rehabilitative power or help does punishment have?



11. How much therapy value is there in control by incarceration?



12. How much therapy value is there in control by close supervision in the community?



**Team Assessment Questionnaire**



## TEAM ASSESSMENT QUESTIONNAIRE

### Summary of Preliminary Results

Generally the responses to this questionnaire indicate that team mates did trust each other's judgement. They seemed to feel a need for more time for planning. Volunteers, more than other team members, felt less clear about roles (see questions 3, 5, 6 results). All seemed to feel that plans were a product of the whole team and that team members would back each other in court.

## Team Assessment Questionnaire - Summary of Results (Means)

Question and Scale	District and Role of Rater					
	Travis <sup>1</sup>			22nd		
	PO	Tech.	Vol. (N 12)	PO (N 2)	Tech (N 5)	Vol. (N 21)
1. Do your teammates trust your judgment? 7: Too much 1: None			5.0	6.0	5.0	4.8
2. Is there enough time for the team to plan? 7: Definitely yes 1: Definitely no			4.5	4.0	4.8	4.1
3. Are you clear about who does what with probationer? 7: Extremely clear 1: No.			4.8	6.0	6.2	4.4
4. Are the evaluations and treatment plans defined by the whole team? 7: Definitely yes 1: Definitely no			5.2	6.0	6.2	4.7
5. Do you know what your teammates are doing with your probationer? 7: Definitely yes 1: Definitely no			4.7	6.0	6.4	4.3
6. Do you feel your probationer is clear about what each person on the team does? 7: Extremely clear 1: Extremely vague			3.9	5.0	4.6	3.6
7. Do you feel your team members will back you in court? 7: Definitely yes 1: Definitely no			6.1	7.0	6.8	5.6

(Questions 8-13 were subjective questions and answers given are summarized in the following paragraphs)

<sup>1</sup> Probation officers and technicians in Travis County did not complete this questionnaire.

Team Assessment Questionnaire  
Questions 8-13

In answer to question eight, "What areas do you feel you need training in?," two of the Travis County volunteers mentioned a knowledge of community resources, two mentioned criminal psychology; and law and techniques of investigation were mentioned by two others. Seven of the Travis volunteers gave no answer. In Caldwell County the technician expressed a desire to have more training in counseling, and this was also given by two of the volunteers. The other two Caldwell County volunteers mentioned a knowledge of court procedures. Group counseling was given by the Comal County probation officer and by two of the volunteers in his county. The Comal County technician gave court procedures, and the various other areas mentioned by the volunteers were criminal psychology and techniques of rehabilitation. In Hays County again the probation officer listed group counseling and the technician court procedures. In this county seven of the volunteers gave no answer, and the remaining six listed a need for instruction from the co-ordinator or chief probation officer, help in identifying with other groups in society, sociology and criminal psychology courses, and a better overall view of the project.

Question nine was the following: "In your orientation to the agency, what was the most helpful? What was left out?" Four of the Travis County volunteers listed as helpful the group discussions held during their orientation regarding the team as a unit and the functions of the probation office. Helpful parts of their training that other volunteers pointed to were acceptance by the technicians, meetings with the probation officers, and the outline of the aims of the program. Three things that were left out were on-the-job training, an understanding of the role of the project, and guidelines for what actions volunteers might take. Three Travis County volunteers gave no answer to the question, one of them pointing out that he had been with the project just one week. In Caldwell County it was felt that the most helpful part of the volunteer's orientation was the weekly group meeting with the probation officer and technician and discussions on how to approach the probationer. One volunteer in this area said that all parts of his training were helpful. No one in this county pointed to anything that was left out. In Comal County the probation officer said that the most helpful training was in practice and experience in handling all types of cases and that the thing that was lacking was the establishment of steady communication. The Comal technician felt that nothing was left out of his training. One of the volunteers gave no answer to the question, but the remaining two listed as helpful the presentation made by the project coordinator and on-the-job training and mentioned that what was omitted was enough practice in all areas. In Hays County the probation officer found the same areas to be helpful and the same omission as in

Comal County. The Hays County volunteers who answered this question (seven did not) listed talks by Judge Jacks, information on legal procedures, and contact with the probation officer as being very helpful. One of the three answering the question did mention a need for more study of case histories on the probationers.

In answer to question ten, "Do you have enough training?", nine of the Travis County volunteers said "No", many of them mentioning a need for more on-the-job training. Three others said they felt they had sufficient training for what they had been asked to do, and one volunteer answered that he had twelve years experience in probation work. In Comal County both the probation officer and technician said they could use more training. Two volunteers here answered yes and three answered no. The Caldwell County technician said he did not have quite enough training, three of the volunteers answered yes, and one volunteer answered no, because he did not understand how to do group counseling.

Question eleven was as follows: "Answer according to your own role: What needs to be added to on the training for volunteers / probation officers/ technicians?" In Travis County the volunteers gave a wide variety of answers including the need to have a definition of limits of authority, more group meetings, more trainees, more work with probation officer and technician at the beginning, a total picture of the team and project, and more knowledge of the problems of the probationer. In Caldwell County the technician said he needed more training in group counseling, and three volunteers expressed a desire for more group discussions and one volunteer said there was no sense of "team" treatment. In Comal County the probation officer said that in his own training there was need for observation under senior officers, that technicians needed more opportunities to exchange ideas, and that volunteers needed more knowledge of court procedures. The technician in Comal County said he did not feel any additional training was necessary for technicians. The volunteers stated they wanted more work under experienced volunteers, knowledge of community resources and court procedures, more information on what the role of the volunteer should be, and more on-the-job training. In Hays County the answers of the probation officer and technician were the same as for Comal County. The volunteers expressed the same needs as those in Comal County and in addition they said there was need of better communication and instruction in methods of investigation.

Question twelve was "What do you feel is the most important thing you contribute?" In Travis County four of the volunteers said they contributed a personal touch in the probation process by being able to give the probationer more individual attention than could the probation officer or technician. Other volunteers mentioned that they contributed new ideas, time, interest, and additional information on each case which helped better evaluate the probationer. The Caldwell County technician said his contribution was time and effort in behalf of the probationer. Two of the volunteers felt their contribution was showing an interest in the probationer and the other two volunteers mentioned

educating the public and giving new insight into problems. In Comal County the probation officer said he was contributing toward good community relations and in implementing decisions of the project administration. The technician here felt he was helping in counseling and pre-sentence investigation. The Comal volunteers felt they aided in giving individual help to probationers and in pre-sentence investigations. In Hays County the probation officer felt that his contribution was the same as it was in Comal County, and the technician did not answer this question. The volunteers mentioned helping in informing the probationer of resources available to him, individual counseling, and giving interest, time, and concern.

In answering question thirteen, "How could the TAPP program be improved?", Travis County volunteers listed these ways: better communication between probation officers, technicians, volunteers, and advisory councils, encouraging group therapy, giving more group training meeting for volunteers, encouraging more community involvement, and more organization. The technician in Caldwell County believed there should be more time with the probationer and less paper work, and three of the volunteers mentioned the need of more volunteers so work could be on a one-to-one basis. One volunteer suggested that a way be worked out to get the treatment team to work together. In Comal County the probation officer suggested more administrative and line personnel and regular lines of communication and the technician also wanted more volunteers. The volunteers almost unanimously sought more local direction, more staff, and less paper work. In Hays County the desires of the probation officer and technician were the same. Six of the volunteers did not answer the question, but those who did suggested a chief probation officer for each county, group sessions with probationers, and more consistent evaluation.

County \_\_\_\_\_

TEAM ASSESSMENT QUESTIONNAIRE  
Sample Form

Role: 59  
\_\_\_\_ Probation  
\_\_\_\_ Officer  
\_\_\_\_ Technician  
\_\_\_\_ Volunteer

1. Do your teammates trust your judgement?

Too much | Alot | Usually | Often | Seldom | Very little | None

2. Is there enough time for the team to sit down and plan together?

Definately Yes | Mostly Yes | Usually Yes | Sometimes | Usually No | Mostly No | Definately No

3. Are you clear about who does what with the probationer and why?

Extremely Clear | Very Clear | Clear | Somewhat Clear | Little Vague | Vague | No

4. Are the evaluations and treatment plans defined by the whole team?

Definately Yes | Mostly Yes | Usually Yes | Sometimes | Usually No | Mostly No | Definately No

5. Do you know what your teammates are doing with your probationer?

Definately Yes | Mostly Yes | Usually Yes | Sometimes | Usually No | Mostly No | Definately No

6. Do you feel your probationer is clear about what each person on the team does?

Extremely Clear | Very Clear | Clear | Somewhat clear, sometimes vague | Vague | Very Vague | Extremely Vague

7. Do you feel your team members will back you in court?

Definitely Yes | Mostly Yes | Usually Yes | Sometimes | Usually No | Mostly No | Definitely No

Please write complete answer and use back of the page if necessary.

3. What areas do you feel you need training in?

9. In your orientation to the agency, what was the most helpful?

What was left out?

10. Do you have enough training?

Answer according to your own role:

11. What needs to be added to on the training for volunteers/probation officers/technicians?

12. What do you feel is the most important thing you contribute?

13. How could the TAPP program be improved?

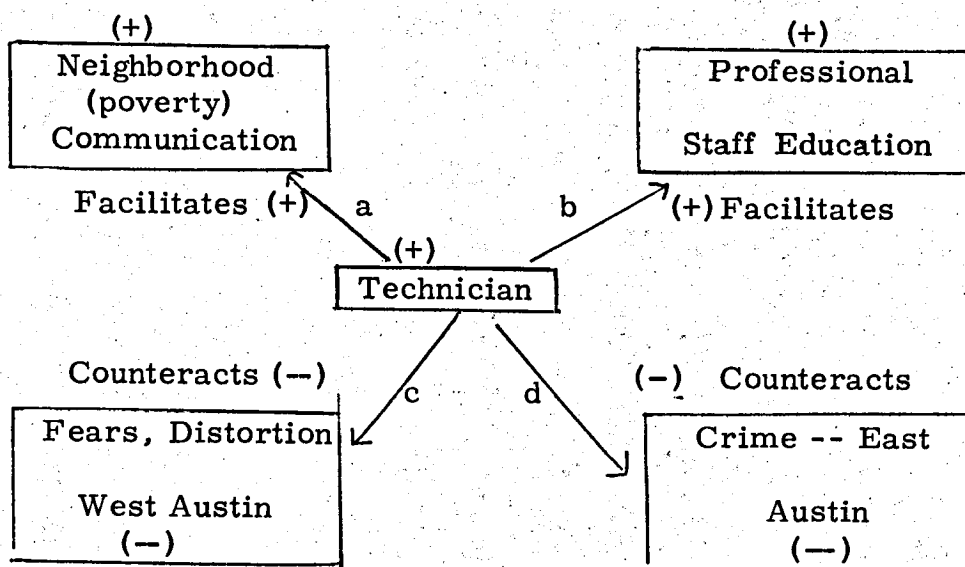
**Technician Role Questionnaire**



## TECHNICIAN ROLE QUESTIONNAIRE

### Background

The technicians, officers and job screening people viewed the technician as a bridge between community and agency, much as volunteers were viewed. The assumption underlying this bridge concept, the use of personnel from the target areas, is pictorially described below.



a. The technician being "in the courthouse" aids poverty-minority group communication with the system. b. The technician's presence in the agency educates the professional staff about cultural differences, other ways of seeing things. c. His presence counteracts irrational fears growing out of misinformation and distortions in "West Austin" and d. Counteracts neighborhood crime by his dual role.

The experience of agencies in employment of personnel from the target area is positive from the client's better use of services and broadening of the experience of the professionals. The use of the ex-offender who has successfully handled his problem is a continuation of the self help idea used so successfully in Alcoholics Anonymous, TOPS, and is beginning to be used in suicide prevention clinics and other crisis problems in the mental health field.

The person from the poverty minority ex-offender group comes from a target group vulnerable to certain kinds of problems with socio-economic cultural stresses. Signs of social disorganization are higher in poverty-ghetto areas; school drop outs, family breakdown, crime, alcoholism, mental breakdown, etc.. The fact that the sub-professional aide or technicians comes from these areas gives him an emotional identification with certain aspects of his community's pattern of living. This pattern would be different from that of correctional or other systems. Consequently, the stress of the two polar pulls has been too great on many individuals hired in the poverty

programs ; the drop out rate has been high and an equally troubling factor has been the individual's sometimes overidentification with the system. The latter point is the most damaging because when the technician or volunteer begins to act just like the probation officer, he becomes a professional and undoubtedly covers more of the caseload efficiently, but he loses the valuable bridge role; interpreting the agency to the community and not the reverse.

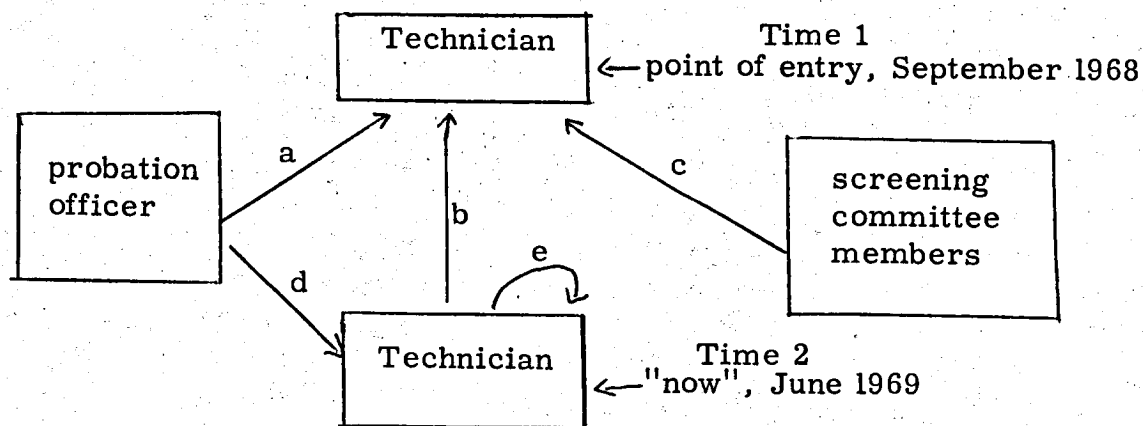
Therefore, the professional whether he be teacher in a school, doctor in a clinic, or banker, needs to understand more about cultural differences if he is to help the so called hard cored unemployed or underemployed. If the probation officer becomes more aware of socio-cultural differences he moves away from the system towards the middle. If the technician learns about the system and likes his officer, he moves toward the system.

In order to have a real team both have to move away from the polar points toward the middle. In this project each technician was assigned to one probation officer. With few exceptions the relationships have become positive and intimate. Some teams were more independent than others, some had more elements of misunderstanding and competition.

It is not known how far toward the middle each team member moved to resolve stress. No attempt was made to weight either side of the scale in the following questionnaire in terms of positive or negative value. No one knows for sure which it should be to be the most effective in helping clientele. Just how much one can identify with the system and maintain the helping identification with the group is a moot point.

The questionnaire is geared to test the attitude change of the technicians as seen through certain tasks of the probation officer's job. To establish what these attitudes were at the point of entry into the agency, September 1968, the technicians used recall as to how they remembered their attitudes, and the officers and members of the job screening committee filled out the questionnaires looking back to the time technicians were hired. The technicians and officers then repeated the questionnaire for how they assessed technicians as of June, 1969. The chart below shows the plan and measures.

#### Asserted Change in Technician Role



Measures: The base was where the technician saw himself in relation to certain key areas at the point of entry into the system.

1. The "a" measure was the Adult Probation Officer's perception of technician at point of entry.
2. The "b" measure was perception of technician of self at point of entry.
3. The "c" measure was the screening committee's perception of technician at point of entry.
4. The "d" measure was the Probation Officer's perception of technician "now".
5. The "e" measure was the technician's perception of self "now".

Since only "point of entry" perceptions by screening committee members of the technicians were possible, these are compared with the technicians self perceptions and probation officer's perceptions of the technicians at point of entry.

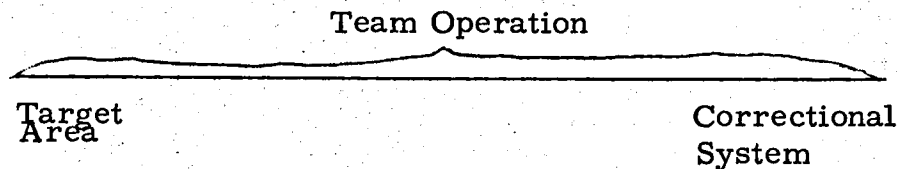
On the questionnaire based on the above ideas one group of questions covered several tasks making up the technician job and had to do with weighting the relative importance of the tasks on two polar points - - both basically the system versus the community and clientele. A second group of questions were also about tasks, but had to do with the role conflicts on the team, not just the polar pulls between the system and the community. Several had to do with viewing the role on the probation team within the system - - i.e., police, judge, lawyers, Division of Parole, Juvenile Court, etc. Another concerned agencies like the State Hospital, Mental Health Mental Retardation, Office Economic Opportunity, etc. Two others dealt with openness and "confronting" between technicians and clients during treatment -- individual and group. For example, there is a difference between saying "I'm a technician with the Adult Probation Office", "Mr. Millsapps, Probation Officer, and I will be working with you. As technician I will be . . . ." and "I've been there (Texas Department of Corrections. I got busted."

In summary the major working hypotheses were:

1. The technician would resolve his role conflict by moving into closer identification with the agency.
2. His perception of his base point would be closer to the system and further away from "the neighborhood" than the probation officer's and screening committee's perceptions are of where he was at the point of entry.
3. His self-perception of where he is "now" will be close to where the probation officer sees him.

4. The perceived shift would be greater in the eyes of the observer (probation officer) than in the technician's self-perception.
5. While the observed degree of change toward the system would be seen as greater than the technician saw his asserted change, there would actually be a move toward the middle. The movement would start when staff became involved in the planning of the education of the technicians and their use of the technicians hopefully would pull in from their own community volunteer help from the target areas.

This move toward the middle would be necessary for team operation and reducing the agency's isolation.



The "system" referred to in these comments is the underlying philosophy of probation, with its cluster of values around the prevention, control, and rehabilitation of the adult offender. Each offender has his own philosophy and that of the agency to which he conforms to some extent. The questionnaire on Philosophy of Corrections, which the officers filled out forms the basis for identifying the values of the system. Changes in tasks performed on the time-task role change questionnaire can be correlated later to look at specific aspects of attitude and behavior change.

These were the working hypotheses, the preliminary results so far do not cover all of these points. The following summarize the initial findings, complete analysis and interpretation regarding the above will require more thorough analysis.

#### Technician Role Questionnaire, Preliminary Results

Probation officers, technicians and members of the job screening committees rated this questionnaire which, in general, reflects how the technician role was viewed in terms of specific tasks. The general theme of the questionnaire was one of contrasting tasks which can be viewed as neighborhood-community oriented vs. probation office/and correctional system oriented. Did the rater view the technician role as oriented more toward one or the other? Did this change over time? The questionnaire was rated for two time periods, how the rater felt looking back to the beginning of the project when technicians were first hired in November, 1968 (in retrospect) and at the end of the first year of the project (July, 1969). Job Screening committee members only rated how they, in looking back, felt at Time 1 since they had no direct contact with the technicians in the work situation during the life of the

project and thus, presumably would not have viewed themselves as changing their ideas. The probation officers and technicians in rating both for Time 1 and 2 reflected how their views changed as a result of actual job experience. Since Time 1 and 2 ratings were actually made at the end of the period of the grant (Time 2), Time 1 ratings must be interpreted carefully. These ratings, in effect, are the raters felt differences in viewpoint looking back at the beginning of the project in retrospect and comparing them with "present" feelings.

Since, on the scale used, a rating of 4.0 is an average reflecting that the group of raters saw the technician role as equally weighted between the two tasks A and B, then averages higher than four would indicate more weighting was given to the A task and an average below 4.0 would indicate more weighting was given to the B task. To aid the interpretation of the table, the task rated more highly is inserted above each rating. The following generalizations of the results seem indicated.

On the first 14 questions (numbered 1-12b) the number and percentage of questions on which each group viewed the technician role as more community/minority group as opposed to office oriented was:

	Travis and 155th						22nd					
	PO		Tech.		JSC		PO		Tech.		JSC	
time	1	2	1	2	1	2	1	2	1	2	1	2
# Community oriented ratings	10	4	5	3	9	--	2	9	5	7	8	--
# Questions in all	14	14	14	14	13	--	14	14	14	14	13	--
% Community oriented of total rated	71%	29%	36%	21%	69%		14%	64%	36%	50%	62%	

For the job screening committee members the number of questions rated was 13 and thus the above should be read as follows: on 9 mean ratings of the 13 questions the job screening committee members in Travis County viewed the technician as community/poverty group oriented (69% of the questions). In the 22nd Judicial District the job screening committee members rated on the average 8 of the 13 questions in such a way as to reflect viewing the technician role as community/poverty group oriented (62% of the questions).

Probation officers in Travis, on 10 of the 14 mean ratings at Time 1, reflected a community/poverty group technician role orientation but this changed at Time 2 such that at the later time only 4 of 14 mean ratings reflected a community/poverty group orientation for technician role. The technicians in Travis County also saw their own tasks as less community/poverty oriented over time (36% to 21%). The opposite changes are reflected for the 22nd Judicial District. There the probation officer changed toward a view of technician role as more community/poverty group oriented (14% to 64%) and technicians also changed in this direction (36% to 50%). Thus, one could conclude from this superficial summary that different trends were at work in the two different judicial districts. In Travis County the probation officers and technicians both viewed the technician task as more office oriented at the end of the project period than they did in the beginning (as viewed in retrospect). The probation officer and technicians in the 22nd Judicial District seemed to be saying that they viewed the technician role as more community/poverty group oriented and less office oriented at the end of the time period.

All raters viewed technicians as more poor than rich (question 13). For the few questions that offenders only rated (14a-18) it is interesting to note that no question reflected ex-offender technicians as more ex-offender oriented than office oriented in either judicial district. Of course, the N is quite small, 3, yet it appears that for these three ex-offenders there was an identification more with the office and system than with other technicians in terms of their concept of behavioral tasks of the technician role.

## Technician Role Questionnaire - Summary of Results (Means)

## District and Role of Rater

Question <sup>3</sup>	Time <sup>2</sup>	Travis & 155th				22nd					
		P O		Tech.		JSC <sup>1</sup>	P O		Tech		JSC
		1 N=7	2 N=7	1 N=6	2 N=6	1 N=7	1 N=3	2 N=3	1 N=5	2 N=6	1 N=8
Task A	Task B										
1. Get information from office to probationer and neighborhood	Get information from neighborhood residents to office	<u>B</u> 3.6	<u>A</u> 4.6	<u>B</u> 3.1	<u>B</u> 3.7	<u>A</u> 5.0	<u>A</u> 5.0	<u>A</u> 4.7	<u>B</u> 3.0	<u>B</u> 3.3	<u>B</u> 3.4
2. Spend time with offenders to learn about crime	Spend time with Office to learn about crime	<u>A</u> 4.4	<u>A</u> 4.3	<u>A</u> 4.5	<u>B</u> 3.5	<u>A</u> 5.6	<u>B</u> 3.0	<u>A</u> 5.7	<u>A</u> 4.2	<u>A</u> 5.3	<u>A</u> 5.4
3. Educate Office about needs of probationer and residents	Educate probationer about services of office	<u>B</u> 3.9	<u>B</u> 3.9	<u>A</u> 4.3	<u>B</u> 3.7	<u>A</u> 4.3	<u>B</u> 3.3	<u>A</u> 4.3	<u>B</u> 3.4	<u>B</u> 3.3	<u>B</u> 3.8
4. Talk with probationer before decisions	Talk with officer before decisions	<u>A</u> 4.1	<u>B</u> 3.9	<u>A</u> 4.5	<u>A</u> 4.2	<u>A</u> 4.1	<u>B</u> 3.3	<u>A</u> 4.3	<u>A</u> 4.0	<u>B</u> 3.1	<u>B</u> 3.8
5. Represent Office to community at large	Represent community at large to office	<u>A</u> 4.9	<u>A</u> 5.7	<u>A</u> 5.0	<u>A</u> 5.0	<u>B</u> 3.9	<u>A</u> 6.3	<u>A</u> 5.3	<u>A</u> 5.2	<u>A</u> 4.5	<u>A</u> 4.4
6. Help middle class learn about poor	Help poor learn about middle class	<u>A</u> 5.3	<u>A</u> 4.0	<u>A</u> 5.2	<u>A</u> 4.7	<u>A</u> 4.6	<u>AB</u> 4.0	<u>A</u> 5.0	<u>A</u> 5.6	<u>A</u> 4.4	<u>A</u> 5.7

<sup>1</sup>JSC indicates rater was a volunteer member of Job Screening Committee (Advisory Council) The Job Screening Committee completed the form for Time 1 only <sup>2</sup>How they felt at time technicians were hired (1) vs. How they felt at end of project (2) <sup>3</sup>Rater was to rate two tasks, A and B tasks are listed above. A "7" rating indicated the A task was considered very much more important than B. A "1" rating indicated that B was considered very much more important. A "4" rating indicated equal importance of the two tasks.

Question	Time	Travis & 155th				22nd				JSC 1 N = 8	
		P 1	O 2	Tech.		JSC 1	P 1	O 2	Tech.		
		N=7	N=7	1 N=6	2 N=6	N=7	N=3	N=3	1 N=5		2 N=6
<u>Task A</u>	<u>Task B</u>										
7a. Technician identification should be with office	Technician identification should be with poverty/minority group	$\frac{B}{3.6}$	$\frac{A}{4.5}$	$\frac{A}{4.5}$	$\frac{A}{4.3}$	$\frac{B}{3.3}$	$\frac{AB}{4.0}$	$\frac{AB}{4.0}$	$\frac{A}{4.8}$	$\frac{B}{3.6}$	$\frac{B}{3.3}$
7b. Identification of technician was with Office	Identification of technician was with neighborhood residents	$\frac{A}{4.6}$	$\frac{A}{5.2}$	$\frac{A}{4.1}$	$\frac{A}{4.3}$	----	$\frac{A}{5.3}$	$\frac{A}{4.7}$	$\frac{A}{5.0}$	$\frac{B}{3.6}$	----
8. Represent Office to police, sheriff, DA	Represent poverty/minority group to police, sheriff, DA	$\frac{B}{3.9}$	$\frac{A}{4.7}$	$\frac{A}{4.8}$	$\frac{A}{5.0}$	$\frac{B}{2.4}$	$\frac{A}{4.3}$	$\frac{B}{3.7}$	$\frac{A}{5.0}$	$\frac{A}{5.4}$	$\frac{A}{4.5}$
9. Represent poverty/minority group to judicial-legal personnel	Represent office to judicial/legal personnel	$\frac{A}{4.1}$	$\frac{B}{3.6}$	$\frac{B}{3.9}$	$\frac{B}{3.0}$	$\frac{A}{5.4}$	$\frac{A}{5.3}$	$\frac{A}{5.3}$	$\frac{B}{3.6}$	$\frac{B}{3.5}$	$\frac{A}{5.0}$
10. Within field, interpret services of office	Within field interpret service of technician	$\frac{B}{3.7}$	$\frac{B}{3.4}$	$\frac{A}{5.5}$	$\frac{A}{5.0}$	$\frac{B}{3.6}$	$\frac{B}{3.7}$	$\frac{B}{3.3}$	$\frac{A}{4.4}$	$\frac{B}{3.5}$	$\frac{B}{3.6}$
11. Interpret technician role to non-criminal justice agencies	Interpret Office to non-criminal justice agencies	$\frac{A}{4.3}$	$\frac{A}{4.1}$	$\frac{B}{3.0}$	$\frac{B}{3.4}$	$\frac{B}{3.6}$	$\frac{AB}{4.0}$	$\frac{A}{4.3}$	$\frac{A}{4.4}$	$\frac{B}{3.3}$	$\frac{A}{4.2}$
12a. In one-to-one relationship interpret office services	In one-to-one relationship interpret technician role	$\frac{B}{3.7}$	$\frac{A}{4.4}$	$\frac{A}{5.8}$	$\frac{A}{5.0}$	$\frac{A}{4.7}$	$\frac{AB}{4.0}$	$\frac{B}{3.7}$	$\frac{A}{4.6}$	$\frac{B}{3.8}$	$\frac{B}{3.0}$



Question	Task A	Task B	Travis & 155th					22nd										
			P		O		Tech.		JSC		P		O		Tech.		JSC	
			1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
			N=7	N=7	N=6	N=6	N=7	N=3	N=3	N=5	N=6	N=8						
12b.	In group counseling interpret role of technician	In group counseling interpret services of Office	<u>B</u> 3.3	<u>B</u> 3.4	<u>B</u> 3.3	<u>B</u> 2.5	<u>B</u> 3.3	<u>B</u> 3.0	<u>B</u> 3.3	<u>B</u> 3.8	<u>AB</u> 4.0	<u>AB</u> 4.0						
13.	Rater views technician as rich	Rater views technician as poor	<u>B</u> 2.3	<u>B</u> 3.6	<u>B</u> 3.1	<u>B</u> 3.2	---	<u>B</u> 2.7	<u>B</u> 3.0	<u>B</u> 3.4	<u>B</u> 3.6	---						
14a. <sup>1</sup>	In a one-to one relationship, interpret Office services	In one-to-one relationship, interpret ex-offender role			N=2	N=2				N=1	N=1							
					<u>A</u> 7.0	<u>A</u> 6.5				<u>AB</u> 4.0	<u>A</u> 6.0							
14b.	In group counseling interpret ex-offender role	In group counseling, interpret Office services			<u>B</u> 1.0	<u>B</u> 2.5				<u>AB</u> 4.0	<u>B</u> 2.0							
15.	In working within field, interpret Office	In working within field, interpret ex-offender role			<u>A</u> 6.5	<u>A</u> 7.0				<u>AB</u> 4.0	<u>A</u> 6.0							
16.	Interpret services of ex-offender to non-criminal justice agencies	Interpret services of office to non-criminal justice agencies			<u>B</u> 1.0	<u>B</u> 1.5				<u>AB</u> 4.0	<u>B</u> 2.0							
17.	Represent ex-offender role to judicial-legal personnel	Represent Office to judicial-legal personnel			<u>B</u> 2.0	<u>B</u> 2.0				<u>B</u> 2.0	<u>B</u> 2.0							
18.	Identification of offender should be with Office	Identification of offender should be with neighborhood of offenders			<u>AB</u> 4.0	<u>A</u> 5.0				<u>A</u> 7.0	---							

<sup>1</sup>Offenders only rated questions 14-18

TECHNICIAN ROLE QUESTIONNAIRE  
Sample Form

County \_\_\_\_\_

Role \_\_\_\_\_

As a part of our evaluation of the Texas Adult Probation Project (TAPP) we need to know more about the special role of technicians and ex-offenders on the treatment team. Consequently, we are asking that you fill out the enclosed questionnaire as best you can from memory. Throughout the country there is a great deal of talk about community based corrections, the use of technicians, ex-offenders and volunteers. Your honest response to these questions will be helpful in planning the most effective way to use them as technicians in community based corrections.

OPINION QUESTIONNAIRE

## Instructions

Please complete two sets of the questionnaire.

Set I. Fill this out on how you felt when technicians were first hired. You will have to try to remember how you felt and what you thought those first two weeks.

Set II. Fill this out as of today.

Consider for a minute what you feel the job of an Adult Probation Technician is. Then, please express your opinion about the following items. Each item presents two possible tasks, labeled A and B for the technician. Examine the two tasks A and B together, and decide the relative importance of each task for the technician by marking the one appropriate response with an "X".

For example, on the question below someone marked an "X" at the point on the scale indicating he feels that A is much more important than B.

A  
In pre-sentence investigation,  
to get information from offenders'  
family and friends.

B  
In pre-sentence investigation to  
get information from the offender  
and legal records.

<u>A</u> very much more impor- tant than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more impor- tant than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more impor- tant than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more impor- tant than <u>A</u>
---	--	--	---	--	--	---

THE ROLE OF TECHNICIAN

How you felt when technicians were first hired.

1. <sup>A</sup>  
To get information from the Adult Probation Office to the probationer and his neighborhood residents (poverty-minority groups).

<sup>B</sup>  
To get information from the neighborhood residents (poverty-minority groups) to the Adult Probation Office.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

2. <sup>A</sup>  
To spend time with the offenders and his group to learn what can be done about problems of crime.

<sup>B</sup>  
To spend time with the Adult Probation Officers in order to hear what can be done about problems of crime

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

3. <sup>A</sup>  
To educate the Adult Probation Office about the needs of the probationer and neighborhood residents.

<sup>B</sup>  
To educate the probationer and his neighborhood residents about the services available through the Adult Probation Office.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

4. <sup>A</sup>  
To talk with the probationer before making a decision affecting him.

<sup>B</sup>  
To talk with the Adult Probation Officers before making decisions about probationers.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

5. A  
To represent the Adult Probation Office  
to the community at large.

B  
To represent the community at large  
to the Adult Probation Office.

very much more impor- tant than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more impor- tant than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more impor- tant than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more impor- tant than <u>A</u>
--	--	--	---	--	--	---

6. A  
To help the "middle class" learn about  
the "Poor".

B  
To help the "poor" learn about the  
"middle class".

very much more impor- tant than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more impor- tant than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more impor- tant than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more impor- tant than <u>A</u>
--	--	--	---	--	--	---

7a. If we put the Adult Probation Office on the left end of the line and poverty or minority group neighborhood residents on the right end, where would you put the technician? The position you mark should show where you think he should be in order to do the best possible job. Mark this as you saw where he should be to be the most effective when first hired.

Adult Probation Office	Neighborhood Residents
---------------------------	---------------------------

7b. Where did you see the technician (yourself) on the line? The position you mark should show your opinion about the general working position as you saw it, then, when the technician was (you were) first hired.

Adult Probation Office	Neighborhood Residents
---------------------------	---------------------------

8. A  
To represent the Adult Probation Office  
to the police, the sheriff, the District  
Attorney.

B  
To represent the poverty-minority group  
to the police, the sheriff, the District  
Attorney.

very much more impor- tant than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more impor- tant than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more impor- tant than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more impor- tant than <u>A</u>
--	--	--	---	--	--	---

9. A  
To represent the poverty-minority groups'  
role and purpose to Judicial-legal personnel.

B  
To represent the Adult Probation Office  
role and purpose to the Judicial-legal  
personnel.

very much more impor- tant than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more impor- tant than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more impor- tant than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more impor- tant than <u>A</u>
--	--	--	---	--	--	---

11. A  
 In working with agencies outside the criminal justice field, to interpret services of your role as technician on the team when first hired.

B  
 In working with agencies outside the criminal justice field, to interpret service of the Adult Probation Office.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

12a. A  
 In the one to one relationship, interpret services of the Adult Probation Office.

B  
 In the one to one relationship, interpret the purpose of particular role of technician.

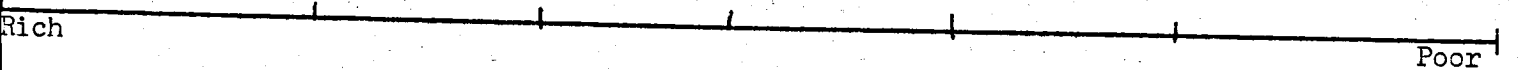
<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

12b. A  
 In group counseling, interpret the purpose of the particular role of technician.

B  
 In group counseling, interpret services of the Adult Probation Office.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

13. On a line from "rich" to "poor" where did you place the technician (yourself) when first hired?



Answer the remaining questions (14-18) only if you are an ex-offender technician.

14a. A  
 In the one to one relationship interpret services of the Adult Probation Office.

B  
 In the one to one relationship, interpret the purpose of the particular role of ex-offender.

<u>A</u> very much more important than <u>B</u>	<u>A</u> much more important than <u>B</u>	<u>A</u> slightly more important than <u>B</u>	<u>A</u> and <u>B</u> equally important	<u>B</u> slightly more important than <u>A</u>	<u>B</u> much more important than <u>A</u>	<u>B</u> very much more important than <u>A</u>
---	--	--	---	--	--	---

14b. <sup>A</sup>  
 In group counseling, interpret the purpose of the particular role of ex-offender.

<sup>B</sup>  
 In group counseling, interpret services of the Adult Probation Office.

<sup>A</sup> very much more important than <sup>B</sup>	<sup>A</sup> much more important than <sup>B</sup>	<sup>A</sup> slightly more important than <sup>B</sup>	<sup>A</sup> and <sup>B</sup> equally important	<sup>B</sup> slightly more important than <sup>A</sup>	<sup>B</sup> much more important than <sup>A</sup>	<sup>B</sup> very much more important than <sup>A</sup>
---	--	--	---	--	--	---

15. <sup>A</sup>  
 In working with agencies within the field, to interpret services of the Adult Probation Office.

<sup>B</sup>  
 In working with agencies within the field, to interpret services of the role as ex-offender on the team.

<sup>A</sup> very much more important than <sup>B</sup>	<sup>A</sup> much more important than <sup>B</sup>	<sup>A</sup> slightly more important than <sup>B</sup>	<sup>A</sup> and <sup>B</sup> equally important	<sup>B</sup> slightly more important than <sup>A</sup>	<sup>B</sup> much more important than <sup>A</sup>	<sup>B</sup> very much more important than <sup>A</sup>
---	--	--	---	--	--	---

16. <sup>A</sup>  
 In working with agencies outside the justice field, to interpret services of your role as ex-offender on the team when first hired as technician.

<sup>B</sup>  
 In working with agencies outside the criminal justice field to interpret services of the Adult Probation Office.

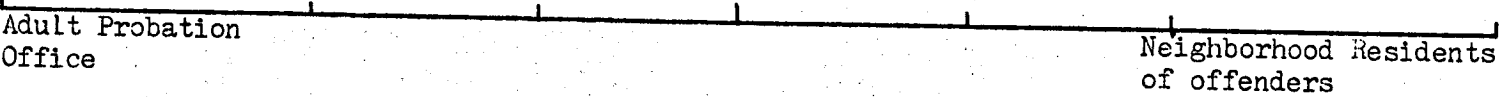
<sup>A</sup> very much more important than <sup>B</sup>	<sup>A</sup> much more important than <sup>B</sup>	<sup>A</sup> slightly more important than <sup>B</sup>	<sup>A</sup> and <sup>B</sup> equally important	<sup>B</sup> slightly more important than <sup>A</sup>	<sup>B</sup> much more important than <sup>A</sup>	<sup>B</sup> very much more important than <sup>A</sup>
---	--	--	---	--	--	---

17. <sup>A</sup>  
 To represent the ex-offenders' role and purpose to Judicial-legal personnel.

<sup>B</sup>  
 To represent the Probation Office role and purpose to Judicial-legal personnel.

<sup>A</sup> very much more important than <sup>B</sup>	<sup>A</sup> much more important than <sup>B</sup>	<sup>A</sup> slightly more important than <sup>B</sup>	<sup>A</sup> and <sup>B</sup> equally important	<sup>B</sup> slightly more important than <sup>A</sup>	<sup>B</sup> much more important than <sup>A</sup>	<sup>B</sup> very much more important than <sup>A</sup>
---	--	--	---	--	--	---

18. If we put the Adult Probation Office on the left end of the line and the offender neighborhood resident group on the right end, where would you have put the technician when you first were hired as technician? The position you mark should show where you think a technician should be to be the most effective.



**Appendix**

**Summary of Information on Technicians Hired**



Summary of Information on Technicians Hired

	Travis	Austin & Fayette	Hays	Caldwell	Comal	Total
<u>Race</u>						
Anglo	1	1	0	0	0	2
Latin	2	0	2	0	1	5
Negro	3	0	0	1	0	4
Total	6	1	2	1	1	11
<u>Sex</u>						
Female	3	1	0	1	0	5
Male	3	0	2	0	1	6
Total	6	1	2	1	1	11
<u>Age</u>						
20-29	1	0	2	1	0	4
30-39	3	0	0	0	1	4
40-49	2	1	0	0	0	3
Total	6	1	2	1	1	11
<u>Children</u>						
None	0	0	1	0	0	1
One	3	0	1	0	0	4
Two	1	0	0	1	0	4
Three	1	0	0	0	0	1
Four	1	1	0	0	0	2
Five or more	0	0	0	0	1	1
Total	6	1	2	1	1	11
<u>Salaries</u>						
4000-4999	1	0	0	0	1	2
3000-3999	4	1	1	0	0	6
2000-2999	1	0	1	0	0	2
No inform.	0	0	0	1	0	1
Total	6	1	2	1	1	11

	Travis	Austin & Fayette	Hays	Caldwell	Comal	Total
<u>Yrs. Education</u>						
8	0	0	1	0	0	1
9	0	0	0	0	0	0
10	0	0	0	1	0	1
11	0	0	0	0	0	0
12	2	1	1	0	1	5
13	1	0	0	0	0	1
14	2	0	0	0	0	2
15	0	0	0	0	0	0
16	1	0	0	0	0	1
<u>Total</u>	6	1	2	1	1	11

### Miscellaneous

All of the technicians with the exception of the technician in Austin and Fayette counties, were born in Texas. Ten of the technicians were married and the eleventh divorced. About half of the technicians had previously been employed in unskilled jobs and the other half in semi-skilled positions. With the exception of the technician in Austin and Fayette counties, who gave an economic motive for seeking the job, all other applicants gave as one of their motives a desire to help others. Three technicians also indicated a desire for self-fulfillment. Ten of the technicians listed a church affiliation. For eight of these ten it was the only membership given. Three gave social type memberships and, one a civic membership.

### Summary

Generally it can be said that the profile of the technicians hired is very similar to that of the group of applicants. The proportion of each race, sex, age, marital status, number of dependents, motives, and birthplace, in the technician group was approximately the same as in the group of applicants. However, the average educational level of those hired (13.5) was slightly higher than that of the group of applicants (12.9), and the average income gained from employment at the time of the application for the technicians (\$3400) was lower than that of the applicants as a whole (\$3600).

### Ex-Offender Technicians Hired

Of the eleven technicians hired, three were ex-offenders. Two of these technicians were in Travis County, and one in Comal County. These three men, ranging in age from 30 to 32, were slightly younger than the average applicant. All three were Mexican-Americans, all were born in Texas of parents who were native Texans and all were married. One had eight children, one had four step-children, and one had seven. Two of the men had a high school degree, and the third had completed the tenth grade. Thus, their average educational level was 11.3 years as compared to 12.9 years for the average of all applicants. It is interesting to note that even though the ex-offenders had less, formal education, the average income that they reported at the time they applied for the job of technicians was \$3995 annually. The mean for the applicant group was only \$3600. All three of them were working in a semi-skilled occupation. Their reported jobs were as a machine operator, a member of a television inspection crew, and a truck driver. The motives that they reported in seeking the job as technician were typical of those reported by other applicants. All three of them expressed a desire to help others, one combining this with a desire for self-fulfillment and another with an economic motive.

**Volunteer Opinion Questionnaire**

### Volunteer Opinion Questionnaire Summary

The purpose of this set of questions was to determine how the volunteers, probation officers, and technicians viewed the volunteer's role in the project. The answers to the first fourteen questions could be classified as more "community-minded" or "office-minded" in their approach. Approximately two-thirds of the questions, when all groups were considered together, were answered in a "community-minded" way and the other third in an "office-minded" manner. In almost all cases the questions were not answered at one extreme or the other, but the answers instead fell slightly toward one of the two orientations. Although there was no wide variation among answers of the probation officers, technicians, and volunteers, the technician group tended to view the volunteers as more office-oriented than did the other groups. The volunteers answers were more community-minded, and the responses of the probation officers fell between those of the other two groups.

The answers to questions fifteen through eighteen indicated that all three groups felt that while volunteers were given a chance to be rather independent, they received a proper amount of support from both the probation officers and technicians.

Volunteer Opinion Questionnaire (Team Relationships) -Summary of Results (Means)

Questions 1-14 (Rater was to rate two tasks, A and B, in terms of their relative importance in the volunteer role. Thus, below the A and B tasks are listed above. A "7" rating indicated that the A task was considered very much more important than B. A "1" rating indicated that the B task was considered very much more important. A "4" indicated equal importance of the two tasks)

District and Role of Rater

		Travis and 155th			22nd		
		PO N 8	Tech. N 4	Vol. N 15	PO N 3	Tech. N 3	Vol. N 18
Task A	Task B						
1. Get information from Office to Client and Neighborhood	To get information from neighborhood to Office <sup>1</sup>	3.0	3.5	3.5	2.7	3.4	2.8
2. Spend time with offender to learn about crime	Spend time with Officer <sup>2</sup> to learn about crime	5.4	4.5	5.5	6.0	4.7	5.1
3. Educate office to value of volunteer	To educate volunteer about services of Office	3.4	4.5	3.1	1.7	3.3	2.5
4. Talk with client before decision about him	Talk with Officer before making decision about client	3.3	3.3	4.3	4.0	3.4	4.7
5. Represent Office to Community	Represent community to Office	4.6	4.0	5.3	3.0	4.3	4.2
6. Help community learn about Office	Help Office learn about community	4.6	3.8	4.9	4.0	4.7	4.4

<sup>1</sup>Office refers to Adult Probation Office  
<sup>2</sup>Officer refers to the probation officer on the team

Question		District and Role of Rater					
		Travis and 155th			22nd		
		PO	Tech.	Vol.	PO	Tech.	Vol.
Task A	Task B						
7. Volunteer identification with Office	Volunteer identification with neighborhood residents in poverty/minority areas	3.4	4.0	3.7	3.7	3.0	4.0
8. Rater identification with Office	Rater identification with neighborhood residents in poverty minority areas	5.9	4.5	4.5	7.0	3.0	4.4
9. Represent office to police, sheriff, DA	Represent community to police, sheriff, DA	2.9	3.3	3.1	2.0	4.3	3.7
10. Represent Community to judicial-legal personnel	Represent Office to judicial-legal personnel	5.3	4.8	4.6	6.7	3.7	4.3
11. Work with criminal justice agencies to interpret Office services	Work with criminal justice agencies to interpret volunteer services	4.1	3.0	3.9	2.7	3.3	3.9
12. Work with non-criminal justice agencies to interpret services of volunteer	Work with non-criminal justice agencies to interpret Office services	4.3	3.0	4.1	2.0	3.3	3.8
13. To serve middle class client by interpreting Office services	To serve middle class client by interpreting volunteer role	3.8	5.0	4.2	2.3	4.0	3.8
14. In group counseling to interpret particular purpose of volunteer	In group counseling to interpret services of Office	4.1	3.8	3.5	5.0	4.7	4.0

## District and Role of Rater

Question and Scale	Travis and 155th			22nd		
	PO	Tech.	Vol.	PO	Tech.	Vol.
15. Are volunteers given offenders who really need them? 7-definitely yes 1-definitely no	5.8	6.0	4.7	6.3	6.0	6.4
16. How much chance do volunteers have of being creative and independent in thinking? 7-A lot 1-Never	5.4	6.8	6.0	6.0	5.0	5.4
17. How much help and support do volunteers receive from PO's? 7-Too much 1-None	4.5	5.3	5.1	3.3	6.0	4.8
18. How much help do volunteers receive from technician? 7-Too much 1-None	4.1	5.0	5.0	5.3	6.0	4.5



**VOLUNTEER OPINION QUESTIONNAIRE**  
**Sample Form**

As a part of our evaluation of TAPP, we need to know more about the special role of the volunteer on the treatment team. Consequently, we are asking that you fill out the enclosed questionnaire as best you can from memory. Throughout the country there is a great deal of talk about community based corrections, the use of technicians, ex-offenders, and volunteers. Your honest response to those questions will be helpful in planning the most effective way to use volunteers in community based corrections.

VOLUNTEER ROLE  
OPINION QUESTIONNAIRE

Instructions

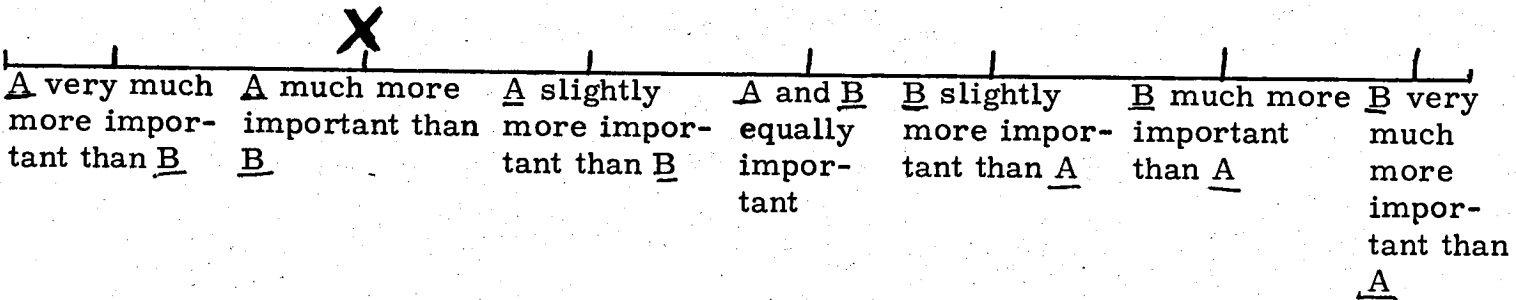
Rate the volunteer role on the following question. Place an "X" at the point on the scale which best reflects your assessment of the volunteer role.

Consider for a minute what you feel the job of a Volunteer is. Then please express your opinion about the following items. Each item presents two possible tasks, labeled A and B for the volunteer. Examine the two tasks A and B together, and decide the relative importance of each task for the volunteer by marking the one appropriate response with an "X".

For example, on the question below someone marked an "X" at the point on the scale-he feels that A is much more important than B

A  
In pre-sentence investigations, to get information from offender's family and friends.

B  
In pre sentence investigations to get information from the offender and legal records



County \_\_\_\_\_  
Role \_\_\_\_\_

County \_\_\_\_\_  
Role Volunteer

1. A  
To get information from the Adult Probation Office to the probationer and his neighborhood residents. (poverty-minority groups).

B  
To get information from the neighborhood residents (poverty-minority groups) to the Adult Probation Office.

A very much more important than B | A much more important than B | A slightly more important than B | A and B equally important | B slightly more important than A | B much more important than A | B very much more important than A

2. A  
To spend time with the offenders and his group to learn what can be done about problems of crime

B  
To spend time with the Adult Probation Officers to learn what can be done about problems of crime.

A very much more important than B | A much more important than B | A slightly more important than B | A and B equally important | B slightly more important than A | B much more important than A | B very much more important than A

3. A  
To educate the Adult Probation Office about the value of needing volunteers.

B  
To educate the volunteers about the services available through the Adult Probation Office.

A very much more important than B | A much more important than B | A slightly more important than B | A and B equally important | B slightly more important than A | B much more important than A | B very much more important than A

4. A  
To talk with the probationer before making a decision affecting him.

B  
To talk with the Adult Probation Officer before making decisions about probationers

A very much more important than B | A much more important than B | A slightly more important than B | A and B equally important | B slightly more important than A | B much more important than A | B very much more important than A

(2)

5. A  
To represent the Adult Probation Office to the community at large.

B  
To represent the community at large to the Adult Probation Office.

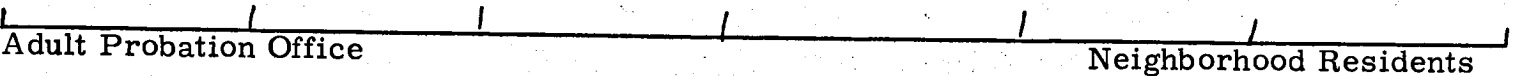
A very much more impor- A much more important than B A slightly more impor- tant than B A and B equally impor- tant B slightly more impor- tant than A B much more important than A B very much more impor- tant than A

6. A  
To help the community learn about the Adult Probation Office.

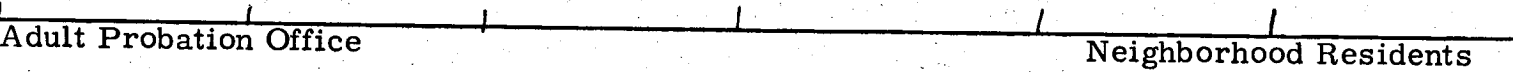
B  
To help the Adult Probation Office learn about the community.

A very much more impor- tant than B A much more important than B A slightly more impor- tant than B A and B equally impor- tant B slightly more impor- tant than A B much more important than A B very much more impor- tant than A

7. If we put the Adult Probation Office on the left end of the line and the poverty or minority group neighborhood residents on the right end, where would you put the volunteer? The position you mark should show where you think he should be in order to do the best possible job. Mark this as you saw where the volunteer should be to be the most effective.



8. Where did you see yourself on the line? The position you mark should show your opinion about your general working position.



9. A  
To represent the Adult Probation Office to the police, the sheriff, the District Attorney.

B  
To represent the community interest and concern to the police, the sheriff, the District Attorney.

A very much more impor- tant than B A much more important than B A slightly more impor- tant than B A and B equally impor- tant B slightly more impor- tant than A B much more important than A B very much more impor- tant than A

(3)

10. A  
To represent the community interest and concern to the Judicial-legal personnel.

B  
To represent the Adult Probation Office role and purpose to the Judicial-legal personnel.

A very much more important than B.	A much more important than B	A slightly more important than B	A and B equally important	B slightly more important than A	B much more important than A	B very much more important than A
------------------------------------	------------------------------	----------------------------------	---------------------------	----------------------------------	------------------------------	-----------------------------------

11. A  
In working with agencies within the field, to interpret services of the Adult Probation Office.

B  
In working with agencies within the field, to interpret services of role as volunteer on the team.

A very much more important than B	A much more important than B	A slightly more important than B	A and B equally important	B slightly more important than A	B much more important than A	B very much more important than A
-----------------------------------	------------------------------	----------------------------------	---------------------------	----------------------------------	------------------------------	-----------------------------------

12. A  
In working with agencies outside the criminal justice field, to interpret services of the role as volunteer on the team

B  
In working with agencies outside the criminal justice field, to interpret services of the Adult Probation Office

A very much more important than B	A much more important than B	A slightly more important than B	A and B equally important	B slightly more important than A	B much more important than A	B very much more important than A
-----------------------------------	------------------------------	----------------------------------	---------------------------	----------------------------------	------------------------------	-----------------------------------

(4)

Assume the volunteer, probation officer and technician have interpreted to a middle-class probationer "the treatment team" and he has met all three of the team members. The volunteer role is:

13. A  
In the one to one relationship, to interpret services of the Adult Probation Office

B  
In the one to one relationship, to interpret the purpose of the role of volunteer.

A very much more important than B	A much more important than B	A slightly more important than B	A and B equally important	B slightly more important than A	B much more important than A	B very much more important than A
-----------------------------------	------------------------------	----------------------------------	---------------------------	----------------------------------	------------------------------	-----------------------------------

14. A  
In group counselling, to interpret the purpose of the particular role of volunteer.

B  
In group counselling, to interpret services of the Adult Probation Office.

A very much more important than B	A much more important than B	A slightly more important than B	A and B equally important	B slightly more important than A	B much more important than A	B very much more important than A
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15. Are volunteers being given offenders who really need them?

Definitely Yes	Yes	Usually	Sometimes	Seldom	No	Definitely No
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16. How much chance do volunteers have to use independent thinking-- be creative?

A lot	Frequently	Often	Sometimes	Seldom	Very little	Never
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17. How much help-support do volunteers receive from their probation officers?

Too much	A lot	Some	Adequate	Very little	Almost none	None
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(5)

18. How much help (support) do volunteers receive from the technician?

Too Much    A lot    Some    Adequate    Very Little    Almost None    None

**COMMON FEARS OF VOLUNTEERS QUESTIONNAIRE**



## COMMON FEARS OF VOLUNTEERS QUESTIONNAIRE

### Summary of Preliminary Findings

Only volunteers in Travis County and the 22nd Judicial District completed this short questionnaire and again means only are reported on the table summarized below. The volunteers generally felt that their greatest short coming among factors listed was lack of experience. There was relatively little fear of inability to communicate with offenders or probation officers and little worry regarding not being accepted, involvement, personal safety or inadequacy and failure. In general, volunteers seemed to harbor no major concerns in any of these areas.

## Common Fears of Volunteers Questionnaire- Summary of Ratings (Means)

Scale:

7=yes

1=no

<u>Fear</u>	District <sup>1</sup>	
	Travis (N=10)	22nd (N=15)
1. Inability to Communicate with offender?	2.6	3.3
2. Lack of experience?	4.0	3.3
3. Not accepted?	1.7	1.8
4. Afraid of involvement?	1.9	2.2
5. Fear for personal safety?	2.0	1.5
6. Inability to communicate with your PO?	1.7	2.2
7. Fear of inadequacy or failure?	1.4	2.7

<sup>1</sup>Rated by volunteers only.

County \_\_\_\_\_

Role Volunteer

COMMON FEARS  
QUESTIONNAIRE

1. In your volunteer work, do you feel an inability to communicate with offenders?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

2. Do you feel a lack of experience in your volunteer work?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

3. Are you concerned with not being accepted in Probation work?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

4. Are you afraid of becoming too involved?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

5. Do you have a fear for personal safety in your volunteer work?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

6. Do you feel an inability to communicate with your probation officer (supervisor)?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

7. Do you, in your volunteer role, have a fear of inadequacy or failure?

Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_

**VOLUNTEER ROLE ASSESSMENT QUESTIONNAIRE**

## VOLUNTEER ROLE ASSESSMENT QUESTIONNAIRE

### Summary

The volunteer Role Assessment Questionnaire, for which the means are summarized on the following page, was filled out by probation officers, technicians, and volunteers in all districts. The purpose of this questionnaire was to ascertain in which areas of probation work the volunteers have been or might be most effectively used. All groups felt that the volunteers are generally helpful in the fields given and that they could be relatively effective in all areas, though their greatest effectiveness lay in providing personal relationships.

Volunteer Role Assessment Questionnaire-Summary of Results (Means)

Question and Scale	District and Role of Rater					
	Travis & 155th			22nd		
	PO (N=8)	Tech. (N=5)	Vol. (N=15)	PO (N=3)	Tech. (N=3)	Vol. (N=22)
1. Why are volunteers helpful or not helpful? 7=Extremely helpful 1=Extremely unhelpful						
a. In giving personal attention to offender	5.4	6.4	5.9	6.3	6.0	6.0
b. Doing routine work	4.1	5.0	5.7	6.0	6.3	5.7
c. Involving community	5.4	5.4	5.8	6.0	5.7	5.2
d. Providing services not otherwise done	5.4	5.8	5.8	5.7	5.7	5.8
e. Good work	5.8	6.6	6.1	7.0	6.0	5.9
f. Supply enthusiasm and fresh outlook	5.3	5.6	5.7	6.3	6.0	5.6
g. Motivated to do a good job	5.8	6.0	5.9	6.3	6.0	6.0
2. How can volunteers be used most effectively? 7=Extremely effective 1=Extremely ineffective						
a. Providing personal relationship	5.9	6.0	5.9	5.7	5.3	5.8
b. Tutoring and education	4.8	4.8	5.7	4.7	5.0	5.2
c. In recreation work	4.6	4.8	5.4	4.0	5.0	5.2
d. Pre-release preparation for job and home	5.1	5.0	5.4	5.7	4.7	5.5
e. Clerical work	4.0	4.6	5.4	5.3	5.0	5.4
f. In non-professional work	5.4	5.4	5.5	5.0	5.0	5.5
g. Broadening corrections/ community understanding	5.5	6.2	6.0	5.7	5.0	5.3
h. Providing transportation	4.9	5.2	5.4	5.0	5.0	4.9
i. Religion counseling	3.8	4.6	4.9	4.7	5.7	4.6
j. Job assistance	5.4	5.6	5.5	5.7	5.7	5.2

Volunteer Role Assessment Questionnaire-Sample Form

County \_\_\_\_\_

1. Why are volunteers helpful or not helpful?

\_\_\_\_ Probation Officer  
 \_\_\_\_ Technician  
 \_\_\_\_ Volunteer

a) Helpful in giving personal attention to offender?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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b) Save staff time by doing routine work?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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c) Involving outside community with agency?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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d) Providing services that would not be done otherwise?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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e) Doing good work if utilized correctly?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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f) Supplying enthusiasm and a fresh outlook?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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g) Do a good job because they want to?

Extremely Helpful	Very Helpful	Fairly Helpful	Neither Helpful nor Unhelpful	Fairly Unhelpful	Very Unhelpful	Extremely Unhelpful
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## 2. How can volunteers be used most effectively?

## a) In providing personal relationship?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
---------------------	----------------	------------------	-----------------------------------	--------------------	------------------	-----------------------

## b) In tutoring and education?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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## c) In recreational work?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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## d) In pre-release preparation for job and home replacement?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
---------------------	----------------	------------------	-----------------------------------	--------------------	------------------	-----------------------

## e) In clerical work?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
---------------------	----------------	------------------	-----------------------------------	--------------------	------------------	-----------------------

## f) In non-professional work?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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## g) In boardening understanding between corrections and community?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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h) In providing transportation?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
---------------------	----------------	------------------	-----------------------------------	--------------------	------------------	-----------------------

i) In religion counseling?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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j) In job assistance?

Extremely Effective	Very Effective	Fairly Effective	Neither Effective nor Ineffective	Fairly Ineffective	Very Ineffective	Extremely Ineffective
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**TASKS OF SERVICE VOLUNTEERS QUESTIONNAIRE**

## SERVICE VOLUNTEER TASK EFFECTIVENESS QUESTIONNAIRE-SUMMARY OF PRELIMINARY RESULTS

This questionnaire was also completed by probation officers, technicians and volunteers in July, 1969. The purpose of administering this questionnaire was to gauge team perceptions of the effectiveness of service volunteers on the treatment teams. The mean ratings of perceived effectiveness of the service volunteers in performance of correctional tasks are summarized in the tables following this page. Over all the ratings were quite high. In only a few cases did other team members average ratings of service volunteers fall below the midpoint of 4.0 on the seven-point scale. In Travis County probation officers and technicians rated volunteers as relatively less effective in "leading group orientation" and probation officers rated the volunteers as relatively less effective in providing "clerical work." The probation officer in the 22nd Judicial District rated volunteers quite high in all areas. Technicians in the 22nd Judicial District rated volunteers below 4.0 on only three tasks: supervision, vocational help and tutoring. Volunteer self ratings were all generally positive.

## Service Volunteer Task Effectiveness Questionnaire-Summary of Ratings (Means)

District and Role of Rater <sup>1</sup>

7=Effective

1=Not Effective

Tasks	Travis & 155th			22nd		
	PO (N=8)	Tech. (N=4)	Vol. (N=16)	PO (N=3)	Tech. (N=4)	Vol. (N=19)
1. Personal Counseling	5.3	5.5	6.1	6.3	5.0	5.5
2. Home visits	5.9	6.8	6.0	6.0	5.0	5.4
3. Working with offenders families	5.5	6.8	5.7	5.3	4.0	5.2
4. Leading group orientation	3.3	3.5	4.6	4.0	6.3	5.2
5. Leading group counseling	4.8	5.0	5.1	6.0	5.8	5.4
6. As participants in group counseling	4.9	6.8	5.8	6.3	6.3	5.0
7. Consultation on special problems	5.1	5.3	5.3	7.0	4.8	5.4
8. Liaison with community resources	5.4	6.8	5.9	6.7	4.8	5.3
9. Alcohol education	4.6	4.5	5.1	7.0	6.5	4.9
10. Public Relations	6.0	7.0	5.8	6.3	5.3	5.2
11. Evaluation and research	4.3	5.0	4.9	6.3	5.3	4.3
12. Training and education	4.4	4.8	5.8	6.3	4.8	4.5
13. Serving as community organizers	5.3	6.5	6.0	6.3	5.8	4.5
14. Clerical work	3.9	5.8	5.1	6.0	6.3	4.6
15. Pre-sentence investigation	4.0	5.3	5.4	7.0	7.0	5.6
16. Supervision	4.9	5.0	4.9	6.3	3.8	4.9
17. Job evaluation-placement	5.1	6.0	5.3	6.3	4.0	4.8
18. Vocational help	5.4	5.3	5.7	5.7	3.5	4.9
19. Tutoring	5.0	5.8	5.9	4.3	3.0	4.8
20. Other-Transportation	-	-	-	5.3	-	-

<sup>1</sup>Rated by volunteers only.

COUNTY \_\_\_\_\_

ROLE \_\_\_\_\_

### Tasks of Service Volunteers Questionnaire - Sample Form

Rate how effectiveness you think Service Volunteers are (or would be) in the following tasks.

1. Personal counseling?

Effective | | | Somewhat Effective | | | Not Effective

2. Home visits?

Effective | | | Somewhat Effective | | | Not Effective

3. Working with offenders families?

Effective | | | Somewhat Effective | | | Not Effective

4. Leading group orientation for new probationers?

Effective | | | Somewhat Effective | | | Not Effective

5. Leading group counseling?

Effective | | | Somewhat Effective | | | Not Effective

6. As participants in the counseling groups?

Effective | | | Somewhat Effective | | | Not Effective

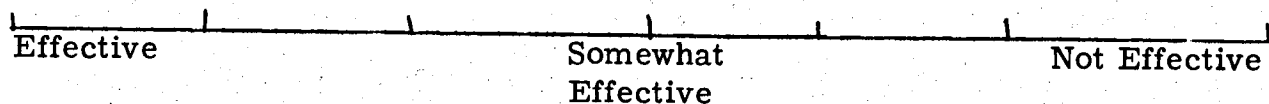
7. Consultation on special problems?

Effective | | | Somewhat Effective | | | Not Effective

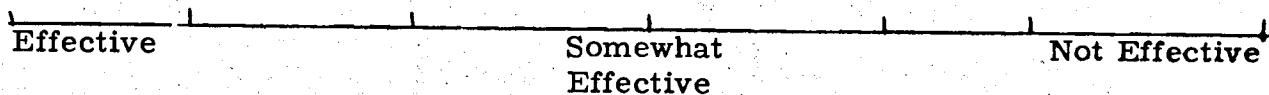
8. Liaison with community resources?

Effective | | | Somewhat Effective | | | Not Effective

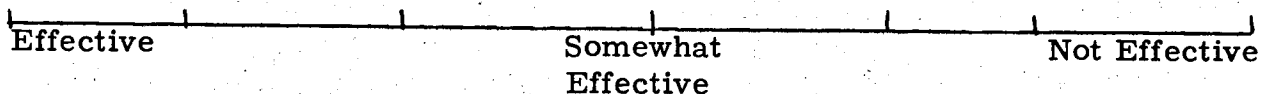
9. Alcohol education programs?



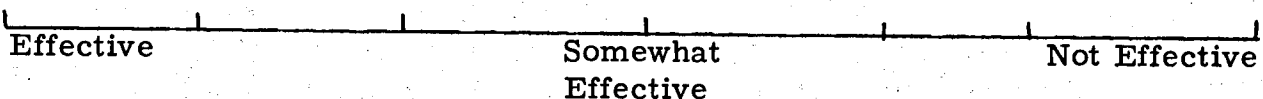
10. Public Relations?



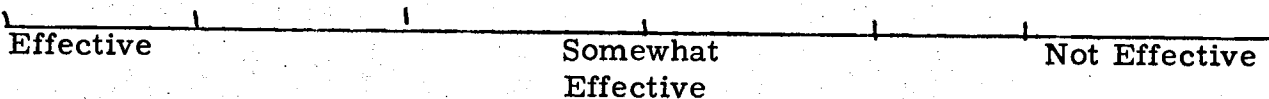
11. Evaluation and research?



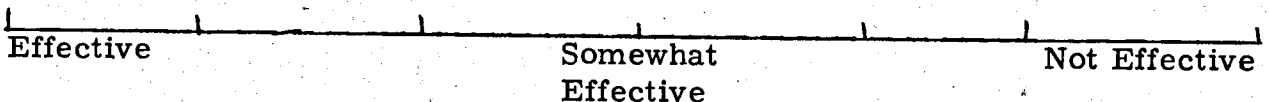
12. Training and education?



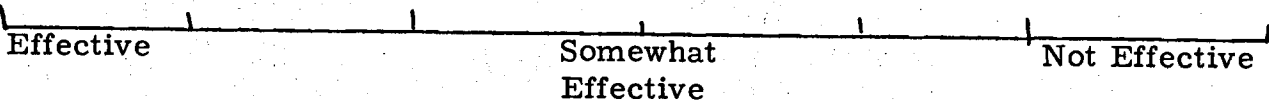
13. Serving as community organizers?



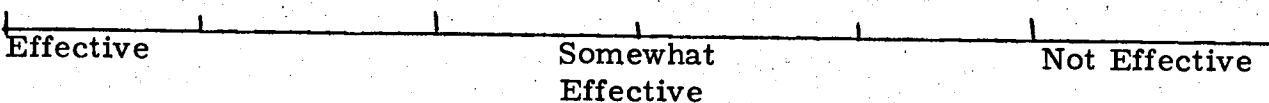
14. Clerical work?



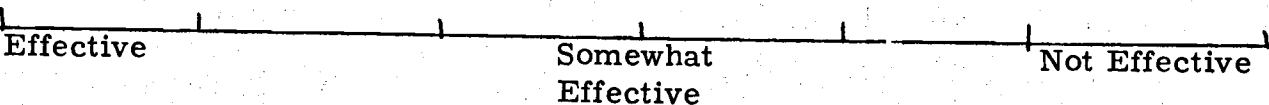
15. Pre-sentence investigation?



16. Supervision?



17. Job Evaluation-placement?



18. Help with vocational problems?

Effective | Somewhat Effective | Not Effective

19. Tutoring?

Effective | Somewhat Effective | Not Effective

20. Other ways? Name \_\_\_\_\_

Effective | Somewhat Effective | Not Effective

21. Should Advisory Council members have some experience in direct service to a probationer?

**Appendix**

**Results of Pilot Study on Factors Which Predict  
Successful Probation in Travis County**



## Results of Pilot Study on Factors Which Predict Successful Probation in Travis County<sup>1</sup>

This study was conducted for the purpose of identifying factors that would assist the Probation Department in predicting the amount and kind of supervision a<sub>2</sub> person would need if placed on probation. Information on forty-two variables, from biographical and other information on clients, was analyzed and several interesting and significant predictors of successful completion of probation were identified. Due to the lack of information regarding nature of offenses, it was decided that the results were incomplete although interesting. Therefore, this has promoted further planning for a more comprehensive study in which sixty-five variables and more cases will be selected for analysis. It is our belief that certain combinations of variables will help us predict very easily the degree of investigation that a case will necessitate as well as the magnitude of the treatment plan that must be developed. With this knowledge in hand, a much more efficient utilization of the treatment team's time could be achieved.

To reiterate, we do not feel that this information has sufficient refinement, but the table is furnished as an illustration of the productivity of this line of research.

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<sup>1</sup> Dr. Robert Helmreich of the Psychology Department of The University of Texas, an Advisory Council member in Travis County, conducted this pilot study.

<sup>2</sup> On two variables there was insufficient information for analysis.

Results of Pilot Study on Factors Which Predict  
Successful Probation in Travis County<sup>1</sup>

N=200

Variable 1 Sex

	All Cases	Completed Probation	Probation Revoked	P diff.
Male	93%	91%	97%	.17
Female	7%	9%	3%	

Variable 2 Age at conviction

	All Cases	Completed Probation	Probation Revoked	P diff.
Mean	30.3	34.59	21.59	< .0001
Range	17-73	17-73		

Variable 3 Race

	All Cases	Completed Probation	Probation Revoked	P diff.
Anglo	57%	62%	46	.22
Latin	23%	19%	31	
Negro	20%	19%	21	

Variable 4 Living Arrangements

	All Cases	Completed Probation	Probation Revoked	P diff.
No data	36%	32%	45%	.52
Own Home	21%	25%	11%	
Rent	43%	43%	45%	

Variable 5 Number of Towns Lived in

	All Cases	Completed Probation	Probation Revoked	P diff.
Mean	2.09	2.20	1.87	.10
Std. Dev.	1.25	1.24		
Range	1-7	1-7		

Variable 6 Number of People living in Home

	All Cases	Completed Probation	Probation Revoked	P diff.
Mean	1.61	1.61	1.62	.94
Std. Dev.	1.26	1.28		
Range	1-3	1-7		

Variable 7 Pleased with living conditions

	All Cases	Completed Probation	Probation Revoked	P diff.
Yes	93%	94%	90%	.58
No	7%	6%	10%	

Variable 8 Marital Status

Single	40%	29%	67%	<.0002
Married	41%	49%	21%	
Separated	6%	4%	9%	
Divorced	12%	16%	3%	
Widowed	1%	1%	0%	

Variable 9 Number of Children

0	48%	38%	71%	<.0003
1	19%	20%	14%	
2	13%	14%	9%	
More than 2	21%	28%	6%	

Variable 10 Father's Income

(Insufficient Data)

Variable 11 Number of organizations belonged to by Father

(Insufficient Data)

Variable 12 Number of siblings

Mean	3.81	3.63	4.22	.12
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Variable 13 Birth Order

First-born	33%	35%	30%	.15
Later-born	66%	65%	70%	

Variable 14 Parental separation as a child

Yes	14%	8%	27%	.02
No	84%	92%	73%	

Variable 15 Parents separated

Yes	37%	31%	48%	.02
No	63%	69%	52%	

Variable 16 Anyone in immediate family in trouble with the law

Yes	27%	22%	39%	.02
No	73%	78%	61%	

Variable		All Cases	Completed Probation	Probation Revoked	P=diff.
Variable 17	<u>Previously in trouble with the law as an adult</u>				
	Yes	79%	84%	69%	.08
	No	20%	16%	30%	
Variable 18	<u>In trouble with law as a juvenile</u>				
	Yes	34%	22%	61	<.0001
	No	65%	78%	37	
Variable 19	<u>Health</u>				
	Mean	1.47	1.52	1.33	.10
Variable 20	<u>Number of Tattoos</u>				
	Mean	.36	.23	.66	.003
Variable 21	<u>Religion</u>				
	Protestant	62%	64%	57%	.98
	Catholic	27%	24%	32%	
	Jewish	0%	0%	0%	
	Other	12%	12%	12%	
Variable 22	<u>Active in religion</u>				
	Yes	37%	36%	40%	.68
	No	63%	64%	60%	
Variable 23	<u>Completed elementary school</u>				
	Yes	88%	87%	91%	.61
	No	12%	13%	9%	
Variable 24	<u>Completed high school</u>				
	Yes	22%	22%	22%	.94
	No	78%	78%	78%	
Variable 25	<u>Completed College</u>				
	Yes	1%	0%	5%	.01
	No	98%	100%	95%	
Variable 26	<u>Total years education</u>				
	Mean	9.59	8.97	11.05	.05

Variable		All Cases	Completed Probation	Probation Revoked	P diff.
Variable 27	<u>Number of activities in school</u>				
	Mean	1.21	1.36	.91	.03
Variable 28	<u>In trouble in school</u>				
	Yes	16%	8%	31%	.003
	No	83%	91%	69%	
Variable 29	<u>Military Service</u>				
	Yes	34%	39%	22%	
	No	66%	61%	78%	.026
Variable 30	<u>In trouble in military</u>				
	Yes	31%	20%	71%	.003
	No	69%	80%	29%	
Variable 31	<u>Present occupation</u>				
	Unskilled Labor	68%	63%	83%	.003
	Skilled Labor	15%	20%	2%	
	White Collar	12%	14%	7%	
	None	5%	2%	9%	
Variable 32	<u>Drinking problem (self-report)</u>				
	Yes	58%	72%	25%	<.0001
	No	42%	28%	75%	
Variable 33	<u>% income for credit payments</u>				
	Mean	45.03%	49.08%	34.37%	.056
Variable 34	<u>Number of previous arrests</u>				
	Mean	4.65	4.48	5.05	.56
Variable 35	<u>Nature of offense</u>				
	Crime against person	3%	4%	3%	<.0001
	Burglary, etc.	34%	23%	59%	
	Forgery, D.W.I, etc.	63%	74%	38%	
Variable 36	<u>Weapon used in crime</u>				
	Yes	2%	1%	2%	.66
	No	98%	99%	98%	

Variable 37 Sentence

	All Cases	Completed Probation	Probation Revoked	P diff.
Mean	1.88 years	1.48 years	2.70 years	<.0001

Variable 38 Serve jail time

Yes	11%	7%	21%	.004
No	89%	93%	79%	

Variable 39 Amount of contact with probation officer

Very little	49%	56%	34%	.004
Same	41%	35%	53%	
Much	10%	9%	12%	

Variable 40 Restitution

No data	50%	50%	51%	.01
Regular	29%	41%	0%	
Irregular	21%	9%	49%	

Variable 41 Number of violations of parole

Mean	.75	.40	1.57	<.0001
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Variable 42 Move to revoke probation

Yes	38%	11%	100%	<.0001
No	62%	89%		

Variable 43 Complete Probation successfully (Criterion Variable)

Yes	70%	-	-	-
No	30%	-	-	-

**Appendix**  
**Training and Staff Development**

## Training and Staff Development

Enclosed are two descriptive articles of part of the training program for volunteer coordinators and technicians. These articles were written by Mrs. Barbara Meyers, Project Volunteer Consultant and advisory council member, and Miss Claire Lyons, Educational Coordinator.



COPY

December 4, 1968

Judge Terry Jacks  
Hays County Courthouse  
San Marcos, Texas

Dear Terry,

I am sending you all the handouts that we received in our teacher-coordinator training session. Please send them back to me, because they are the only ones I have and I will need them when I start teaching.

The content of the course was in two parts: education on group processing, counseling and interviewing taught by Lorena Coates and Claire Lyons, and the technical aspects of probation beginning with arrests and continuing with indictments, prosecution, defense, conviction, sentencing and probation. Lt. Harland Moore of the police department, Mr. Bob Smith, Mr. Perry Jones, Capt. Gann and the probation staff lectured to us, and the volunteers are asked to attend a hearing on sentencing in their own counties after their training, so you will probably be seeing some people you don't expect in your courtroom before too long.

I will not elaborate on the technical part of our training. You know all that. But if I can I want to explain the part that Lorena and Claire taught.

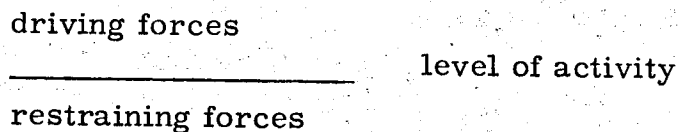
Their problem was to get us involved quickly because we had a large amount of material to cover with little time. If we are going to work with probationers and are trying to affect a change then we are "change agents" and we have to understand how we operate when we are trying to change people. So without any explanation at all we were given a test. This is the one I'm dying to give Jimmy and you might be interested in taking it, too. I've only taken it cold sober but I suggest that you and Elnora come to our house one evening soon and we perhaps soften the blow. After we took the test it was graded and we could score ourselves on a grid, a copy of which you can see on page 5 of The Challenge of Correctional Change, The Interface of Conformity and Commitment. It is copies from a managerial grid which is widely used

in business and management, and it is just a little mirror for you to see your methods in. Ideally anybody who seeks to change anybody else is a strong 9/9. You can read all this for yourself so I won't go into it.

The next part of the training dealt with group process, and I must rely upon your treating this in absolute confidence. Otherwise when the people in Hays County are trained some of them will know about it and as a learning tool it will have no meaning. We were divided into two groups and given a task to work out as a group. Then we were given a questionnaire similar to the one on page 5 of Gatekeeping: The Consequences of Failure to Involve. In each group there was a plant told to keep quiet and count the number of times she was invited to participate in the discussion. My face was certainly red because the plant in our group was a friend of mine who speaks when she wants, otherwise remains silent. I console myself that that is the reason I didn't invite her to participate - not once.

This device taught me two things: One, simple good manners and two, that those who are involved in planning feel more committed to the plan, whether you are dealing with volunteers in a training session or a probationer you are seeking to change.

The third part of the training covered Force field analysis. This is a fancy term which when I use it covers ignorance but here goes. If we as volunteers are to be change agents and if we are dealing with a probationer who needs changing we have to understand what change is. Kurt Lewin, and I have no idea who he is, regards change as a level of activity which is constantly changing. There are driving forces and restraining forces which affect this level of activity. In diagram form:



We used force field analysis in discussing individual cases, picking out the driving forces and the restraining forces in each case, and as a framework for our group tasks which taught us gatekeeping and the importance of honesty on leveling in the group. This was very difficult. If I am sitting in a group next to you and you say something I don't agree with I am supposed to tell you so and you are supposed to answer me as honestly as you can. This way I might change your mind or I might not, or you might change mine or you might not, but we would at least know each others' positions and be able to respect them rather than keeping our disagreements and resentments to ourselves and starting our own private war as one of the ladies said. Getting a group of women to do this is pretty much the acid test and I must say there were scars.

Claire Lyons, who is one of the probation officers with a background in education discussed counseling with us. She said the ability to counsel is based on experiences and feelings for people. The counselor must try to understand where his probationer is - not where she wants him to be or even where he ought to be. She discussed the three approaches to counseling:

1. Directive in which the counselor is very active, talks a lot and makes direct judgement. This doesn't do much good.
2. Non-directive in which the important speaker is the client. The counselor is not an advise giver or analyst. She does not confront. Her main function is to try to understand where the person is right now and the events in his life that made him that way, and tries to help him see where he is so he can do something about it.
3. Reality approach which is much more confronting and active than the non-directive approach. Claire says her methods are between non-directive and reality. The non directive counselor believes that each person has the power within himself to recognize his trouble in a non threatening situation and when you are working with offenders you can't always do this.

While the goals of the counselor are to see that the probationer gets a job, straightens up his budget, stops drinking and other things of this sort, the goals are also to teach two things that are lacking in the offender. One is trust, and the other is concern for others. To do this the counselor must show that she respects him, that though his behavior is unacceptable that she is with him and for him and fully expects his behavior to change.

Lorena gave us some guidelines for interviewing. I am just copying them from my notes so if you don't understand some of them ask her about them. The parenthesis are mine. "Anytime you see anyone (for an interview) it is your responsibility to have a plan in mind. Have in mind what the problem is and the persons relationship to his problem. Try to lay out goals on short term for getting him there. Guidelines on evaluating anyone or any family group.

Diagnosing process:

- I. Problem
  - A. Person and his relationship to it.
  - B. Effect of problem on day to day functioning.
  - C. Beginning of Problem.
  - D. Clients efforts to cope with the problem.

- E. Nature of help sought by client.
- F. Prior use of help - any kind.
- G. Precipitating events leading to present crisis.
- H. Current manifestation on symptom of problem.
- I. People involved in problem.
- J. Interrelationships of core problem and subsidiary problem.

## II. Person

- A. Motivation
- B. Capacity
- C. Opportunity

This is Re MCD Motto. This takes in forcefield analysis: Motivation - decision - change.

Diagnostic - do long term, short term, intermediate step. The client has to be involved in the planning. Together you arrive at a mutually agreed upon goal. Every time you are talking with him build upon something. Material is always related to the plan. It is your responsibility to focus on the plan. You also do some of the linking.

Don't:

1. Never go on fishing trips - it might be interesting but if it isn't germane don't do it. You can't tie it together and people get anxious.
2. Don't buy generalities. Say give me a for instance. Sometimes you get lots of hostility.
3. Avoid the word why. Say "How Come".
4. Don't ever do the work for your client. We may see connecting links clearly but the client has to see this for himself. The temptation is for the worker to blurt it out or assume the client sees it, too. It's better to say "Do you see any connection". This is called clarification.

Clients perceive realities in a distorted way. As they begin to tell you things they see things they have not seen before. Then they can make choices on alternatives and this motivates.

One other important lesson we learned was that the volunteer is part of a team. You have heard this before and so had I but I don't think I really understood it till one of the technicians said one of his greatest

problems was when the probationer would offer to tell him something "if you won't tell the probation officer." No information can be kept from the officer and as it travels up the ladder from the judge.

Our tentative teaching plan for the volunteers is to have two three hour sessions then assign them to a probation officer who will supervise their casework. After they have worked on the case for awhile we will have two more sessions. A probation officer will teach with us. My own feeling is that if we can cause each volunteer to look at his methods of changing others, if we can help him see that change takes place not only because a probationer wants to change or because you tell him to change but because with help he has planned his own change, and if we can absolutely instill the team concept then if he is apt he will learn to counsel by working on cases with probation officers.

I am writing in a hurry as you can tell because I want Giles and Lorena to take this down to you tonight. I have the notes on the lectures from the probation staff if you are interested, but I didn't write them up and include them because I knew you know all they had to say anyway.

Give Elnora my best and lets all get together soon.

Sincerely,

/s/ Barbara

## TRAINING OF TECHNICIANS <sup>1</sup>

In formulating a training program for technicians the following considerations determined not only the content but the educational process.

- (1) Role of the technician
- (2) The ability and educational background of trainees
- (3) The team concept
- (4) Status in authority stress of "marginal man" role and role conflict
- (5) Process of incorporation into the office

The first technicians were selected from minority groups with limited educational background. As there were no precedents to draw from in determining what the technicians role would absolutely be, or what the technician were capable of doing, it was the consensus of the staff that technicians would be limited only by those functions that were learned through observation on the job that their educational handicaps would affect.

With the exception then, of those functions limited legally to probation officers by the Court, the training program proceeded in a manner to acquaint the technicians with all of the functions of a probation officer.

One of the major purposes for bringing technicians into the Adult Probation Office was for the mutual education of both staff and community. The technicians were seen as liaisons between the minority communities. This aspect was stressed in the training program.

There has been an identification by the technicians with the probation officer, and to an extent this is beneficial and necessary. The technicians eventually felt the stress of being marginal men in their communities being regarded by some as legal authorities and yet not totally accepted by all in the court system. This has been one of the occupational hazards of the technicians role and an effective training program should address itself to this stress and the need for the technicians to be assured of their great contributing educationally and socially to both the field of corrections and to their respective communities.

In order to develop the team concept the educational program emphasized group discussion and joint office experiences. The educational aspect of "team" decision making has been a continued process. The technicians participate in staffing individual cases with their officers and supervisions. During these staffings the technicians learn, contribute their own observation and bring an educational dimension to the conference.

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<sup>1</sup>Written by Claire Lyons, Educational Coordinator, July, 1969

They make analysis and interpret culturally determined information to the officer and supervisor. It has been a case of mutual education.

In speaking then, of a training program, it cannot be limited to the two weeks intensive orientation period. In-service training is continual and necessary. Upon completion of the two week session each technician was assigned to an officer for further experience. The technician did investigative work, participated in pre-sentence report making, made home visits, and interviewed probationers.

Further, all of the technicians have taken college sociology classes related to understanding human behavior, community organization and change.

The contribution of the technicians and their effectiveness has been beyond all expectations. They have brought insights, understanding of minority problems, and a dimensions to team operation that would not have been possible without them.

It should be pointed out that the beneficial effect on the minority group to see a member of their group sitting in Court is profound.

One of the few limitations that has been observed is the difficulty some of the technicians have experienced in writing reports. Further training programs should include an analysis of writing ability and then proceed to assist the technician in becoming a more effective writer.

Also, the need of the technician to have the support of the office while undergoing the stress within his community by his identification with the legal system should be more attended to.

## ORIENTATION SCHEDULE

	8:00 a. m.	10:00 a. m.	12:00	1:00 p. m.	3:00 p. m.	5:00 p. m.
Monday	8:15 - coffee and welcome by staff, judges and guests. 9:00 - Depart- mental philosophy of corrections by Giles Garmon. A little bit about Project.	Tour of Court house by staff & technicians	Lunch	ORIENTATION TO 1:00 -Capt. George Pifer -Police 1:30 Sheriff T. O. Lang 2:00 Bob Smith- Prosecution	CRIMINAL JUSTICE FIELD 3:00 Coffee Break 3:30 Defense Attorney Perry Jones	
Tuesday	8:15 - Police Dept. tour Trainers and Technicians	10:15 - Tour of Dept. of Public Safety-Trainers and Technicians.	Lunch	1:15 Court referral procedure. Technician will participate in total process.	3:00 Coffee Break 3:30 Continuation of referral procedure.	
Wednesday	8:15 Philosophy and purposes of the pre-sentence investigation - Giles Garmon. 9:00 Composition of pre-sentence	10:30 Composition continued. -(9:00 - Social history Claire Lyons) (9:30 - Prior record - Jim Zimmer) (10:30 Evaluation staff)	Lunch	Technicians' involvement in pre-sentence investigation		
Thursday	8:00 Orientation for court procedure - Jerry Millsapps 9:00 Go to Court	10:00 Continue in Court	Lunch	1:15 Purposes of probationers' orientation explained. 2:30 - Attendance at probationers' orientation.	3:00 Coffee Break 3:30 Observe probation officer's individual orientation to probationer.	
Friday	8:30 Observe a misdemeanor interview with probation officer	10:00 - Visit address of defendant interviewed.	12:00 Lunch at Gardner House	1:00 Orientation to Juvenile Court processes.	3:00 Tour of the Austin State Hospital	



## ORIENTATION SCHEDULE

	8:00 a. m.	10:00 a. m.	12:00	1:00 p. m.	3:00 p. m.	5:00 p. m.
Monday 9/23	8:15 to 8:45 Seminar 8:45 to 9:30 Adult Probation Law - Garmon	10:00 Introduction to supervision and authority - Lyons & Garmon 11:00 Techniques of supervision - Lucas & Marshall	Lunch	1:15 to 2:00 Public Relations Henderson & 2:00 Chrono- logical and Records - Zimmer	- Departure for Bellville, Texas Attend Austin County	Advisory Council Meeting
Tuesday 9/24	Free Time	Free Time	Lunch	1:15 to 2:00 Seminar 2:00 to 2:45 Interviewing Coates	3:00 collection of fine and court costs & restitution Zimmer & Brooks	3:30 to 5:00 Staff Meeting
Wednesday 9/25	8:15 to 8:45 Seminar 8:45 to 9:30 Counseling Lyons	10:00 to 12:00 Counseling Confined Lyons	Lunch	1:15 to 2:15 Narcotics - Capt. Gann 2:15 to 3:15 Alcoholism - Roby	3:30 to 4:15 Discussion Garmon & Lyons	4:15 Community Resources - Thayer
Thursday 9/26	8:15 to 8:45 Seminar 9:00 to 10:00 Field work - Garcia	10:00 to 12:00 Fieldwork	Lunch	1:00 to 2:00 Report to Officer	Supervision Field work	Supervision Field work
Friday 9/27	8:15 to 8:45 Seminar		Lunch			