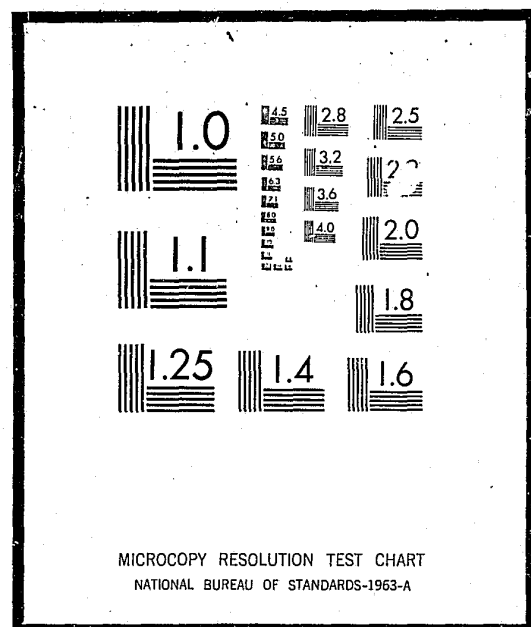


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AIDE

PROJECT

FINAL REPORT PHASE #2

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PREFACE

The POCA Continuation Phase Final Report is presented with the assumption that the reader has become familiar with the project by reading the POCA Initial Phase Final Report, Part One of this volume. The earlier report examines current literature, and reports on the use of paraprofessionals, with emphasis upon those indigenous to the population served, and with special attention to the paraprofessional in corrections. Recruitment, selection, orientation and training procedures for paraprofessionals known as POA's (probation officer assistants) are described at length in Part One, and terms unique to this project are defined. To avoid unnecessary length, these areas are not repeated in Part Two, POCA Continuation Phase Final Report.

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CHAPTER I

INTRODUCTION TO THE CONTINUATION PHASE (PHASE II)

BACKGROUND AND RATIONALE

The POCA Project Continuation Phase (Phase II) was developed as a natural expansion of the initial phase (Phase I). Planning for continuation took place during the final year of Phase I operations. Responsibility for planning was undertaken by the advisory committee of POCA, a body of men eminent in the fields of corrections and criminal justice. Members of the advisory committee are listed at the beginning of this volume. The continuation study was to serve two general purposes:

1. To provide opportunity for further exploration and evaluation of using paraprofessionals in probation and parole.
2. To serve as a mechanism through which a permanent paraprofessional position could be established within the U.S. Probation Service.

Current interracial tensions in certain areas of major cities have pointed up need for added experimentation with probation officer aides recruited from groups having ethnic or racial characteristics similar to certain offender populations. A communication gap resulting from the social and cultural distance between the middle-class professionals of any race and lower-class minority group clients is a

growing problem in the rehabilitation services. Differences also in racial composition between the staff of correctional agencies and their clientele pose many problems. Whereas thirty-six percent of offenders under supervision in the U.S. Probation Office, Northern District of Illinois in October, 1970 were black, only sixteen percent of the professional staff was black. The use of indigenous case aides, including ex-offenders, can be an effective way of bridging communication gaps. It has been difficult to recruit blacks and members of other minority groups for positions as probation officers. It is a simple fact that these persons, initially qualified for employment as an officer are also qualified for countless other more lucrative positions in education, welfare and industry. Development of a paraprofessional career line presents a means of increasing the numbers of minority group members in probation work. The paraprofessional career line can serve as an entry position with potential advancement to professional status depending upon good performance, additional training and attainment of more formal education.

Phase II was proposed to examine the following questions:

1. What use would be made of paraprofessionals, both full-time and part-time, when assigned randomly to probation officers?

2. What probation and parole tasks relating to both investigation and reporting, and supervision, can be managed effectively by POA's? Are the methods used by POA's innovative?
3. How effectively do POA's and probation staff officers operate as a service delivery team? How does the POA-officer team process operate?
4. How do officers respond to the use of POA's? How does it affect their functioning - e.g., tasks performed and time allowed? What are officers' concerns about their own role? Their clients? Their profession? Do their attitudes change over time?
5. What are the relative advantages and disadvantages of using part-time and full-time POA's - for them, for clients, and for probation officers?
6. How do clients respond to use of POA's?

When the continuation was proposed, eighteen months' experience with Phase I seemed to confirm the operational feasibility of employing indigenous paraprofessionals as case aides in the U.S. Probation Office. The staff had found that non-professionals, including minority group members and selected ex-offenders from the local community, were interested, available, and able to work

* Probation Officer Assistants

well under professional supervision. In addition, one and one-half years of service operations produced mounting evidence that paraprofessionals could provide a fruitful and effective service to professional probation. Moreover, the officers who supervised the POA's in Phase I were convinced that the men frequently had intervened in cases where middle-class professionals might have encountered problems. A hallmark of the POCA Project Phase I was direct and frequent neighborhood contacts made by POA's residing in the communities where they worked. By design, virtually all POA client supervision contacts were made locally in Phase I.

Phase I of POCA utilized only one service model: professionally supervised case aides providing direct supervision to offenders. In Phase II, additional development of the paraprofessional role leading to a career line was undertaken. For example, one object was to study the appropriate division of labor between paraprofessionals and professionals in corrections. Exploration of additional service models, such as case aide-probation officer service teams seemed an appropriate way to shed light on the division of labor question. It remained to be determined how case aides might be effectively used in the investigation aspects of probation work. Moreover, two models of supervision were used. In Phase I, two officers supervised all case aides, whereas in Phase II, supervision was more or less on a one-to-one basis.

Phase II also served to maintain the paraprofessional role in the U.S. Probation Service while steps were taken to institutionalize the position. It would not have been productive to recommend an ongoing program while allowing the currently available man-power and knowledge resources to dissipate because the original POCA Project came to an end.

In establishing a permanent position for the POA within the U.S. Probation Service, a "career ladder" was proposed by means of which an individual could attain the position of probation officer.

Objectives of continuing training for all POA's were the following:

1. To acquaint POA's with specific tasks required at each step of the career ladder.
2. To assist POA's in acquiring the specific knowledge and skills necessary to function within agency structure.
3. To familiarize POA's with organizational structure in the U.S. Probation Office, and function and procedures of other federal agencies encountered.
4. To help POA's integrate work with additional education and in-service training programs.

Members of the administrative and supervisory staff of the Chicago U.S. Probation Office wanted to extend POCA by means of Phase II in order to look at questions raised in

WORK-STUDY PROGRAM

POSITION TITLE AND MINIMUM REQUIREMENTS

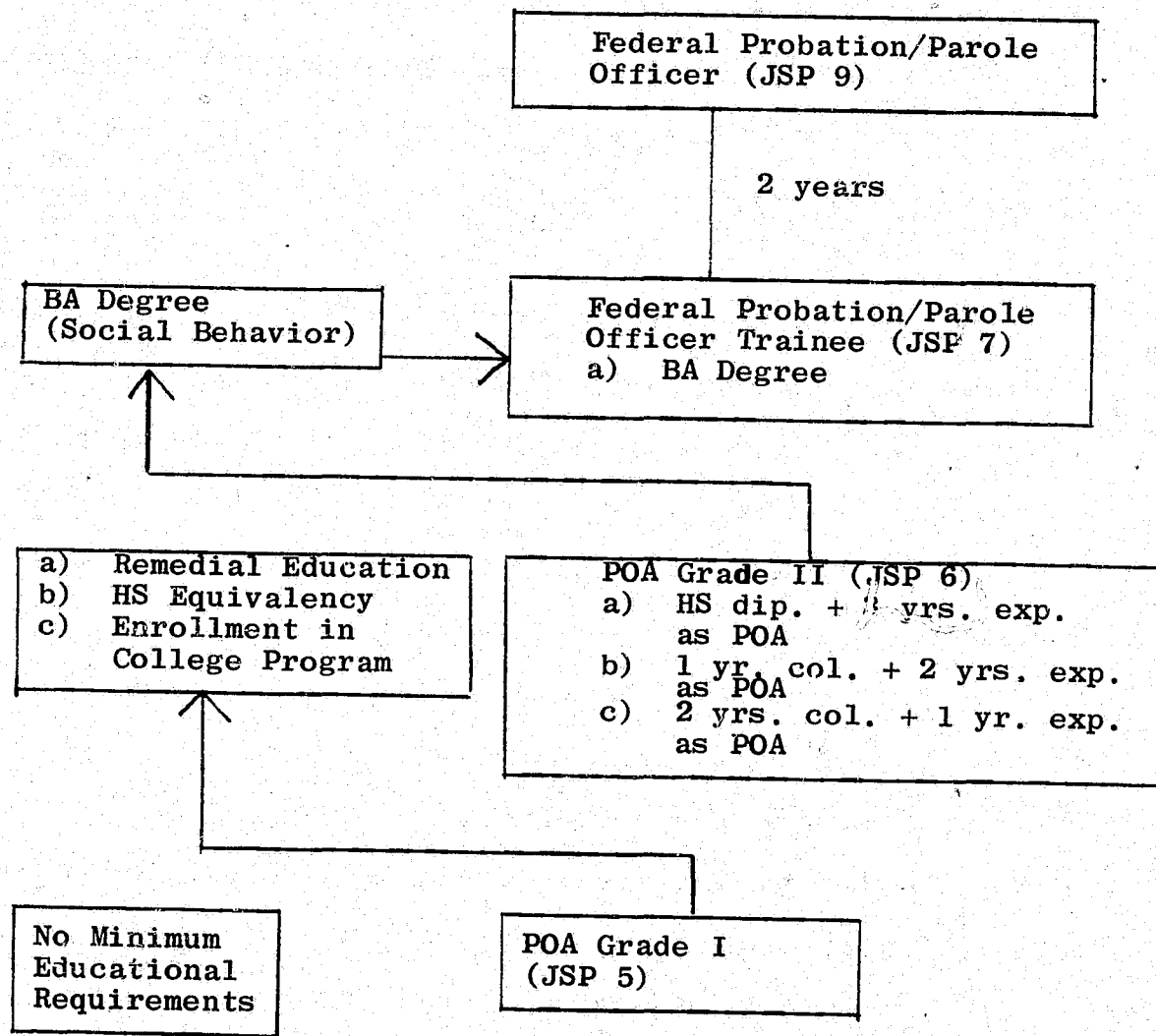


Fig. 1. Proposed Career Ladder for POA's

Phase I. It seemed worthwhile to experiment with other models of service delivery and to experiment with full-time as well as part-time POA's. Moreover, the staff wanted to involve all probation officers in making assignments and supervising the work of POA's. The men were given investigative as well as supervisory assignments. There were other differences as well. Phase II began with paraprofessionals who had a wealth of experience in their role. Only the professional staff officers, supervisors of the POA's, were without experience in working with paraprofessionals or in teams. Thus the POA's knew to a considerable extent what would be expected of them, at least with respect to supervisory responsibilities. Phase II also served as a means of keeping trained and experienced POA's employed until the program became a regular position. It is interesting to note that when surveyed at the inception of Phase II only 50% of the administrators and supervisors believed that the paraprofessional role would become a regular staff position.

SELECTION OF POA'S

The POCA Project Phase II began operations with twelve POA's, all of whom had served in Phase I. The men were selected upon termination of Phase I, four months before Phase II began, and they continued to carry their cases in the interim. Thus, although reduced in scale, POA service to the U.S. Probation Office was continuous from the inception of POCA.

In selecting POA's for employment in the Phase II the action director and supervisors met with all the men employed at termination of Phase I, (about 40 POA's) to explain the proposal. The men were informed of the four full-time positions available. Prior to making application, the risks in accepting the position were made clear. As Phase II was scheduled for only one year, there was no way to assure the men of continued employment after that time, although the project staff was encouraged about the possibility of a permanent POA position emerging from the study. Five men responded, four of whom were hired. Although the fifth candidate would have made an excellent POA, the director discouraged his application because he earned more than twice the proposed POA salary as a plumber.

With respect to the eight part-time positions, all active POA's indicated an interest in continuing. They were told that although choices would be made by the project staff, rejection was not to be construed as a pronouncement of lesser competence, because some choices had to be made on a research and administrative level along such dimensions as race, background and life experience. Final choices were made by the action director and two supervisors, considering length and variety of experience, reliability, and industry. POA participation and attendance at the group supervision meetings was a leading factor in recommendations by supervisors.

The staff wanted to know if POA's attributed their selection to some intrinsic factor or personal characteristic,

or if they perceived it as a reward for past behavior. Three said they did not know the reason. Another thought it was due to his youth. The rest thought the decision was based on past performance and demonstrated ability, and this was expressed in various ways. One said he tried to do his best, took initiative, and had confidence in the judgement of his clients. Other expressions were, "gave it my best effort," "motivation, knowledge of social work, and liking for the work," "doing good job and helped quite a few people," "past stability, accuracy in work, interest in clients, not treated as just another part-time job," and "competency plus gains since then."

All the men hired on a full-time basis remained throughout Phase II, but there was some turnover among the part-time POA's. Three months after Phase II began, two men regretfully resigned because of extra duties required at their places of full-time employment. In the sixth month, another man was terminated because of an arrest and conviction resulting in incarceration. This was in no way related to the POCA Project, nor had the quality of his work deteriorated. In the eighth month, another man resigned because of a business opportunity in another state. The men who replaced these four POA's remained throughout the project. All had served as POA's in Phase I, and were well regarded by their supervisors.

ASSIGNMENT OF POA'S TO STAFF OFFICERS

The size of the U.S. Probation Office field staff was adequate for all officers to be assigned a POA. Four staff officers were designated to work in teams with the full-time POA's. Two of these officers were the supervisors in Phase I, whereas the other two officers volunteered because of a special interest in paraprofessionals. The assignments fell quite naturally; each of the Phase I supervisors selected a POA with whom he had worked. Another POA-Officer team was formed with two men particularly interested in group work. The fourth team was more or less an arbitrary assignment. All of these pairings lasted throughout Phase II.

Assigning the part-time POA's to officers was somewhat more complicated. Inasmuch as three officers were leaving the staff soon after Phase II was scheduled to begin, the director made sure that each was assigned to a different POA so that the POA's would "start over" with only one new officer. POA's could not be assigned to pairs of alternate officers (those responsible for each other's caseloads when the alternate is unavailable), because of the disruption of alternate pairs due to assignments of full-time POA's and the three officers leaving staff. No POA was assigned to two women officers whose caseloads were largely female, because the action director wanted POA's to work with both male and female clients. Altogether, there were four women officers.

With these considerations in mind, the action director made assignments of the part-time POA's more or less arbitrarily, with only a few exceptions. In one case, a white officer asked for and was assigned a black POA; he thought this man would be more helpful in working with subjects who were "hard to reach." Two POA's considered outstanding were assigned to four staff officers who, while not openly critical of POCA, were sensed to be somewhat dubious. The action director wanted to provide the officers with the very best men which POCA had to offer.

Not all officers worked for all of Phase II with the same part-time POA. Two officers each worked with two POA's, and five officers each worked with numbers of POA's, ranging from three to seven. The rest worked with only one POA.

ORIENTATION SESSIONS FOR POA'S AND OFFICERS

The twelve POA's active in Phase II were also asked how they first learned of POCA and became involved in it. Four men heard about it from someone already a POA. Others learned from friends, from a newspaper article, from the project secretary, and one was referred by the co-director of the Center for Studies in Criminal Justice at the Law School of the University of Chicago. One former offender was referred by his parole officer. Three others, also former offenders, were contacted by a letter from the action director, upon recommendation by probation officers. All had successfully completed supervision.

Prior to the beginning of Phase II, the action director held two orientation sessions: one with the full-time POA's and their partner officers, and one with the part-time POA's, to acquaint both groups with changes in project procedures and administrative matters. With the part-time men, working hours, pay scale, and travel reimbursement were discussed. The men were given names of officers for whom they were to work. The project director tried to explain carefully to the men that the professional staff officers had not heretofore been accustomed to working in teams; they had always worked independently, other than serving in alternate pairs to cover all cases during vacations or illnesses. The POA's were asked to keep in mind that a major goal of Phase II was to examine the effectiveness of the officer and POA as a team, requiring that each learn to function effectively as a team member.

In the meeting with the full-time men, office assignments were made and parking privileges equal to those of officers were given. The men were instructed in various office procedures concerning use of the telephone, recording of messages taken in their absence, location of mail, etc. Working hours were the same as those of the professional staff, but the men were told that they were entitled to compensatory time if they worked evenings or weekends. Travel record-keeping was explained and the men were told about their fringe benefits.

Orientation with probation staff officers was conducted more informally. The action director tried to meet with pairs of officers who were to work with one POA, but at times, because

of scheduling problems, he met with them individually. Among the areas covered were POA background and experience gained from Phase I, and techniques for supervision of POA's.

COMMUNICATION AND SUPERVISION

At the conclusion of Phase I staff officers reported initially learning about POCA in a variety of ways:

1. From chief U.S. probation officer at staff meeting - 4 officers.
2. From Administrative Office of the U.S. Courts - 1 officer.
3. From "talk" around the office - 6 officers.
4. From instructor while a student in a school of social work - 1 officer.

Thus for a substantial proportion of the staff, inter-office communications consisting of meetings and memos were not very effective in informing staff members about POCA. For future use in research projects of this type, formal office communications procedures may need to be supplemented by other means. With the exception of two officers who had served as supervisors during Phase I, none of the officers had worked with any of the POA's until the inception of Phase II, during which time all staff members had the opportunity for almost daily contact with the four full-time POA's on the colleague level.

To assist both the officers and POA's in forming partnership teams, some structure was given to supervision. The four full-time POA's were expected to attend the monthly office staff meetings. The men took an active part in group discussions at the meetings, and were not hesitant about asking questions or offering a point of view. The part-time men did not attend staff meetings. Although it was made clear to them that they were welcome, they were unable to fit these morning meetings into their schedules.

Meetings of full-time POA and officer team partners were usually held following the general staff meeting. No formal agenda was prepared, but the action director brought up for discussion various matters of general interest or concern which had come to his attention during the previous month. Both POA's and officers brought up problems for discussion. These occasions seemed to become the forum for POA's to voice complaints about incidents of perceived injustice to themselves.

A number of other lines of communication existed as well. The action director held periodic spontaneous conferences with individual teams as the need arose. These meetings were held on the average of twice per month with each team. In addition, there were many times when the action director met individually with POA's and officers. Team partners were in constant daily contact. The four full-time POA's held informal meetings in which they exchanged various kinds of information, e.g., community resources.

Originally, the action director had planned to meet monthly with the part-time POA's but this proved to be inconvenient and unnecessary. Some of the men experienced considerable difficulty in fitting meetings into their schedules. Moreover, the part-time POA's were in the office more frequently to confer with the officers than had originally been anticipated, permitting frequent exchanges with the action director.

Assignments to part-time POA's were rarely made by telephone. If the staff officer did not schedule an assignment conference with the POA, he usually left a folder containing assignments in his office for the POA. Altogether, the action director met six times with the part-time men as a group.

In planning meetings for supervision and exchange of information, the action director involved a variety of people. On occasion, he met alone with supervisors or POA's, and with a combined group of part-time and full-time POA's. Thus, one group was not overburdened with attending meetings.

A number of administrators took an active interest in POCA; among them were the chief and deputy chief of the U.S. Probation Office in Chicago, and the present and former chiefs of probation for the U.S. Courts. POCA was conceived under the tenure of the latter, and concluded under the tenure of the former. In addition, the two supervisors of

probation officers in the Chicago office followed the project closely. However, none of these six administrative and supervisory staff members was directly involved in POCA operations. Both chiefs of probation for the U.S. Courts were particularly interested in POCA, because it represented the first step in establishing a position for paraprofessionals in the U.S. Probation Service.

INITIAL AND IN-SERVICE TRAINING AND EDUCATION

Officer Involvement in Phase I of POCA

Planning for Phase I of POCA involved only a few staff officers. One said he contributed peripherally in informal discussions with the action director, who happened to be a close friend. Another made suggestions about ways to use POA's, and various roles they could handle. A third thought that POA's could be used to help locate delinquent clients. A fourth made "general suggestions" to his supervisor.

Six of the officers were not on staff at the time. When asked if they thought they should have been involved, none of the officers answered affirmatively, but several had suggestions which they would have offered if involved. Some of the suggestions related to POA selection:

1. Institute basic educational requirements;
2. Administer psychological testing or intensive interviews;
3. Look for dependency relationship to authority figures.

Other suggestions were related to program structure:

1. Paraprofessional role should be definitive with specific assignments and career ladder.
2. Staff involvement should be increased at least on the informational level.

Suggestions for Future Projects

Although none of the officers was involved in program planning, several suggestions, based on officer experience, were made for future projects. Two thought that officers should have been asked to help with project development for example, supervising POA's, recruiting staff, screening POA's, and planning initial research aspects. Similarly, none was involved in training POA's; two disagreed with this policy. A number of officers had specific contributions and suggestions about training, some of which related to content and working model to be used by POA's:

1. Categorize tasks, matching man to task.
2. Make task gradients from easy to difficult.
3. Place more emphasis on community work, rather than "assistant to officer role."
4. Stress casework approach.
5. Structure POA role to be more task-oriented.
6. Give instruction on developmental sequences in the life style.

Other suggestions related to structure:

1. Provide additional staff to run POCA.
2. Make sure duties are understood by POA.
3. Eliminate POA misconceptions.
4. Make research restrictions clear.

POA Impressions of Project:

POA's reported that their initial perceptions were for the most part in agreement with what actually happened. All twelve had expected to work directly with probationers and parolees. One said he knew that POCA was a research project under a Ford Foundation grant. Several mentioned having freedom to make their own decisions about how best to help clients. Several POA's referred to the indigenous aspects of the program, e.g., "supervising black guys of same age and neighborhood;" "getting views of probationers and parolees;" "working with ex-offenders, and doing own thing with them;" "cutting down on incarceration;" "breaking down any communication barrier--able to speak from experience." None of the POA's was involved in any planning at POCA's beginning. However, during the first year, the men said they were given information about the project during group supervision meetings.

The men described the training they received as occurring in several stages. First, there was an orientation program during which the basics of casework and the concepts of probation and parole were presented. Role-

playing, films, and group discussion were used as training techniques. Information was made available about community resources, and instruction was given about human behavior and techniques of interviewing. Subsequently, on-the-job training was provided, during which the men met for group discussion of cases, problems arising, and administrative matters.

Seven of the men retained for Phase II had been with one supervisor, and five with the other. The supervisor of the larger group held group supervision meetings once or twice a month, where a variety of client problems were discussed. In addition, each of the men had frequent individual conferences with him, both in person and by telephone on an "as needed" basis. A number of POA's remarked that he was "readily available and very knowledgeable." The other supervisor conducted similar group meetings for his men, and also met with them individually on an "as needed" basis to discuss ways of handling client problems.

The POCA staff also wanted to provide POA's with educational opportunities of a more formal nature. During the first month of Phase II, the action and research directors met with the corrections program director at Chicago State University in an effort to explore the possibility of providing the POA's with opportunities for academic training and credit for field work experience. Because the courses offered within that program were too advanced, efforts were

made with that university and with a junior college to develop courses more basic in content, but this has not been possible. In the meantime, two full-time POA's began taking college courses independently. This was in keeping with the policy of offering to POA's an opportunity for advancement on a career-ladder, when they earned a bachelor's degree, if the paraprofessional position was made permanent. It was not possible, though, to assist the individual with any portion of his educational expenses, as no provision had been made for that purpose in the POCA budget. During Phase II, two part-time POA's received bachelor's degrees from the University of Illinois. One was already holding a professional level position in corrections. The other is taking graduate work.

POA's also participated in refresher courses offered to professional staff officers, appearing with a member of the POCA staff to present an account of project operations. Invariably, officers from other parts of the country were quite interested in POCA, and asked a great many questions. The POA's handled themselves very well during those sessions, earning many favorable comments from members of the audience. Altogether, four part-time and two full-time POA's took part in the programs over the course of a year, receiving a small honorarium of ten or fifteen dollars.

An event extremely important to the future of paraprofessionals within the U.S. Probation Service took place about half-way through Phase II, when the chief U.S.

probation officer, the POCA action director, and one of the full-time POA's went to Washington to report on parole problems and procedures to a congressional subcommittee on the judiciary. The committee listened with special interest when the POA told of his experiences as a recipient of correctional services. Materials relating to POCA were presented to the committee, which later made a favorable recommendation for inclusion of a paraprofessional position on a permanent basis.

ADMINISTRATIVE MATTERS

Salary

Full-time POA's received \$7,727 per year, a salary equivalent to that of a federal employee at level JSP-6, with comparable duties and responsibilities. Hourly wages for part-time POA's were computed on that base salary so that they earned at the same rate as the full-time men - \$3.71 per hour. Raises were not given during Phase II, as they had not been included in the budget.

In Phase II the action director found it necessary to pay part-time POA's by the hour because of the diversification of their duties. In Phase I, the staff had found this system unworkable at first, and had adopted a system of payment which set a fixed amount for each subject supervised.¹ Since the POA handled virtually all supervision for

¹ Salary plan is discussed in detail in Phase I of POCA Project Report.

a given subject, the action director and supervisors could safely estimate how much time would be required. In Phase II, the men received assignments of various types from staff officers, some requiring only one contact and some requiring many. In any event, the part-time POA's saw varying numbers of subjects in Phase II, making the fixed-amount-per-subject system of payment unworkable. It is also possible that, with experience, the POA's were able to assume the responsibilities of reporting and budgeting their time in a more acceptable way than had been true early in Phase I.

Fringe Benefits

In addition to their salary, full-time POA's received the full complement of fringe benefits given to all employees of the University of Chicago.

These included the following:

1. Vacation -- 10 hours per month (3 weeks per year after the anniversary date).
2. Hospitalization and life insurance available; free for a single person, a small fee to include family.
3. Sick leave at a rate of 6.7 hours per month.

All POA's were, of course, carried as employees of the University, since the grant by NIMH was made to the University.

Part-time POA's worked a maximum of 14 hours per week, dividing their time between two staff officers. The men were required to report every two weeks to the project secretary the number of hours worked within any pay period. Occasionally they worked in excess of fourteen hours per week, but compensation was not available. Instead an effort was made to carry the excess time into a week during which the POA worked less than fourteen hours. The paperwork required to handle the payroll for the part-time men proved to be enormous, as had been the staff's experience in the POCA Project Phase I.

Travel

POA's both part-time and full-time were entitled to reimbursement for travel at the same rate as professional staff officers. They received \$0.11 per mile for travel in the district on official business, exclusive of trips to the office and home. The men were asked to keep daily travel forms to be submitted at the week's end. A sample pay voucher and weekly travel log were prepared by the action director to assist the men in completing these forms. However, after one month of operations, it was evident that the men were unable to complete the forms correctly. The action director finally decided to have the POA's report their time and travel by telephone. With concurrence of all twelve POA's, reimbursement for travel was made on a quarterly

basis to reduce the amount of paper work. This system proved to be workable, and was retained throughout the project.

PROBLEMS AND ISSUES

Parking

In the course of operations, certain questions arose and problems came to light, none of which was serious enough to be disruptive. Parking of automobiles was one of these areas. It was necessary from time to time to remind the full-time men about the parking regulations. Field staff of the U.S. Probation Office are issued cards which state, "Official Business, U.S. Courts." Local authorities permit the officers to park on the street for a limited amount of time when it is necessary to come into the office on a field day. On several occasions, parking tickets were incurred by POA's parked excessively long, and the men were forced to go to Traffic Court to explain the situation. Although parking cards were issued to POA's, they were urged from the beginning to avoid bringing their cars to downtown Chicago, because no funds were available to help with either parking fees or tickets.

Weapons

At the beginning of Phase II, POA's raised the question of carrying a gun while in the field. It has been the policy of the office to discourage probation staff officers from doing so, although as law enforcement officers they could carry weapons if they so desired. However, a policy decision was made that POA's would not carry weapons, a necessary move

because ex-offender POA's would have been prevented from doing so by state and federal law.

Status

Related to the questions of authority and status were a series of incidents concerned with the title, "probation officer assistant;" and involving only the full-time men. Without discussing the matter with the action director, some POA's instructed a secretary to omit the word "assistant" from the job title appearing below their signatures on all correspondence. The secretary refused, explaining to them that she was instructed to use the correct title by the action director. She later brought the matter to the director's attention, and it was resolved in a discussion. POA's used the same job title for the duration of the project.

Assignments

Shortly after operations began, the project staff began to notice that competition was beginning to develop among the full-time POA's for certain kinds of assignments to which was attributed more status by common consent. Those tasks especially favored were investigative tasks and participation in writing presentence reports. The men had not had experience in these areas during Phase I, and they wanted to extend the breadth of their experience as rapidly as possible so that they might be better qualified for a job when POCA ended. All were aware that a possibility existed for permanent POA positions in the U.S. Probation Office. Other

status symbols were badges, possession of a dictaphone, file cabinet, or "better" office furniture, all of which were possessed by staff officers. Since each man worked as part of a different team, there was really no way to ensure that the kinds of assignments would be uniform, nor would it have been desirable to do so. The action director handled competition for work assignments in group meetings with POA's, pointing out that one of the matters under study was the variety of work assignments made by officers. The men were reassured that no comparisons would be made between POA's or teams regarding quantity or quality of work. The problem became negligible after a time. Concerning office equipment, the men were told that every reasonable effort was being made to secure needed office equipment as soon as possible, but that different office furniture was not available.

Salary Dissatisfaction

Another way in which full-time POA's identified with the professional staff was in the matter of salary. The men had accepted the position for a stated salary. There was no provision made for raises in the budget, and the action director made every effort to ensure that the men understood this clearly. Nonetheless, when the whole U.S. Probation Office staff, all federal employees, received a scheduled five percent raise in the fourth month of Phase II, the full-time POA's became upset. Again, the action director explained that provisions did not exist for raises, and he also pointed

out that, as employees of the University of Chicago, the POA's were subject to a different set of personnel policies.

An issue related to the question of a raise had to do with the size of salary for full-time POA's. Although the salary of \$7,727 was quite good for a paraprofessional, the men nonetheless made comparisons with salaries of professional staff officers, which were substantially higher. The men frequently disgruntled described themselves as overworked and underpaid. Some professed to be doing the same work as the officer, and thus were entitled to more money. Apparently, for POA's, the professional staff officers served as the reference group, not another group of paraprofessionals whose duties and responsibilities were unclear. None of the men complained about the size of the salary when the offer was made. Nonetheless, when the men requested a raise, the action director inquired about the availability of extra funds, only to learn that none were obtainable.

Management of Time

With part-time POA's, some difficulties developed around the number of hours which they were expected to work. As one of the men pointed out in a group meeting, for him, working fourteen hours per week required one full day on the weekend, and two or three evenings. This, in addition to full-time employment, proved to be excessive for a number of POA's. As a result, few of them put in fourteen hours per week; it was usually eight to ten hours, and occasionally twelve hours.

Some POA's were never able to put in fourteen hours per week and were turning in twenty-five to thirty hours per month. However, for the few who were able to put in enough time, POCA was limited to paying them only up to fourteen hours per week.

In several cases where men were working very little, the action director called them in to find out what the problem was. For two of them, added responsibilities at their full-time place of employment had forced them to put in extra time, leaving little time for POCA. The action director helped them face the reality that they no longer had time for POCA, and both regretfully resigned. Another man, a full-time student, gave up another part-time job in order to remain with POCA. If the men were working at least eight hours per week, the action director did not press them for more time, because he was of the opinion that fourteen hours was probably an excessive amount of time for one who was otherwise employed. The only pressure exerted was for assigned work not completed.

Recording

Another minor problem concerned ease of establishing contact between staff officer and part-time POA. Because the men's schedules varied so widely with respect to full-time activities, each officer had to make his own arrangements with the POA. All were able to come into the office to receive assignments; at times, some of the men made contact by telephone. There were a few complaints from officers experiencing difficulty in reaching POA's by telephone quickly. From time to time, the action director men-

tioned the matter in meetings with the men, and it was usually resolved.

The part-time men continued to dictate reports of subject contacts through the telephone recording system used in POCA Phase I. This system seemed to work quite well, as there were few complaints from staff officers. Of course, some reports were made directly to the officer by word of mouth, and were never recorded, but the action director continually urged the men to record everything, even if the information had already been transmitted. He pointed out the necessity for thoroughness for research purposes. In the last six weeks of POCA, staff officers noticed a definite letdown on the part of the part-time men. It came as no surprise to the project staff that the men began to lose interest, because they were aware that the part-time aspect of POCA was to be discontinued.

Full-time POA's alternated between using dictating equipment and the telephone recording system, and even occasionally wrote out records of contacts. There was considerably more difficulty with the full-time men than the part-time men in keeping records up to date. The task was onerous, especially after they fell behind. Occasionally, it was necessary to insist that they remain in the office until their records were up-to-date, although there was no question that they were doing the work. The difficulty seemed to lie in recording. An "audit" of POA case files was made regularly by the research director to ensure that recording was completed. He usually met weekly with each full-time POA using the man's travel

record to indicate what should have been recorded in the files. In the case of one full-time man, many verbal reports were made to his officer teammate; meetings with the research director established this if there were no written reports.

Both full-time and part-time POA's had difficulty recording travel. It was necessary for the action director to give a great deal of attention to this, not only so that the men could be reimbursed but also so that a record would exist of each man's work.

Full-time POA's needed a considerable amount of assistance in learning to plan the day's work so that assigned tasks would be completed. Much of this responsibility was given to the probation officer team partners, with the result that each man adopted somewhat different procedures. In meetings with the POA's, the action director stressed that they were accountable for their time. They were required to keep a detailed record of their travel, including even a trip of a few blocks. Time was recorded as well. It should be noted that complete records were required of staff officers also. No more restrictions were placed on POA's than on other staff members. A further control on use of time for all staff members lay in the check-in system with the receptionist. POA's were required to leave word personally about arrival and departure from the premises.

The matter of confidentiality came up when one POA asked to see his personnel file. The request was denied because it is contrary to office policy to show these files to any staff member.

CHAPTER II

METHODS OF DATA COLLECTION AND ANALYSIS

SCHEDULES FOR INTERVIEWS

The data were collected through administration of questionnaires, interviews, recording of group meetings, and contact reports dictated by POA's immediately after every client contact. POA reports provided information on place and date of contact, persons present, major topics of discussion, results, if any, from the discussion and necessity for additional contacts. In addition, POA's recorded time required for interviews and traveling. Separate logs were maintained by the action and research directors to record significant events, problems, staff reaction, and changes affecting POCA.

At the beginning of Phase II, schedules were distributed to full-time POA's with instructions that one be completed for each client contact. Because the schedules were either not returned or not properly completed, a weekly conference with each full-time POA was held.

SCHEDULE I

The Supervisory Task Schedule was developed to learn what kinds of supervisory assignments were made to full-time POA's. It requested information on the date and place of contact, the topic of discussion and persons interviewed. Schedule I was completed for each full-time POA contact with client, interested party, or member of the research staff at weekly conferences.

SCHEDULE II

The Investigative Task Schedule was used to learn the nature of investigative assignments made to full-time POA's. It requested information on date and place of contact, purpose of contact, topic of discussion and persons interviewed. In addition, information on the POA efforts to develop community or employment resources was collected. Schedule II was completed for each full-time POA contact with defendant, an interested party, or member of the research staff at weekly conferences.

SCHEDULE III

The Assignment Schedule was developed to learn what kinds of tasks were assigned to part-time POA's. Data obtained were date and place of contact, persons interviewed, operational criteria for assignment, effect of using paraprofessionals on professionals' time, procedures (traditional and innovative) used by POA's to complete assignments, client's reactions and POA's self-evaluation of performance. Schedule III was completed quarterly by each part-time POA for each client.

SCHEDULE IV

The Probation Officer Assignment Schedule was administered to find out what tasks were assigned to part-time POA's and what tasks were retained by the officer. It requested information on date and place of contact and persons seen. It also indicated criteria for assignment as well as effect of using paraprofessionals on professionals' time, and POA self-

evaluation of performance. Schedule IV was completed quarterly by each officer for each assigned client.

SCHEDULE V

The Evaluation and Performance Schedule was completed at the end of Phase II by all full-time POA's. They were questioned about a random sample of clients with whom they had contact during Phase II. POA's were asked for an assessment of the client's problem, methods for providing assistance, nature of the client-POA relationship, quality of the client's adjustment and rating of own performance.

SCHEDULE VI

The Officers' Evaluative and Performance Schedule was completed at the end of Phase II by staff officers who were assigned a full-time POA. The officers provided the rationale for assignments, an evaluation of the POA's perception of the client's problems, his efforts to resolve the problems, performance rating and appropriate comments.

SCHEDULE VII

The Demographic Schedule recorded sex, race, and age of clients assigned, client's supervisory status, length of the supervisory period, amount of time on supervision, number of prior convictions, the current offense and number of arrests since the beginning of supervision. The research staff was particularly interested in learning if any patterns were apparent in client assignments. Schedule VII was completed at the end of Phase II by the research staff for all clients interviewed by a POA.

INTERVIEW DATA

1. Subjects: Interviews were administered to the following groups:
 - (a) Probation Officers - Nineteen officers directly involved in the supervision of POA's were interviewed.
 - (b) Probation Officer Assistants - Eight part-time and four full-time POA's were interviewed.
 - (c) Clients - A sample of thirty-one clients was interviewed. About half had been seen by full-time POA's and half seen by part-time POA's.
 - (d) Supervisors - The four supervisors interviewed were two involved in Phase I and two holding this position on the probation office administrative staff.
 - (e) Administrators - Four administrators were interviewed: the chief and deputy chief U.S. Probation Officers from the Chicago office and the chief and former chief of the U.S. Probation Service.
2. Method of Interviewing: Interviews were administered in the last quarter of Phase II by an interviewer not associated with POCA, who was hired for this purpose alone.
3. Interview Schedules.
 - (a) All the interviews except that administered to clients covered the following areas:

- (1) History of involvement with POCA, suggestions, and comments.
 - (2) Comparisons between Phase I and Phase II.
 - (3) Attitudes towards POA's generally, and toward specific sub-groups, e.g., full-time POA's, ex-offenders, indigenous persons, etc. Changes of attitude were recorded whenever possible.
 - (4) Recommendations.
- (b) Both officers and POA's were questioned about the following areas:
- (1) Type of assignments and rationale.
 - (2) Supervision procedures used by officers, and suggested to POA's with respect to clients, time involved, and frequency of contact.
 - (3) Differences between officers and POA's in background, methods used, and relationships with clients.
 - (4) Evaluation of performance and outcome.
 - (5) The attitudes of officer and POA and relationship between them.
 - (6) Recommendations, e.g., improving procedures for working with clients, and suggestions for further research.
- (c) Officers were also asked to recommend criteria for the future selection of POA's; criteria for making assignments and evaluating POA performance on various tasks and with different kinds of clients.

(d) Client interviews focused primarily on services received from officer and POA. Clients were also asked about the major difference between the two kinds of workers.

4. Analysis of Data: In most situations responses were merely tabulated. With regard to interviews, responses were classified according to content areas, and tabulated. When more complex analyses were done, these are described in individual sections.

CHAPTER III

DEMOGRAPHIC CHARACTERISTICS OF POA'S AND CLIENTS

PROBATION OFFICER ASSISTANTS (POA'S)

Although during POCA Phase II only eight part-time POA's were employed at any one time, there was a fifty percent turnover within this group. Thus twelve part-time POA's were ultimately employed in Phase II. No employment change occurred with the four full-time POA's. Data presented in this section are for twelve part-time and four full-time POA's.

Sex

All sixteen POA's hired for Phase II were male. Women were excluded from consideration for the position because they had not been hired for the initial phase. The action director wanted only experienced POA's. Reasons for exclusion of women from Phase I are discussed at length in POCA Phase I final report.

Race

All full-time POA's were black. Eight part-time men were black, and four were white.

Age

The mean age of part-time POA's was 41.2 years; for full-time POA's it was 36.8 years. The modal category for both groups was 41-45 years. POA's were, on the average, older than subjects under supervision. No differences were apparent for the rest of the categories.

TABLE I

AGE OF FULL-TIME AND PART-TIME POA'S

Age	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
26-30	1	25.0	1	8.3
31-35	1	25.0	2	16.7
36-40	-	-	2	16.7
41-45	2	50.0	5	41.7
46-50	-	-	1	8.3
51-55	-	-	1	8.3
Total	4	100.0%	12	100.0%

Prior Conviction

Six part-time POA's (50%) had been convicted of a felony. Only one full-time POA was an ex-offender.

Former Supervisory Status

Of the twelve POA's, seven were former offenders. One, a full-time man, had been under parole supervision by the U.S. Probation Office in Chicago. Four of the part-time, ex-offender POA's had been on parole to another agency. The other two men had been probationers.

Level of Formal Education

Three of four full-time POA's had successfully completed one or two years of college. Six part-time POA's had completed less than two years of college, and one had met all requirements for a bachelor's degree. No POA had less than a ninth grade education.

TABLE 2

YEARS OF EDUCATION ATTAINED BY FULL-TIME AND PART-TIME POA'S

Years of Education	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
9-10 years	-	-	2	16.7
11-12 years	1	25.0	3	25.0
1-2 years of college	3	75.0	6	50.0
3-4 years of college	-	-	1	8.3
Total	4	100.0%	12	100.0%

Marital Status

Three full-time POA's were married and one was divorced. Eleven part-time POA's were married, and one was divorced.

Occupational Experience

Former employment held by two full-time and four part-time POA's was included in the category, "Services"; the other two full-time POA's had been employed in the "Business-Clerical" area. Prior to employment in POCA, most POA's did not have any occupational experience in helping professions or related fields.

TABLE 3

PRIOR OCCUPATIONAL EXPERIENCE OF FULL-TIME AND PART-TIME POA'S

Occupational Fields	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Business-Clerical	2	50.0	2	16.7
Skilled Labor	-	-	2	16.7
Manual Labor	-	-	3	25.0
Services	2	50.0	4	33.3
Unknown	-	-	1	8.3
Total	4	100.0%	12	100.0%

CLIENTS

During POCA Phase II, POA's had at least one contact for supervisory or investigative purposes with 400 clients. Of that number, 230 clients were seen by full-time POA's and 170 clients were seen by part-time POA's.

Sex

Of the 230 clients assigned to full-time POA's 97.8% (225 Ss) were male and 2.2% (5 Ss) were female. Similarly, of 170 clients seen by part-time POA's, 95.3% were male (162 Ss) and 4.7% were female (8 Ss).

TABLE 4

SEX OF CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

Sex	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Male	225	97.8	162	95.3
Female	5	2.2	8	4.7
Total	230	100.0%	170	100.0%

Race

Of clients seen by full-time POA's, 76% were black and 21.8% were white. Of clients seen by part-time POA's, 45.9% were black and 47.6% were white. The rest were of American Indian and oriental extraction.

TABLE 5

RACE OF CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

Race	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Caucasian	50	21.8	81	47.6
Negro	175	76.0	78	45.9
Indian	-	0.0	1	.6
Other	5	2.2	10	5.9
Total	230	100.0%	170	100.0%

Age

The age category, 20-29 years, was modal for both groups; it contained 62.1% of clients (143 Ss) assigned to full-time POA's and 49.4% of clients (84 Ss) assigned to part-time POA's. The age category, 30-39 years, was next highest with 19.6% of clients (45 Ss) seen by full-time POA's and 26.5% of clients (45 Ss) seen by part-time POA's. Ranking third was the age category, 40-49 years, with 7% of clients (16 Ss) seen by full-time POA's and 12.4% of clients (21 Ss) seen by part-time POA's. The other age categories included 11.3% of clients (26 Ss) assigned to full-time POA's and 11.7% of clients (20 Ss) assigned to part-time POA's.

TABLE 6

AGE OF CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

Age Group	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Under 20	2	0.9	2	1.2
20-29	143	62.1	84	49.4
30-39	45	19.6	45	26.5
40-49	16	7.0	21	12.4
50-59	12	5.2	9	5.3
Over 60	-	0.0	3	1.7
Unknown	12	5.2	6	3.5
Total	230	100.0%	170	100.0%

Supervision Status

Of clients seen by full-time POA's, 53.5% (123 Ss) were on probation. A slightly larger proportion of clients (61.8% or 105 Ss) seen by part-time POA's were on probation. Clients on parole were 25.7% (59 Ss) of the full-time POA's group, and 26.5% (45 Ss) of the part-time POA's group. Full-time POA's were assigned proportionately twice as many clients on mandatory release (14.7% or 34 Ss) as part-time POA's (7.6% or 13 Ss). The other categories included 6% (14 Ss) of clients assigned to full-time POA's and 4.1% (7 Ss) of clients assigned to part-time POA's.

TABLE 7

SUPERVISION STATUS OF CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

Supervision Status	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Probation	123	53.5	105	61.8
Parole	59	25.7	45	26.5
Mandatory Release	34	14.7	13	7.6
Deferred Prosecution	5	2.2	2	1.2
Military	--	0.0	1	.6
Unknown	9	3.8	4	2.3
Total	230	100.0%	170	100.0%

Length of Supervision

Given a supervision period of one year or less were 15.2% of clients (35 Ss) assigned to full-time POA's and 12.4% of clients (21 Ss) seen by part-time POA's. Clients to be supervised for three years were 34.3% (79 Ss) of those seen by full-time POA's and 25.9% (44Ss) of those assigned to part-time POA's. Further, 17.4% (40 Ss) of clients assigned to full-time POA's and 21.2% (36 Ss) seen by part-time POA's had been given five year periods of supervision. Other categories included 33.7% (76 Ss) of full-time POA's cases and 40.5% (69 Ss) of part-time POA's assignments.

TABLE 8

LENGTH OF SUPERVISION FOR CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

<u>Length of Supervision</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
1 year or less	35	15.2	21	12.4
2 years	45	19.6	33	19.4
3 years	79	34.3	44	25.9
4 years	15	6.5	18	10.6
5 years	40	17.4	36	21.2
Over 5 years	11	4.8	15	8.8
Unknown	5	2.2	3	1.7
Total	230	100.0%	170	100.0%

Amount of Supervision Completed When Assigned to POA

Clients were assigned to POA's for services at any point during their period of supervision which the probation officer found appropriate. There were no guidelines in this matter. Clients under supervision for six months or less were 10.3% (24 Ss) of those assigned to full-time POA's and 12.4% (21 Ss) of those seen by part-time POA's. Between the seventh and twelfth month of supervision were 33.5% (77 Ss) of full-time POA's clients and 19% (32 Ss) of part-time POA's clients. Clients assigned to POA's in their second year of supervision represented the largest category for either group of POA's, 40% (92 Ss) of full-time POA's clients, and 34.1% (58 Ss) of part-time POA's clients. If one assumed that a working relationship had been established between client and officer, and measures taken to preserve it, it is surprising that clients in their second year of supervision would be assigned to a POA. One might speculate that these clients required a minimum of supervision, or were assigned for one information-seeking contact by a POA. Another possibility was that the officer thought the POA had more time to handle an existing problem, than he did. By assigning a POA to contact the client, probation office services were made more extensive.

Seven percent of full-time POA's clients (16 Ss) and 21% (36 Ss) of part-time POA's clients were in the third year of supervision. The other two categories included 9.2% (21 Ss) of full-time POA's clients and 13.5% (23 Ss) of those

seen by part-time POA's. These categories included "hard core" recidivists who the officers probably thought were difficult to supervise. It might be that these assignments were made to secure information about client activities, a form of unofficial surveillance.

TABLE 9

AMOUNT OF SUPERVISION COMPLETED BY CLIENTS
WHEN ASSIGNED TO FULL-TIME AND PART-TIME POA'S

Amount of Supervision Completed	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Six months or less	24	10.3	21	12.4
7-12 months	77	33.5	32	19.0
13-24 months	92	40.0	58	34.1
25-36 months	16	7.0	36	21.0
Over 36 months	16	7.0	20	11.8
Unknown	5	2.2	3	1.7
Total	230	100.0%	170	100.0%

A small percentage of full-time POA's clients (2.2%, 5 Ss) and part-time POA's clients (6.5%, 11 Ss) had been convicted of "white collar crimes", i.e., embezzlement and income-tax violation. Clients convicted of fraud or mail theft were 23% (53 Ss) of full-time POA's group and 15.5% (26 Ss) of those seen by part-time POA's. Clients convicted of assault or homicide were assigned to full-time and part-time POA's in proportionately equal groups. Clients convicted of theft from an interstate

shipment were 31.7% (54 Ss) of those seen by part-time POA's and 27.4% (63 Ss) of those assigned to full-time POA's. This category was modal for both groups of POA's. Convicted of interstate auto theft were 16.1% (37 Ss) full-time POA's clients and 10.6% (18 Ss) of part-time POA's clients. Convicted of violation of narcotic statutes were 13.9% (32 Ss) of full-time POA's clients and 15.5% (26 Ss) of assignments made to part-time POA's. The other categories included 14.8% (34 Ss) of the full-time POA's clients and 17.9% (31 Ss) of part-time POA's clients.

TABLE 10

CURRENT OFFENSE OF CLIENTS ASSIGNED
TO FULL-TIME AND PART-TIME POA'S

Current Offense	Probation Officer Assistants			
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Interstate Transportation of Stolen Property	63	27.4	54	31.7
Mail Theft/Fraud	53	23.0	26	15.5
Auto Theft	37	16.1	18	10.6
Narcotics/Marijuana	32	13.9	26	15.5
Robbery	16	7.0	12	6.8
Burglary/Counterfeiting	10	4.3	3	1.7
Assault/Homicide	6	2.6	4	2.3
Selective Service Laws	6	2.6	10	5.9
Embezzlement	5	2.2	8	4.7
Immigration Laws	2	0.9	4	2.3
Income Tax Violation	--	--	3	1.8
Sex Offenses	--	--	2	1.2
Total	230	100.0%	170	100.0%

New Arrests While Under Supervision

Nearly three-quarters of clients (170 Ss) assigned to full-time POA's and two-thirds of those seen by part-time POA's (119 Ss) had no subsequent arrests. Having one subsequent arrest were 11.8% (27 Ss) of full-time POA's clients, and 16.7% (30 Ss) of part-time POA's clients. The other categories included 14.3% (33 Ss) of full-time POA's clients and 17.2% (31 Ss) of full-time POA's clients and 17.2% (31 Ss) of clients assigned to part-time POA's.

TABLE 11

NEW ARRESTS FOR CLIENTS SEEN BY FULL-TIME AND PART-TIME POA'S

<u>New Arrest While Under Supervision</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
None	170	73.9	119	66.1
1 Arrest	27	11.8	30	16.7
2 Arrests	11	4.8	17	9.3
3 Arrests	7	3.0	3	1.7
4 Arrests	6	2.6	1	0.6
5 Arrests or Over	--	--	1	0.6
Unknown	9	3.9	9	5.0
Total	230	100.0%	170	100.0%

CHAPTER IV

TIME UTILIZATION BY OFFICERS AND FULL-TIME POA'S

A week-long time utilization study was conducted in the probation office among officers and full-time POA's to learn if any difference existed in the time used to complete certain tasks. Each person recorded daily the number of minutes consumed by tasks in the following categories:

1. Dictation
2. Interviewing
3. Conferences
4. Administrative Functions
5. Appearance in Court
6. Telephone Calls
7. Travel and Miscellaneous

In each area differences were found between the two groups. Since the study was completed by POA's in the ninth month of Phase II, it seemed likely that POA's would be operating with some degree of proficiency in their role. The full-time POA's were assigned between fifteen and twenty clients, whereas probation officers had caseloads of eighty to one hundred twenty clients. Moreover, POA's handled fewer and less complex investigative assignments than did probation officers. In the time utilization study, officers accounted for thirty-eight of forty hours in the work week, but the full-time POA's accounted for only twenty-five hours of the forty hour work week. The numbers in the tables refer to percentages of reported time,

not percentages of the forty hour work week. It is a percent of total minutes reported by nineteen officers and four full-time POA's.

Dictation

Written records of client contacts are used to note progress or change over time, and also for worker accountability. Officers used 19.4% of their time for dictating reports and correspondence. This was evenly divided between investigative and supervisory tasks. POA's used 16.2% of their time for dictating material relative to supervisory tasks, and 1.2% for dictation about investigative tasks, for a total of 17.4%. The greater amount of time used by POA's for dictation on supervision tasks may reflect insufficient training and/or verbal skills. During Phase II most POA's experienced difficulty with organization of material, grammar and written expression of thoughts.

TABLE 12
PERCENT OF TOTAL MINUTES REPORTED BY
OFFICERS AND FULL-TIME POA'S FOR DICTATION IN ONE WEEK

Task: <u>Dictation</u>	% of Total Minutes Reported	
	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
Supervisory Tasks	9.7%	16.2%
Investigative Tasks	9.7%	1.2%
Total	19.4%	17.4%

Interviewing

The total amount of time used by each group for interviewing was similar: 30.7% for officers and 28.8% for POA's. The amount of time used by each group for interviewing in supervisory and investigative tasks was not proportionately equal probably because POA's had very few investigative assignments.

TABLE 13
PERCENT OF TOTAL MINUTES REPORTED BY
OFFICERS AND FULL-TIME POA'S FOR INTERVIEWING IN ONE WEEK

Task: <u>Interviewing</u>	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
Supervisory Tasks	16.9%	20.6%
Investigative Tasks	13.8%	8.2%
Total	30.7%	28.8%

Conferences

This category included conferences with U.S. Attorney, with supervisor and with service agencies. There was a major difference between groups in this category; POA's used 12.8% of their time in conferences, but for officers it was only 3%. For POA's, supervisory conference time was used to assess level of performance and progress on assignments. Of special interest were POA's interviewing techniques, skill in obtaining information, and ability to prepare reports, letters etc. Supervisors paid particular attention to language skills and expression of ideas.

TABLE 14

PERCENT OF TOTAL MINUTES REPORTED
BY OFFICERS AND FULL-TIME POA'S FOR CONFERENCES IN ONE WEEK

Task: <u>Conferences</u>	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
Supervisory Tasks	3.0%	12.8%
Investigative Tasks	2.3%	.4%
Total	5.3%	13.2%

Administrative Functions

Administrative functions included the following:

1. Review delinquent list and monthly reports;
2. Review correspondence;
3. Plan appointments;
4. Review files;
5. Proofread correspondence;
6. Miscellaneous

POA's used 13.1% of their time for administrative functions relating to supervisory tasks; officers used only

TABLE 15

PERCENT OF TOTAL MINUTES REPORTED
BY OFFICERS AND FULL-TIME POA'S
FOR ADMINISTRATIVE FUNCTIONS IN ONE WEEK

Task: <u>Administrative Functions</u>	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
Supervisory Tasks	5.0%	13.1%
Investigative Tasks	6.9%	0.5%
Total	11.9%	13.6%

5% of their time in a similar manner. The difference may be that POA's needed a greater amount of time to read and comprehend the information in a report. Whenever grammatical or reading skills were involved, POA's required a greater amount of time than officers to complete an assignment, probably because they had less formal education.

Appearance in Court

It did not seem that attendance at a court hearing was time consuming for either group.

TABLE 16

PERCENT OF TOTAL MINUTES REPORTED BY
OFFICERS AND FULL-TIME POA'S
FOR COURT APPEARANCES IN ONE WEEK

Task: <u>Court Appearances</u>	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
Supervisory Tasks	.2%	- -
Investigative Tasks	1.0%	4.4%
Total	1.2%	4.4%

Telephone Calls

The amount of time used for telephone calls was similar for the two groups, 8.3% of officers' work and 11.6% of POA's work on supervisory tasks. For each group, most calls were made in response to messages left by clients requesting appointments or service.

TABLE 17

PERCENT OF TOTAL MINUTES REPORTED BY
OFFICERS AND FULL-TIME POA'S
FOR TELEPHONE CONTACTS IN ONE WEEK

Task:	<u>Probation Officers</u>	<u>Probation Officer Assistants</u>
<u>Telephone Contacts</u>		
Supervisory Tasks	8.3%	11.6%
Investigative Tasks	1.1%	--
	<hr/>	<hr/>
Total	9.4%	11.6%

Travel and Miscellaneous

In addition to recording time used for traveling for investigative or supervisory tasks, the last category included time used for public relations, completion of miscellaneous forms, and intra-office communications. Time spent on tasks in these areas was 14.5% for officers and 10.9% for POA's.

CHAPTER V

ANALYSES OF TASK ASSIGNMENTS

ANALYSIS OF SUPERVISION TASK ASSIGNMENTS

Before looking at an analysis of various tasks completed by full-time and part-time POA's, it is important to recall that the former group worked forty hours per week and were assigned between fifteen and thirty clients. Part-time POA's were paid an hourly rate with a maximum of fourteen hours per week.

Type of Assignment

TABLE 18

TYPE OF ASSIGNMENTS MADE TO FULL-TIME AND PART-TIME POA'S

<u>Type of Assignment</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Supervision	1,178	88.9	1,024	96.5
Investigation	115	8.7	37	3.5
Resource Development	32	2.4	--	0.0
	<hr/>	<hr/>	<hr/>	<hr/>
Total	1,325	100.0%	1,061	100.0%

Assignments completed by full-time POA's were as follows: 88.9% supervision, 8.7% investigation, and 2.4% for development of an employment or community resource. Of the assignments completed by part-time POA's 96.5% were for supervision, and the

rest were for investigation. No assignments were made to part-time POA's for development of community or employment resources.

A discrepancy exists between the total number of persons interviewed and place of contact. Similarly the totals are not alike for the persons interviewed and topic of the discussions. The discrepancies are accounted for by the fact that when a POA visited a client he may have spoken with several persons and discussed a variety of topics. None of the part-time men worked the maximum number of hours on a regular basis. One man completed only a few assignments, because of conflict with his full-time employment.

The following discussion compares place of contact, persons interviewed, and topic of discussion between full-time and part-time POA's.

Location of Contact with Client

During the year long Phase II, full-time POA's had a total of 1,208 client contacts in comparison to 1,024 contacts for the part-time POA's. For full-time POA's, 37.6% of the contacts occurred at clients' homes, and for part-time POA's the proportion was 61.9% of all contacts. The difference may be attributed to the fact that part-time POA's, because of other responsibilities, such as full-time employment, found it necessary to visit clients in the evening or on weekends when most people are at home. One part-time POA began to have clients come to his home for interviews. Unfortunately, he withdrew from the program

prior to having a significant number of client contacts, so it is not possible to assess the results of this practice.

Full-time POA's made 15.1% of client contacts in locations other than the home. For part-time POA's the figure was 16.1% of client contacts. Part-time POA's used a greater variety of recreational or community facilities for client interviews but full-time POA's tended to use an existing social service agency.

TABLE 19

LOCATION OF SUPERVISION CONTACTS WITH CLIENTS
REPORTED BY FULL-TIME AND PART-TIME POA'S

Location of Contacts	Probation Officer		Assistants	
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Home	454	37.6	634	61.9
Community	192	15.1	165	16.1
Office	325	26.9	17	1.7
Telephone	237	20.4	207	20.2
Other	--	--	1	0.1
Total	1,208	100.0%	1,024	100.0%

Since part-time POA's did not have access to the probation office after normal business hours, it is not surprising that only 1.7% of client interviews were held in the office. Full-time POA's, however, conducted 26.9% of all client interviews

in the office. As number of assignments increased for full-time POA's, the number of office interviews also increased. As the full-time POA's received more assignments, there were greater demands on their time with a corresponding increase in paper work. After they became familiar with office routine, out of necessity they implemented shortcuts.

The fourth major location of contact was the telephone. Full-time POA's completed 20.4% of client interviews in this way. Similarly, 20.2% of contacts made by part-time POA's were by telephone. However, most telephone contacts by full-time POA's were made from the probation office, but because of part-time POA's schedules, most telephone calls to clients were made from their homes.

Person Interviewed

Most probation officers find that because of increasing caseloads and investigative assignments, they do not have enough time to spend with persons under supervision. One goal of POCA was to study whether using paraprofessionals would, to some degree, alleviate the situation.

During Phase II POA's made a total of 2,458 contacts with persons under supervision or interested parties. Of that total, 1,238 contacts were made by full-time POA's and 1,220 contacts by part-time POA's. Instances of "no contact", that is when the worker failed for some reason to have contact with anyone on a given assignment, are included in the total number of "contacts". This was done because the worker made

attempts at contacts in all instances of "no contact".

TABLE 20

PERSONS INTERVIEWED BY FULL-TIME AND PART-TIME POA'S

<u>Person Interviewed</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Client	644	52.0	539	44.2
Family Member	246	19.9	319	26.1
Police/Court Clerks	83	6.7	41	3.4
Service Agency Employee	54	4.4	45	3.7
Associates/Neighbors	45	3.6	93	7.6
Other	54	4.4	16	1.3
No Contact Made	112	9.0	167	13.7
Total	1,238	100.0%	1,220	100.0%

As expected for each group, the greatest number of contacts were with clients themselves (52% for full-time POA's and 44.2% for part-time POA's.) As previously stated, time and location of contacts varied between groups of POA's. Part-time POA's held most interviews in the evening or on weekends. Because most contacts by part-time POA's took place in clients' homes, it is not surprising that they made a proportionately higher number of contacts with members of the client's family.

Part-time and full-time POA's respectively completed 26.1% and 19.9% of contacts with client family members (wife, parents, siblings, offspring, etc.). In some instances, if POA's did not find clients at home, they obtained needed

information from family members. Not only did family members have direct contact with the POA, but rapport was established facilitating discussion of potential problems or requests for particular services. If one tabulates the part-time and full-time men's contacts with client and immediate family, the total accounts for 71.9% and 70.3% of contacts by full-time and part-time POA's respectively. It was found that only 4.4% of persons interviewed by full-time POA's and 3.7% of those by part-time POA's were employees of other service agencies.

Even though POA's were encouraged to prearrange all interviews, 13.7% of visits made by part-time POA's and 7% of full-time POA's visits resulted in no contact. It was noted that POA's would persevere in their efforts to contact clients to the extent of repeated visits virtually establishing surveillance.

One of the issues raised prior to the study was the danger of using POA's as clerks or "errand boys," especially assignments for securing arrest reports or court dispositions. However, of tasks assigned to full-time POA's, only 6.7% were for obtaining reports or dispositions. Part-time POA's had less than 3.4% of assignments in this category. A few other contacts were made by both groups with police, court clerks, associates and neighbors.

Topic Discussion

The topics discussed in each interview were grouped into seven mutually exclusive categories: Routine Information,

Services, Technical Violations, Arrests and Dispositions, Verification, Conditions of Supervision and Potential Problem.* The category labeled "Routine Information" contained the highest number of interviews completed by each group: 26.4% for full-time POA's and 33.7% for part-time POA's. The men were usually instructed to contact the client, get acquainted and learn about his activities. Officers made such assignments to learn if changes or problems had occurred since the last contact. If problems existed, the information was given to the officer for initiation of remedial action.

TABLE 21

TOPIC OF DISCUSSION REPORTED BY FULL-TIME AND PART-TIME POA'S

<u>Topic of Discussion</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Routine Information	435	26.4	523	33.7
Services	409	24.8	275	17.7
Technical Violations	346	21.0	308	19.8
Arrests and Dispositions	178	10.8	142	9.1
Verification	154	9.3	229	14.7
Conditions of Supervision	87	5.3	49	3.2
Potential Problems	39	2.4	28	1.8
Total	1,648	100.0%	1,554	100.0%

The second assignment category was the request for Services, such as employment, vocational training, financial aid, therapy for an addiction, welfare, etc. It included 24.8% of interviews

* If more than one topic was discussed, the most significant area is the one tabulated.

completed by full-time POA's and 17.7% of part-time POA's interviews. Since service agency employees were only 4.4% of persons interviewed by full-time POA's and 3.7% for part-time POA's, it appears that after determining client need for services, POA's either made a written referral or forwarded the request to the officer.

Because their contacts were more frequent, POA's were more likely to learn of client needs or problems. In the case of employment problems, some clients were unaware that placement services were available in the probation office. Probably as a result of increased contact, problems were more quickly discovered, and information provided about various services.

The so-called saturation effect answers another question posed by the research design: How does use of POA's affect an officer's time? It was learned that using POA's did not save the officers any time and might even have made additional demands on their time. After learning that a client was in need of a service, POA's provided general information about available resources, with a suggestion that the officer be contacted. It was the officer's responsibility to contact the appropriate agency, make the referral, and establish a means of feedback.

Since most service agencies are closed when part-time POA's were seeing clients, one might expect them to make fewer service referrals than full-time POA's. The part-time men would

seemingly have no choice but to forward the request to the officer. However, some full-time POA's handled such requests directly.

Full-time POA's were given two kinds of tasks in 51.2% of their assignments: gathering general information or securing service for clients. Although part-time POA's were assigned slightly more tasks gathering routine information, and slightly fewer tasks providing services, the total was very similar (51.4%).

The third category, Technical Violation of conditions of supervision included assignments wherein POA's checked on clients failing to submit monthly reports, failing to keep appointments or inform officers of change in residency, etc. Specifically, POA's were asked to locate clients, determine the cause for laxity, and issue a warning about consequences of further laxity.

Several POA's compared this kind of assignment to police surveillance, since they were required to interview neighbors, associates, relatives, and others in an effort to locate a client. On some occasions POA's sat in parked cars in front of a client's residence for several hours awaiting his return, establishing a kind of surveillance. This category included 21% of full-time POA's assigned tasks and 19.8% of those given to part-time POA's. Each group acknowledged this category as a necessary aspect of the job, but expressed a desire for assignments providing greater personal satisfaction.

Only a slight difference was noted between the two groups of POA's with regard to acquisition of Arrest reports or

Dispositional information. For full-time POA's 10.8% of their assignments were in this category, and for part-time POA's the figure was 9.1%. Although the fear had been expressed earlier that POA's might be used as clerks or errand boys, this was not borne out. The data indicate that a low percentage of assignments occurred within this category. In addition to securing reports, on occasion POA's helped a client obtain legal counsel, or helped arrange bail for a client.

Tasks assigned to POA's for purposes of Verification required a personal visit to verify place of residence, death, employment, etc. The main purpose was to confirm information provided by the client himself or some other person. This category included 14.7% of part-time POA's assignments and 9.3% of those made to full-time POA's.

Matters pertaining to Conditions of Supervision comprised the sixth category of assignments made to POA's. Among these were fulfilling special conditions of supervision, making restitution payments, and obtaining travel permission. After getting the pertinent information, POA's reported to officers giving an evaluation of the client's situation. This category included 5.3% of full-time POA's assignments and 3.2% of those made to part-time POA's.

During Phase II, several POA's both full and part-time, expressed the belief that they were capable of counseling clients around family-marital problems or emotional disorders, and were indeed doing so. However, the data indicated that full-time POA's received only 2.4% of this type of assignment,

and for part-time POA's, the figure was 1.8%. Nonetheless, concurrently with completing other kinds of assignments, POA's probably observed many "Potential Problems", for which they offered help, or referred to officers.

ANALYSIS OF INVESTIGATION TASK ASSIGNMENTS

Only 8% of tasks assigned to full-time POA's and 3.5% of those given to part-time POA's were investigative in nature. However, two full-time POA's accounted for 62% of the investigations, and six men handled those given part-time POA's. More diversified assignments were given to the full-time men, who worked on all kinds of investigation reports, and discussed a greater variety of topics with persons under investigation.

One would expect that during the first quarter of Phase II, only assignments of a routine, non-sophisticated nature would be made and that, as POA's displayed a degree of competency, more difficult tasks would be assigned. However, no progression of assignments was evident from analysis of the data; in fact, tasks requiring sophisticated interviewing skills plus knowledge of probation office policy were made during the first quarter.

A discrepancy exists between the total number of persons interviewed and location of contact, type of report (i.e. pre-sentence, pre-release, etc.) and topic of discussion. This occurred because POA's often interviewed several persons about a variety of topics, in several locations, eg. home, place of employment, etc. The following discussion compares

location of contact, reason for contact, number and identity of persons interviewed, and topics of discussion for all investigative tasks given to full-time and part-time POA's.

Location of Contact

During POCA Phase II, full-time POA's made 147 contacts for investigative purposes, and part-time POA's made 37 such contacts. For full-time POA's, 35.4% of the contacts occurred in the defendant's home. For part-time POA's the figure was 62.2%. As in the case of supervision task assignments the disparity is explained by the time at which contact was made. Because of other commitments part-time POA's interviewed persons evenings or weekends. However, full-time POA's who made most contacts during the day, arranged to meet people at alternate locations. They frequently met at the defendant's place of employment or in a nearby restaurant for the interview. Included here also were visits made to service agencies, police stations, and courts for various reports. Only 24.3% of investigative contacts by part-time POA's were made with community agency personnel.

TABLE 22
LOCATION OF INVESTIGATION CONTACTS
REPORTED BY FULL-TIME AND PART-TIME POA'S

<u>Location of Contact</u>	<u>Probation Officer Assistants</u>			
	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Home	52	35.4	23	62.2
Community	82	55.8	9	24.3
Office	12	8.2	--	--
Telephone	1	.6	5	13.5
Total	147	100.0%	37	100.0%

From an analysis of the data presented in Table 22 it was learned that part-time POA's made most of their contacts at home, interviewing the defendant or a family member. Full-time POA's completed most interviews at a location other than the defendant's home. Approximately 50% were either with a family member or a record clerk in an investigative agency. Because part-time POA's did not have access to the probation office after regular hours, no office contacts were recorded.

Reason for Contact

Investigations assigned to POA's were of two kinds: assistance in preparation of a report and development of a community resource. During Phase II, full-time POA's handled 136 such interviews, and part-time POA's were given 26 of these assignments. Full-time POA's completed 32 interviews

to obtain information for a presentence report, either for the local U.S. District Court, or that of another district. Upon a plea or finding of guilty, an investigation, commonly referred to as a Presentence Investigation, may be ordered in order to provide information on the defendant's activities, socio-personal data, and suitability for probation supervision. Part-time POA's completed 21 pre-sentence interviews. Pre-sentence investigations constituted 80.8% of part-time POA's investigative assignments, but only 23.5% of those given to full-time POA's.

TABLE 23
REASON FOR INVESTIGATION CONTACTS
REPORTED BY FULL-TIME AND PART-TIME POA'S

Reason for Contact	Probation Officer		Assistants	
	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Presentence report	32	23.5	21	80.8
Prerelease report	26	19.1	5	19.2
Deferred prosecution or post sentence report	17	12.5	--	--
Special report	15	11.1	--	--
Collateral report	14	10.3	--	--
Resource development	32	23.5	--	--
Total	136	100.0%	26	100.0%

The second category of investigations was interviewing for a Pre-release plan. Before being released on parole supervision, an inmate must formulate a plan for housing and employment. The probation officer must determine if the plan

would be beneficial or detrimental to the inmate's adjustment, by making a visit to the proposed places of residence and employment to verify the stated information. This category included 19.1% of full-time POA's investigation assignments, and similarly 19.2% of those given to part-time POA's.

The third category included all interviews completed for either a post-sentence report or a deferred prosecution investigation. The former is requested by the U.S. Bureau of Prisons for socio-personal data on an inmate for incorporation into the classification study prepared at the institution. The latter provides socio-personal information for the U.S. Attorney about a person accused of a crime who is being considered for deferred prosecution supervision (a quasi-judicial process whereby the accused is supervised for a time by a probation officer avoiding the stigma of a felony conviction). Part-time POA's had no assignments in this category, but full-time POA's had seventeen interviews, 12.5% of their investigative assignments.

The fourth category included assignments to obtain information for a Special Report. Most of these reports were prepared when early termination of supervision was requested, or a warrant had been issued, or information was needed about a special condition of supervision, e.g. fine or restitution. An interview with the client was needed to complete the report as well as verification of all socio-personal information. If an arrest had occurred, the police report and court disposition were obtained. Also, POA's had to find out if special

conditions of supervision had been met. Full-time POA's completed fifteen interviews in this category, 11.1% of their investigative assignments. No such interviews were completed by part-time POA's.

The next category included requests for information by another U.S. District Court about a person with ties locally. The information, usually a request for verification, is put together in a Collateral Report, and later incorporated by another U.S. Probation Office into a pre-sentence report for their court. Full-time POA's completed fourteen interviews in this category, 10.3% of their investigative tasks, whereas part-time POA's had no assignments of this type.

In addition to the investigative tasks completed by POA's, assignments to develop employment or other community resources were tabulated. Several POA's expressed the opinion that persons having contact with the U.S. Probation Office were made "uncomfortable" by the nature of the surroundings. The resulting anxiety could possibly interfere with establishing rapport and a working relationship, they claimed. Moreover, some clients disliked the idea of traveling a distance, or did not know how to travel to the downtown area. In order to alleviate the situation, POA's contacted neighborhood social service agencies and arranged for limited office space. Some POA's expressing dissatisfaction with the limitations of employment placement services in the probation office, contacted various employers in an effort to develop additional resources. If the initial contact seemed favorable, POA's

then arranged an employment interview for someone under supervision. Development of Resources was 23.5% of full-time POA's investigative assignments. No interviews were conducted by part-time POA's for this purpose. It is interesting to note that two of the four full-time POA's handled all assignments for Resource Development.

Person Interviewed

During Phase II POA's completed 194 interviews to obtain information for investigative reports. Of the total, 153 interviews (78.9%) were completed by full-time POA's and 41 interviews (21.1%) by part-time POA's. Each group had the greatest number of contacts with family members of the person under investigation, 36.6% for part-time POA's and 29.4% for full-time POA's. Defendants were seen in 15% of investigative interviews completed by full-time POA's, and 31.7% of those by part-time POA's.

The issue of using POA's as clerks or "errand boys," especially for such assignments as obtaining arrest reports or court disposition was also raised for investigative assignments. It was found that 20.9% of assignments completed by full-time POA's and 9.8% of those by part-time POA's were of this kind, proportionately a much larger number for full-time POA's than for the part-time men.

TABLE 24
 PERSON INTERVIEWED IN INVESTIGATIONS
 REPORTED BY FULL-TIME AND PART-TIME POA'S

Person Interviewed	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Defendant	23	15.0	13	31.7
Family Member	45	29.4	15	36.6
Police-Court Clerk	32	20.9	4	9.8
Service Agency	20	13.1	--	--
No Contact	9	5.9	2	4.8
Associates	4	2.6	3	7.3
Other	20	13.1	4	9.8
Total	153	100.0%	41	100.0%

If during an interview POA's learned of existing problems, they usually tried to help the defendant secure needed services. Often it was necessary to contact a service agency (welfare, drug abuse, marital counseling, etc.) to discuss the situation and arrange for referral. These contacts with various service agencies were 13.1% of full-time POA's investigation assignments. Part-time POA's did not have any assignments of this kind.

Topic of Discussion *

The topics discussed in the investigation interviews were grouped into five mutually exclusive categories: Prior Record, Socio-personal Information, Employment History, Verification, General Information.

TABLE 25
 TOPIC OF DISCUSSION IN INVESTIGATION INTERVIEWS
 REPORTED BY FULL-TIME AND PART-TIME POA'S

Topic of Discussion	Full-Time		Part-Time	
	No.	Pct.	No.	Pct.
Prior Record	42	25.1	9	14.3
Socio-personal Information	41	24.5	28	44.4
Employment History	34	20.4	13	20.7
Verification	29	17.4	8	12.7
General Information	21	12.6	5	7.9
Total	167	100.0%	63	100.0%

The category, "Socio-Personal Information" contained the largest group of assignments (44.4%) completed by part-time POA's, who contacted the defendant or his family to obtain information about developmental history, family-marital relationships, academic achievements, health, etc. The information was given to the officer for inclusion in the report. Full-time POA's received 24.5% of their assignments in this category, fewer than the part-time men who were assigned to obtain information

* If more than one topic was discussed, POA's and officers indicated the most revelant area. It is these data which are presented here. However, this situation did not occur as frequently as one might expect.

for subsections of the report. Full-time POA's were expected to collect all pertinent information and to organize it into the proper format. Full-time POA's largest assignment category (25.1%) was "Prior Record." Part-time POA's had 14.3% of their assignments in this category. The men were required only to obtain arrest reports or verify the disposition through existing court records, a rather menial task not requiring sophisticated skills. On occasion, POA's did interview the defendant in order to obtain his version of the arrest, mitigating circumstances, or other information relating to the current offense. The facts that twenty percent of persons contacted were police or record clerks, and twenty-five percent of interviews concerned defendants' prior records, indicates that at least to some extent full-time POA's were used as clerks for the purpose of obtaining records. The lower percentage of contacts (14.3%) for part-time POA's could be attributed to the time at which interviews were held. The Police Department or Court Record Office are closed during evening hours and weekends, at which time part-time POA's were working.

The category "Employment History" included 20.4% of full-time POA's assignments and 20.7% of those given to part-time POA's. POA's had to interview the defendant or member of his family to reconstruct the employment history. This category was second in size for part-time POA's and third for full-time POA's. For full-time POA, the first three categories account for 70% of their investigative assignments. It should be noted that among these three categories

there is less than a 5% difference. For part-time POA's the first three account for 79.4% of their investigation assignments, but the category, Socio-personal Information, is dominant.

Another assignment category requiring minimal skill and sophistication was Verification of residence or neighborhood conditions. This category included 17.4% of full-time POA's assignments and 12.7% of those made to part-time POA's.

The last category, General Information, included assignments to investigate a defendant's activities or to determine if any problems existed. This routine encounter represented 12.6% of assignments to full-time POA's and 7.9% of those to part-time POA's.

ANALYSIS OF TASKS AT SIX MONTH INTERVAL

In addition to the data collected from the running records (narrative reports of individual contacts), both part-time POA's and their supervising officers were requested to submit more complete analyses and evaluations of POA contacts, Schedule III (Assignment Schedule) and Schedule IV (Officer Assignment Schedule). An analysis and evaluation was done for each client, rather than for each contact, since many cases required more than one contact. Consequently, different totals are reported here than in the sections, entitled Analyses of Investigation and Supervision Task Assignments, where individual contacts are reported.

Officers Supervising Part-Time POA's

1. General Class of Assignment

Officers supervising part-time POA's reported that in the first half of Phase II, of 144 clients assigned for contact, 122 (or 85%) were for the purpose of supervision, and 21 (or 14%) were for the purpose of investigation. In the second half of Phase II, 67 of 76 (88%) clients were assigned for supervision contacts and 9 for investigation contacts (12%). Over the entire year, only one client assignment was made for the purpose of development of community resources.

It might be noted here that investigation is defined by the probation office as that work which takes place in preparation of presentence reports or prerelease and pre-parole plans for institutions or the parole board. Supervision is that work which takes place after the client comes under the jurisdiction of the U.S. Probation Office. The behavior for the POA may be exactly alike in both cases, that is, he may try to locate the client, or seek out information from an associate or family member. It may not have been made clear to the POA's just what constituted a supervision assignment and an investigation assignment. This may account for the discrepancy between officers and POA's on the purpose of each assignment.

2. Specific Reason for Assignment

Officers supervising part-time POA's also reported the specific reason for an assignment (task to be accomplished.)

The data are presented in Table 26. As will be seen with POA reports, most assignments were reported as routine visits. In general, there was close agreement between officer and POA. However, it should be noted that service to the client, per se, for example, employment, was relatively limited.

TABLE 26
REASONS REPORTED BY OFFICERS IN MAKING ASSIGNMENTS
TO PART-TIME POA'S

<u>Assignment</u>	First 6 mos.		Second 6 mos.		Total	
	No.	%	No.	%	No.	%
1. Routine	41	29	21	28	62	28
2. Close Supervision	41	29	12	16	53	24
3. Help with Personal Problems	12	8	0	0	12	6
4. Check Activities	10	7	4	5	14	7
5. Employment	6	4	3	4	9	4
6. Locate client, report	19	13	27	36	46	21
7. All other	15	10	9	11	24	10
	<u>144</u>	<u>100</u>	<u>76</u>	<u>100</u>	<u>220</u>	<u>100</u>

Officers Supervising Full-Time POA's

Probation officers assigned a full-time POA were asked in selected cases to provide the reason for making an assignment to a POA, and to rate his performance.

Specific Reason for Assignment

The reason most frequently given by officers for assigning a particular task was that the client displayed immature or erratic behavior and needed close supervision. Officers assumed that since POA's were assigned only a few clients.

they could have more frequent contact with the client than the officer. The second most prevalent reason for making the assignment (20%) was that the officer did not have enough time to complete the required "legwork." These tasks entailed extensive traveling, e.g. accompanying clients to court hearings. Obtaining arrest-disposition information ranked third as a reason for making assignments. The officers saw this task as routine.

Assigning the task to POA's would save time for officers and provide POA's with experience in working with investigative agencies. In 10% of the assignments, officers wanted POA's to help clients obtain services from other agencies. In another group of assignments, 12.5%, officers wanted POA's to locate clients with whom the officer had lost contact. Other reasons for task assignment can be seen in Table 27.

TABLE 27
REASONS REPORTED BY OFFICERS IN MAKING ASSIGNMENTS
TO FULL-TIME POA'S

Assignment	No.	Percent
Need for Intensive Supervision	10	25.0
Lack of Time for Required "Legwork"	8	20.0
Information about Arrest-Dispositions	6	15.0
Loss of Contact	5	12.5
Client in Need of Service	4	10.0
Learning of own Limitations for POA	2	5.0
Need for Change, Problem in Client-Officer Relationship	2	5.0
Information on Client's Activities	2	5.0
Exposure to Different Types of Client or Problem	1	2.5
Total	40	100.0

Part-Time POA's

1) General Reason for Contact

Part-time POA's* were asked to specify the purpose of each assignment or contact either as investigation, supervision, or development of community resource. In the first half of Phase II, POA's reported that contact was made in 154 assignments, or 77% for the purpose of supervision, and in 46 assignments, or 23%, for investigation. In the second half, 101 assignments, or 81%, were for supervision and 23, or 18% were for investigation. One assignment was made in each half for the development of community resources.

2) Interviewee

With regard to the interviewee, place of contact, reasons for assignment, and number of assignments completed, part-time POA's reported the information presented in Table 28a, indicating that the majority of contacts were made with clients themselves.

TABLE 28
INTERVIEWEE AND REASON FOR ASSIGNMENT
AS REPORTED BY PART-TIME POA'S

a) Interviewee	First Six Months		Second Six Months		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Client	157	78	82	66	239	73
Spouse, Relative	24	12	16	13	40	12
All others	12	6	14	11	26	9
No Contact	8	4	13	10	21	6
	201	100%	125	100%	326	100%

* POA's were more proficient in returning the reports. Consequently, a larger number of reports are available for POA's.

3) Specific Reason for Assignments

The majority of contacts by part-time POA's are described as routine contacts. Other reasons are given in Table 28b.

b) Specific Reason for Assignment	First Six Months		Second Six Months		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Routine Visit	97	48	34	27	131	40
Locate Client Report	20	10	35	28	55	17
Employment	11	6	11	9	22	7
Close Supervision	19	9	4	3	23	7
Arrest Disposition	12	6	5	4	17	5
Help with Personal Problems	11	6	4	3	15	5
All others	31	15	32	26	63	19
	201	100%	125	100%	326	100%

4) Place of Contact

Part-time POA's reported seeing persons in the community in 96% (or 193 of 201) assignments given in the first half of Phase II. In the second half, this declined slightly to 86% (or 107 out of 125). In the second half, a few more contacts were made in the probation office and by telephone.

5) Contacts Completed

Part-time POA's were also asked to report on several aspects of their work with clients: completion of assigned task, outcome or result, number of contacts necessary and reason for more than one contact. According to POA's in 161 first-half assignments (or 80%), and in 61 second-half assignments (or 49%), the assigned task was accomplished. When not accomplished, there was a variety of reasons. POA's were

unable to locate 18 clients (or 9%) in the first half, and 19 clients (or 15%) in the second half. Other problems mentioned in a few instances were interference by others, client hesitant about meeting POA, lack of steady employment, conflicting schedules, and "client refuses to recognize problem." In eight first-half assignments (or 4%) and 28 second-half assignments (or 22%), the problem was not indicated.

6) Outcome

Concerning the outcome or result of the assignment, the contact was "routine" in that the client called the office or came in for 48 first-half assignments (or 24%) and 28 second-half assignments (or 22%). The POA obtained the monthly report and needed information, and explained his role in 23 first-half assignments (or 11%) and 21 second-half assignments (or 17%). In 11 assignments in each half of Phase II, POA's gave assistance with employment. A variety of other things resulted from the assignments. POA's arranged for medical services, referred clients to drug abuse programs, obtained useful information for clients, obtained information for probation officers on clients' housing, employment, "hangouts," activities, new arrests, and other things.

7) Number of Contacts Necessary

POA's reported the number of contacts necessary for each assignment. For 124 assignments (or 52%), only one contact was necessary. For 62 assignments (or 26%), two contacts were necessary. For 22 contacts (or 9%), three contacts were necessary, and for 32 assignments (or 13%), between four and

twelve contacts were needed. In 60 assignments (or 25%), the reasons given for more than one contact were to develop the relationship and to motivate the client. In 20 cases (or 8%), the reason was to keep informed of the client's whereabouts or to locate the client. In a few scattered cases, the following reasons were given: to assist with employment; public aid; to check court status; to keep informed about a client who was always in trouble with the law; and "routine supervision."

New Tasks Reported by POA's

In the final interview, POA's, both full-time and part-time, were asked to summarize new tasks assigned to them over the year of Phase II. POA's listed the following new tasks assigned to them each quarter:

1) First Quarter

- a) Working with records, reports and investigative tasks - 7 POA's.
- b) Group psychotherapy - 1 POA.
- c) More difficult cases - 1 POA.
- d) No new tasks - 4 POA's.

2) Second Quarter

- a) Investigative work - - completing records and assisting with reports - 4 POA's.
- b) No new tasks - 8 POA's.

3) Third Quarter

- a) Correspondence with Parole Board and Police Department - 1 POA.
- b) Investigative work - - completing records, and assisting with reports - 2 POA's.
- c) Court contact - 2 POA's.
- d) No new tasks - 8 POA's.

4) Fourth Quarter

- a) Early termination reports - 1 POA.
- b) Psychiatric clients - 1 POA.
- c) Greater involvement in supervision interviews - 1 POA.
- d) No new tasks - 10 POA's.

POA Perception of Assignments

In the final interview, POA's were asked why they thought officers made particular assignments, and a variety of reasons was given.

- a. To save officers time in handling certain assignments themselves because of other pressing demands, and/or clients needed help involving time-consuming activities. (3 POA's)
- b. Some officers preferred not to enter certain neighborhoods.
- c. Officers made assignments to POA's which would serve as learning experiences. (2 POA's)
- d. Assignments were made to keep POA busy.
- e. Tasks given which the officer "thought POA could handle." (3 POA's)

- f. Officer assigned POA's cases which were a "bother" to him.
- g. Both the officer and POA wanted to get the job done, and saw work as a challenge.

POA Satisfaction with Assignments

In this interview POA's were also asked if they were "satisfied" with the nature of tasks assigned. If they thought they could have handled tasks of significant nature, they were asked to give a reason. Four POA's reported themselves as "satisfied." Two POA's had mixed responses. Of these, one was satisfied with assignments from one officer, but thought he "could have done more" than the assignments received from another. The other POA was satisfied during the first half of Phase II, but would have liked to run groups with more drug abusers during the second half.

Five POA's were frankly dissatisfied. Two wanted more significant tasks (which remained undefined), closer supervision, and more time with clients. Two said that they would have liked to handle a greater portion of the caseload, giving the officer more time, or wanted a caseload of their own. The fifth would have liked to have specialized in supervising narcotic addicts.

CHAPTER VI

CRITERIA FOR EVALUATION AND ASSIGNMENT OF MORE COMPLEX CASES

THE ASSIGNMENTS

Officers were questioned at the end of Phase II about changes in numbers and kinds of assignments. In noting changes over the year, most of the officers said they had increased the number of assignments from quarter to quarter as they learned what the POA's could do. Also, they gave different kinds of assignments especially in the second and third quarters. Several officers mentioned a decline in workload during the fourth quarter, the summer, resulting in fewer assignments to the men. Some virtually lost contact with their POA's over the summer.

Kinds of Assignments

Officers mentioned a variety of ways in which POA's were used:

- 1) Direct and on-going supervision of cases, including special problem cases, e.g., drug addicts and alcoholics.
- 2) Special services - - employment assistance, help with housing, community contacts on behalf of client with courts, family and police.
- 3) Special assistance to officer:
 - a) Locate and interview clients out of contact.
 - b) Investigations - - pre-parole, presentence, prerelease.

- c) Checking on new arrests.
- d) Verifications.
- e) Handling phone calls when officer was out of office or on vacation.

Deterrents To Making Assignments

The officers mentioned several things preventing them from using POA's more extensively. Most of the reasons given were related to the structure of the program. Seven said there was not enough time. Presumably, they meant both that they could not devote the time required to supervision, and that the POA's did not put in enough time. Three officers said they did not have enough contact or communication. Another officer claimed to be so busy as to forget to make assignments to the POA.

Some of the reasons cited were intrinsic to the POA's. One man thought that his POA over-identified with clients and had personal problems. Two officers said that POA's did not have enough initiative. Another did not think the POA would "pick up as much in an interview" as the officer.

Other reasons were related to the nature of the work or to the officers themselves. One man thought that making supervision assignments to a POA was confusing to the client because the relationship established during the presentence investigation was being "split." An officer relatively new to the job felt limited in making assignments by his own lack of experience and knowledge of the POA. Another cryptically stated that he was "prohibited by geography, time and culture." Only one officer said that nothing prevented his making assignments to the POA.

CRITERIA FOR ASSIGNMENT

POA's were asked what criteria were used by officers in determining their capability to handle the task and to rate performance. Concerning capability, three POA's said they did not know, although two added comments; "satisfied with early tasks" and "availability." Seven POA's thought the officer looked at the record of past performance and client progress. One POA said there were no criteria, and one said the officer kept in close contact if the situation was borderline.

In rating of performance, three POA's had no idea of criteria used by officers. Three men said they accomplished the assignments. One said they didn't use any criteria once the POA demonstrated some capability. The other POA's did not specifically address the question of how they were rated separately from how their capability to handle the task was determined.

POA's were then asked what factors in their performance acted as indicators to the officers that they were able to assume additional responsibility. Six of them made no response, and two said they didn't know. The others gave various answers. For one, it was past performance and field experience. Another said he displayed competence. A third was asked by the officer if he were ready, and a fourth said "the officers say so." These statements would strongly suggest the development of clearcut criteria.

For the development of similar programs, particularly with regard to the supervision of POA's, a series of questions was asked

in order to determine the criteria used by officers for the assignment of more difficult tasks and/or clients. Insofar as supervision tasks were concerned, the question focused on dealing with more difficult clients, specifically emotionally disturbed clients, addicts, highly manipulative clients, and recidivists. With regard to investigative tasks, the questions concerned increasingly complex subtasks, e.g., verification of socio-personal data to interviewing for the purpose of evaluation. Criteria were explored for the following areas:

I. Supervision

- A. Increasing Number of Assignments
- B. Dealing with more difficult clients.
 - 1. Emotionally disturbed clients.
 - 2. Known addicts.
 - 3. Manipulative clients.
 - 4. Recidivists (maximal supervision).

II. Performing Investigative Assignments:

- A. Verification of socio-personal data (i.e., place of residence, prior record, employment, marital status, formal education, medical record, etc.).
- B. Interviewing to obtain accurate information regarding socio-personal history.
- C. Review of written records to obtain information and arrange in narrative form (i.e., offense, financial statement, psychiatric reports, etc.).
- D. Interviewing client to obtain information to facilitate evaluation of individual's emotional stability, maturity, cooperativeness, etc.

CONTINUED

1 OF 5

E. Writing letters, reports, etc.

The initial question dealt with whether such tasks were in fact assigned to the POA. These data are presented in Table 29. The total for each column exceeds the number of officers responding (19) because several officers used more than one criteria for making certain kinds of assignments.

TABLE 29

TYPES OF ASSIGNMENTS MADE BY OFFICERS

<u>TASK</u>	Number of Officers Assigning Such Tasks		
	<u>Yes</u>	<u>No</u>	<u>Not Indicated</u>
Supervision Assignments			
B1 Emotionally Disturbed Clients	7	5	7
B2 Known Addicts	9	6	4
B3 Manipulative Clients	12	2	5
B4 Recidivists	10	4	5
Investigation Assignments			
A Verification	11	4	4
B Interviewing - Information	9	6	4
C Review of Written Records	6	8	4
D Interviewing - Evaluation	5	9	5
E Correspondence & Reports	4	9	6

It is surprising that this many officers did in fact assign such cases particularly those clients who are considered to be "emotionally ill." Many officers have

consistently stated that the major difference between officers and POA's is the ability of the officer to do casework with such clients. However, their willingness to assign these cases, in addition to known addicts, must be contrasted to the other categories. Officers were more willing to assign manipulative clients and recidivists, who are essentially high-risk clients.

With regard to investigative tasks, it will be noted that there is an inverse relationship between the complexity of the task and the willingness of the officer to make such assignments. (In general, officers assigned few investigative tasks). Two dimensions appear to run through these assignments: Increasing evaluative skills and increasing verbal skills.

The questions involving criteria for specific tasks followed this initial exploration of assignments.

I. Supervision

A. Increasing Number of Clients. The criteria used for increasing the number of tasks are presented in the following Table (30).

TABLE 30
CRITERIA REPORTED BY OFFICERS FOR INCREASING
NUMBER OF ASSIGNMENTS MADE TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
POA performance with client	13	38.2
Available time	6	17.7
POA demonstrates understanding of cases	4	11.8
Client success	3	8.8
Reports submitted on time	3	8.8
POA demonstrates interest	2	5.9
POA evaluates own performance	2	5.9
POA characteristics	1	2.9
	<hr/> 34	<hr/> 100.0%

As can be seen, officers stated the major criterion was POA performance with client. Included in this category were such criteria as "the relationship with client is clearly established," "deals with problems competently," etc. Unfortunately, the criteria given by many of the officers were very general. The second most frequent category reported was simply the availability of the POA (time).

B. Assignment of Complex Cases

1. Emotional Disorders. With regard to the assignment of this type of case, the majority of officers again stated that the most significant criterion was the successful handling of the case, e.g., "the ability to

handle previous cases," "can manage simpler emotional problems." Again, because of the generality of these statements, reference must be made to the more specific suggestions (See Table 31a).

TABLE 31a

CRITERIA REPORTED BY OFFICERS FOR ASSIGNING EMOTIONALLY DISTURBED CLIENTS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Successful handling	10	25.0
POA reaction to client	8	20.0
Academic training	6	15.0
Client improvement	4	10.0
Not assign	4	10.0
POA characteristics	4	10.0
Ability not to get personally involved	3	7.5
Client response to POA	1	2.5
	<hr/> 40	<hr/> 100.0%

The most specific of these questions, other than academic training, was the POA's reaction to the case. This category included such statements as "not anxious with client," "remains cool," etc.

2. Drug Addiction. As can be seen in Table 31b, successful handling was the major category, reported by ten officers. However, the parameters of this category changed somewhat with each type of problem case. For example, with regard to drug addicts, this category included statements such as "the POA is able to handle dependency needs," which for the officers defined "successful handling." The other major categories

TABLE 31b

CRITERIA REPORTED BY OFFICERS FOR ASSIGNING KNOWN ADDICTS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Successful handling	10	35.7
Knowledge of drugs (streetwise)	6	21.4
POA characteristics	6	21.4
Narcotic experience (solved own problem)	3	10.7
Client reaction to POA	1	3.6
No history of addiction	1	3.6
No assignment	1	3.6
	<hr/> 28	<hr/> 100.0%

were (1) POA characteristics and (2) knowledge about addiction. POA characteristics included ability to set limits, maturity, understanding, etc.

3. Manipulative Clients. The major category simply involved awareness by POA of the client's manipulations and whether he could see inconsistencies in the client's reports.

TABLE 31c
 CRITERIA REPORTED BY OFFICERS
 FOR ASSIGNING MANIPULATIVE CLIENTS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Awareness of manipulation	13	41.9
POA characteristics	5	16.1
Aware of inconsistencies	4	12.9
Can confront clients	3	9.7
Available time	2	6.5
Client change	2	6.5
Understands client	1	3.2
Able to influence	1	3.2
	<u>31</u>	<u>100.0%</u>

4. Recidivists. Officers stated that time was of major concern, i.e., were POA's available for frequent contacts. Of equal importance was the successful handling of the cases. Successful handling in this category included "the setting of explicit goals," "presents objective evaluations," etc.

TABLE 31d
 CRITERIA REPORTED BY OFFICERS
 FOR ASSIGNING RECIDIVISTS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Successful handling	6	26.1
Frequent contact	6	26.1
POA characteristics	5	21.7
Client improvement	3	13.0
POA demonstrates understanding	2	8.7
Client attitude	1	4.3
	<u>23</u>	<u>100.0%</u>

II. Investigative Tasks. The criteria specified by the officers with regard to these tasks tend to be considerably more concise and concrete. This, of course, is due in part to the nature of the tasks, since it is easier to define criteria for an adequate report than for the successful handling of an emotionally disturbed client. However, it is at the same time surprising that not more investigative tasks were assigned.

A. Verification of Data. The data are presented in Table 32a. The largest number of officers (15) indicated that the major criterion was "getting complete and accurate information," but particularly that the POA could "observe well and get hard facts." Few other suggestions were made.

TABLE 32a

CRITERIA REPORTED BY OFFICERS FOR ASSIGNING
VERIFICATION TASKS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Gets accurate information	15	68.3
POA characteristics (maturity)	3	13.7
Streetwise	1	4.5
POA relates to agencies	1	4.5
Available time	1	4.5
No use	1	4.5
	<hr/> 22	<hr/> 100.0%

B. Interviewing (Information). As might be expected, nine officers identified specific interview skills. These included:

- a) the ability to hold in-depth interviews.
- b) the ability to establish rapport.
- c) the ability to be direct.
- d) good social manner.
- e) the ability to focus on facts.

Other criteria were interpretive skills, indicated by six officers, and the ability to get information by three others. The former included, for example, the ability "to put together a fairly coherent picture of family relationship." The other criteria were reported by relatively small numbers of officers.

TABLE 32b

CRITERIA REPORTED BY OFFICERS FOR ASSIGNING
INTERVIEWING (INFORMATION) TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Interview skills	9	45.0
Evaluation of information	6	30.0
Ability to get information	3	15.0
Submits report promptly	1	5.0
POA characteristics (open)	1	5.0
	<hr/> 20	<hr/> 100.0%

C. Review of Written Records. As can be seen in Table 32c, two major criteria were indicated: (1) ability to organize information; and (2) has the ability to be concise

TABLE 32c

CRITERIA REPORTED BY OFFICERS FOR ASSIGNING
REVIEWING RECORDS TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
Ability to organize information	11	44.0
Concise/relevant information	8	32.0
No assignment	3	12.0
Insight into client's behavior	3	12.0
	<hr/> 25	<hr/> 100.0%

and provide relevant information. Examples of the first criterion are: "written work organized and coherent, understands the use of the reports," and "understands the purpose of the information, organizes information, goes for 'the meat'". The second criterion is exemplified in "can write well, not wordy, succinct."

D. Interviewing Client for Evaluation. Ten officers indicated POA characteristics, similar to the criteria involved with assignment of specific cases. These criteria included: maturity, the ability to relate, insight, sophistication, etc. In addition, nine officers suggested academic and other special training, e.g., clinical terminology, experience in interviewing. Several officers (five), in light of the above, suggested that they would interview clients with POA's least initially. These and the remaining criteria are listed in Table 32d.

E. Written Reports. There was little variation in the criteria specified for this category. The officers uniformly indicated verbal and writing skills, e.g., simple, direct, not a lot of "street" language.

In general, the criteria suggested by officers were somewhat general and unspecific. Whether this was a function of the question or whether officers have not sufficiently evaluated the performance of the paraprofessionals is difficult to determine. However, these suggestions provide a basis for the further development of criteria.

TABLE 32d
CRITERIA REPORTED BY OFFICERS FOR ASSIGNING
INTERVIEWING (EVALUATION) TO POA'S

<u>CRITERIA</u>	<u>No. of Officers</u>	<u>% of Response</u>
POA characteristics	10	40.0
Academic/training	9	36.0
Interview skills	2	8.0
No assignment	2	8.0
Client reaction	1	4.0
Functioning on previous tasks	1	4.0
	<hr/> 25	<hr/> 100.0%

CHAPTER VII

SUPERVISION AND DIVISION OF RESPONSIBILITY

SUPERVISION

Several aspects of POCA Phase II supervision were examined. Among those relating directly to cases are the following:

1. Structure and Content
2. Case Preparation and Discussion
3. Frequency of Supervision Contacts
4. Suggested Procedures for Casework
5. Team Characteristics

In a more general vein were the following:

1. POA Comparison of Phases
2. Officers' Suggestions for Training POA's
3. Officers' Estimate of Colleague Impressions
4. POA Sense of Acceptance

Structure and Content

The structure of supervision was examined from two vantage points -- that occurring between officer and POA in the normal course of making assignments and reviewing results, and that between officer and POCA staff in fostering the developing teamwork relationship. Although no schedule of regular conferences was set up, the officers were asked how frequently they discussed POCA and the POA's with project staff members. Responses ranged from "almost daily" to "never." Five officers did so at

least weekly, and three did so at least monthly. For eight officers, these discussions occurred with no regularity and infrequently; and for three, they never occurred.

Case Preparation and Discussion

Both officers and part-time POA's reported the amount of time involved in case discussions, and POA's reported the time spent in case preparations. First, it should be pointed out that case supervision required a minimal amount of time on a per case basis. These data are presented in Table 33. Moreover, POA's tended to report more time in case discussion than did officers, and interestingly they reported more time spent in case preparation as the year progressed.

Content of assignment preparation included a number of activities. POA's reported reading case records in preparation for 88 Phase II first-half assignments (or 44%) and 96 second-half assignments (or 77%). In '55 first-half assignments (or 27%) and 24 second-half assignments (or 19%), the POA simply made an appointment with the client. In 16 first-half assignments (or 8%), the POA discussed the case with a professional, other than an officer. No preparation was made in 12 first-half assignments (or 6%), and 3 second-half assignments (or 2%); and preparation method was not indicated in 20 first-half assignments (or 10%).

Frequently officers made suggestions to POA's about ways to complete the assignment. In 38 first-half cases (or 26%), officers reported making no suggestions. In the second-half, this increased to 28 cases (or 37%). In 24 first-half cases (or 16%) and 32 second-half cases (or 42%) officers instructed POA's to contact clients, assist and encourage them in whatever way is appropriate. In a few cases (15 in the first-half and 2 in the second-half), POA's were instructed in interview techniques. No indication of suggestions by officers was made in 24 cases (or 16%) in the first-half. During the first-half, officers suggested in 15 cases (10%), that POA's review case records, but none made this suggestion in the second-half. A scattering of other suggestions was made, including the following:

- 1) Contact service agencies and other professionals.
- 2) Help with family or employment problems.
- 3) Check address, living conditions, employment.
- 4) Help with arrest disposition.
- 5) Contact family members or others personally involved with client.

The POA's were asked what suggestions for completion of assignments were made by officers. In 52 first-half cases (or 26%) and 54 second-half cases (or 43%), the officer suggested that the POA make contact with the client and assist and encourage him in whatever way was appropriate. In 34 first-half cases (or 17%) and 39 second-half cases (or 23%), the officers made no suggestions, and in 46 first-half cases

(or 23%) there was no indication. A variety of other suggestions were made by the officers, some dealing with structure and some with content of the assignment. POA's were instructed to contact other professionals working with the client, other service agencies, and family members; various interview techniques were recommended for use. Concerning content, it was suggested that POA's help with family problems, employment problems, arrest dispositions, and check into employment, living conditions, future plans, and any other matters with which they could realistically assist.

Team Characteristics

An attempt was made to evaluate the relation between specific variables on team productivity as measured by assignments made by officers and completed by POA's. These variables included:

- a) The relationship between officer and POA.
- b) Officer attitude towards POA.
- c) POA attitude towards officer.
- d) Officer attitude towards the project. (Start of Phase II)
- e) Officer attitude towards the project. (End of Phase II)
- f) Clarity of officer training procedures.
- g) General ability of officer to supervise.

Two supervisors rated each variable on a 4 point scale; these scales were as follows:

1. Relationship between officer and POA
 - ++ Very Positive; no problems indicated
 - + Somewhat Positive; small number of problems indicated

- Somewhat Negative; several number of problems indicated
- Very Negative; numerous number of problems indicated

2. Officer Attitude Towards POA

- ++ Very Positive
- + Somewhat Positive
- Somewhat Negative
- Very Negative

3. POA Attitude Towards Officer

- ++ Very Positive
- + Somewhat Positive
- Somewhat Negative
- Very Negative

4. Officer Attitude Towards Program - Start of Phase II

- ++ Very Positive - enthusiastic
- + Positive - with reservations
- Somewhat negative
- Very Negative

5. Officer Attitude Towards Program - End of Phase II

- ++ Very Positive
- + Positive
- Somewhat Negative
- Very Negative

6. Clarity of Training

- ++ Clearcut organization, structure
- + Generally has structure, some problems
- Generally has structure, several problems
- Totally lack of structure, organization

7. General ability of Officer to Supervise

- ++ Excellent, well organized, able to relate to supervisor
- + Generally good ability, some indication of problem
- Limited ability to supervise
- Very limited; relates poorly

The relation between these ratings and productivity is shown in Tables 34 and 35. POA's were classified into two groups (high and low) on the basis of the number of assignments completed divided at the median. A similar division of officers was made on the basis of number of cases assigned. Data were analyzed using Fisher Exact Test.

Of the variables examined, the only relation which proved to be significant was that between POA productivity and the clarity of officer training procedures. Other variables, such as officer attitude toward the POA or the program, did not prove to be as important as the clarity with which the officer conceptualized the training procedure.

TABLE 34

THE RELATION BETWEEN POA PRODUCTIVITY (CASES COMPLETED) AND TEAM CHARACTERISTICS (RATINGS BY SUPERVISOR)

(a)

		Cases Completed		
		Low	High	
Relationship	+	6	9	15
Officer/POA	-	4	1	5
		10	10	n.s.

TABLE 34 (Continued)

(b)

		Cases Completed			
		Low	High		
Officer Attitude	+	5	10	15	n.s.
Towards POA	-	5	0	5	
		10	10		

(c)

		Cases Completed			
		Low	High		
POA Attitude	+	7	9	16	n.s.
Towards Officer	-	3	1	4	
		10	10		

(d)

		Cases Completed			
		Low	High		
Officer Attitude	+	6	9	15	n.s.
Towards Program (9/71)	-	4	1	5	
		10	10		

(e)

		Cases Completed			
		Low	High		
Officer Attitude	+	6	9	15	n.s.
Towards Program (12/72)	-	4	1	5	
		10	10		

TABLE 34 (Continued)

(f)

		Cases Completed			
		Low	High		
Clarity of Officer Training Procedures	+	3	9	12	Fisher - significant at .01
	-	7	1	8	
		10	10		

(g)

		Cases Completed			
		Low	High		
Ability of Officer to Supervise	+	6	8	14	n.s.
	-	4	2	6	
		10	10		

n.s. = not a significant relationship

TABLE 35

THE RELATION BETWEEN ASSIGNMENTS MADE BY OFFICER AND TEAM CHARACTERISTICS (RATINGS BY SUPERVISOR)

		No. Cases Assigned			
		Low	High		
(a)					
Relationship	+	5	7	12	
Officer/POA	-	3	1	4	
		8	8		n.s.
(b)					
Officer Attitude	+	5	6	11	
Towards POA	-	3	2	5	
					n.s.
(c)					
POA Attitude	+	6	7	13	
Towards Officer	-	2	1	3	
					n.s.
(d)					
Officer Attitude	+	7	6	13	
Towards Program	-	1	2	3	
(9/71)		8	8		n.s.

TABLE 35 (Continued)

		No. Cases Assigned			
		Low	High		
(e)					
Officer Attitude	+				
Towards Program	-	5	5	10	
(12/72)		3	3	6	
		8	8		n.s.
(f)					
Clarity of	+				
Officer Training	-	3	5	8	
Procedures		5	3	8	
		8	8		n.s.
(g)					
Ability of	+				
Officer to	-	6	5	11	
Supervise		2	3	5	
		8	8		n.s.

n.s. = not a significant relationship

POA Comparison of Phases

POA's were asked to compare Phase I and Phase II along certain organizational dimensions: kind of work, quality and amount of supervision, and type of client. Concerning kind of work, several POA's said that in Phase I they were assigned responsibility for ongoing supervision of certain cases, whereas in Phase II they were given specific tasks. Several POA's said that in the latter phase there was more paperwork and more opportunity to learn because of greater variety of tasks. They were assigned to assist the officer in any way possible, and sometimes saw clients on a continuing basis, but also assisted with various kinds of investigations. One POA said he had a greater "feel" for the client during Phase I. Another man, a full-time POA, had a working agreement with his supervisor that he was not obliged to accept any assignment that he really did not want.

Concerning supervision, there was less unanimity. One POA thought that supervision was extensive in Phase I and minimal in Phase II. Agreeing with this, he said, "I don't need it now." Another man also saw supervision as more intense in Phase I. One POA thought that supervision was adequate initially, but too extensive in Phase II. Another man felt more independent in the latter phase because his supervisor apparently "assumed he could handle it."

Several men mentioned group supervision meetings in connection with Phase I and more individualized contact or independence in Phase II. One POA said that, at first,

supervision was academic, with the mechanics of orienting himself in the role, but in the latter phase more emphasis was placed on application with teaching, guiding, and talking about evaluations. One man said the supervision for both projects was excellent; one could easily contact supervisors with any problems.

POA's were asked for their opinions about the quality of supervision received in both phases. Eleven POA's thought they were adequately supervised in Phase I, but made a number of comments. One suggested that bi-weekly instead of bi-monthly meetings should have been held. Another had wanted to get more into clerical aspects. Only one man was not satisfied at all. He thought there was not enough supervisory time spent with part-time POA's and recommended prior training, presumably for the supervisors.

Eleven POA's thought they were adequately supervised in Phase II, and of these eight wanted no changes. Those wanting change asked for more group meetings, more discussion time given to the POA's personality, more concern for client employment. One POA had a mixed response; he thought the POA should receive more help with client supervision, but he found supervision adequate on investigative tasks.

Concerning types of clients, two POA's thought they were assigned "easier ones" in Phase II. Another man said he was given more clients in Phase II but that basically they were of the same type. Several men said they worked with a greater variety of clients in Phase II, and one

commented that he had a free hand in all cases. One man said that in Phase II the clients were not sure who was supervising. In Phase I, he got to know them better, and this made it less difficult. Two men said the clients were the same in the two phases, and two thought they had younger clients in Phase I. The only other difference mentioned was that in Phase I clients were restricted to males, but in Phase II, a few female clients were assigned.

Officers' Suggestions For Training POA's

At the conclusion of Phase II, the officers were asked to suggest procedures for training new POA's. Responses generally fell into two classes: abstract and concrete. The few abstract suggestions were marked by the use of textbook phrases, such as "dynamics of casework process", "perceptions of treatment", and "human relationships", all of which are difficult to define for implementation into a training program. The concrete suggestions were further divided into two areas: content of training and structure. Most of these suggestions were developed out of officers' own experience with POA's. Table 34 shows a list of suggestions made in the area of content:

Table 36

Didactic portion	Experiential portion
1. What, where, how and who re. community resources and public service agencies;	1. Observe officer in field;
2. Office procedures, rules, regulations, paperwork, court and Parole Board requirements;	2. Give POA experience with variety of client problems; allow him to find own area of greatest competence;
3. Use POA's own work experience as instructional material;	3. Make initial work assignments closely aligned with POA life experience.
4. Interviewing techniques;	
5. Combine practical with didactic training;	
6. Broad overview of probation;	
7. Instruct POA in most common client problems, types of clients served, etc.	

Suggestions regarding the structural aspect of training for new POA's included the following:

1. Give POA his own area of responsibility so that he is not competing with the officer.
2. Assign POA's to field officers when training has been completed.
3. Provide an orientation and training program with one staff member in charge, making use of professional and administrative staff as needed.
4. Provide a training program which lasts over a three or four month period.

5. Make use of some classroom or formal instruction.
6. Train POA's in a manner similar to new officers, i.e., assign to a supervisor who in turn will give supervision cases to the new man, conferring with him before and after client contact.
7. Combine group and individual supervision.

Brief comment can be made about some implications of these recommendations. Suggestions under the didactic portion of content imply that POA's should be given practical or field experience as soon as possible. Somewhat of a paradox is found within the structural suggestions. On one hand, the officers want POA's assigned to them only after training is completed. On the other hand, they recommend almost a tutorial approach to field work. Perhaps, then, an individual is needed on staff whose major responsibility for a time would be to train new POA's.

A number of other comments were made which either did not have a direct bearing on training or suggested areas to be avoided. One officer emphatically stated that he did not see a role for the POA. "It takes a professional." Another officer recommended against any advance training, and a third suggested that POA's should be given little training in corrections.

Officers' Estimate of Colleague Impressions

Officers were also asked to estimate opinions and attitudes of other officers toward POA's. Two officers saw the staff as "negative and resistant" and unchanged by the experience. Another professed an initially favorable

attitude, which became unfavorable with the experience. One "didn't know." Another said the professional staff was "accepting with no change." Four officers thought the attitude was mixed among the officers. Three of the latter group thought that officers had both positive and negative feelings toward POA's. The other one saw some officers as positive and some as totally negative. Two officers saw the POA's as a "threat" to some officers. One of these said that officers resented POA's because "a service-oriented agency is a difficult place to do research - didn't know what went on," and "investment of time not worth it," and "resentment continued during initial phase, but mellowed in the past year, i.e., when officers worked directly with POA's. The other officer who saw POA's as a threat, thought that POA's sold themselves to most of the staff over Phase II, but a few officers still "held it separate." One officer thought the staff indifferent at first, but subsequently officers with full-time POA's were satisfied, but those with part-time men were not. Finally, one officer thought the others had initial questions as to whether POA's could do the work, but their opinions changed for the better continually. Officers were also asked directly if they saw the POA as a threat to their own positions. Twelve responded "no", one responded "yes", and one said that he perhaps did at the project's inception, but not presently.

POA Sense of Acceptance

POA's were asked a similar question about officers' feelings of displeasure with their introduction into the office. Five POA's said they never sensed any resentment among professional staff members. One said he was readily accepted by the men he worked with. Three thought the officers were glad to have some help. Seven POA's reported sensing some resentment among officers but four of these noted change in a positive direction. The other three did not report any change. One said that officers are reluctant to assign cases for a variety of reasons - competition being one.

When asked if they were treated differently from other staff members or employees, seven POA's thought they were treated the same as other staff members. One thought it was different for part-timers because "they can't get unemployment when the project ends." Another thought the treatment was the same on a personal basis but differed "financially," that is, salary scales were at variance. One responded "no, less than a member of the staff." One man thought he was treated very well and very fairly by the department. Another said he did not have much contact but was treated differently in that, when he didn't know his way around because he was new, others were helpful.

When asked about the treatment given by other agencies from which they attempted to secure services for their clients, ten POA's commented that they had no problems, although one man was questioned because his identification card had an expiration date. One POA said that "social

agencies are run by idiots." Two POA's encountered some difficulty. One did not think he was properly treated at Cook County Jail and House of Correction, but he found the police helpful and courteous. The other man had difficulty with the police twice, which he characterized as disrespect.

DIVISION OF RESPONSIBILITY

Officers' Perceived Differences From POA's

Officers were asked to specify what differentiated the way POA's and officers worked with clients. Six could find no differences. The others mentioned the following:

- 1) POA uses a different vocabulary.
- 2) POA identifies with clients.
- 3) Officer is less "emotional," more objective, has more authority and responsibility.
- 4) POA can comprehend client's lifestyle more quickly; he is indigenous to client population.
- 5) POA is more optimistic about people and has more empathy, and is more accepting.
- 6) POA does not value administrative accountability; he has a direct service orientation.
- 7) Officer intellectualizes, abstracts, and objectifies; he has no real contact.
- 8) POA is less inclined to accept excuses and more ready to confront.
- 9) POA has more time for clients.

Officers named the following as areas of special competence for themselves:

- 1) Writing reports for court and institution; conferring with judges.
- 2) Understanding the legal system and dealing with courts, police, U.S. attorney, etc.; predicting court actions.
- 3) Recognizing emotional problems more quickly and handling them; dealing with hostile clients.
- 4) Managing time more efficiently; meeting deadline.
- 5) Dealing with wide variety of clients.
- 6) Meeting and speaking with public.
- 7) Knowing resources and making referrals.
- 8) Maintaining objectivity.
- 9) Understanding and interpreting problems at a higher level.
- 10) Administration and clinical "stuff."
- 11) Conducting psychotherapy; working more with people than for people.
- 12) Sensing manipulation, setting limits.

Officers specified the following as more adequately handled by POA's:

- 1) Relating better to client; more immediate and more informal.
- 2) Serving as community resource with more freedom to move about "bad" areas.
- 3) Communicating with clients using their language.

- 4) Spending more time with clients at their convenience, including evenings and weekends.
- 5) Likes clients better.
- 6) Relating better to minority group clients because experiences are similar.
- 7) Less threatening to clients; supplementary role to client on semi-official level.
- 8) Handling employment and other services.
- 9) Better able to participate in life of client in community and assist with daily meeting of problems.
- 10) More effective at surveillance because of knowledge of community.

Two officers thought there was nothing which POA's did better than officers, and one officer "didn't know."

POA Perceived Differences from Officers

POA's were asked to specify the kinds of clients or tasks which they were better able to handle than probation officers. Five POA's responded that it depended on the individuals involved, i.e. officer, POA, and client; they made no specific suggestions. The others had more definite ideas:

- a) POA's are more adept at tracking down unstable clients who are frequently moving around.
- b) POA's could better handle "hard-core" clients.
- c) The client needs someone to talk with more frequently than once a month.

- d) Officers are "bleeding hearts satisfying own needs, dealing with own guilt (in working with such clients), whereas POA's are 'out front' (where they can) confront client."
- e) POA's could handle clients of similar race, age, and ethnic background as they might communicate or relate more easily than the officer.
- f) (POA's can) handle clients for which the officer is not trained, (but the POA did not specify which clients these were.)

Officers' Preferred Responsibilities

The officers were asked to point out responsibilities which should be the exclusive province of the officer and not assigned to the POA. Only two of the officers said that no tasks should be reserved for officers, but no reasons were given. Three officers thought final decisions about warrants, revocations, sentencing, and recommendations to the court should be made by officers, who "are responsible by law," as one officer put it.

Ten officers thought that initial and presentence interviews and writing presentence reports should be handled by officers, for two reasons:

- 1) Preparing these reports involves depth skills in assessing a client.
- 2) Officers have the academic training in psychology or social work which is necessary as a frame of reference in putting the information into a logical report.

One officer stated simply that most POA's do not have the literary skills to write reports, but another thought that eventually POA's could probably do presentence reports.

Six officers gave qualified answers, saying that the question could not be answered generally, mainly because the nature of tasks assigned depended on the individual POA, his training, experience, and the quality of supervision he receives. Various tasks excluded by each of these officers included the following:

- 1) Multi-problem cases where a great deal of involved planning is necessary.
- 2) Clients with severe mental and emotional problems.
- 3) Group or individual therapy "of a technical nature."
- 4) Interpretation of psychiatric reports.
- 5) Making referrals to other social service agencies and conferring with other professionals, as the officer has superior knowledge of agencies.
- 6) The officer should be with POA and client in court.
- 7) Recording and correspondence should be handled by the officer who has responsibility for the cases.

Therapeutic Intervention in the Probation Office

Officers were asked to describe what constituted therapeutic intervention in the probation office, and to consider whether or not the major difference between themselves and POA's lay in the superior ability of the officer to do therapeutic intervention. Eight officers agreed with this distinction, and nine disagreed. One stated that the difference was relative, in that it depended on individuals. One did not answer directly but pointed out that, because the major emphasis lay in crisis intervention, POA's could develop the sensitivity and knowledge of the professional social worker through good supervision.

The officers suggested a wide variety of activities as constituting therapeutic intervention in the probation office. Among those who disagreed with the original statement, five thought that POA's were capable of handling casework intervention. Three officers who disagreed and three who agreed thought that little of the work done with clients constituted "real" therapeutic intervention or treatment, which they described as dealing with serious psychological problems.

Other aspects of intervention mentioned can be grouped under two headings: assessment or diagnosis and treatment. The following fall under assessment:

- 1) Understanding what a person's problems are.
- 2) Determination of the presence of psychoses.
- 3) Determining the cause of a client's maladaptive behavior.

The following fall under treatment:

- 1) Helping the client to understand what his problems are.
- 2) Offering assurance, understanding, and support.
- 3) Helping client handle crisis situations through appropriate resources.
- 4) Short-term, informal, non-traditional therapy.
- 5) Making effort to be with client "where he is," e.g. facing local charges, family, drugs.
- 6) Helping an individual make changes in his life necessary to avoid neurosis, to spell out objectives in life, or to cope with emotions or feelings about a situation.
- 7) Using relationship therapy and community resources.
- 8) Everything occurring in the probation office is casework in one form or another.
- 9) Becoming involved in client's affairs and contributing to his adjustment.
- 10) Highly focused, purposeful type of relationship in which the officer as therapist is using certain casework principles to achieve certain casework goals.
- 11) Assisting clients with locating employment.
- 12) Objectivity because of training is the distinctive hallmark of intervention by a professional.
- 13) Establishing relationship and treating.

Administrators and Supervisors on Supervision

The administrators of probation and office supervisors agreed that it should be the exclusive province of the officer to handle tasks involving legal responsibility, (e.g., revocation proceedings, contact with U.S. Attorney). Officers should prepare presentence reports and work with clients who have serious emotional problems. The administrators thought that POA's could be most helpful in locating clients with whom contact had been lost, and obtaining information about client activities. Each of these functions was considered appropriate because POA's were highly mobile in the client's community. Moreover, the supervisors thought that commonality of background and race with clients would enable POA's to establish relationships more easily.

The supervisors thought that POA's could be used to provide an increase of services to clients, and recommended that POA's be assigned tasks which officers do not have time for. According to the administrators, certain factors differentiate between the ways officers and POA's work with clients: cultural values, education and background. One administrator remarked that most officers represent middle-class values, and probably want clients to aspire to them. The supervisors noted definite change as POA's learned procedural aspects of the job, they gained confidence and became less apprehensive. They recommended close supervision be coupled with additional formal training to enhance this trend.

Officers' Difficulties with Supervision

The officers were questioned about personal or other difficulties experienced in working with POA's. Twelve officers reported having no problems. The others mentioned the following areas of difficulty:

- 1) Frustration at the amount of time needed to explain things.
- 2) Too much time taken up with POA's personal problems.
- 3) Frustration at repetition of material in records.
- 4) POA "goofed off" blatantly - officer had to set limits.
- 5) Communication about work assignments not followed.
- 6) POA did not put in enough time because of attendance at school.
- 7) Officer resented having no choice in accepting POA.
- 8) POA caused a disruption of the officer's relationship with clients; it was hard for them to relate to two people.
- 9) Officer had to consider the needs and goals of the POA in making assignments.

POA Perception of Own Performance

POA's were asked if they thought they "had what it takes" to function in the same way as an officer. Eight men answered affirmatively. One of these pointed out that, although he had no diploma, he had experience. Another said

he did function much in the same way. One POA responded "don't know," but he pointed out that he was doing just about as well as an officer. Another said he "has more than enough," as he is now "trained in psychology and agencies."

Two men answered yes with qualifications; one specified "with limited number of cases." The other said he was qualified with the exception of a degree, and was doing at least as well, and sometimes better than an officer.

What tasks can the POA handle better than an officer? Two POA's didn't know. One thought the POA may be able to relate better to the client. Three thought it depended on the individual, although one of these thought the POA could recognize a "snow job." Six thought the POA was more adept at handling client contacts, especially in the field. One said the POA can identify with the client.

Five POA's thought there were no tasks which should be handled exclusively by professional staff members. Depending on individual POA's, officers should supervise POA's. Officers should handle the courtroom appearances because of their training. Officers should make final review of paperwork and make decision of major change in client's status as well as obtaining pertinent information.

POA Perceptions of Officer Role

POA's were asked for their impressions of the probation officer role, specifically if officers were effective in providing assistance to clients. Seven POA's thought they were effective and two made additional comments. One said

the officers should have smaller caseloads. Another man astutely observed that the officer has a difficult job because he must serve both as social worker and disciplinarian, and he added that under these conditions they "do a hell of a job." (Presumably he meant "hell of a good job"!)

Five POA's thought the officers were not so effective. One said they could be, but did not have the time. Two others echoed this theme, saying it was impossible for the officer to be effective, given the size of his caseload. One said the officer role was paperwork without much help to clients unless requested.

Two POA's were scathing in their comments about officers. One said that, while there was some kind of effect, most officers were "on a police kick rather than helpful social kick," and "officers should try to help a guy--find job if he needs it--officers spend most of time in office." The other POA thought that most officers are not effective but are "here to satisfy own needs. Effective officers only stay up to three years." Officers should be "flexible; officers should be in therapy, more turnover."

CHAPTER VIII

POCA IN RETROSPECT - EVALUATION OF THE EXPERIENCE

OFFICERS' POINTS OF VIEW

In a final interview, officers were asked to make a comprehensive estimate of quality of performance by POA's. Thirteen officers reported that, in general, their POA's were successful in assignments given. None reported the POA as unsuccessful, but six gave qualified answers. In one case, the POA's initial interest seemed to wane, and communication problems began to develop. Two officers reported mixed results. Another officer said that, although the POA wasn't equipped for the work, eventually, after much time and effort on the officer's part, he began to improve. Two officers said they didn't know enough about the POA's work to judge his success.

Evaluation of POA Performance by Officers' Full-Time POA's

Officers supervising full-time POA's rated as "very satisfactory," the work done with 52.5% of clients assigned to them. Work with an additional 35% of clients was rated as "satisfactory". Work completed with 7.5% of clients received a "mixed" rating, i.e. officers were satisfied with certain aspects and dissatisfied with others. Only 5% of POA performances were rated as "unsatisfactory" and no officers rated POA performance as "very unsatisfactory." Specific reasons for both satisfactory and unsatisfactory ratings are given in a later section of this chapter, Critical Evaluation of POA's Cases.

Officers Account for POA Success

Responsibility for POA success was attributed in part by six officers to personal characteristics of POA's, but a much greater proportion of the credit was given by other officers to extrinsic factors. POA life experiences were frequently cited, as was knowledge and use of community resources. Among life experiences considered significant were familiarity with lower-class life style, similar employment, and volunteer experience. Several officers gave credit to POA experience gained in Phase I of POCA through training and supervision. Other factors mentioned were ability to be a good listener, amount of formal education, knowledge of human behavior, eagerness to get involved in the work, and putting in enough time.

Some officers attributed POA success at least in part to themselves. One man mentioned accountability on the part of the POA as a factor. Several others saw effective supervision as important. One officer put it this way: "He learned what I wanted. He saw the case record as a whole." Another man cited the relationship between the POA and himself as a factor. One officer attributed success in his POA to the fact he was assigned non-problematic cases. It is interesting to note that in no case did officers attribute POA failure to themselves.

A number of the officers mentioned factors which detracted at times from POA success. Among these were lack of knowledge about human behavior, lack of experience,

over-identification with the client, lack of communication with officer, lack of initiative, inability to keep regular hours, and insufficient time for the job. One officer said he was unable to find tasks to assign.

POA's Account For Success

POA's were asked to describe the events and experiences in their lives which helped them in working with clients. Nine POA's mentioned supervisory responsibilities in employment, or said that the nature of their employment was working with people. Five mentioned knowing the life of the community or ghetto, and having an appreciation of its hardships. About half mentioned an interest in people and a desire to help.

Many of the men mentioned a wide range of other characteristics, abilities, and experiences which were helpful. Among these were the following:

- 1) Academic training in psychology, child development, and social services.
- 2) Research training and work experience in court.
- 3) Chairmanship of a scholarship committee.
- 4) Management of a softball team.
- 5) Ability to talk easily to people.
- 6) "Being black."
- 7) Work with retarded children.
- 8) Curiosity.
- 9) Employment as a building inspector.
- 10) "42 years of just living."
- 11) "Got rid of own hangups about authority."

Original Support

When asked if an original supporter of POCA Phase I, eleven officers said "yes," one said "no," two had mixed feelings, four declined to answer, as they were not employed in the probation office at the time, and one officer "didn't know."

Fifteen officers said they thought it would work, and one thought it would not. Three said they had mixed emotions and gave the following reasons:

- 1) "More problems than worth--idea of friend in the community tried before, with mixed results--" no changes in opinion.
- 2) Expectation of repercussions because ex-offenders were used--changed opinion--later thought the project was worthwhile. "Ex-offender POA's were someone for clients to look up to."
- 3) Reasons were not specified, other than expression of being unsure POA's could do the job, but later he decided that POA's can do the job with supervision.

The officer who had not expected POCA to be workable did not change his opinion. Among the fifteen officers who had originally supported POCA and had expected it to work, a number of different reasons were given for the expectation of success, eg: experience with something similar, the results of POCA.

Twelve officers who originally supported POCA were satisfied with the results for varying reasons. Typical examples are listed below:

- 1) It would "confound the stigma and set an example for disadvantaged people."
- 2) Another had specific problems in mind to give the POA, and was "surprised at how helpful they have been."
- 3) Two officers said POCA was "useful," and "has worked," without specifying anything further.
- 4) A POCA Phase I supervisor said there was "no reason for it not to work."
- 5) One thought it worked and was generally acceptable to professional staff because the man originally selected as director of POCA was singularly successful. However, he left staff before the project began.
- 6) Three officers thought POCA provided much needed auxiliary supportive services.
- 7) One thought it was important to involve others in working with people.
- 8) One thought the system quite useful with full-time POA's.
- 9) Another saw much potential in using indigenous non-professionals because they have certain life experiences which make it somewhat easier for them to understand problems of the clients.

Of those who had originally given support, three officers had changed their mind by the end of the year for the following reasons:

- 1) One found it less helpful than originally hoped in black neighborhoods, and was disappointed.

- 2) Another who was disappointed in the outcome had considered himself originally one of POCA's strongest supporters, having referred five or six applicants who were eventually hired as POA's. He thought they would be successful because they had gone through the problems of an offender themselves, but he later concluded that they were still quite immature.

"Before" and "After" Impressions

When Phase II ended, officers were asked to recall their impressions of POA's before working with them, and to indicate whether or not they were confirmed. Table 37 shows a comparison of "before" and "after" impressions.

TABLE 37

OFFICERS' "BEFORE" AND "AFTER" IMPRESSIONS OF POA'S

<u>BEFORE</u>	<u>AFTER</u>
1. Expected their role to take only motivation and interest.	1. Confirmed - no change - they were interested.
2. No impressions.	2. Valuable asset - good.
3. Help with various duties in supervision.	3. Can do more than initially thought.
4. Would all or mostly be ex-offenders.	4. Not so.
5. Have high rescue fantasies.	5. Rescuers with good intentions.
6. Become authoritarian when helpless.	6. Confirmed for some.
7. Very good in direct contact, more pragmatic in problem solving.	7. ?
8. Depreciation of professional.	8. Eager to learn from officers.
9. Not professional but mature with HS education.	9. Confirmed.
10. Would have time to devote to project.	10. Not enough time.
11. Trained to know job.	11. Not borne out.
12. Better able to work with minorities.	12. Not borne out.
13. Provide supplementary service.	13. Confirmed.
14. Aggressive and uninformed about "system".	14. More wise about "system" than expected.
15. Helpful, positive, young.	15. More helpful than thought, mature, older, reliable.
16. Had no idea.	16.
17. Not university trained.	17. As expected.

TABLE 37

(Continued)

<u>BEFORE</u>	<u>AFTER</u>
18. Desire to help people and do good.	18. As expected.
19. Difficulty setting limits.	19. As expected.
20. No idea.	20. Progress in terms of definition of responsibility.

Conclusions from Experience

The officers were asked to give opinions in a number of areas: using paraprofessionals, value of full-time position, hiring former offenders, and importance of paraprofessionals and clients having similar background.

A. Using Paraprofessionals

Nine officers expressed a positive attitude and thought the practice should be pursued. Several gave reasons:

- 1) Gives officer more time to work.
- 2) Can take place of officer in some tasks and perform additional tasks.
- 3) More service to clients.
- 4) Communication with community.

One man pointed out that a possible disadvantage could exist if POA's over-identified with clients. One officer made no comment, and another stated that "POA's are only as good as

their training." Two officers were negative about POCA, but both conceded that POA's might prove very useful under different conditions.

B. Full-Time POA'S

Ten officers favored employment of POA's on a full-time basis, and gave a number of reasons:

- 1) Part-time POA's are too involved in their regular jobs.
- 2) Part-time POA's are a waste of energy.
- 3) The officer has greater opportunity to develop skills and close relationship with full-time POA's.
- 4) More time equals more services.
- 5) Full-time POA's are more accessible and can assume more responsibility.

Although preferring full-time POA's, two of these officers saw some value in using part-time men. More people are involved, hence more variety, was one reason. Another was that using a man part-time afforded him an opportunity to decide if this work appealed to him, without making a major change in employment. One officer preferred part-time POA's, and another preferred no POA's at all.

C. Former Offenders

When asked for their opinion about the use of former offenders as POA's, eight officers said that it did not make any difference, and one of these pointed out that they could possibly be better than non-offenders. Three officers favored

using ex-offenders, giving the following reasons and qualifications:

- 1) They have the experience of having been through the correctional system.
- 2) No problem exists in using ex-offenders if it is not romanticized, although additional responsibilities are imposed on the staff.
- 3) Their use is positive and constructive if they are mature enough.

One officer thought there was no need to use former offenders but the final decision should be based upon the individual. Two officers were against their use. One stated that, "if an individual has a poor background or character, he is in no position to affect the lives of others."

D. Similarity of Background

When asked if they thought that POA's should have backgrounds similar to clients, four officers thought it made no difference, although one said that it provides some rapport. Five officers favored it with the following comments and qualifications:

- 1) Good if POA is not an offender.
- 2) Good if POA does not over-identify with client.
- 3) Advantages are insight, trust, and understanding; a possible disadvantage is romanticizing.
- 4) Can "talk the language."

Three officers did not favor hiring POA's from background similar to clients. Two said it was not an advantage or asset, and one saw some disadvantages in that "objectives

(presumably of persons from this background) are not accepted by society."

Critical Evaluation of POA's Cases

The officers were asked to make specific criticisms of POA work. In the first half of Phase II, no criticisms were made on 96 cases (or 67%). This increased slightly in the second half to 78% (or 59 cases). Thus, the number of criticisms were generally small and seemed to relate mainly to POA characteristics. In the first half, POA's on six contacts (or 4%) were criticized as "failing to follow through" or "lacking initiative." On six contacts (or 4%), POA's were considered "overzealous" or "taking too many risks." In three cases (or 2%), the officer thought "too much time was spent" by the officer and POA, and in 23 cases (or 16%) nothing was indicated. In the second quarter, on four contacts (or 5%) POA's were seen as "overzealous," and on four others they were seen as "gullible - taken in by the client's excuses."

Positive Comments

No positive comments were made on 26 cases (or 18%) in the first half of Phase II and 18 cases (or 24%) in the second half. POA's were seen as giving a "good performance and conscientious" on 33 cases (or 23%) in the first half and eight cases (or 11%) in the second half. In the first half, they "completed the assignment" on ten cases (or 7%) and in the second half 18 cases (or 24%). In the first half, nothing was indicated for seven cases (or 5%), and

in the same number of cases POA's were considered to have "evaluated the situation and/or client personality well." In the first half, in 27 cases (or 19%) the POA was seen as "persistent; following through; making extra effort," and this comment was made for 21 cases (or 28%) in the second half. In the first half, in 24 cases (or 17%) POA's were thought to have "good rapport or relationships," but this comment was made in only four cases (or 5%) in the second half. In the first half, in six cases (or 4%) and in four cases (or 5%) in the second half, PO's commented that POA's "assisted in rehabilitation or employment, and were helpful."

Rating of POA Work Efforts and Accomplishments

Both officers and POA's rated the work of POA's along two dimensions: the results of contact (Table 38) and the quality of POA's performance (Table 39). These two dimensions were given since in many situations POA attempts may have been adequate, but the results of contact may have been minimal. Concerning performance ratings, officers tended to rate POA's higher in the first six months of Phase II than POA's rated themselves. However, officer ratings of "Very Satisfactory" decreased somewhat in the second six months, whereas those by POA's in this category increased. However, few negative ratings are made by either group.

Concerning results, officer and POA ratings are similar although, officers again tended to rate POA's higher than did POA's, themselves.

Table 38

Results of Contact as Rated by Officers and POA's

Rated As:	A. Ratings by Officers						B. Ratings by POA's					
	1st 6 mos		2nd 6 mos		Total		1st 6 mos		2nd 6 mos		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Very Satisfactory	93	65	17	22	110	50	66	33	53	42	119	37
2. Satisfactory	33	23	44	58	77	35	94	47	46	37	140	42
3. Mixed	5	3	8	11	13	6	17	8	6	5	23	7
4. Unsatisfactory	2	1	4	5	6	2	10	5	10	8	20	6
5. Very Unsatisfactory	2	1	1	1	3	1	4	2	1	1	5	2
6. Not Indicated	9	7	2	3	11	5	10	5	9	7	19	6
	<u>144</u>	<u>100%</u>	<u>76</u>	<u>100%</u>	<u>220</u>	<u>100%</u>	<u>20</u>	<u>100%</u>	<u>125</u>	<u>100%</u>	<u>326</u>	<u>100%</u>

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Table 39

POA Performance as Rated by Officer and POA

Rated As:	A. Ratings by Officer						B. Ratings by POA					
	1st 6 mos		2nd 7mos.		Total		1st 6 mos		2nd 6 mos		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Very Satisfactory	93	65	26	34	119	54	75	37	75	60	150	46
2. Satisfactory	43	29	41	54	84	38.1	106	52	43	34	149	46
3. Mixed	6	4	8	11	14	6.4	9	5	2	2	11	3
4. Unsatisfactory	1	1	0	0	1	0.5	3	2	1	1	4	1
5. Very Satisfactory	0	0	0	0	0	0	0	0	0	0	0	0
6. Not Indicated	1	1	1	1	2	1.0	8	4	4	3	12	4
	<u>144</u>	<u>100%</u>	<u>76</u>	<u>100%</u>	<u>220</u>	<u>100%</u>	<u>201</u>	<u>100%</u>	<u>125</u>	<u>100%</u>	<u>326</u>	<u>100%</u>

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Critical Evaluation of Program By Officers

The officers were asked to evaluate the POA program commenting on both negative and positive aspects. The negative criticisms fell into two groups: those related to program structure, and those related to POA's themselves. Many points made here are repeated in response to other questions, for example recommendations. The repetition is allowed to remain for emphasis.

Related to program structure were the following:

1. Professional staff officers should have been asked to participate in project design, screening, and training of POA's;
2. Officers should have been given background on the men;
3. POCA goals, criteria, and objectives were not made clear;
4. Improved communication between action director and staff officers was needed;
5. Coordination of approach used in individual POA-officer teams was needed;
6. Officers should have a choice of POA;
7. Research aspect of POCA interfered with maximal use of POA's by demanding too much reporting.

Related to the POA's were the following criticisms:

1. Supervising the POA's took too much time, a recurrent point;

2. Part-time POA's did not put enough time into the job, possibly because of other employment commitments;
3. Women POA's are needed;
4. Higher literacy requirements for POA's are needed;
5. Some POA's "did not perceive the subtleties of manipulation";
6. POA's "couldn't relate any better than officers";
7. POA was more uneasy in "bad areas" than the officer.

Many of the positive comments were non-specific, e.g., "good thing," "worked out well," "helpful," etc. Specific comments included the following:

1. Use of indigenous people is workable;
2. Part-time is adequate;
3. Increase in service to clients;
4. Relief of work pressures;
5. POA's become more deeply involved in clients' family problems;
6. Very practice-oriented;
7. Phase I supervision close, direct, good;
8. New inroad for indigenous person and former client into correctional process system.

POA Potential

The officers were asked whether they thought POA's could reach a level of competence equal to that of a professional staff officer. Two officers answered with an unqualified "no" without explanation, and three others responded "no", because POA's were hampered by lack of academic training. Only two officers answered "yes." The rest of the answers were affirmative with qualifications. Some thought it possible for certain POA's, and others thought it possible for all POA's to attain professional competence under certain conditions, i.e., training, education, experience, and adequate supervision.

Eight officers affirmed that the investment of time with POA's in providing instructions, advice, supervision and reinforcement had been worth the return. One commented that in addition it was "worth it to the client." One officer "didn't know," and added the comment that "part-time POA's can't be worthwhile." Two officers replied "no" with no qualification, and two others thought that, while the investment of time did not pay off in this case, nonetheless, it was possible that, after lengthy experience, it would be worthwhile.

POA'S POINTS OF VIEW

Initial Expectations

POA's were asked in a final interview to recall their initial expectations of POCA, and to report on the quality of supervision received in both phases of POCA. Seven men

reported that Phase II had lived up to their expectations. Of these, three had expected much the same thing as in Phase I. One had anticipated a greater range of cases. Two had assumed they would investigate problems of current interest and assistance to the officer. For one, it had been more work than expected, although the work was similar to Phase I.

Five men gave affirmative but qualified answers listed below:

1. hoped for more challenging assignments;
2. expected POA-client relationship to be similar to Phase I;
3. disappointed when career ladder failed to materialize;
4. expected it "to be more fulfilling" in that "other things should have happened" (these went unspecified);
5. program should have been more advanced with POA's given a caseload.

POA Estimate of Client Perceptions

POA's were asked to make an estimate of how the officer-POA combination was viewed by clients. They reported that in 57 Phase II first-half assignments (or 28%) and 32 second-half assignments (or 26%) they thought the client saw them as "checkup workers." In 50 first-half assignments (or 25%) and 40 second-half assignments (or 32%), the POA's thought they were seen as "law enforcers." They thought they were seen as a "friend and helper with problems" in 61

first-half assignments (or 30%) and 16 second-half assignments. The client was not seen in 17 first-half assignments (or 9%) and 33 second-half assignments (or 26%).

Part-time POA's indicated the degree to which they saw themselves accepted by the client. A separate rating was given for each client. As can be seen in Table 40, on most occasions, POA's saw themselves as accepted in a positive way.

Table 40

Part-Time POA's View of Acceptance by Clients

Acceptance Rated As:	First 6 mos.		Second 6 mos.		Total	
	No. of Clients	%	No. of Clients	%	No. of Clients	%
1. positive	100	50	53	42	153	47
2. negative	6	3	6	5	12	4
3. fair	44	22	25	20	69	21
4. no indication	30	15	6	5	36	11
5. client not seen	17	8	34	27	51	15
6. unknown	4	2	1	1	5	2
	191	100%	125	100%	326	100%

Experiences Enjoyable for POA's

POA's were asked what they had enjoyed most about each of the phases of POCA. In Phase I, the men enjoyed:

- a) Group meetings;
- b) Helping people;
- c) Direct supervision; making own decisions and having own cases;
- d) Nothing about the Phase I;

- e) Seeing officers in a different light and being encouraged to get an education; (This POA was a former offender.)
- f) The "working relationship" best which was established over many visits.
- g) The overall work and experience.

Concerning Phase II the men liked:

- a) Being "on the inside," where there were more resources.
- b) Investigative tasks.
- c) Freedom to use own tools and judgment.
- d) Having access to more clients.
- e) Helping people.
- f) Involvement with whole cases.
- g) Exposure to all phases of probation and supervising both whites and blacks.
- h) Freedom and degree of independence allowed.
- i) Visiting a penal institution and making field visits with an officer.

ADMINISTRATORS' AND SUPERVISORS' POINTS OF VIEW

General Comments

The administrators of the Chicago U.S. Probation Office thought that POA's, in general, performed better than they had originally expected. It seemed to them that POA's were able to communicate better with members of minority groups and were able to make field visits more often. The main advantages cited were familiarity with clients' neighborhood and its problems, and the ability to establish relationships more easily with clients, who are struggling for social

existence. The administrators were of the opinion that with an adequate amount of formal education and experience, the majority of POA's could attain a level of competence equal to the probation officer.

Reaction to Implementation

Probation office administrators and supervisors reported that the officers' reactions were mixed to implementation of the POA role. Some officers were supportive of POCA, but others remained skeptical. The administrators and supervisors thought that officers saw implementation of position either as a threat to job security or as contributing to lowering of professional standards. However, it seemed that as officers worked with POA's and developed relationships, the opposition apparently disappeared. Even though a small number of officers did not use POA's, the administrators thought that most of them were impressed by the POA's performance. When asked to suggest changes needed to implement the POA position into the U.S. Probation Service, both groups agreed that officers should be directly involved in making decisions related to the POA program, for example, how POA's will be used and how the program will be implemented. All administrators and supervisors reported a positive attitude toward the use of POA's throughout the project. They also reported that the federal judges were interested and supportive of POCA, but non-professional staff members, i.e. the clerical staff did not seem to have any reaction, as they were not directly affected.

CLIENTS' POINT OF VIEW

A sample of thirty-one clients was randomly selected from POA caseloads and interviewed. Of these, seven had worked primarily with officers, eighteen with both officers and POA's and six with POA's. Consequently, for comparative purposes, the middle group, those who had experience with both, constitutes the most interesting group.

One question dealt with client preference concerning choice of office representation in court, i.e., would client prefer an officer or POA to appear in court with him? As can be seen in Table 41, approximately one-third of the clients state no preference between the two, and a similar percentage of the total would prefer a POA. Only those who have worked

TABLE 41

CLIENT PREFERENCE FOR KIND OF WORKER TO ACCOMPANY HIM TO COURT

Reported Preference:	Clients Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Officer	4	57%	3	17%	1	17%
POA	-	--	8	44%	2	33%
Either	1	14%	7	39%	2	33%
Don't Know	2	29%	-	--	1	17%
	7	100%	18	100%	6	100%

primarily with officers would prefer officers to appear in court.

Major differences seen between officers and POA's are enumerated in Table 42. It is quite surprising that the

majority of the clients could not verbalize a difference between the two, except that POA's were somewhat "easier to talk to."

TABLE 42
DIFFERENCES BETWEEN OFFICER AND POA
AS REPORTED BY CLIENTS

Reported Differences	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Race	1	14%	-	--	-	--
Officer More Experienced	1	14%	1	6%	-	--
POA Easier to talk to	-	--	4	22%	-	--
Personality	-	--	1	6%	1	17%
Age-Life Style	-	--	1	6%	1	17%
POA Devoted	-	--	1	6%	-	--
None	3	43%	8	44%	1	17%
Don't Know	2	29%	2	12%	3	50%
	7	100%	18	100%	6	101%

In Table 43, client degree of satisfaction is indicated for both officers and POA's suggesting that little difference was perceived between the two. In contrast, when clients were asked "Would you rather be supervised by an officer or POA," the majority either indicated no preference or indicated no preference for a POA. These data are presented in Table 44.

TABLE 43
CLIENT SATISFACTION WITH PROBATION OFFICERS AND POA'S
OFFICERS

Satisfaction:	Clients Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Very Satisfied	5	71%	7	38%	-	--
OK	2	29%	8	44%	1	17%
Not Satisfied	-	--	1	6%	-	--
Don't Know	-	--	2	12%	5	83%
	7	100%	18	100%	6	100%

PROBATION OFFICE ASSISTANTS

Satisfaction:	Clients Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Very Satisfied	-	--	8	44%	1	17%
OK	-	--	8	44%	4	66%
Not Satisfied	1	14%	1	6%	1	17%
Don't Know	6	86%	1	6%	-	--
	7	100%	18	100%	6	100%

TABLE 44

CLIENT PREFERENCE FOR SUPERVISOR

Preferred:	Client Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Officer	2	29%	1	6%	1	17%
POA	0	--	9	50%	2	33%
Either	1	14%	8	44%	-	--
Don't Know	3	43%	-	--	3	50%
Depend on Individual	1	14%	-	--	-	--
	7	100%	18	100%	6	100%

Clients were also asked about similarity in background between POA's and themselves. Responses are reported in Table 45. Surprisingly, the majority of clients, including those who

TABLE 45

SIMILARITY IN BACKGROUND BETWEEN CLIENT AND POA AS REPORTED BY CLIENT

Reported Similarity	Client Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
Both Black	2	29%	3	17%	1	17%
Both Construction Work	1	13%	-	--	-	--
Both want to do some good	-	--	1	6%	-	--
He converses well	-	--	2	11%	-	--
Both from ghetto	-	--	-	--	1	17%
Musical taste and age	-	--	-	--	1	17%
No similarity	2	29%	12	66%	3	49%
Don't Know	2	29%	-	--	-	--
	7	100%	18	100%	6	100%

were seen primarily by POA's, indicate no similarity. This of course, is of significance, since this was a major objective of the project. The rationale for the use of paraprofessionals as individuals with whom clients can readily identify is not supported by these data. It may be that this lack of identification is a function of the topographical field, i.e., corrections.

Questions were also asked about the topics of conversation during visits, as well as the services provided by the probation office. With regard to topics of conversation, clients reported various ones for both officers and POA's (Table 46). As can be seen, in general, there appears to be no significant trend, the major topic being General Supervisory. POA's, however, were reported to engage in slightly more general conversation and discussion about specific problems. With regard to specific problems, clients reported service in a variety of areas, presented in Table 47. It was pointed out earlier in tables in this chapter that of the sample of thirty-one clients, seven clients said they were seen primarily by officers, six by POA's, and eighteen were seen by both. In Table 47, each of these three groups is examined separately. In Table 47a, for example, some clients said they received help with more than one problem area. Altogether the seven clients made eighteen responses.

TABLE 46

CONTENT OF CONVERSATION DURING SESSION AS REPORTED BY CLIENTS

a. PROBATION OFFICERS

Reported Content:	Client Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
General Supervisory	4	57%	10	56%	-	--
Specific Problem	2	29%	-	--	1	17%
Reports	-	--	3	17%	-	--
General Conversation	2	29%	2	12%	-	--
"Nothing Appealing"	-	--	1	6%	-	--
	8		16		1	

b. PROBATION OFFICER ASSISTANTS

Reported Content	Client Seen Primarily By					
	Officer		Both		POA	
	No.	Pct.	No.	Pct.	No.	Pct.
General Supervisory	-	--	15	83%	5	83%
Supportive	1	14%	1	6%	-	--
Specific Problems	1	14%	4	22%	2	33%
Reports	-	--	3	17%	-	--
General Conversation	-	--	5	27%	2	33%
	2		28		9	

TABLE 47a

PROBLEM AREAS WHERE HELP WAS GIVEN AS REPORTED
BY SEVEN CLIENTS WHO WORKED WITH OFFICERS

GOT HELP WITH:	No. of Clients	% of Clients	% of 18 Responses
Get Job	3	43%	15%
Family Problems	2	29%	11%
Drinking Problems	1	14%	6%
Money Problems	-	--	--
Stay on Job	1	14%	6%
Medical Problems	1	14%	6%
Problems with Wife	1	14%	6%
Drug Problems	-	--	--
Police Problems	2	29%	11%
Legal Problems	2	29%	11%
Conditions of Supervision	4	57%	22%
Nothing	1	14%	6%
Other	-	--	--
	18		100%

Number of clients represents those receiving help in a specific area, for example, three out of seven clients or 43% were helped with employment.

TABLE 47b

PROBLEM AREAS WHERE HELP WAS GIVEN AS REPORTED
BY EIGHTEEN CLIENTS WHO WORKED WITH BOTH OFFICERS AND POA'S *

GOT HELP WITH:	Mainly From Officers			Mainly from POA's		
	No. of Clients	% of Clients	% of 13 Re-sponses	No. of Clients	% of Clients	% of 13 Re-sponses
Get Job	5	27%	38%	3	17%	10%
Family Problems	1	6%	8%	3	17%	10%
Drinking Problems	-	--	--	1	6%	3%
Money Problems	1	6%	8%	1	6%	3%
Stay on Job	-	--	--	3	17%	10%
Medical Problems	-	--	--	2	11%	6%
Problems with Wife	-	--	--	2	11%	6%
Drug Problems	1	6%	8%	1	6%	3%
Police Problems	-	--	--	3	17%	10%
Legal Problems	-	--	--	3	17%	10%
Conditions of Supervision	5	27%	38%	9	50%	29%
Nothing	-	--	--	-	--	--
Other	-	--	--	-	--	--
	13		100%	31		100%

* Four clients (22% of sample) reported no assistance from either officer or POA.

In Table 47b, eighteen clients who worked with both officers and POA's indicated the kind of help received. From officers they received mainly help with employment and conditions of supervision. Help received from POA's mainly, was over a greater range of problems as well as more frequent. In Table 47c, two of six clients who received help primarily from POA's also received help from officers. There were fourteen indications of help from POA's. The major areas were help with conditions of supervision, and employment services. There was a scattering of services in other areas.

TABLE 47c

PROBLEM AREAS WHERE HELP WAS GIVEN AS REPORTED
BY SIX CLIENTS WHO WORKED WITH POA'S PRIMARILY

Got Help With:	Supplementary Help From Officers			Mainly From POA's		
	No. of Clients	% of Clients	% of Re- sponses	No. of Clients	% of Clients	% of Re- sponses
Get Job	-	--	--	3	50%	22%
Family Problems	-	--	--	1	17%	7%
Drinking Problems	-	--	--	-	--	--
Money Problems	-	--	--	-	--	--
Stay on Job	1	17%	50%	2	33%	14%
Medical Problems	-	--	--	-	--	--
Problems with Wife	-	--	--	1	17%	7%
Drug Problems	-	--	--	-	--	--
Police Problems	-	--	--	-	--	--
Legal Problems	-	--	--	1	17%	7%
Conditions of Supervision	1	17%	50%	5	83%	36%
Nothing	-	--	--	1	17%	7%
Other	-	--	--	-	--	--
	<u>2</u>		<u>100%</u>	<u>14</u>		<u>100%</u>

The final question explored client preference with regard to staff, to help them with specific problem areas. Clients who worked primarily with officers could not state a preference, since they did not know POA's, which was also true of the group who worked primarily with POA's. This latter group more or less divided their responses between the categories officer, either, and POA. Most interesting is the group who worked with both, the data from which is presented in Table 48. The totals exceed the number of clients in the sample (31) because some clients reported several problem areas, with which help was given.

TABLE 48

CLIENT PREFERENCE - AREA OF ASSISTANCE

HELP WITH:	PREFER OFFICER		EITHER		PREFER POA	
	No. of Clients	% of Clients	No. of Clients	% of Clients	No. of Clients	% of Clients
Get Job	2	12%	5	29%	10	59%
Family Problems	5	33%	2	13%	8	54%
Drinking Problems	1	11%	2	22%	6	67%
Money Problems	2	12%	6	38%	8	50%
Stay on Job	1	6%	5	29%	11	65%
Medical Problems	1	6%	5	29%	11	65%
Problems with Wife	2	18%	3	27%	6	55%
Drug Problems	4	31%	3	23%	6	46%
Police Problems	6	36%	5	28%	6	36%
Legal Problems	5	29%	4	24%	8	47%
Conditions of Supervision	3	18%	7	41%	7	41%
Nothing	-	--	-	--	-	--
Other	-	--	-	--	-	--
	<u>32</u>		<u>47</u>		<u>87</u>	

CHAPTER IX

RECOMMENDATIONS AND FUTURE TRENDS

PROBATION OFFICERS' RECOMMENDATIONS

In the final interview officers were asked to make recommendations and suggestions in five areas: selection of POA's, program changes, training for POA's, initial assignments, and supervision. These areas are discussed successively.

I. Selection

The officers were asked what criteria would be useful to them in selecting new POA's. Their responses can be grouped into a number of categories:

- a) Personality characteristics, both intrapersonal and extrapersonal.
 - b) Life experiences.
 - c) Behavior in interview.
 - d) Level of education.
 - e) Miscellaneous, i.e., interest and time.
- a) Personality Characteristics

Among the intrapersonal characteristics mentioned were self-confidence, maturity, stability, good judgment, hopeful outlook, patience, warmth, well-integrated personality, understanding, intelligence, desire to be helpful, etc.

It must, of course, be kept in mind that this is a composite of suggestions by twenty officers. Any individual found to possess all these characteristics would be ripe for canonization!

Extrapersonal characteristics were those of relationships with others. Among those considered relevant were the following:

- 1) Sensitivity to the needs of people.
- 2) Awareness of how needs can lead people to criminal behavior.
- 3) Non-judgmental attitude toward those involved with the law.
- 4) Respect for other people.
- 5) Reality-oriented in expectations of self and others.
- 6) Ability to work comfortably with those more highly educated.
- 7) Ability to establish relationships and communicate with client population.

As with most of these characteristics which are qualitative in nature, it would be very difficult to establish criteria by which they might be defined and recognized, upon which a number of people could agree. Fortunately, other categories suggested submit more easily to objective definition.

b) Life Experiences

In the area of life experiences, several officers recommended that POA's have experience in public contact work with social services strongly preferred. The officers were divided in opinion on the subject of criminal record, although only a few expressed an opinion. One was firmly against hiring ex-offenders, one thought a record unnecessary

to becoming a good POA and three or four saw the record as helpful. One officer wanted an ex-offender applicant to present evidence of five years good record in the community. For Phase I of POCA, only one year in the community following supervision was required.

Several officers noted that most POA's should be members of minority groups, as they had been most helpful with clients from minority populations. A further criterion in this area considered important by most officers was expressed in a number of ways. Essentially a POA must be familiar with the lifestyle of the urban poor, the hardships and deprivations found in urban slums, and be able to go about freely in those areas. Other experiences mentioned as useful were involvement with community organizations, familiarity with operations of the legal system (though not necessarily through personal experience), acquaintance with "pressure points" in a community or neighborhood. One very optimistic officer wanted POA's with no personal problems.

c) Behavior in Interview

A number of officers indicated that much significance should be attached to POA's behavior while being interviewed for the position. Some saw this time as an opportunity to learn about the POA's perceptions of treatment and client supervision. Others wanted to make observations about his personality characteristics and the ease with which he handled himself in this unfamiliar situation.

d) Level of Education

The officers also attached considerable significance to education, not so much to the level attained (although one officer wanted the POA's to have two years of college) but to the skills acquired. Those mentioned as important were literacy sufficient to understand material in files and to write reports of one's own work, ability to speak one's ideas clearly. Office skills were mentioned by one man and another said that education was not a factor.

2. Program Changes

The officers were asked to suggest any changes which they would make in preparing the professional staff for POA implementation. The changes recommended can be divided into four categories:

- a) Communication
- b) Information
- c) Supervision
- d) Structure

One officer thought that accepting POA services should be optional. Three officers wanted no changes made.

Those officers who wanted changes were nearly unanimous in recommending improved communication both between officers and POA's and between POA's and POCA staff. One man thought that officers should be asked to participate in decision-making. Another thought that more comprehensive information on POCA should have been made available, making goals and

instruments explicit. Most officers stated that frequency of communication with POA's had to improve.

Many officers wanted more information about POA's accomplishments and capabilities. One thought it essential to learn what POA's are comfortable doing. Another wanted initial meetings for officers to discuss POA capabilities and how to use them. A third man thought that officers should have complete information about POA background and criminal record, if any. Several officers simply mentioned that staff should be given "orientation" to use of POA's.

A number of officers mentioned wanting help with supervision of POA's. Several said they did not have enough time, and one recommended increasing the use of group supervision.

Changes in structure was the recommendation of several officers. One wanted to limit the POA role through orientation. Another wanted to leave many areas "open-ended" because of the variety of officers. A third thought the program was too "open-ended" and that there should be more structure.

The administrators and supervisors listed the following criteria as useful in selecting new POA's: ability to relate, possession of sound judgment, similarity to client in cultural backgrounds, awareness of others' needs, maturity, ex-offender status, and patience. They further recommended that women applicants be considered for the POA position.

3. Training

Probation officers were asked to make suggestions about the kinds of training which the office should provide for POA's. These can be divided into two groups: content and structure-procedure. Among the content suggestions were the following:

- a) Administrative matters: allocate and acquaint trainees with use of office space, equipment, supplies, staff time, i.e., supervisory and secretarial, and provide information about salary, vacation and sick leave, office hours, travel reimbursement, etc.
- b) Scope of job: role and tasks for POA; use of written records, correspondence, and reports and how to prepare them; investigation and surveillance; expectations of judges and Parole Board. In connection with learning scope of job, some excellent suggestions were made:
 - 1) Provide some kind of positive court experience for ex-offender POA's.
 - 2) Use as sample cases for training new POA's the records of other POA involvement in various kinds of assignments.
 - 3) In both training and supervision, use the men's own work as a teaching device.

Further content suggestions included the following:

- c) Provide information about the meaning of probation and parole, the legal concepts involved, and the laws most commonly violated.
- d) Teach elements of human behavior and various methods of working with people and their problems, i.e., social casework, psychotherapy, and provide POA's with a simple conceptual model for treatment and familiarity with frequent case problems.
- e) Provide opportunity for POA's to explore their own levels of sensitivity and to learn how to help others express feelings, learning to be understanding and assuring to clients, and accepting in the sense of being non-judgmental.

Structural/procedural suggestions covered a number of areas:

- a) Training should be divided between formal or classroom (e.g., ten to twenty hours of classroom training and one hour per week of in-service training), and on-the-job with own case task assignments.
- b) Supervision through both groups and individual contact with officers.
- c) Classroom or group training should include both formal instruction and discussion.

d) Have one person in charge of POA orientation and training who is not burdened with too many other responsibilities. Recommendations were made regarding training materials:

- 1) Use visual aids; prepare a POA manual with pertinent material contained therein, e.g., sample reports, letters, lists of community resources, office policy, personnel regulations, give list of recommended readings, and make materials available. (One officer advised against such a manual.)
- 2) The officers recommended that supervisory conferences be frequent (weekly), be scheduled, and be conducted both individually and in groups.

Two other general suggestions were made which have a bearing on all training and supervision. The officers warned against over-training POA's, and recommended that one thrust be to impart to POA's a sense of themselves as an integral part of the office.

The officers also indicated some areas of training which they themselves wanted to provide the POA's. Two officers thought nothing further was needed. One stressed officer and POA spending time together to "break the acceptance barrier. He is (the) assistant. We are partners." The major area mentioned was instruction in casework techniques and procedures. These included the following:

- a) What is each assignment about? Why do it?
- b) Ways to do assignment.
- c) Determining client needs and goals.
- d) Classifying a caseload.
- e) Giving instructions which can be generalized to other cases.
- f) Training POA case by case.

One officer thought it important to show both successes and failures. Another wanted to ask POA's to take some courses, e.g., theoretical courses in social work, if they have had no academic training. A third thought that discussions with veteran POA's and with the supervising officer about job impressions would help. Several officers were in favor of having POA's try a variety of tasks to find the areas in which they are most effective. Others recommended that POA's observe them conducting client interviews both in office and field, followed by discussions, after which officers would observe POA's conducting interviews. One officer thought it might be possible to determine with what client group the POA is most effective through these observations.

There were some areas of training which the officers thought should be provided by the office. These included familiarity with community resources, court and office procedures, reading materials, etc. This was intended as a continuation of material presented in orientation and training, not as a repetitious procedure.

The formal and in-service training given to POA's was adequate, as far as the administrators and supervisors were concerned. They agreed that most POA's were not directed toward attainment of a high level of formal education, which would probably alter their indigenous qualities. They suggested that periodic in-service training sessions be conducted for POA's to develop further their interviewing skills, and understanding of human behavior.

4. Initial Assignments

The officers were questioned about the nature of initial assignments made to POA's and the reasons for them. Most of the men were first given a specific task to complete relating to a particular case. These tasks varied and included locating clients, checking a specific resource for a client, interviewing family members in investigative work, visiting other investigative agencies, verifying information supplied by the client, etc. The officers wanted to broaden the POA's experience and give him successful experience at the beginning, as well as give themselves an opportunity to see what the POA could do with it. This is best described as the "sink or swim" model. One officer assigned preparole planning initially, as it is "not difficult to deal with institutions."

Some officers were unable to answer the question about initial assignments generally, as they thought all assignments would depend upon the individual POA's skills and strengths and the goal. A number of officers suggested that initial assignments be kept very simple, brief, and routine, dealing at least initially with clients not having serious difficulty. One officer thought that cases assigned to POA's

should be new ones, with no long-standing relationship between client and officer.

A number of suggestions were made by the staff for using POA's more effectively. The following are procedural in nature:

- a) More frequent and regular contracts between POA and staff officer for case discussion.
- b) Progressively increase POA's skills so that he can handle more difficult levels of tasks; and assign more sophisticated clients.
- c) POA's should all be assigned to one or two supervisors.
- d) Have POA's concentrate on a few cases.
- e) Avoid overloading POA's with work at the beginning; allow them time to develop.
- f) Let POA's know that the probation service is relying upon them.

Probation officers specified work assignments which had apparently been handled well:

- a) Allow POA's to specialize in certain types of cases, e.g., drugs, youth offenders, etc. based upon background and interests.
- b) POA can help officer become more knowledgeable about a neighborhood with which POA is familiar.
- c) Use POA's for surveillance.
- d) Make short-term assignments.
- e) Assign investigative tasks - - presentence and prerelease planning - - as these are the greatest time savers for officers.

- f) Day-to-day contact in community.
- g) Assistance with concrete services.

Some suggestions were couched in vague truisms or jargony textbook phrases, making them difficult to operationalize. For example, one would hope that an officer would "assign appropriate cases." In another instance, an officer warned that POA's should not do counselling which requires "developing insight." A third suggested that POA assignments should be in the areas of "supervision and investigation," a bit of advice which certainly exhausts the possibilities.

5. Supervision

When asked what might have been done to better the relationship between officers and POA's and between POA's and other staff members, the suggestions fell into three groups:

- a) Structural changes.
- b) Changes which POA's should make.
- c) Changes which POCA staff should make.

No suggestions were made for any changes to be made by the officers themselves.

Structural changes included requests for meetings involving part-time POA's and "more open networks of officer-POA communications." One officer wanted "regular and special staff meetings," but he made no further specifications. Another suggested that more POA time was needed. A third wanted to involve POA's more in office functions and administrative meetings. Two officers wanted more joint officer-POA group meetings with required attendance and informal discussions.

Several officers suggested changes to be made by POA's. One wanted the POA to improve his attitudes, but failed to specify criteria by which the change could be observed. Another wanted POA's to accept their role and understand some of the officer's negative feelings. A third wanted POA communication and dictation skills improved. A fourth wanted more highly trained POA's. From the project staff, one officer wanted guidelines of areas in which the POA was qualified to work. Another wanted the "specific objectives spelled out," and a third thought that officers should be consulted about their preferences.

One of the major reasons cited for using paraprofessionals in corrections as well as other fields has been to increase services to the client. When asked for their opinion whether this had been the case in POCA, thirteen officers agreed, and four disagreed. One was unsure, and one failed to respond to this question. Among those who agreed, the manner or form of increase most frequent noted was assisting clients with concrete services, and using community resources. Also mentioned frequently was the point that POA's can make more frequent contacts in the community, going to court, making home visits, etc.

One officer mentioned that POA's would have time to get better "feedback" from community service agencies, coordinating efforts when needed. Another officer mentioned that POA's also provided better services to officers, obtaining records, etc. One officer made the point that because the POA's were not as "official" as officers, they were more acceptable to clients for contacting resources. Surveillance

was mentioned as another activity increased by use of POA's, although it hardly seems to be a service.

Among those officers who disagreed, two made no comment. The other two saw the use of POA's as a question of time, in that POA's should do low level tasks to free the officer's time. They reasoned that POA's were handling tasks for which officers had no time. Both of these responses seem to support the belief that using POA's does at least have the potential for increasing services to the client if one can assume that the officers would use their additional time for providing such services.

POA'S RECOMMENDATIONS

POA's were asked to recommend changes in a number of areas. Concerning type of work, five wanted no changes. Two preferred supervising cases; one wanted to continue part-time; one wanted paperwork reduced and caseloads broken down by certain unspecified groups. One wanted only that the officer continue to be responsible for the final analysis. One man wanted courtroom experience, and another wanted this aspect excluded.

When asked about changes in the way in which POCA was run, two POA's wanted no change, and one commented that he had plenty of freedom in his caseload. "The officer took over the research aspects." The rest wanted changes including the following:

- 1) Better and more immediate feedback from project staff.
- 2) More interest and confidence in POA's by officers; better understanding of POA's.
- 3) Elimination of dictation.
- 4) More specific direction to POA's.
- 5) Return to Phase I format.
- 6) POA opportunity to take courses in public relations, criminology, criminal law.
- 7) More client contact in community.
- 8) Travel checks on time.

When asked about changes in office policy toward POA's, ten wanted no changes. One said there was a good relationship. Another said he was "fairly" treated. Two wanted

some changes. One wanted "promises kept and career ladder option for POA." The other wanted POA's given the same authority as officers and treated as a professional with badges, etc.

All but one of the POA's wanted changes in orientation and training, suggesting the following:

- 1) More orientation when new, and more instruction in casework procedures;
- 2) More training in human psychology, in what life is really like inside an institution, factors of criminality, problems of the newly released, sentencing procedures, whole "bit" of criminology.
- 3) Techniques for initial contacts with clients.
- 4) Training in employment counseling.
- 5) Class on legal procedures and terminology.
- 6) More exchanges with staff officers during orientation.
- 7) Consultation with outside resource persons, e.g. psychologists, social workers.

Eight POA's wanted no changes in types of clients. One said he wanted all types and ages. Another said variety is good. Changes suggested were "harder" clients, "interracial mixing." Seven POA's wanted no changes in other areas as well. Two of these made comments: "time with client must be accounted for - - difficult," and "treated with respect, as an officer." Five POA's made suggestions for change which

included the following:

- 1) POA should be given opportunity to do field work with officers.
- 2) Continue part-time position with better pay and men will work extra hours.
- 3) More authority with other agencies and courts.
- 4) Specialization in system - - e.g., in employment.

All but two POA's favored being assigned a small caseload, and a number of them included explanatory comments: "pure investigation too boring;" and "want to help a client on a continuing basis;" and "it takes a lot out of a POA just to be a messenger." Another thought that a better relationship could be established in a small caseload. One POA suggested that caseload be limited to a man's area of competence. Another pointed out that, with a caseload, a client would be seen two or three times a month, thus receiving more individual attention. One POA wanted a small caseload and a variety of other assignments, although he would not specify what these should be. Another POA thought he could become more personally involved with a small caseload. One man wanted to participate in "all functions including caseload." Finally, one POA pointed out that, with a caseload, one "can follow the case at appropriate intervals," and he added rather cryptically that it "may be better to have one shot for the officer." Two POA's thought the question depended upon the individual, although one said that he himself preferred some variety and thus wanted some investigation and some supervision.

POA's were asked what additional training, experience, skills, etc. they needed to handle each of their assignments. For 60 assignments (or 25%), nothing was indicated. In 88 assignments (or 37%) they responded "none." For 38% of the assignments, the needs indicated can be grouped into the following areas.

- 1) More knowledge of the parole system, probation office, and federal prisons.
- 2) More knowledge about court procedures in criminal cases, armed forces offenses, and civilian parole.
- 3) Knowledge of narcotics laws and other laws.
- 4) Ability to speak Spanish.
- 5) Studies in criminal behavior.
- 6) More knowledge of social work and/or psychology and investigative training.

On 28 assignments (or 12%), the men indicated the sixth area.

In the next five years, POA's anticipated changes in corrections, a number of which had to do with improvements in penal institutions. Among these were wider use of community based pre-release centers in preparation for independence on the street, greater opportunities for education and vocational training in prisons, conjugal visits, urban settings for penal institutions, and work release. The POA's also predicted increased use of probation with more paraprofessionals coming into the system.

FUTURE TRENDS

In light of their experience in corrections, and in view of current trends, the officers were asked what programs, services and innovations would be implemented within the next five years. Most anticipated increases in paraprofessional and professional manpower, wider use of probation with more community treatment centers and community based correctional programs. A number of legal and policy changes expected include the following:

- 1) Reasons will be given when parole or probation is denied.
- 2) Sentences will be shorter.
- 3) There will be fewer delays in court procedures.
- 4) There will be weekend incarceration.

Several officers foresaw the community becoming more accepting of ex-offenders with more jobs and other opportunities for training and education. One officer anticipated research on the guard-prisoner relationship.

It was agreed by the four administrators that definitely, the trend is toward community-based corrections. There will be less use of incarceration, less stigma attached to being an ex-offender and further development of a full array of clinical facilities. The administrators believed that POA's have increased the amount of supervision and services to their clients. Service to clients will further be increased with implementation of the new position, investigative aide. Supervisors also predicted greater use of community based corrections with possibly increased use of volunteers. They also thought that effort would be made to recruit members of minority groups to facilitate communication with minority clients.

CHAPTER X

DISCUSSION

Of the areas suggested in the introduction, as well as in the proposal for Phase II, the following will be discussed:

- 1) The use of POA's randomly assigned to probation officers.
- 2) The nature of supervisory/investigative tasks which could be managed by POA's.
- 3) How effectively officers and POA's operate as a service delivery team.
- 4) How officers respond to the use of POA's.
- 5) The relative advantages and disadvantages of using various types of POA's; e.g., full-time versus part-time.
- 6) How clients respond to the use of POA's.

Additional areas will be discussed as dictated by the data.

1. USE OF THE POA'S

It is evident from the data that POA's both full and part-time, were used extensively. The numbers of recorded contacts were essentially the same for the four full-time men and the eight part-time men. However, in terms of man-hours per week, the two groups were dissimilar (160 man-hours per week for the full-time men and 112 for the part-time men.) Tasks assigned to POA's lacked variation, since the majority were of a supervisory nature. Only 8%

of assignments for full-time POA's and 3.5% for part-time POA's were investigative; virtually none were for the purpose of developing resources in the community. Even the tasks indicated as "investigative," are questionable, since they involved securing routine information.

2. PERFORMANCE EVALUATION

Given the tasks assigned, POA's, as rated by the probation officers, functioned effectively. With regard to part-time POA's, for example, officers rated the results of 85% of the contacts, and POA's performance in 92% of the contacts as very satisfactory or satisfactory.

Satisfaction with POA's performance was indicated in several questions on the officers' interview, as well as the client interview. Given the satisfactory performance and an indication by the majority of officers that POA's contributed to the office, the question must be asked as to why POA's were not given a wider range of tasks. One possible explanation is that with each new task, additional demands are made on the officer in terms of training and supervision. The time required to supervise the POA was a constant complaint by officers.

3. EFFECTIVENESS OF TEAMS

As can be seen from the various tables of assignments made and completed, the teams varied considerably in number. A preliminary attempt to evaluate the reasons for this difference suggested that a significant variable was clarity of the officer's training procedure. This variable should probably be investigated in further future research. Means

which foster the development of explicit training procedures, including the criteria for evaluation of tasks, should be encouraged in future projects.

4. RESPONSE OF OFFICERS TO POA'S

The major implications of the data have been previously discussed under Chapter VIII, POCA in Retrospect, Evaluation of the Experience. With regard to the functioning of POA's, officers, in general, gave a satisfactory rating. However, other areas, for example, attitudes of officers about the use of POA's, require further exploration.

Only one of the officers interviewed stated that he considered the POA's to be a threat to his position. In contrast, of the POA's interviewed, seven reported sensing some resentment among professional staff members. However, four reported a change in a positive direction. Interestingly, when officers were asked about the opinions of other officers and staff, they attributed considerably more negativism to other staff than they admitted having themselves. However, many further suggested that a change in a positive direction was noted as officers worked with POA's.

Officers continued to maintain a division of labor between themselves and the POA. This was consistent, for example, with the criteria used for evaluation of tasks. The distinction seems to be the following:

- a) Treatment (casework) should continue to be primarily reserved for officers with the exception of a few having special ability.

CONTINUED

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b) Court Related Activities (presentence interviews and writing presentence reports) should be reserved for officers, primarily because of the special skills required. Mainly, these involved verbal and writing skills, which the officers consistently suggest is a deficit among POA's.

5. DIFFERENCE BETWEEN POA GROUPS:
FULL-TIME VERSUS PART-TIME

As has been indicated throughout the report, the two groups of POA's do not differ significantly in the number of contacts, nor apparently in the type, although full-time POA's were assigned slightly more investigative tasks.

Consequently, what must be ascertained is the function most appropriately served by POA's for an individual office. Both full-time and part-time people are extremely useful, but each as a group is somewhat different. Full-time POA's appear to be identifying much more with office and the officers. It was this group, for example, which was more concerned with "titles," office furnishings, etc. Given the closeness with the office, they are easier to supervise. Therefore, they are potentially more likely to function as members of the department. In contrast, part-time POA's raise fewer status problems. They provide a useful service in that they are a readily accessible extension of the office in the community. However, it is more difficult to supervise them; even assignment of tasks is more problematic. However, it must be added that the majority of the officers favored the hiring of full-time rather than part-time POA's.

With regard to other characteristics, the majority of officers did not object, but only a small number saw the hiring of ex-offenders as having any particular advantages. Also, when asked if the background of POA's and clients should be similar, only a small number of officers favored this practice.

6. CLIENT'S RESPONSE

The response of clients to POA's is somewhat difficult to gauge, although the trends suggested by the data are interesting. Clients who worked with both officers and POA's were not able to specify distinct differences between them, except that the POA's are "easier to talk to." However, a large percentage would prefer to work with POA's and would rather have a POA go to court with them. Of course, one could question whether the reason is that POA's are more easily manipulated. This assumption is questionable. The reason for this preference may be the close personal contact and the relationship between client and POA. Clients suggested that POA's were more personally concerned and involved. However, many clients stated there was no similarity between POA's and themselves, despite their preference for POA's in many areas of functioning.

In general, this effort to use paraprofessionals in a correctional setting proved to be quite successful, from the viewpoint of various individuals. However, this project was to serve primarily as a pilot study to test in an applied manner, the way POA's would be used when more or less randomly

assigned to various officers. Since the inception of Phase I, the POA has become a regular staff position and will be introduced in various district offices. Consequently, on the basis of this study, several implications for the future use of POA's, as well as recommendations, are evident.

- 1) Orientation. The officers consistently suggested that the probation office did not sufficiently prepare them with regard to the use of POA's. Moreover, only a very limited number did in any way participate in the development of either phase of the POCA Project. As can be seen in the interview data, the officers do in fact have numerous and extremely worthwhile suggestions. In the same way, whatever initial resistance which existed to the project might have been ameliorated through an adequately oriented staff.
- 2) It is not evident from the data that the use of the POA is in fact a "time-saver" for the officer, although it certainly provides more service to the client. Clients can be seen more frequently, thereby hopefully providing a means for more quickly identifying potential problems. POA's in their contacts with clients refer them to the officer for various services, but particularly employment. POA's do, however, require supervision which certainly necessitates increased effort on the part of the officer. This initial effort will hopefully require less time as the proficiency of the POA increases.

- 3) The supervision of POA's does not necessarily have to be as time consuming as it has been in POCA. Several suggestions are immediately evident. First, several office procedures could be developed towards this end.
- a) For example, one time consuming aspect of the supervision was the making of assignments. It would seem that each office might develop its own system, whereby assignments could be made without involving the constant attention of the officer.
 - b) Another recommendation in the same area is the possibility of using the POA's as a specialized core of workers. For example, employment services are a necessary function of the office. POA's properly trained, could specialize in this area, or some other appropriate area. This would serve the function of focusing the POA's training and the supervision required of the officer. Whether POA's could serve this function is a question on which further research is needed.
- 4) POA's were limited by the assignments given to them. It is highly questionable whether their full potential was explored. Part of the difficulty is that with each different task, additional training and supervision on the part of the officer is required.

It is interesting to note for example, that in the first half year of Phase II, officers found sixteen cases (or 44%) to assign because they were suitable clients to train POA's in correctional procedures. No assignments were made for this purpose in the third and fourth quarters. Moreover, there was not a clearcut set of criteria to evaluate quickly the POA's functioning. The problems of establishing operational criteria is another potential area for research. An attempt was made in this study to have officers specify what criteria they used to evaluate POA functioning as well as give more advanced tasks. The criteria, in general, were nonspecific or varied from officer to officer. It would seem that such analysis would benefit the field in general. A detailed outline of various tasks performed by the probation officers is given in Appendix F. A serious attempt should be made to develop this outline further with a specific set of criteria for each individual task. Not only would this be helpful for future use with POA's but could also serve as a basis for evaluating all probation office services.

- 5) POA characteristics. Although the selection criteria originally used in POCA proved to be quite successful, the reports from officers regarding the POA's offer further variables. Various characteristics were suggested as significant in the further selection. Most frequently mentioned were personality factors, although as a constellation, these factors would prove difficult to find in any single individual. Most practical was the suggestion that an upgrading of verbal skills be a major focus of

further training. Consistently, the lack of verbal skills, grammar, etc., were mentioned by officers. This should probably be a major area of training with future POA's.

7. IMPLICATIONS FOR FUTURE RESEARCH

Several suggestions have been made in previous sections for future projects:

- a) One, of course, is the development of specific operational criteria for various probation tasks, i.e. clearly defined steps toward successful task completion, as well as indicators that POA's are ready for the assignment of more complex cases.
- b) Since the POA position is now a regular staff position, this project could be broadened to study the functioning of POA's in other offices. Specifically, the project could also study the effect of using POA's as has been done in the current project, versus using POA's in specific roles, such as employment resources.
- c) Finally, the POA position might be an excellent opportunity to develop specific training programs. For example, behavior analysis and modification has proved very successful in areas of mental health. The principles of such a theory could be developed into a specific training program for paraprofessionals. One area of difficulty for POA's has been their lack of training with regard

to working with problem clients. The principles of behavior analysis could be developed into a training program for paraprofessionals.

CHAPTER XI

SUMMARY

Phase II of POCA was undertaken to study further the use of paraprofessionals in probation and parole, and to serve as a mechanism through which a permanent paraprofessional position could be established within the U.S. Probation Office.

Phase II looked at the following:

1. The use of full and part-time POA's.
2. The nature of supervisory-investigative tasks which could be managed by POA's.
3. How effectively the officer-POA operates as a service delivery team.
4. How officers respond to the use of POA's.
5. The relative advantages and disadvantages of using full-time and part-time POA's.
6. How clients respond to the use of paraprofessionals.

During Phase II sixteen POA's were employed, twelve of whom were part-time and four were full-time. Only eight part-time POA's were employed at any one time. All full-time POA's were black. Four part-time POA's were white and the rest were black. The average age for the part-time men was 41 years; for the full-time men, it was 37 years. Each group was older than the mean age of the subjects under supervision. One full-time POA and six part-time POA's were former offenders. Three full-time men and seven part-time

men had some college training. None had less than a ninth grade education. The size of the professional field staff was such that all officers were able to have working contact with a POA. The four full-time men were paired with an officer expressing particular interest in the project. Each of the part-time men was assigned two staff officers dividing his time between them.

With the part-time men, some difficulties developed around the number of hours which they were expected to work. As one of the men pointed out, working fourteen hours per week required one full day on the weekend, and two or three evenings. This, in addition to full-time employment, proved to be excessive for a number of the men. As a result, few of them put in fourteen hours per week; it was usually eight to ten hours, and occasionally twelve hours.

The full-time men needed considerable assistance in learning to budget time, so that assigned tasks would be completed. Much of this responsibility was given to the probation officer team partners, with the result that each man adopted somewhat different procedures.

The tasks assigned to the POA's lacked variation, the majority being of a supervisory nature. Only 8% of assignments for full-time men and 3.5% for part-time men were investigative, virtually none was for the purpose of developing resources in the community. Even the tasks indicated as "investigative," were questionable, since they involved securing routine information.

The officers continued to maintain a division of labor between themselves and the POA's. Probation officers reserved for themselves tasks pertaining to treatment (casework), court related activities, and report writing.

The officers rated results of 85% of the contacts and POA's performance in 92% of the assignments as "very satisfactory" or "satisfactory." POA success was attributed to personal characteristics of POA's in addition to extrinsic factors as life experiences, knowledge and use of community resources. Among life experience considered significant were familiarity with lower-class life styles, similar employment and background.

As has been indicated, the two groups of POA's do not differ significantly in the number of contacts, nor apparently in the type, although full-time POA's were assigned slightly more investigative tasks.

Both full and part-time POA's are useful but each as a group serves a different function. Full-time POA's appear to identify with officers and are potentially more likely to function as members of the department. In contrast, part-time POA's are a readily accessible extension of the office in the community.

The response of clients to POA usage is somewhat difficult to gauge. Clients who worked with both officers and POA's were not able to specify distinct differences between officer and POA.

An attempt was made to have officers specify the criteria used to evaluate POA performance as well as assign-

ments for more advanced tasks. The criteria, in general, were nonspecific or varied from officer to officer.

Although the POA selection criteria originally used in POCA proved to be successful, the officers provided other characteristics to be considered in further selection. Most frequently mentioned were personality factors, although it would be difficult to find any single individual having all of the suggested qualities. Most practical was the suggestion that an upgrading of verbal skills be a major focus of further training.

Of the officers interviewed, only one considered the POA's to be a threat to his position. In contrast, of the POA's interviewed, seven reported sensing some resentment among members of the professional staff. Interestingly when officers were asked about the opinions of the other officers and staff, they attributed considerably more negativism to other staff than they admitted having themselves. However, many further suggested that a change in a positive direction was noted as the officers worked with the POA's.

In general, this effort to use paraprofessionals in a correctional setting proved to be successful, from the viewpoint of various individuals. Since the inception of POCA Phase I, the POA has become a regular staff position and will be assigned to various U.S. Probation Offices.

CHAPTER XII

CONCLUSIONS AND IMPLICATIONS

PHASE I

The primary conclusions drawn from Phase I of POCA relate to recruitment, training, supervision of indigenous paraprofessionals and, to some degree, effectiveness of service provided by them. Important insights were also gained about the effective response of professional probation officers to the employment of paraprofessionals on staff.

It quickly became clear during the early months of Phase I that recruitment of POA's, both ex-offenders and non-offenders, was a relatively easy task. Indeed, the number of applicants would have easily doubled if it were not for the restriction of low social position. Many inquirers had to be refused application because they had completed college. As it was, far more people who met the criteria for employment applied than could be hired. In addition, concern about maintaining a racially balanced pool of POA applicants proved unwarranted as well-qualified black and white ex-offenders and non-offenders were available for employment throughout Phase I.

Informally structured orientation and initial training sessions proved to be the most beneficial and productive for POA's during the pre-case assignment period. Until the POA had experienced a period of time supervising one or two clients it was extremely difficult for him to respond to any type of formal, classroom-like discussion, especially encompassing theoretical and abstract material. POA's were,

however, very responsive to descriptive material, audio-visual presentations, role playing, and semi-structured group discussions.

After case-assignment each POA was assigned to one of the two POCA supervisors. Two supervisory and in-service training groups, each with approximately twenty POA's, were thereby established. Originally, the primary mode of supervision and in-service training was to have been the individual supervisor/POA conference. However, the size of the supervision groups and schedule conflicts between supervisors and POA's (most of whom worked at other jobs during normal office hours), prohibited more than one individual conference per month in most instances. As a result supervision and in-service training were accomplished in large measure through group meetings. As would be expected this arrangement was not entirely satisfactory.

While group meetings were generally a beneficial and efficient mechanism for teaching and discussing generalizable topics (such as, alcoholism, revocation procedures, interviewing techniques, etc.), they were inadequate for meeting specific case-related needs of POA's. And, as with all groups, some POA's were held back by the group and others were left behind.

It is therefore clear that while some degree of group supervision is helpful both as a source of camaraderie and teaching efficiency, paraprofessionals-especially beginning ones - need the kind of special attention that can only come through heavy reliance on individualized supervision. This,

of course, means that assigning twenty POA's, or fifteen or ten for that matter, to one supervisor is simply too much. The maximum ratio recommended at this point is no more than five POA's to one supervisor.

The service delivery activities of POA's indicate that they are able to perform many of the field tasks normally carried out by professional probation officers supervising clients. POA's had more direct contact with their clients than did probation officers with control clients. The content of POA recordings indicates they spent a large amount of time helping clients find jobs, listening to and giving advice about family and job-related problems, attending court hearings, and making referrals to community resources.

In general, POA's performed their duties well and were well-satisfied with their Phase I POCA experience. Three-fourths of the POA's were given at least satisfactory job performance ratings at the end of Phase I and eighty-five percent indicated a high level of job satisfaction. Almost one-half were planning careers in the human services field and about one-half of this group had already taken important steps toward that goal by attaining further education and/or securing a full-time human services job.

The overall results of Phase I indicate that POA's are indeed able to improve and enrich the quality of probation and parole in both its surveillance and helping functions. As speculated in the project proposal, POA's were able to establish communication links with clients where few, if any, had existed before. In particular, barriers due to racial, ethnic or economic differences between client and potential

helper were frequently lowered through assignment of POA's to clients with similar social and economic backgrounds.

The evidence from Phase I thus supports the notion that the use of indigenous paraprofessionals can make significant contributions to the field of corrections while at the same time provide meaningful and satisfying career opportunities for certain under-educated, under-skilled individuals. In addition, in a real sense the POA experience for ex-offenders may often be rehabilitative and reclaiming.

The lack of significant differences between experimental and control clients in any of the outcome variables measured, indicates that POA's can at best supervise some types of offenders and perform some types of tasks without sacrificing public safety or offender rehabilitation. Indeed, the evidence suggests that minority offenders living in the inner-city are far more likely to be seen regularly by a POA than by a probation officer. In general, POA's were usually willing to go where many probation officers were understandably reluctant to go, at best alone and unarmed. POA's took great pride in their "street knowledge" and ability "to do a job" on the street. Their pride was well founded.

As expected, most POA's had some difficulty rendering informal reports on their case-related contacts, and great difficulty preparing formal reports for court and inter-office use. If such reports are required of POA's a good deal of supervision and in-service training time must be allocated for the teaching of writing skills. In general recording devices such as the code-a-phone are especially helpful in aiding paraprofessionals who have difficulty in writing.

Clients were found to be both receptive and responsive to POA supervision. With only one exception all experimental unit probationers, parolees and mandatory releases accepted the supervision of indigenous POA's without questions, though in appearance and demeanor POA's were quite unlike the typical probation officers.

The receptivity of staff probation officers was considerably less enthusiastic but, at least insofar as Phase I is of concern, skepticism on the part of professional staff was undoubtedly partially a function of the action design. During Phase I all POA's were employed only part-time and were assigned to an experimental unit isolated from normal contact with usual office activities. Interaction between probation officers and POA's was almost non-existent, resulting in both groups viewing the other as a threat. Many probation officers, particularly those from other judicial districts who learned of POCA while attending the Training School, expressed concern that they would lose their jobs to non-professionals and that the use of POA's represented a major step backwards in the campaign to professionalize corrections. POA's on the other hand had little use for probation officers whom they considered aloof and out of touch with the problems, lifestyles, values and goals of most inner-city clients.

The lesson is obvious. POA's should be well-integrated into regular staff operations and their assignments and responsibilities should cover, insofar as possible, a full range service delivery activities. Part-time POA's present a particular problem in this regard. While they may be used more flexibly and, it may be argued, their indigenous qualities

less attenuated by professional identification, part-time POA's are likely to remain somewhat detached from regular staff and thus, perhaps from certain office routines and operating procedures. In Phase I the lack of cross-fertilization between POA's and probation officers was considered a serious handicap to both groups.

In summary, the major conclusion derived from Phase I is that indigenous paraprofessionals, including ex-offenders, represent a feasible and viable supplement to professional probation and parole work. From administrative, supervisory and service delivery perspectives the use of paraprofessionals in probation is indicated. As stated previously, there is no evidence to suggest that employing paraprofessionals in corrections compromises either the potential rehabilitation of clients or efforts to professionalize correctional practice. The evidence from this study is, in fact, to the contrary.

PHASE II

Given the results of the Initial Phase of POCA, recommendations were made for a Continuation Phase. The purpose was to establish a permanent position and to evaluate further the use of paraprofessionals in the parole and probation system. The following comprise the research questions proposed for Phase II, as well as the results which reflect on these questions.

1. What use would be made of paraprofessionals, both full and part-time, when assigned randomly to probation officers? Whereas in Phase I, all POA's were supervised by two officers, POA's in Phase I were assigned randomly to the officers, on a ratio of one POA to every two officers for part-time POA's and on a one-to-one ratio for full-time POA's. Moreover, little direction was given to officers with regard to the use to which POA's should be put. It is evident from the data that the POA's were used extensively, but with little variation in the range of tasks assigned. The majority of tasks assigned to full and part-time POA's were supervisory in nature. Only 8% of the assignments for the full-time POA's and 3.5% for part-time POA's were investigative; virtually none were for the purpose of developing resources in the community. Several reasons for this situation are suggested: less supervisory time is required for such tasks, moreover the officers viewed POA's as less capable of producing written material than they are for other work.

2. What probation and parole tasks can be managed effectively by the POA's? Given the rather limited tasks assigned, the POA's as rated by officers, functioned very

effectively. Similar evaluations, although less formal, were given by supervisors and various administrators. With regard to the part-time POA's, for example, officers rated the results of 85% of the contacts and the POA's performance in 92% of the contacts as very satisfactory or satisfactory. Given these results, it is surprising that the POA's were not given a wider variety of tasks. The reasons for this is a possible area for further research, although one suggestion is that with each additional new task assigned, greater demands are made on the officers' time for supervision. The time required to supervise the POA, particularly in written and "court-visible" material, such as pre-sentence reports, was a constant complaint by officers.

Concerning how innovative the POA's methods were, there is little to suggest. POA's were generally more flexible with regard to the time and location of their contacts; however, it must be remembered that these were men who had other full-time jobs. Whether this flexibility would remain is doubtful. Full-time POA's were obviously becoming more and more like the officers with regard to their hours, location of contacts and methods. Several of the part-time POA's suggested the establishment and explored the possibility of developing offices in the local community.

3. How effectively do POA's and staff officers function as a service delivery team? As can be seen from the various tables of assignments made and completed, the teams varied considerably. Of the variables analyzed, the objective criteria of productivity is highly related to the clarity of officer training procedures and supervision. This is certainly not a surprising finding, nor is it suggested that all of the

significant variables were investigated. However, it is important that the means which foster the development of explicit training procedures, including specific criteria for evaluation of tasks, be encouraged in future programs using paraprofessionals. As with all projects of this nature, it is difficult to establish that the POA's and the increased contact provided by them, significantly contributed to a low recidivism rate among the clients. This question was to have been answered by Phase I. However, it is clear that POA's were favorably received by clients, and in many cases served as impetus for clients to seek professional assistance from officers, which might not have otherwise occurred.

4. How do officers respond to POA's? What are the officers' concerns about their own role? The major implications of the data have been previously discussed. With regard to the functioning of POA's, officers in general, gave a satisfactory rating. However, other areas, for example, attitudes of officers about the use of POA's, require further exploration. Only one of the officers interviewed stated that he considered the POA's to be a threat to his position. In contrast, of the POA's interviewed, seven reported sensing some resentment among professional staff members, although four of the seven reported a change in a positive direction. Interestingly, when officers were asked about the opinions of other officers and staff, they attributed considerably more negativism to other staff than they admitted having themselves. However, many further suggested that a change in a positive direction was noted as the officers worked with the POA's.

The officers continued to maintain a division of labor between themselves and the POA. This was consistent, for example, with the criteria used for evaluation of tasks. The distinction seems to be the following:

- a) treatment (casework) should continue to be primarily reserved for officers with the exception of a few having special ability.
- b) court related activities (presentence interviews and writing presentence reports) should be reserved for officers, primarily because of the special skills required. By and large, these involved verbal and writing skills, which officers consistently suggest deficient among POA's.

5. What are the relative advantages of using various types of POA's, e.g., full vs. part-time, ex-offender, etc? As has been indicated throughout the report, the two groups of POA's do not differ significantly in the number of contacts, nor apparently in the type, although full-time POA's were assigned slightly more investigative tasks. Consequently, what must be ascertained is the function most appropriately served by POA's for an individual office. Both full and part-time people are extremely useful, but each as a group is somewhat different. Full-time POA's appear to be identifying much more with office and the officers. It was this group, for example, which was more concerned with "titles," office furnishings, etc. Given the closeness with the office,

they are easier to supervise. Therefore, they are potentially more likely to function as members of the department. In contrast, the part-time POA's raise fewer status problems. They provide a useful service in that they are a readily accessible extension of the office in the community. However, they are more difficult to supervise, even insofar as the assignment of tasks. However, it must be added that the majority of the officers favored the hiring of full-time rather than part-time POA's.

With regard to other characteristics, the majority of officers did not object, but only a small number saw the hiring of ex-offenders as having any particular advantages. Also, when asked if the background of POA's and clients should be similar, only a small number of POA's favored this practice.

6. How do clients respond to the use of POA's? The response of clients to POA's is somewhat difficult to gauge, although the trends suggested by the data are interesting. Clients who worked with both officers and POA's were not able to specify distinct differences between them, except that POA's are "easier to talk to." However, a large percentage would prefer to work with POA's and would rather have a POA go to court with them. Of course, one could question whether the reason is that POA's are more easily manipulated. This assumption is questionable. The reason for this stated preference may be the close personal contact and the relationship between client and POA. Clients suggested that POA's were more personally concerned and involved.

RECOMMENDATIONS - PHASE II

The recommendations which resulted from Phase II must be divided into two separate sections: those recommendations made by the subjects (officers and POA's), and those recommendations generated by the data, which deal primarily with future projects.

Recommendations from the subjects were primarily of a practical nature, summarized from the terminal interviews with the officers and POA's. A variety of areas were covered, ranging from selection of POA's to supervision in the case of the officers, and program changes in the case of the POA's.

Officers suggested various criteria for the selection of new POA's. Unfortunately, these were often very general, comprising a constellation of personality characteristics and experience which would comprise the prototype of the ideal officer. Most officers did, however, strongly support the premise that paraprofessionals should be primarily minority group members.

Within the area of program changes, the officers strongly recommended improved communication among the various staff members, but particularly between officers and POA's. Moreover, many of the recommendations for supervision also consisted of methods through which communication would be improved.

In general, the recommendations contain the implicit request for greater structure and support from supervisors. This was contained in the various recommendations about training,

supervision, and program. To some extent, this may also be the reason for the limitation in the tasks assigned.

POA's recommendations, on the other hand, were primarily in the area of training and orientation. These covered a wide range, including more formal courses, training in a variety of counseling techniques, courses in court procedures, field-work, etc. Moreover, several POA's also suggested that they be assigned smaller caseloads, which they could supervise on a highly individualized manner.

As can be seen from the recommendations of both officers and POA's, there is an implicit suggestion that the goal towards which both should be directed is the increasing professionalism of the POA. If the various recommendations were followed, there would be virtually no distinction between the two. In essence, the paraprofessional would lose whether distinct character he might initially have had.

Given the various data collected, the following recommendations seem evident for the future utilization of POA's.

1) Various staff members, particularly POA's should be adequately oriented. Specific roles should be developed for the POA, i.e., carefully delineated functions.

2) POA's need not be a drain on the officers' time. Methods should be developed whereby assignments can be made easily, without involving the constant attention of the officers. It also seems reasonable that POA's could be developed into a specialized corps of workers, with specific functions such as employment counseling.

3) Specific criteria need to be developed for the evaluation of the POA's performance. Initial attempts have been provided in this report. A detailed job analysis is also provided in Appendix F, which could reasonably provide the basis for the development of specific criteria.

4) Although various characteristics were suggested with regard to selection of POA's, the most frequently mentioned deficits seem to be within the area of verbal skills, grammar, etc. Various means should be taken to upgrade these skills both with current and future POA's.

Finally, various suggestions for future research are also evident.

- a) One, of course, is the development of specific operational criteria for various probation tasks, i.e., indicators that POA's are ready for the assignment of more complex cases.
- b) Future research could also analyze the effect of using POA's as has been done in the current project, versus using POA's in specific roles, such as employment resources.
- c) Finally, the POA position might be an excellent opportunity to develop specific training programs. For example, behavior analysis and modification has proved very successful in areas of mental health. The principles of such a theory could be developed into a specific training program for paraprofessionals. One area of difficulty for a POA has been their lack of training with regard to working with problem clients.

The principles of behavior analysis could be developed into a training program for para-professionals.

APPENDIX A

FORMS, LETTERS, AND MISCELLANEOUS MATERIALS

1. Press Release
2. Recruiting Leaflet
3. Recruiting Form Letters (2)
4. POA Application Form and Cover Letter
5. POA Selection Panel Rating Sheet
6. Request Forms for Educational Record and Arrest Record
7. Clearance Sheet Letters (3)
8. Rejectee Form Letter
9. Correspondence Forms for Orientation (2)
10. Training Film List
11. Final Quiz
12. Form Letter about Swearing In
13. POA Oath Form
14. POA Identification Card
15. Bonding Form
16. Form Letter about Auto Insurance
17. Fingerprint Form
18. Memo to Officers about Client
19. POA Certificate of Recognition

THE UNIVERSITY OF CHICAGO

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68-599
11-21-68

Contact: Joseph D. Brisben
Ext. 4431

FOR RELEASE: P.M. THURSDAY, NOVEMBER 21, 1968

The University of Chicago has received a \$340,000 grant from the National Institute of Mental Health for a three-year project in which the Law School's Center for Studies in Criminal Justice will collaborate with the Federal Judicial Center and the United States Probation and Parole Office, Northern District of Illinois, in a new type of probation program.

The announcement was made today (Thursday) jointly by Mr. Justice Tom C. Clark, U.S. Supreme Court (retired) and now director of the Federal Judicial Center, in Washington and by Chief Judge William J. Campbell of the U.S. District Court of Northern Illinois and Phil C. Neal, Dean of the Law School, in Chicago.

The Probation Officer-Case Aide Project will employ 40 part-time nonprofessionals to supervise federal probationers and parolees. Some of these case aides will be rehabilitated, former offenders, carefully selected and trained to help professional probation officers in their work.

Commenting on the Project, Neal said:

"Throughout America, there is an acute shortage of trained, professional probation officers. This project will test the extent to which part-time case aides can supplement the work of the professionals."

In the project, an experimental group, consisting of a research director, an action director, and two probation officers, will supervise the 40 case aides as they work with 100 randomly selected probationers and parolees. A control group will receive the regular

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probation treatment.

A training staff and consultants will be employed to assist in the intensive training and orientation of the case aides.

At the end of two years, the experimental and control groups will be compared to see how they adjusted while on probation, and an evaluation will be made to assess the roles of probation supervisors, the case aides, and the probationers who were supervised in this program.

Ben S. Meeker, Chief Probation Officer for the U.S. District Court of Northern Illinois and Director of the Federal Probation Officer Training Center, will supervise the probation service aspect of the Project.

His office was chosen for the action and research project because of its high standards and outstanding record in probation and parole supervision. All members of his staff are professionally qualified through graduate university training.

Meeker was formerly on the staff of Indiana University and has been a consultant in corrections to 16 states, Canada, Puerto Rico, the German Federal Republic, and Japan.

The research aspects of the Probation Officer-Case Aide Project will be under the direction of the Center for Studies in Criminal Justice. The Director and Associate Director, Norval Morris and Hans W. Mattick, developed the research design of the Project. The Center was established in the Law School in 1965 through a grant from the Ford Foundation. The Center has developed an extensive research and action program in criminal justice.

JDB:kh

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*Enjoy Helping
People?*

A
CHALLENGING
JOB
OPPORTUNITY

**HELP WANTED
MEN**

NO EXPERIENCE NECESSARY
PART TIME - ANY TIME

Are you interested in becoming a part-time Federal Probation Officer Assistant on an experimental research program? To qualify for this position you must have a sincere interest in helping others, be 21 years of age or older, a Chicago resident not currently under correctional supervision and no conviction for at least one year.

There are no educational requirements and no experience necessary. A period of training and on-the-job supervision will be provided. Liberal salary based upon the number of men you supervise. If this challenging position appeals to you, you may write or telephone:

William S. Pilcher, Room 2200
U.S. Court House
219 S. Dearborn Street,
Chicago, Illinois 60604

Telephone: 431-9400 Ext. 241

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURT HOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

BEN S. MEEKER
CHIEF PROBATION OFFICER

WAYNE L. KEYSER
DEPUTY CHIEF PROBATION OFFICER

RECRUITING FORM LETTER

Dear _____

We are engaged in a research project using former probationers and Parolees as assistant Probation Officers on a paid part-time basis. Your name has been recommended to us by your Probation Officer in the hope that you might wish to serve on this project.

We would be pleased to discuss our project with you in greater detail and could arrange a convenient office interview.

Should you be interested, please telephone 431-9400, Ext. 241 any weekday, 9:00 a.m. to 5:00 p.m.

Very truly yours,

William S. Pilcher
Director

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURT HOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

BEN S. MEEKER
CHIEF PROBATION OFFICER

WAYNE L. KEYSER
DEPUTY CHIEF PROBATION OFFICER

RECRUITING LETTER FOR PERSONS PREVIOUSLY CONTACTED

Dear _____

You previously indicated a desire to be considered for part-time employment as a Probation Officer Assistant, and therefore, we have arranged an interview for you to discuss our Research Project on _____ at _____.

In the event that we have not arranged an acceptable time, please contact us so that other arrangements can be made. You may contact us by calling 431-9400, Ext. 241 or 242.

Sincerely,

William S. Pilcher

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURT HOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

BEN S. MEEKER
CHIEF PROBATION OFFICER

WAYNE L. KEYSER
DEPUTY CHIEF PROBATION OFFICER

Dear _____:

Enclosed please find information concerning our Research Project and also application form for the position of Probation Officer Assistant

It is important that you answer all questions thoroughly, and in the event you may need assistance in completing this form, please contact us and we will be only too happy to be of assistance. After receipt of application form we will contact you to arrange a personal interview

Thank you for your interest.

Sincerely yours,

William S. Pilcher
Director

WSP/gt

Enc.

APPLICATION FOR PROBATION OFFICER ASSISTANT

NAME _____ DATE _____

ADDRESS _____ TELEPHONE _____

LENGTH OF RESIDENCE IN CHICAGO AREA _____ SOCIAL SECURITY NO _____

DATE OF BIRTH _____ AGE _____ PLACE OF BIRTH _____

RACE _____ HT. _____ WT. _____ COLOR HAIR _____ COLOR EYES _____

MARITAL STATUS _____ AGES OF CHILDREN _____ RELIGION _____

STATEMENT OF HEALTH _____

LAST SCHOOL ATTENDED _____ ADDRESS _____

YEARS COMPLETED _____ DATE COMPLETED _____ DEGREE _____

PRESENT OCCUPATION _____ NAME OF CO. _____ PHONE _____

PREVIOUS EMPLOYMENT

Employer	Dates of Employment	Job Title	Reasons for Leaving
1) _____	_____	_____	_____
2) _____	_____	_____	_____
3) _____	_____	_____	_____
4) _____	_____	_____	_____

LIST PREVIOUS EMPLOYMENT OR EXPERIENCES WHICH MAY BE OF HELP TO YOU IN WORKING AS A PROBATION OFFICER ASSISTANT _____

PRIOR ARREST RECORD

Date of Arrest	Offense	Disposition
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____

DO YOU OWN AN AUTOMOBILE? _____

HOW MUCH TIME PER WEEK WILL YOU BE ABLE TO SPEND WITH THE PROJECT? _____

WILL YOU BE AVAILABLE FOR MEETINGS OR WEEKENDS? _____

POA APPLICATION/PAGE 2

PLEASE INDICATE WHERE YOU HEARD ABOUT THE PROBATION OFFICER ASSISTANT PROGRAM.

WHY ARE YOU INTERESTED IN EMPLOYMENT AS A PROBATION OFFICER ASSISTANT?

SIGNATURE _____

CRITERIA FOR FUNCTIONING OF P.O.A.

Capacities Exhibited Through P.O.A.'s Behavior:

Rate

- 1) Is he comfortable with society's standards and laws? 1-5
- 2) Is he in control of his own impulses? Has there been any delinquent behavior in the past 12 months? Is there any indication that he will commit an offense in the immediate future?
- 3) Does he accept responsibility for his own behavior?
- 4) Does he show capacity for empathizing with the discomfort of his fellow-man?
- 5) Could he respond appropriately to client's problems and predicaments?
- 6) Could he be expected to respond appropriately to crises situations?
- 7) Does he appear to have the strengths to become involved in the helping relationships primarily for the benefit of the client?
- 8) Does he seem to see his clients as persons of individual worth and accept them on that basis?
- 9) Does he appear able to recognize his own judgemental attitudes?
- 10) Does he appear able to make realistic use of available community resources?

UNITED STATES DISTRICT COURT FEDERAL PROBATION DEPARTMENT					REQUEST FOR EDUCATIONAL DATA						
ADDRESS OF PROBATION OFFICE					DATE _____						
[]					<p>Dear Sir:</p> <p>The person identified below is under investigation by this office. The information requested is needed to complete this investigation. Your cooperation will be appreciated.</p> <p>Please return this form within three days in the enclosed envelope. No postage is necessary.</p>						
SIGNATURE OF PROBATION OFFICER					NAME OF PERSON BEING INVESTIGATED (Last - First - Middle)						
L					ADDRESS OF PERSON BEING INVESTIGATED						
DATE OF BIRTH		PLACE OF BIRTH			SEX		RACE				
FATHER'S NAME				MOTHER'S NAME							
INFORMATION DESIRED											
LEVEL OF SCHOOL			DATE ENTERED		GRADE ENTERED		DATE LEFT		GRADE COMPLETED		
REASON LEFT SCHOOL											
PLEASE LIST THIS PERSON'S GENERAL RATING AS A STUDENT (CHECK APPLICABLE RATINGS):											
ITEM			GOOD		AVERAGE		POOR		ITEM		
SCHOLASTIC STANDING									LEADERSHIP		
ATTENDANCE									RELIABILITY		
BEHAVIOR									COURTESY		
COOPERATIVENESS									ABILITY TO GET ALONG WITH STUDENTS		
DID THE STUDENT EVER TAKE ANY MENTAL OR INTELLIGENCE EXAMINATIONS?					IF "YES" PLEASE SPECIFY TYPE, DATE, AND RATING						
<input type="checkbox"/> YES <input type="checkbox"/> NO											
ADDITIONAL COMMENTS INCLUDING HANDICAPS, OUTSTANDING ABILITIES, REPETITION OF GRADES, EXTRA CURRICULAR ACTIVITIES, ETC.											
SIGNATURE OF OFFICIAL					TITLE			DATE			

PROBATION FORM 14A (FEB. 62)		UNITED STATES DISTRICT COURT FEDERAL PROBATION SYSTEM	
REQUEST FOR ARREST RECORD			
NAME AND ADDRESS OF PROBATION OFFICE		TELEPHONE NO.	
TO: <input type="checkbox"/>		<input type="checkbox"/>	
DATE OF BIRTH		PLACE OF BIRTH	
ALSO KNOWN AS		FATHER'S NAME	
MILITARY SERVICE NUMBER		BRANCH OF SERVICE	
FBI NUMBER		POLICE NUMBER	
COLOR HAIR		COLOR EYES	
HEIGHT		WEIGHT	
OTHER IDENTIFYING MARKS (SCARS, TATTOOS, ETC.)			
RANK OR GRADE AT SEPARATION		DATE OF SEPARATION	
SOCIAL SECURITY NUMBER		VETERANS CLAIM NUMBER	
INFORMATION DESIRED			
DATE	OFFENSE (IF PENAL CODE NOS. ARE USED PLEASE IDENTIFY OFFENSE)	COURT	DISPOSITION
ADDITIONAL COMMENTS			
NAME OF OFFICIAL		TITLE	

Dear Sir:

The person identified below is under investigation by this office. The information requested is needed to complete this investigation. Your cooperation will be greatly appreciated.

Please return this form within three days in the enclosed envelope. No postage is necessary.

Signature of Probation Officer

NAME OF PERSON BEING INVESTIGATED (LAST - FIRST - MIDDLE)

ADDRESS OF PERSON BEING INVESTIGATED

SEX

RACE

MOTHER'S NAME

RANK OR GRADE AT SEPARATION

DATE OF SEPARATION

SOCIAL SECURITY NUMBER

VETERANS CLAIM NUMBER

C

INFORMATION DESIRED

DATE OFFENSE (IF PENAL CODE NOS. ARE USED PLEASE IDENTIFY OFFENSE) COURT DISPOSITION

ADDITIONAL COMMENTS

NAME OF OFFICIAL

TITLE

DATE

IF ADDITIONAL SPACE IS REQUIRED, PLEASE CONTINUE ON REVERSE SIDE

FPI 600-5-60-02-1700-0200

Non-Federal Institution (Clearance)

(See State & National Correctional
Institution Director for Proper Address)

(Date)

WARDEN,
Institution
City and State

Attn: Classification and Parole Officer

Re: (Last) (First) (Middle)

Your Reg. No. _____

DOB: (Date) (City)

Dear Sir:

The above-named person is under consideration for employment by this office. A research program is currently being conducted on the use of Probation Officer Assistants, and it is for this reason that the desired information is needed.

It is our understanding subject was an inmate of your institution in (Year) _____. May we request the Admission Summary and Classification material detailing (his or her) institutional adjustment, family background, school, and community adjustment. We are also interested in the results of any psychological or intelligence tests administered and any pertinent medical and/or psychiatric data.

An early reply will be greatly appreciated. Thank you for your cooperation.

Very truly yours,

BEN S. MEEKER
Chief U. S. Probation Officer

By: _____
U.S. Probation Officer

ENC: (Return Envelope)

Out of State Parole Office (Clearance)

(See Probation-Parole Directory)

(Date)

Superintendent
State Board of Parole
(Street)
(City) (Zone) (State)

Re: (Last) (First) (Middle)
DOB: (Date) (City)

Dear Sir:

The above-named person is under consideration for employment by this office. A research program is currently being conducted on the use of Probation Officer Assistants, and it is for this reason that the desired information is needed.

(Defendant's Name) was sentenced to (Months - Years) sentence at (Institution & Reg. No.) on (Date) for (Offense). He was later paroled and placed under the supervision of your office.

We would appreciate a summary of your contacts and any background information you can supply. We are interested in the character of (Name) parole adjustment and your evaluation of him and his family.

An early reply will be most helpful. Thank you for your cooperation.

Very truly yours,

BEN S. MEEKER
Chief U. S. Probation Officer

By: U. S. Probation Officer

ENC: (Return Envelope)

Out of State Probation Office (Clearance)

(See Probation-Parole Director)

(Date)

George F. Denton, Director
Division of Parole, State of Indiana
804 State Office Building
100 North Senate Avenue
Indianapolis, Indiana 46204

Re: (Last) (First) (Middle)
DOB: (Date) (City)

Dear Sir:

The above-named person is under consideration for employment by this office. A research program is currently being conducted on the use of Probation Officer Assistants, and it is for this reason that the desired information is needed.

(Name of defendant) reportedly was placed under your probation supervision on a charge of (Date).

We would appreciate a summary of your contacts and any background information you can supply. We are interested in the character of (Name)'s probation adjustment and your evaluation of him and his family.

An early reply will be most helpful. Thank you for your cooperation.

Very truly yours,

BEN S. MEEKER
Chief U. S. Probation Officer

By: U. S. Probation Officer

ENC: (Return Envelope)

REJECTEE FORM LETTER

Dear _____

Thank you for the interest you have shown in the Probation Officer Assistant Research Project.

Although you have many of the qualifications that we are seeking for this particular assignment, our research requirements tend to indicate that we are unable to use your services in this program.

Thank you for your interest.

Sincerely yours,

WSP
Project Director

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURTHOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

BEN S. MEEKER
CHIEF PROBATION OFFICER

WAYNE L. KEYSER
DEPUTY CHIEF PROBATION OFFICER

May 19, 1969

Dear

Orientation sessions for Probation Officer Assistants have been arranged for Tuesday, May 27, Tuesday, June 3, and Thursday, June 5, 1969, 6:00 p.m. to 8:00 p.m.

As discussed during our recent office interview, these sessions will be devoted to films, individual and group discussions of our Project, and the responsibility to be assumed by the Probation Officer Assistants.

It is most important that you be able to attend all three of these sessions and if for any reason you have a conflict concerning any particular session, please let us know so that we may schedule you for another Orientation--Training Session in the near future.

Please return the enclosed confirmation card and the self-addressed envelope no later than May 26, 1969 so that we may know your plans.

Thanking you for your cooperation.

Sincerely yours,

William S. Pilcher
Project Director

WSP/bmb

I will () will not () be able to attend the
Probation Officer Assistants Orientation to be
held and.

SIGNED

Most of these films are available for nominal fees through commercial film distributors, or through the Film Library of Southern Illinois University, Carbondale, or the American Foundation of Corrections, Philadelphia, Pa.

1. "THE ODDS AGAINST"
Running time - 32 minutes - 16 mm. black and white.

This is a documentary film which portrays the story of a 20 year-old male from arrest to a parole hearing. The viewer is taken through each of the procedures from arrest, detention, trial, sentencing, imprisonment, and parole.

2. "TWO YEARS PROBATION"
Running time - 30 minutes - black and white slides and tape recording.

This documentary, produced by the Federal Probation Training Center, illustrates the role of the probation officer in conducting presentence investigation activities, as well as the supervision of a client placed on probation. It interprets the work of the probation officer to the court, to the Parole Board and the Bureau of Prisons, as well as local community agencies.

3. "PAROLE GRANTED"
Running time - 50 minutes - 16 mm. black and white.

This film was presented on the Armstrong Circle Theater with Douglas Edwards as the narrator and is devoted primarily to explaining and illustrating the duties of the United States Probation and Parole Office. It shows the probation officer working with an offender's family, engaging in parole supervision, and advising the court through the medium of the presentence investigation.

4. "THE PRICE OF LIFE"
Running time - 29 minutes - 16 mm. black and white.

Documentary on probation. Portrays the presentence investigation, sentencing, and problems of supervision and revocation as revealed in the work of a probation officer with a young adult offender.

5. "APPLES DON'T FALL FAR FROM THE TREE"
Running time - 55 minutes - 16 mm. black and white.

This film was produced by the Four Star Theater and stars David Wayne as a prisoner in a state institution in California. This film shows a parole officer attempting to locate the father of a young boy. Also shown are some of the activities of the California Adult Authority working in placing a parolee who is physically handicapped in meaningful employment.

6. "THE DANGEROUS YEARS"
Running time - 27 minutes - 16 mm. black and white.

Documentary portraying, through actual life situations, the current problems of the juvenile and youthful offender, and the role played by the law enforcement officer, judge, probation officer, and correctional worker in the apprehension, adjudication, and rehabilitation processes. The film is suitable primarily for lay audiences.

7. "IT TAKES A LOT OF HELP"
Running time - 27 minutes - 16 mm. color.

Documentary on community drug abuse action, narrated by Lorne Greene. This film is one of the first to actually document and explore the numerous avenues available to individuals and communities combating local drug abuse. The film involves you in an in-depth analysis of citizen initiated programs in Cedar Rapids, Iowa; group therapy sessions in Chicago; a dramatic conversation on Boston's narcotics "hot line;" and an actual drug free sensitivity trip in the forests near Tucson, Arizona.

8. "THE THIN BLUE LINE"
Running time - 26 minutes - 16 mm. black and white.

Documentary which takes a look at the law enforcement officers who man "The Thin Blue Line" between law and order and criminal chaos. The film is a study of the policeman today--his training, his objectives and his working conditions. The inner workings of police departments across the country are shown. Actual calls are heard as they come into the Communications Center of the Chicago Police Department. The latest training methods of police officers are presented and the viewer goes on

the 8:00 p.m. to 4:00 a.m. tour of duty with a policeman in Rochester, New York. This film provides insight into problems facing the police today.

9. "THE REVOLVING DOOR"
Running time - 28-1/2 minutes - 16 mm. black and white.

Documentary depicting the problems faced by the lower courts in dealing with the 5 million misdemeanants arrested each year in the United States and the limitations in facilities and programs in most jails.

10. "THE SCAR BENEATH"
Running time - 30 minutes - 16 mm. black and white.

This film depicts some of the behavioral changes brought about in a parolee after he has gone through a period of incarceration and has had facial surgery. Various roles of the probation officer, the Bureau of Prisons, the Board of Parole and the Vocational Rehabilitation Agency are depicted. The team approach to working with offenders is stressed.

11. "THE EYE OF THE BEHOLDER"
Running time - 27 minutes - 16 mm. black and white.

This film is concerned with portraying the life in a day of Michael Gerrard, an artist, as seen through the eyes of five persons. The film has two parts and in the second part, the film illustrates how Michael Gerrard sees himself. This film is particularly helpful in working with small discussion groups, students, and individuals interested in attitude formation.

PROBATION OFFICER--CASE AIDE PROJECT
ORIENTATION COURSE--FINAL EXAMINATION

NAME: _____

DATE: _____

- 1) The primary job of the Probation Officer Assistant is: (Check One)
- A. Surveillance
 - B. Controlling the clients' behavior at all times.
 - C. Offering a helping relationship that could head off further conflict with the law.
 - D. Making the client atone for his past mistakes.
- 2) The purpose of Parole is: (Check One)
- A. Clemency
 - B. An act of forgiveness.
 - C. A reward for good conduct.
 - D. Abridge between the institution and the greater freedom of normal community living.
 - E. A method to see how quickly the inmate will again break the law.
- 3) Probation is granted: (Check One)
- A. As a result of "clout."
 - B. Only when a minor offense is committed.
 - C. As a method of seeing whether some offenders can handle their personal problems without the scar of prison sentence.
 - D. To keep prisons from becoming overly crowded.
- 4) A helping relationship is founded on a number of principles. Check below the two answers that do not apply.
- A. Clients' right to confidentiality.
 - B. Getting a client out of any "jam."
 - C. Treating client with respect and dignity.
 - D. Dealing with client in an open, honest way.
 - E. Threatening client.
 - F. Being consistant in your actions.
 - G. Respecting client's differences, readiness and ability to accept help.
- 5) The authority to revoke probation or parole rests with: (Check One)
- A. U.S. Probation Officer
 - B. Probation Officer Assistant
 - C. The U.S. Board of Parole or Sentencing Judge.

- 6) In the revocation of probation or parole check only those two answers that do not apply.
- A. Amount of time already served on supervision.
 - B. Probation Officer's "grudge."
 - C. Technical violations.
 - D. New arrests or law violations
 - E. Personal adjustment in the community.
 - F. Chance for progress despite "slipback."
 - G. Hearsay and gossip.
 - H. Danger client represents to himself or community.
- 7) In order to help our clients, we (Check One)
- A. Must like everyone.
 - B. Try to be aware of our own likes and dislikes.
- 8) My supervisor's job is: (Check the two answers that do not apply)
- A. To tell me what and what not to do at all times.
 - B. To be a "soundboard" for the exchange of ideas & information.
 - C. To ridicule me for mistakes or lack of "success."
 - D. To help me make best use of all my abilities and whatever the community offers.
 - E. To help me clear my thinking and planning.
- 9) Reporting my contacts with clients is important because: (Check One)
- A. Because we want to know every bit of our clients' business.
 - B. Because we need knowledge to understand our clients' situation and determine how we might be of help.
- 10) As a Probation Officer Assistant, my own conduct is important because: (Check the answer that do not apply)
- A. I have a responsibility fo myself and my client.
 - B. I don't want to antagonize my supervisor
 - C. I represent the U.S. Courts and Probation Service in the community.

COMMENTS

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURT HOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

BEN S. MEEKER
CHIEF PROBATION OFFICER

WAYNE L. KEYSER
DEPUTY CHIEF PROBATION OFFICER

Dear

On _____ we have arranged for you to be
Sworn In as a Probation Officer Assistant by Mr. Ben S. Meeker,
Chief U.S. Probation Officer, Northern District of Illinois.

I am requesting that you be in my office in the U.S. Court House,
Room 2200, at _____ on that date. Following the Swearing
In Ceremony, I will escort you to the U.S. Marshal's Office and
there you will be fingerprinted on a Federal Employee Applicant
Card.

Please return the enclosed card to me no later than _____

Sincerely yours,

William S. Pilcher
Project Director

WSP/bmb
enc.

AO FORM 79
(Rev. 6-65)

APPOINTMENT, OATH OF OFFICE,
PERSONAL HISTORY, EXPERIENCE
AND QUALIFICATIONS STATEMENTS

United States _____ Court

APPOINTMENT

_____ is appointed as indicated below:

(Position to which appointed) (Date of entrance on duty) (Headquarters)

(Date of appointment) (Signature of Appointing officer)

(Title)

I, _____, do solemnly swear (or affirm) that—

A. OATH OF OFFICE

I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely without any mental reservation or purpose of evasion; that I will well and faithfully discharge the duties of the office on which I am about to enter, SO HELP ME GOD.

B. AFFIDAVIT AS TO SUBVERSIVE ACTIVITY AND AFFILIATION

I am not a Communist or Fascist. I do not advocate nor am I knowingly a member of any organization that advocates the overthrow of the constitutional form of the Government of the United States, or which seeks by force or violence to deny other persons their rights under the Constitution of the United States. I do further swear (or affirm) that I will not so advocate, nor will I knowingly become a member of such organization during the period that I am an employee of the Federal Government or any agency thereof.

C. AFFIDAVIT AS TO STRIKING AGAINST THE FEDERAL GOVERNMENT

I am not participating in any strike against the Government of the United States or any agency thereof, and I will not so participate while an employee of the Government of the United States or any agency thereof. I do not and will not assert the right to strike against the Government of the United States or any agency thereof while an employee of the Government of the United States or any agency thereof. I do further swear (or affirm) that I am not knowingly a member of an organization of Government employees that asserts the right to strike against the Government of the United States or any agency thereof and I will not, while an employee of the Government of the United States or any agency thereof, knowingly become a member of such an organization.

D. AFFIDAVIT AS TO PURCHASE AND SALE OF OFFICE

I have not, nor has anyone acting in my behalf, given, transferred, promised or paid any consideration for or in expectation or hope of receiving assistance in securing such appointment.

E. AFFIDAVIT AS TO EMOLUMENT FROM FOREIGN STATE

I will not accept, nor am I accepting, any present emolument, office or title, of any kind whatever, from any King, Prince, or foreign State.

F. AFFIDAVIT AS TO PERSONAL HISTORY AND EXPERIENCE AND QUALIFICATIONS STATEMENTS

The answers given in the Personal History and Experience and Qualifications Statements on the reverse of this form are true and correct to the best of my knowledge and belief.

(Signature of appointee)
(Name will be carried on personnel and payroll records as signed)

Subscribed and sworn to before me this _____ day of _____ A. D. 19____

at _____, _____
(City) (State)

(Signature of officer)

(SEAL)

(Title)

(BOTH SIDES OF THIS FORM ARE TO BE EXECUTED)

United States Courts, Probation System
 This is to certify

That _____
 whose signature and photograph appear
 hereon serves as a United States Probation
 Officer Assistant for the Northern District
 of Illinois

Photograph

 Chief Probation Officer

U.S. Court House
 219 S. Dearborn
 Room 2200
 Chicago, Ill. 60604
 Tele. 431-9400 (Ext. 241)

 Date

 Signature of Employee

SPONSOR'S CERTIFICATION
 (Please Type)

TO: The McLaughlin Company, Agents
 Indiana Bonding & Surety Company
 2000 L Street, Northwest
 Suite 514
 Washington, D. C. 20036

For Company Use Only	

A. SPONSOR

Name		
Address		
City	State	Zip

B. EMPLOYER

Name		
Address		
City	State	Zip

C. For NEW coverage, complete the following

Name of Bondee Last	First	Amount of Bond \$	Effective Date			Social Security Number	D. O. T. Code
			Mo.	Day	Year		

D. For CHANGE, complete the following

Name of Bondee Last	First	Previous Bond Amt. \$	New Bond Amount \$	Effective Date of Ch.		
				Mo.	Day	Year

Date Submitted _____

 Signature of Coordinator

Local Office No.
 Telephone No.

INSTRUCTIONS

Complete this side of form in TRIPPLICATE and mail original to **Indiana Bonding & Surety Company** at above address. See reverse side for termination or cancellation of Bond.

SPONSOR'S REQUEST FOR TERMINATION

SPONSOR

Name		
Address		
City	State	Zip

EMPLOYER

Name		
Address		
City	State	Zip

E. The above Sponsor hereby notifies The McLaughlin Company of the cancellation specified below under BOND NUMBER _____ and warrants that the Employer has been so notified:

Name of Bondee		Effective Date of Termination		
Last	First	Mo.	Day	Year

Date Submitted _____ Signature of Coordinator _____ Local Office No. _____ Telephone No. _____

INSTRUCTIONS

1. If this side of form is completed, it should be typed in TRIPLICATE and original and one copy mailed to **Indiana Bonding & Surety Company** at address on reverse.
2. If a Bondee changes from one Employer to another, his coverage **MUST** be cancelled on this side and new coverage ordered.

Indiana Bonding hereby acknowledges receipt of the above request for termination, and has effected same.

Date Acknowledged _____ By _____
The McLaughlin Company

BEN S. MEEKER
CHIEF PROBATION OFFICER
WAYNE L. KEYSER
DEPUTY CHIEF
CHAS. H. Z. MEYER
JOSEPH G. COLOSIMO
JACOB B. BARNETT
MATTHEW G. RYAN
HENRY J. RATCLIFFE
J. HOMER HEAGLEY
WILLIAM S. PILCHER
KENNETH Q. WHITMORE
PROBATION OFFICERS

UNITED STATES DISTRICT COURT
OFFICE OF THE PROBATION OFFICER
NORTHERN DISTRICT OF ILLINOIS
U. S. COURTHOUSE
CHICAGO, ILLINOIS 60604
TEL. 431-9400

RICHARD FERME
CHARLES J. MARTIN
SEYMOUR J. ADLER
WAYNE PAUL JACKSON
GLORIA CUNNINGHAM
ANN T. O'NEIL
RICHARD E. TRISKA
AMOS S. MOORE
EDWARD E. KENT
ARTHUR M. AFREMOW
PROBATION OFFICERS

I do not ()
I do ()

Circle one of the above:

Plan to use my automobile in connection with my work on the Probation Officer Assistant Research Project.

In the event that you plan to use your automobile for transportation in the supervision of cases assigned to you, please answer the questions below and return to this office in the enclosed envelope.

- 1) Name of Insurance Company
- 2) Police Number
- 3) Amount of Liability Coverage
- 4) Expiration date of Policy

Sincerely,

William S. Pilcher
Project Director

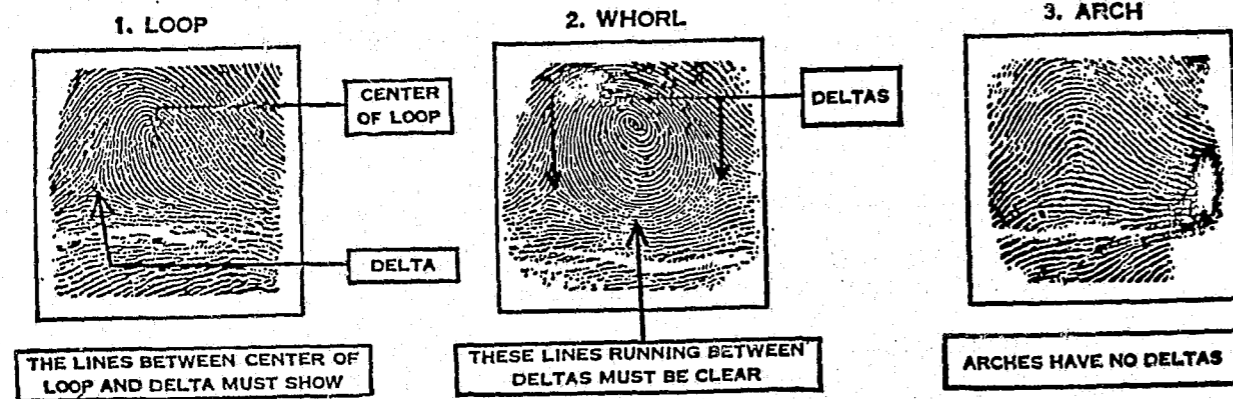
WSP/bmb

**FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D.C. 20537**

APPLICANT

To obtain classifiable fingerprints:

1. Use printer's ink.
2. Distribute ink evenly on inking slab.
3. Wash and dry fingers thoroughly.
4. Roll fingers from nail to nail, and avoid allowing fingers to slip.
5. Be sure impressions are recorded in correct order.
6. If an amputation or deformity makes it impossible to print a finger, make a notation to that effect in the individual finger block.
7. If some physical condition makes it impossible to obtain perfect impressions, submit the best that can be obtained with a memo stapled to the card explaining the circumstances.
8. Examine the completed prints to see if they can be classified, bearing in mind the following:
Most fingerprints fall into the patterns shown below (other patterns occur infrequently and are not shown here):



Law-enforcement agencies using this card for pistol permits, licenses, etc., should indicate type of permit or position in space "COMPANY AND ADDRESS."

Department of Defense activities and contractors initiating this card will make no entries in "CONTRIBUTOR AND ADDRESS" and "NUMBER." Such entries will be made by the Department of Defense investigative agencies concerned. Department of Defense activities using this card for military personnel or civilian employees will enter designation and address of requesting activity in "COMPANY AND ADDRESS." Department of Defense contractors will enter contractor's name and address in "COMPANY AND ADDRESS."

The space "NUMBER" should contain the number designated for the particular case or code designation. The number appearing in this space will be quoted on answers to the fingerprint search.

FD-218
(Rev. 9-27-55)

★ GPO: 1955-O-799-877

APPLICANT	LEAVE THIS SPACE BLANK		LAST NAME	FIRST NAME	MIDDLE NAME	SEX	RACE
						HT. (Inches)	WT.
SIGNATURE OF PERSON FINGERPRINTED	CONTRIBUTOR AND ADDRESS		COMPANY AND ADDRESS				
RESIDENCE OF PERSON FINGERPRINTED							
SIGNATURE OF OFFICIAL TAKING FINGERPRINTS	NUMBER	LEAVE THIS SPACE BLANK					
TYPE OR PRINT ALL REQUESTED DATA	DATE FINGERPRINTED	CLASS.					
	PLACE OF BIRTH	REF.					
	CITIZENSHIP						
See reverse side for further instructions							
1. RIGHT THUMB	2. RIGHT INDEX	3. RIGHT MIDDLE	4. RIGHT RING	5. RIGHT LITTLE			
6. LEFT THUMB	7. LEFT INDEX	8. LEFT MIDDLE	9. LEFT RING	10. LEFT LITTLE			
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY			LEFT THUMB	RIGHT THUMB	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY		

OFFICE MEMORANDUM
UNITED STATES GOVERNMENT

TO :

FROM : William S. Pilcher

SUBJECT: Client accepted for Probation Officer--Case Aide Project

DATE:

This is to advise that the case of _____
previously assigned to you, has been randomly selected by the
Probation Officer--Case Aide Project and in the future he will
be supervised by a Probation Officer Assistant under the direct-
ion of _____.

Unless you have any objections concerning this assignment, we plan
to contact the client and advise him of the transfer of his super-
vision. Any suggestions you may have pertaining to this client's
transfer or supervision would be most welcome.

WSP/bmb

United States Probation and Parole Office
CHICAGO, ILLINOIS

Presents
to

This Certificate

In Recognition And Appreciation Of Valued Service As
A Probation Officer Assistant.

Dated at Chicago, Illinois this 3rd day of June, 1971.

Edwin A. Robson
Chief Judge, United States District Court

Ben S. Meeker
Chief U. S. Probation Officer

APPENDIX B

PROBATION OFFICER ASSISTANT

GUIDELINES.

Probation Officer Assistant
Guidelines

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INTRODUCTION

This manual was compiled from material prepared for the final report of the Probation Officer Case Aide Project. The "POCA" Project was conducted in the Chicago U.S. Probation Office to study the use of para-professionals in assuming some of the responsibilities usually carried by the probation officer. The manual is intended to assist the reader with planning his own program by relating how things were done in "POCA," what was successful, and in some instances, what was not. For most readers it will probably raise more questions than it answers. In doing so it will have achieved its purpose of helping the reader find ways to answer his own questions, and hopefully, add his own findings to those here. It is part cookbook, part travel guide and necessarily incomplete.

It is our hope that as you experiment with the use of probation officer assistants, you will report to us any suggestions you may have and add your observations for future manual use.

Included in the appendix is the article, "Use of Indigenous Nonprofessionals in Probation and Parole"* in Federal Probation in March 1972, and serves as a brief introduction to the developing role for the para-professional in delivery of social services, with special attention to the role of the indigenous non-professional in corrections. The article also gives a brief overview of how the role of the para-professional was implemented in the U.S. Probation Office in Chicago. The terms non-professional and para-professional will be used interchangeably.

I. DEFINING THE NEED FOR PARAPROFESSIONALS

When beginning to plan for a paraprofessional program there are a number of questions to ask. The answers to many of these questions will help to determine who should be recruited for the paraprofessional role.

- 1) Is there a particular group of clients with whom you think a paraprofessional would be effective?
- 2) What are the parameters of this target population or problem group?

Is it age? E.g., juveniles? Youth offenders?

Ethnicity? Puerto Ricans? Blacks?
Mexicans? Appalachian Whites?

Offense category? Stolen autos?

Specific geographic area?

Life experiences? E.g., limited education,
unemployed, physically handicapped, retarded,
first offenders, technical violators?

- 3) How has the group been identified?

From reports by officers?

From survey of records or caseloads?

In other words, do you have hard evidence that the problem group so identified actually exists? How many clients belong to such a group and need special help? In the foreseeable future do you think their number will continue?

- 4) Are there more than one of these groups with which you

think a paraprofessional could be helpful?

II. OBJECTIVES OF A PARAPROFESSIONAL PROGRAM

- 1) What goals do you have in mind for these clients who form the target population?
- 2) What goals do these clients have for themselves and are they congruent with your goals?
- 3) What do you want the paraprofessional to do? Here it is necessary to be as specific as possible.

Goals should be limited initially, and POA's trained in a series of steps to achieve a limited goal at first. Goals can always be expanded later.

For example, if the officers want help with locating and re-establishing contact with clients who are out of touch, there are a number of steps one can take. It cannot be assumed that the paraprofessional will "think" of these because "they are common sense steps." Some steps might be the following:

- 1) Check last known address;
- 2) Check last known employer;
- 3) Ask neighbors and local merchants;
- 4) Check at different times of day or evening;
- 5) Check with known friends or family members;
- 6) Write to client at last known address;
- 7) Dress inconspicuously for area;

- 8) Avoid authoritative attitude while asking questions of neighbors, members of the client's household, etc.

Similar series of steps should be planned and implemented with other tasks assigned to the aide.

Do not assume anything.

Be very specific about what you want done, and how you want it done.

Instruct the aide to check with you before proceeding on his own.

In training an aide, one might pose a series of "problems" to him and ask him to tell you how he would handle them.

III. PLANNING AND ORGANIZATION

A. Administrative Questions--What administrative planning needs to be done?

- 1) Clear any plans for using former offenders with the local court.
- 2) Make clear what fringe benefits and salary can be offered.
- 3) Establish policy about travel reimbursement for field visits.
- 4) Make decisions about badges, identification cards, auto insurance, etc.
- 5) Establish policy about working hours.
- 6) Make decisions about designating responsibility for

POA training and supervision.

- 7) Organize training material and reference material for POA's.
- 8) Find ways to involve most or all of professional staff in planning for training and/or using POA time.
- 9) Arrange and plan training program for POA's.
- 10) Make decisions about goals, areas of emphasis, and limitations of POA work.
- 11) Plan for recruitment of POA's.

B. Manual for POA's

POA manual should include the following:

- 1) Sample presentence
- 2) Samples of correspondence to parole boards, court, institutions, etc.;
- 3) Samples of forms--appointment letter, monthly report, etc.;
- 4) List of principal investigative agencies and functions:
 - a) Federal--FBI, Postal Inspectors, Customs Inspectors, IRS, Secret Service, FBN, U. S. Attorney, etc.;
 - b) State--state police;
 - c) Local--police, state's attorney.
- 5) List of community resources--public and private social agencies;
- 6) Resources for special problem groups--narcotics, alcohol, etc.

The manual for POA's should also include statements of office policies and procedures so that no misunderstanding exists--such as:

- 1) How to report illness;
- 2) Working hours;
- 3) Holidays observed;
- 4) Schedule of paydays;
- 5) Checking in and checking out;
- 6) How telephone messages and visitors are handled when POA is out of the office.

About working hours--

Since one of the major purposes of a probation officer assistant is to provide service when professional staff members are not available perhaps some of the following suggestions should be considered:

- 1) POA's could schedule working hours from noon to eight P.M. so that they could be available in the evening for clients who are employed during the day. It is suggested that they make home visits in order to understand better the client's family situation.
- 2) POA's could develop a resource in the local community where they could meet with clients for whom a home or on-the-job visit is ill-advised.
- 3) POA's could work a few hours on the weekend when officers are not available.

About community resources--

Compiling a list does not need to be an enormous job for any one person. Besides the obvious ones, e.g., welfare, state employment, state rehabilitation, ask each officer to submit some names of those he finds particularly helpful, and have someone from the clerical staff compile the list.

C. The Professional and Clerical Staffs

It was mentioned previously that ways must be found to involve most or all members of the professional staff. This recommendation is made because the officers have indicated, at least in the POCA Project research, that they want to be involved. The officers had a great many valuable suggestions which will be discussed under appropriate headings. Some ways to elicit officers' cooperation and contributions might be the following:

- 1) Brief meetings between each officer and the POA trainer/supervisor. This can be casual and informal, over coffee, lunch, etc.
- 2) The POA trainer/supervisor can pose questions for discussion at scheduled staff meetings--problems are bound to come up which lend themselves to such occasions.
- 3) The POA trainer/supervisor can ask for officers to volunteer for certain tasks relative to POA orientation and training, e.g., take POA to court, or on

field visits, or allow POA to observe them conducting an interview, or take them along when visiting an investigative agency. This last step will also serve to introduce the other agencies to the new staff member, the paraprofessional.

- 4) In a large office certain officers will probably have developed areas of special competence and expertise. Ask them to discuss these areas with POA's in training.
- 5) Make goals and limitations of POA program very clear to staff. They are not being replaced, but extended.

It has been the experience of the POCA research that professional probation officers have a great deal to contribute to the successful use of paraprofessionals. It is the responsibility of the administrative staff to make judicious and systematic use of their talents in order to define the role of the POA, and to train him for the tasks they wish him to undertake. Involving the professional staff has the added advantage of helping them to invest in this endeavor, which may well help the program to be a successful undertaking.

The administrative staff must consider whether or not to require all officers to use POA services. In the POCA Project continuation phase, some officers reported that they resented "being forced" to use POA services. Although assignments of POA's were made to each staff officer so that all would have an opportunity, some officers made very

few assignments. Thus in effect, they did not use POA services.

The administrative staff and POA trainer/supervisor should do everything possible to encourage staff officers to communicate with each other about successful use of POA's.

Some preparation must also be made with the clerical staff. The administrative staff of the office might call a meeting to explain the POA position to them and to tell them how they will be affected.

In the POCA Project, many of the men hired for POA positions had not had much experience in dictating or writing reports of contacts and other material. Consequently the secretaries had somewhat more difficulty completing work for POA's than for professional staff officers.

When and if such problems arise, assistance should be given to both secretary and POA in an attempt to reduce the incidence of future problems.

IV. RECRUITMENT AND SELECTION OF POA'S

Although the goals of the probation officer assistant program will dictate to some extent the kind of individual to hire for the POA position, there are a number of other things to be considered. A decision must be made whether or not to hire former offenders. POCA had excellent results with the ex-offenders hired, with no untoward incidents resulting. The men had to have spent the last year in the community arrest free, and supervision must have terminated.

Social class and ethnicity will be dictated largely by the goals of the program. Thus POA's will often be members of minority groups, or at least have had personal experience with the problems and life styles of the designated problem group.

Applicants for POA positions came from many sources in the POCA Project. An excellent source of former offender applicants proved to be closed cases in the U. S. Probation Office. A search of the files and recommendations by officers provided many names.

Another good source of applicants is through neighborhood and community service organizations. Directors of these agencies can be contacted, and their help enlisted. A third source of applicants might be community colleges. Finally, one can expect some applicants to be informed by the "community grapevine" or word of mouth. POCA had a number of excellent applicants in this way.

Probation Officers' Recommendations for Selection Criteria

The officers were asked what criteria would be useful to them in selecting new POA's. Their responses can be grouped into a number of categories:

- 1) Personality characteristics, both intrapersonal and extrapersonal;
- 2) Life experiences;
- 3) Behavior in interview;
- 4) Level of education;
- 5) Miscellaneous, i.e., interest and time.

Among the intrapersonal characteristics mentioned were self-confidence, maturity, stability, good judgment, hopeful outlook, patience, warmth, well integrated personality, understanding, intelligence, desire to be helpful, etc. It must, of course, be kept in mind that this is a composite of suggestions by 20 officers. Any individual found to possess all these characteristics would be ripe for canonization!

Extrapersonal characteristics were those of relationships with others. Among those considered relevant were the following:

- 1) Sensitivity to the needs of people;
- 2) Awareness of how needs can lead people to criminal behavior;
- 3) Non-judgmental attitude toward those involved with the law;
- 4) Respect for other people;
- 5) Reality-oriented in expectations of self and others;
- 6) Ability to work comfortably with those more highly educated;
- 7) Ability to establish relationships and communicate with client population.

As with most of these characteristics which are qualitative in nature, it would be very difficult to establish criteria by which they might be defined and recognized, upon which a number of people could agree. Fortunately, other categories suggested submit more easily to

objective definition.

In the area of life experiences, several officers recommended that POA's have experience in public contact work with social services strongly preferred. Several officers noted that most POA's should be members of minority groups, as they had been most helpful with clients from minority populations. A further criterion in this area considered important by most officers was expressed in a number of ways. Essentially a POA must be familiar with the lifestyle of the urban poor, the hardships and deprivations found in urban slums, and be able to go about freely in those areas. Other experiences mentioned as useful were involvement with community organizations, familiarity with operations of the legal system (though not necessarily through personal experience), acquaintance with "pressure points" (sic). One very optimistic officer wanted POA's with no personal problems.

A number of officers indicated that much significance should be attached to POA's behavior while being interviewed for the position. Some saw this time as an opportunity to learn about the POA's perceptions of treatment and subject supervision. Others wanted to make observations about his personality characteristics and the ease with which he handled himself in this unfamiliar situation.

The officers also attached considerable significance to education, not so much to the level attained (although one wanted the POA's to have two years of college) but to the skills acquired. Those mentioned as important were literacy sufficient to understand material in files

and to write reports of one's own work, ability to speak one's ideas clearly. Office skills were mentioned by one man, and another said that education was not a factor.

POA's were asked to describe the events and experiences in their lives which helped them in working with clients. Nine POA's mentioned supervisory responsibilities in employment, or the nature of their employment was working with people. Five mentioned knowing the life of the community or ghetto, and having an appreciation of its hardships. About half mentioned an interest in people and a desire to help. Many of the men mentioned other characteristics, abilities, and experiences which were helpful:

- 1) Academic training in psychology, child development, social services;
- 2) Chairmanship of a scholarship committee;
- 3) Management of a softball team;
- 4) Ability to talk easily to people;
- 5) Being black;
- 6) Working with retarded children;
- 7) Curiosity;
- 8) Forty-two years of "just living;"
- 9) Getting control of own hang-ups about authority.

In beginning recruitment for the POA positions, some further suggestions may be helpful.

- 1) Obtain newspaper and television publicity for the new

dimension of probation services which is being added. POCA received a number of inquiries after an article appeared in the paper at the project's inception.

- 2) Seek out other organizations and agencies in your city which are using paraprofessionals, and get their advice about selection criteria, training and operational procedures for using paraprofessionals. In particular, seek out agencies whose work is similar to yours, e.g., state and local courts, probation and parole agencies, etc.
- 3) Seek the advice of agencies serving the population which you wish to serve, or from which you wish to recruit your POA's.

POCA made beneficial use of all these steps.

V. ORIENTATION AND INITIAL TRAINING

Orientation and training has two aspects--that prepared for POA's, and that prepared for the officers themselves.

A. Training for POA's should be structured along four dimensions:

- 1) Formal presentations;
- 2) Group discussions;
- 3) Field experience;
- 4) One-to-one conversations.

Ideally, the orientation and training period should contain a component from each of these areas. POA's are no more likely to benefit

from sitting and listening all day than anyone else. If planning is carefully done, each day can contain an element from every area.

The formal presentation should include the following:

- 1) What is probation?
- 2) What is parole?
- 3) What is the jurisdiction of the U. S. Court?
- 4) What crimes are federal offenses?
- 5) Other pertinent legal concepts.

Time can be set aside also for presentation of administrative and personnel matters included in the POA Manual.

The area of group discussion should include presentation of community resources, and appropriate techniques for obtaining services for clients. Interviewing techniques and elements of good casework belong here. Present cases with examples of the kinds of assignments POA's will be receiving. Present problems--cases for group discussion. Let POA's consider what kinds of services are called for, how best to approach the client, how to formulate a plan for services with the client, etc.

Role playing and role reversal are excellent devices to use, as long as it is kept short.

A number of useful training films are available, and provide much material for discussion. A list can be found in the appendix.

Field experience need not be entirely in the field. For example a POA trainee could observe an officer conducting an office interview.

Trainees can benefit from a whole variety of experiences in the company of officers.

- 1) Make home visits;
- 2) Go to court;
- 3) Visit investigative agencies;
- 4) Visit social service agencies;
- 5) Observe office interviews;
- 6) Visit "lock-up" and city/county jail.

The trainee should observe several different officers so that he learns many approaches to a single task. There is no "one correct way" to conduct an interview.

One-to-one conversations can have an informal and spontaneous quality as well as some structure. Different approaches can be used. The trainer/supervisor might want to ask for officer volunteers to help the new men get acquainted with the office. This relationship can form the basis for trust and communication later between professional and paraprofessional. Discussions can take place over coffee or lunch or in the elevator or parking lot.

The officers might be asked to discuss with the trainee the visit or interview at its conclusion. A series of informal, open-ended questions could be prepared for the officer's use in the event that questions don't suggest themselves to the officer, or the trainee doesn't initiate the conversation. The officer might begin by saying:

What do you think was happening in this interview?

What did you think of Mr. _____, or Mrs. _____, or whoever?

Do you have any questions?

What would you have asked?

What do you think should happen next?

How would you go about effecting this?

Hopefully such questions will stimulate the trainees to think about program and steps necessary to accomplish it, and future assignments can be based on these discussions.

Some excellent suggestions for training were made by officers.

- Provide some kind of positive court experience for ex-offender trainees.
- Use as training materials the records of POA involvement in various kinds of assignments as sample cases.
- In both training and supervision, the men's own work should be used as a teaching device.
- Show cases illustrating both success and failure in training POA's.
- Have new trainees discuss job with veteran POA's (when available).

The officers repeatedly made mention of the necessity for combining the didactic and experiential portions of training content as a means of holding interest and facilitating learning among POA's.

The officers indicated some areas of training which they themselves wanted to provide. The major area mentioned was instruction in casework

techniques and procedures, including the following:

- 1) Nature of assignment;
- 2) Reason for doing assignment;
- 3) Ways to do assignment;
- 4) Determining client needs and goals;
- 5) Giving instructions which can be generalized to other cases. This aspect of training might be better labelled "on-the-job training," beginning when the four previously mentioned stages are well under way. There will be no clear-cut division between the two phases. On-the-job training will consist of work assignments, and should not be delayed too long.

Working with paraprofessionals is initially time-consuming for the professional. This observation was made by nearly all staff officers in POCA. Thus somewhat of a paradox is found within these suggestions. On one hand, the officers want POA's assigned to them only after training is completed. On the other hand they recommend almost a tutorial approach to training for work in the field. This seems to indicate the necessity for an individual on staff whose major responsibility, at least for a time, is to train and supervise new POA's.

POA's were asked at the conclusion of POCA to indicate what additional training, experience and skills they needed to handle each of their assignments. For 25% of the assignments, nothing was indi-

cated. For 37% of the assignments, they responded that nothing additional was needed. For 38% of the assignments the needs indicated can be grouped into the following areas:

- 1) More knowledge about federal prisons, the probation and parole systems;
- 2) More knowledge about court procedures in criminal cases;
- 3) Knowledge of narcotics and other laws;
- 4) Ability to speak Spanish;
- 5) Studies in criminal behavior;
- 6) More knowledge of social work and/or psychology;
- 7) Investigative training.

B. Orientation and training for officers in the use of paraprofessionals is an aspect which must not be overlooked.

Officers must be trained in how to use POA's most effectively, what kinds of assignments to make, what to expect as a result, and how to handle unsatisfactory results.

As professional staff officers begin to work with POA's, attention must be given to both members of the team on a regular basis. Neither has previously had the experience of using this approach, at least not in this situation. Some officers will complain when all is not going well. Others will not. It is a mistake to assume that all is going well if no complaints are forthcoming. Perhaps the POA trainer/supervisor should sit down with officer-POA teams for dis-

cussions, with officers individually, and with POA's individually to find out what problems (if any) exist, what their goals are, and what suggestions they might have for change.

Initially the trainer/supervisor could ask the officers after each assignment is completed by a POA the following:

- What was done correctly or well;
- What needs improving;
- What suggestions the officer might have for improving POA work.

Thus some of the supervisory burden could be lifted from the officers during the initial stages of on-the-job training, a period which proved to be most time consuming for staff officers.

Some further suggestions about training:

- Tell the POA's in training what they have going for them--what their assets are--what is unique and valuable about them to the work of probation and parole.
- Tell the POA's in training what assets the professional staff officers have, and what kind of help they can expect to receive from the officers.
 - 1) How to recognize and handle manipulation.
 - 2) How to conduct an interview.

- 3) How to deal with community resources and obtain services for clients.
- 4) How to weigh all factors and make decisions with the goals of fairness and objectivity.

- Avoid overtraining and over-professionalizing POA's. They should be discouraged from assuming the appearance of professionals with externals, e.g., diplomas and certificates on office walls; the probation service needs no carbon copies or junior editions of probation officers. In mimicking the professional, the POA's effectiveness can be impaired. They are unique and different, and this difference must be maintained in order for them to retain their value in this work.
- Do not allow the officers to "buy" into a romanticized POA mystique as many professional workers in drug abuse have "bought" into an ex-addict mystique. This can be avoided in part if emphasis is placed on the assets and strengths of each group (POA's and officers) rather than deficits. This will make clear to each group what is valuable about the other, and allow them to feel pride in their assets, instead of negative feelings about their limitations.
- One thrust of training should be to impart to POA's a

sense of themselves as an integral part of the office. Part of this task lies in ensuring that staff officers do not see the POA program as a criticism of their work, but rather as an extension of the service.

VI. SUPERVISION OF POA'S

Supervision is not easily separated from training, particularly on-the-job training. As POA's begin to receive assignments, there will be additional matters to consider.

- Should POA's have their own cases with major responsibility under supervision by an officer?
- Should POA's handle only some aspect of a case while the officer handles the rest?
- Should POA contact with clients be a "one shot" kind of thing, or should it be a limited number of contacts, or should it be on a continuing basis without limitation?

Nearly all the POA's favored being assigned a small caseload, and a number of them included explanatory comments.

- "Pure investigation is too boring."
- "It takes a lot out of a POA just to be a messenger."
- "You can establish relationships in a small caseload."
- "The individual would receive more attention."

A note concerning investigation: While POA's are to be used primarily for supervision cases within the U. S. Probation Service, from time to time they will probably be given some investigative tasks. POA's

do not distinguish between investigative and supervision tasks in the same way that the U. S. Probation Service does; i.e., investigative tasks are those contributing to the preparation of reports for the courts, institutions, parole boards, etc.; supervision tasks are those assigned for clients who are in the community following release, disposition, etc.

Thus a POA may classify a task as "investigative" in nature, even though it is conducted for a supervision case.

Some examples:

- Checking on a new arrest;
- Locating a missing probationer;
- Obtaining late monthly reports;
- Surveillance.

The behavior required of the POA may be exactly the same as in a presentence investigation, e.g., obtaining police records; however, the probation officer will label the task a supervision assignment, but to the POA, it is an investigative task.

Several POA's indicated that they favored having other assignments as well as a small caseload. In other words, they welcome some of what they see as investigative assignments. However, they resist too many of these because to them it connotes the status of "errand boy."

POA's said they were able to learn more with a variety of assignments.

Another question--

Should POA's be given crisis types of assignments? When, if ever, are they ready for these?

In POCA many assignments described as "routine" in nature turned out to be not so routine when the POA looked into the situation.

It is particularly important to obtain prompt reports from POA's about routine as well as other kinds of assignments, to learn if other problems became evident, and if so, how did the POA handle them?

-- Does he know how to spot other problems?

-- Does he ask for help promptly if he is unsure about the next step?

By meeting and successfully handling the unexpected, the POA will gain the experience necessary to handle assignments of increasing complexity.

It is impossible to say what the limits should be in assignments for POA's. The amount and quality of experience is an essential factor in the type of assignment.

Perhaps initially assignments should be "one shot" in nature.

Complete instructions should be given and the POA should be informed how soon some "feedback" is expected.

As need for continued contact becomes apparent a decision can be made about whether to begin giving continuing assignments.

Structure of Supervision

Supervision should be conducted on two levels:

- 1) Individual conferences
- 2) Group discussions

Both should be regularly scheduled.

It will be necessary at first to have more frequent supervision contacts. Later, as the POA's gain experience the schedule can be thinned.

In individual conferences the supervisor can keep track of each POA's progress in learning the many facets of his job.

In group supervision meetings, the men can learn from each other, as they share experiences and ideas. The trainer/supervisor can pose questions for discussion.

It is recommended that group supervision meetings to held twice per month initially.

Perhaps some staff officers might be invited to sit in from time to time.

VII. CONFIDENTIALITY AND USE OF FILES

This sensitive area was handled in POCA in the following way, with no untoward incidents:

When POA's were receiving their first assignments, after initial contact with a client, and depending upon the degree of sophistication of the POA, the material in the client's file was made available. The

concern was not so much a matter of trust as uncertainty about how much the POA's could digest and understand from the files, many of which contained a lengthy narrative report including the official version and defendant's version of the offense, prior record, social history, present situation, employment record and recommendation. Institutional material was similar in nature. Mindful of the probability that POA's would have limited verbal skills and experience in the role of a helping person, staff members wanted to avoid providing an occasion for confusion, apprehension or drawing of erroneous conclusions. The supervisors found that some POA's could handle the material in the files better than others.

At the beginning of POCA, POA's were not given systematic or unlimited access to material in the client's file, but they were given whatever information the supervisor thought necessary to provide appropriate service. After several weeks of project operations, it was noted that POA's had not requested any information of a confidential nature other than limited background data, i.e., name, address, marital status, employment record, offense, etc.

As the POA's gained experience in their role, and the supervisors began to have a better idea of what could be expected from them, the subject's file was made freely available for perusal by the POA, followed by a planning discussion with the supervisor. The project experienced no difficulty at any time around this sensitive area. In general POA's were mainly concerned with the subject's prior record,

the instant offense, and present circumstances surrounding home, family, and employment. POA's also checked the files of subjects with special problems, i.e., narcotics or alcohol addiction, for information about prior handling of these problems. POA's who were ex-offenders seemed to show greater interest in institutional classification studies than did non-offender POA's. Staff members had expected all POA's to show much more interest in subject files than they actually did. Thus many problems anticipated by staff members did not materialize.

Most of these films are available for nominal fees through commercial film distributors, or through the Film Library of Southern Illinois University, Carbondale, or the American Foundation of Corrections, Philadelphia, Pennsylvania.

1. "THE ODDS AGAINST"
Running time - 32 minutes - 16 mm. black and white.

This is a documentary film which portrays the story of a 20 year old male from arrest to a parole hearing. The viewer is taken through each of the procedures from arrest, detention, trial, sentencing, imprisonment, and parole.

2. "PAROLE GRANTED"
Running time - 50 minutes - 16 mm. black and white.

This film was presented on the Armstrong Circle Theater with Douglas Edwards as the narrator and is devoted primarily to explaining and illustrating the duties of the United States Probation and Parole Office. It shows the probation officer working with an offender's family, engaging in parole supervision, and advising the court through the medium of the presentence investigation.

3. "THE PRICE OF LIFE"
Running time - 29 minutes - 16 mm. black and white.

Documentary on probation. Portrays the presentence investigation, sentencing, and problems of supervision and revocation as revealed in the work of a probation officer with a young adult offender.

4. "APPLES DON'T FALL FAR FROM THE TREE"
Running time - 55 minutes - 16 mm. black and white.

This film was produced by the Four Star Theater and stars David Wayne as a prisoner in a state institution in California. This film shows a parole officer attempting to locate the father of a young boy. Also shown are some of the activities of the California Adult Authority working in placing a parolee who is physically handicapped in meaningful employment.

5. "THE DANGEROUS YEARS"
Running time - 27 minutes - 16 mm. black and white.

Documentary portraying, through actual life situations, the current problems of the juvenile and youthful offender, and the role played by the law enforcement officer, judge, probation officer, and correctional worker in the apprehension, adjudication, and rehabilitation processes. The film is suitable primarily for lay audiences.

6. "IT TAKES A LOT OF HELP"

Running time - 27 minutes - 16 mm. color.

Documentary on community drug abuse action, narrated by Lorne Greene. This film is one of the first to actually document and explore the numerous avenues available to individuals and communities combating local drug abuse. The film involves you in an in-depth analysis of citizen initiated programs in Cedar Rapids, Iowa; group therapy sessions in Chicago; a dramatic conversation on Boston's narcotics "hot line;" and an actual drug free sensitivity trip in the forests near Tucson, Arizona.

7. "THE REVOLVING DOOR"

Running time - 28½ minutes - 16 mm. black and white.

Documentary depicting the problems faced by the lower courts in dealing with the 5 million misdemeanants arrested each year in the United States and the limitations in facilities and programs in most jails.

8. "THE SCAR BENEATH"

Running time - 30 minutes - 16 mm. black and white.

This film depicts some of the behavioral changes brought about in a parolee after he has gone through a period of incarceration and has had facial surgery. Various roles of the probation officer, the Bureau of Prisons, the Board of Parole and the Vocational Rehabilitation Agency are depicted. The team approach to working with offenders is stressed.

9. "THE EYE OF THE BEHOLDER"

Running time - 27 minutes - 16 mm. black and white.

This film is concerned with portraying the life in a day of Michael Gerrard, an artist, as seen through the eyes of five persons. The film has two parts and in the second part, the film illustrates how Michael Gerrard sees himself. This film is particularly helpful in working with small discussion groups, students, and individuals interested in attitude formation.

A P P E N D I X

Use of Indigenous Nonprofessionals in Probation and Parole

BY DONALD W. BELESS, WILLIAM S. PILCHER, AND ELLEN JO RYAN*

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PERHAPS the most significant development in corrections during the past decade has been the rapid expansion in the use of nonprofessionals as agents of direct service. In large measure, this has been an outgrowth of a long-standing, severe shortage of professionally trained manpower and mounting disenchantment with some professional treatment models. There simply are not enough professionals to fill even a fraction of existing correctional positions. And, even if there were, there is little evidence to support a belief that success rates (by whatever standards) would increase markedly. Numerous special research projects featuring intensive services provided by highly trained professionals have failed to reveal consistently favorable results.

Correctional work entails a wide variety of tasks aimed toward rehabilitating a widely diversified group of people. While some of these tasks and some offenders clearly require professional competence to effect change, others do not. Indeed, it may well be that certain tasks and certain kinds of offenders may be more effectively served by nonprofessionals working in teams with professionals.

It is this proposition which has been a focal point for a large active research project currently underway at the U.S. probation office in Chicago. This article presents a rationale for that study, and reports on over 2 years of work with offenders by nonprofessionals.

Nonprofessionals and the Manpower Shortage

Manpower needs in corrections have reached a critical stage in the last few years. In 1965, the President's Commission on Law Enforcement and Administration of Justice reported an immediate need to increase the correctional work force eightfold. In actual numbers, probation and parole could have absorbed 20,000 additional workers in

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1965.¹ Korn put the problem in a somewhat different perspective: "many of the present difficulties in corrections stem not so much from deficiencies in the numbers of personnel as from deficiencies in what the personnel are doing."² This is consistent with Loughery's view that

... probation must get out of the country doctor era and into the age of the clinic. We can no longer waste the training of probation officers on inappropriate tasks. We are less in need of extra probation officers than we are in need of a corps of auxiliary workers to spread the effect of the officers we already have . . .³

Cressey pointed out that subscribing to a theory of correctional rehabilitation which can be implemented only by highly educated professionals, while concurrently recognizing that there probably never will be enough professionals, has led correctional workers into a welter of frustration. Instead, he recommended making

... maximum use of the personnel actually available to act as rehabilitation agents. There is no shortage of mature, moral, average, fine, run-of-the-mill men and women of the kind making up the majority of the personnel manning our factories, our businesses, and our prisons—men and women who have a high school education at most.⁴

According to Sigurdson, expanding the role of the nonprofessional is the most realistic alternative available to alleviate the correctional manpower shortage for several reasons.⁵ There exists a large pool of untrained, unemployed, nonprofessionals who can be trained to perform significant reform roles under professional guidance. Economically, it would be efficient to use them because with the increase in automation, many people "leaving production occupations will be available for service of rehabilitating criminals."⁶

The history of the nonprofessional in corrections goes back many years. Probation in the United States was begun in 1841 by volunteers

¹ C.W. Phillips, "Developing Correctional Manpower," *Crime and Delinquency*, 15 (3), July 1969, pp. 415-419.

² R.R. Korn, "Issues and Strategies of Implementation in the Use of Offenders in Resocializing Other Offenders," *Offenders as a Correctional Manpower Resource*. Report of a seminar convened by the Joint Commission on Correctional Manpower and Training, June 1968, pp. 73-84.

³ D.L. Loughery, Jr., "Innovations in Probation Management," *Crime and Delinquency*, 15 (2), April 1969, pp. 247-258.

⁴ D.R. Cressey, "Theoretical Foundations for Using Criminals in the Rehabilitation of Criminals," *Key Issues*, Vol. 2, 1965, pp. 87-101.

⁵ H.R. Sigurdson, "Expanding the Role of the Non-professional," *Crime and Delinquency*, 15 (3), July 1969, pp. 420-429.

⁶ See footnote 4.

of whom John Augustus, a Boston cobbler, was the first. Today, over 200 courts in the United States, most of them adult misdemeanor or juvenile courts, are now using part- or full-time volunteers to provide correctional services. Many of these volunteers are well-educated, middle-class businessmen or professionals in other fields. Goddard and Jacobson described the volunteer as an unpaid worker who provides more or less regular and continuing services.⁷ Much of the volunteer's usefulness stems from his knowledge of community resources and opportunity. Goddard and Jacobson found that juvenile-court use of volunteers in Eugene, Oregon, enabled the court to reduce the probation period.

A protracted delinquent status through official court supervision re-enforces the concept of self as "delinquent." The use of volunteers, who are not identified as court officials, allows the court to withdraw officially at an earlier point, lessen the danger of re-enforcing the delinquent self-concept, and still meet the needs of the child.⁸

Lee described the use of citizen volunteers from all walks of life in the circuit court juvenile department of Eugene, Oregon.⁹ They befriended youngsters with the implicit goal of enhancing performance in school, employment, family, and peer relationships. At present, the State of Oregon Division of Corrections is conducting an operation entitled "Project Most." Professional probation and parole officers have been involved in training nonprofessionals to work in teams with professionals. A few former offenders have been employed, and the staff reports a high degree of optimism about the impact the nonprofessionals will have upon the Oregon correctional system.¹⁰

The Nonprofessional in Other Professions

Other professions have been well-served by the nonprofessional. Presently, career lines are emerging for them in all the major service fields. In public school education, the teacher's aide performs many of the routine organizational and administrative functions, leaving the highly trained teacher with more time to concentrate on

subject matter. The laboratory assistant, the nurse's aide, the medical and dental assistant have all demonstrated their value to the professions they serve. In recent years, social work has made much greater use of the nonprofessional. Farrar and Hemmy conducted a study using nonprofessionals teamed with professionals to provide many tangible services to a group of aged people.¹¹ Cudaback studied case sharing between welfare service aides, formerly AFDC clients, and caseworkers in a large urban welfare department.¹² Perlmutter and Durham used teenagers to serve as "pals" to youngsters referred for social work service within the public school system of Champaign, Illinois.¹³ Cain and Epstein recruited a group of housewives who served as volunteer case aides in a state mental hospital to provide a one-to-one relationship for patients, helping them to reestablish interpersonal relationships and to make realistic release plans.¹⁴

The Indigenous Nonprofessional

In the last 10 years, a movement to recruit auxiliary personnel from within the ranks or at least from the same social class as the population served has gained increasing strength. Such persons, often designated as *indigenous* paraprofessionals, are being used in a variety of social services including corrections. While related to volunteer programs and similarly addressed to manpower shortages, the rationale for the indigenous paraprofessional in corrections differs somewhat from that of the volunteer.

Most professional corrections workers agree that a large segment of their clientele are, by virtue of their norms, values, and life styles, alienated from the main stream of society. Frequently, these clients are referred to as hard-to-reach, unmotivated, mistrustful, and resentful of authority. There exists, in other words, a marked *social distance* between many middle-class professional corrections workers and a large segment of their lower-class clientele.

Such social distance and concomitant lack of rapport, while not categorically impossible to overcome in time, characteristically inhibit the development of a working relationship between client and professional to the point of client non-engagement in the rehabilitative process. Moreover, social distance by definition discourages client identification with the professional and often makes it difficult for the professional to

⁷ J. Goddard and G.D. Jacobson, "Volunteer Services in a Juvenile Court," *Crime and Delinquency*, 13 (2), April 1967, pp. 337-343.
⁸ See footnote 7.
⁹ R.J. Lee, "Volunteer Case Aide Program," *Crime and Delinquency*, 14 (4), October 1968, pp. 331-335.
¹⁰ Other noteworthy programs using volunteers are being conducted in Royal Oak, Michigan; Denver, Colorado Springs, and Boulder, Colorado.
¹¹ M. Farrar and M.L. Hemmy, "Use of Non-professional Staff in Work with the Aged," *Social Work* 8 (3), July 1963, pp. 44-50.
¹² D. Cudaback, "Case Sharing in the AFDC Program: The Use of Welfare Service Aides," *Social Work*, 14 (3), July 1969, pp. 93-99.
¹³ F. Perlmutter and D. Durham, "Using Teen-agers to Supplement Casework Service," *Social Work*, 10 (2), April 1965, pp. 41-46.
¹⁴ I.P. Cain and D.W. Epstein, "The Utilization of Housewives as Volunteer Case Aides," *Social Casework*, 48 (5), May 1967, pp. 282-285.

serve as an effective role model. The indigenous worker, conversely, has often experienced situations and problems similar to those that beset certain clients. The result may be greater facility in developing productive relationships with these clients.

Current interracial tensions in certain areas of major cities point out the need for experimenting with nonprofessionals recruited from groups having ethnic or racial affinity with certain offender populations. A communication gap resulting from social and cultural distance between middle-class professionals of any race and the lower-class minority group clients is a growing problem in rehabilitation services. Also differences in racial composition between staff members of correctional agencies and their clientele pose many problems.

Grosser noted that indigenous persons bring to their staff positions unique qualities: an affinity with lower class life, the folk wisdom of the urban slum, the ability to communicate with and be accepted by the ethnic poor. He saw the local resident worker as "a bridge between the lower-class client and the middle-class professional worker."¹⁵ Rieff and Riessman described the indigenous worker as follows:

He is a peer of the client and shares a common background, language, ethnic origin, style and group of interests. . . . he "belongs," he is a "significant other," he is "one of us." The style of the nonprofessional is significantly related to his effectiveness, because it matches the client's.¹⁶

Grosser found that indigenous workers assess the community's attitudes and predict lower-class views more accurately than middle-class professionals, but he also found the beliefs of his indigenous group closer to those of professionals than to those of the community which they served.¹⁷

The vast majority of corrections professionals are whites living in comfortable circumstances and quite well educated. However, in metropolitan areas a large proportion of the offender population belongs to lower socioeconomic groups, and a majority are nonwhite. Cultural and value system differences between the professional and offender groups impede understanding.

¹⁵ C.F. Grosser, "Local Residents as Mediators Between Middle-Class Professional Workers and Lower-Class Clients," *Social Service Review*, 40 (1), March 1966, pp. 56-63.
¹⁶ R. Rieff and F. Riessman, *The Indigenous Non-professional*. New York: National Institute of Labor Education, 1964, pp. 44-48.
¹⁷ See footnote 15.
¹⁸ J.E. Gordon, "Project Cause, the Federal Anti-Poverty Program, and Some Implications of Sub-Professional Training," *American Psychologist*, May 1965, p. 334.
¹⁹ F. Riessman, "The 'Helper' Therapy Principle," *Social Work*, 10 (2), April 1965, pp. 27-32.
²⁰ R. Volkman and D.R. Cressey, "Differential Association and the Rehabilitation of Drug Addicts," *The American Journal of Sociology*, LXIX (2), September 1963, pp. 129-142.

Gordon suggested the manner in which nonprofessionals from the same milieu as the disadvantaged client might be more successful than professionals:

The indigenous leader can communicate instantly to the suspicious and distrustful client, avoiding noblesse oblige, in a way that many middle-class professionals cannot do when dealing with disaffected, hostile, anomic youths who see the middle-class agency worker as a part of the system against which he is fighting. . . . Indigenous personnel who "speak the client's language" can form an extremely effective bridge between the milieu of the client and the milieu of the agency; they can make important contributions to the counseling team in contacting the clients to be served, in maintaining them through their agency contacts, and may be particularly effective in followup work with the clients in their home, community, and on the job. A client is more likely to be able to report continuing difficulties, after his counseling contacts, to an indigenous worker, than he is to the professional interviewer toward whom the ethic of mutual cooperation and courtesy requires that he affirm the success of the counseling and deny continuing problems.¹⁸

The Ex-Offender as a Correctional Worker

A logical extension of using the indigenous paraprofessional in corrections is use of the former offender. Drawing upon the experience of Alcoholics Anonymous, Synanon, and other self-help groups, it appears that those who have experienced and overcome a problem have a unique capacity to help others with similar problems. In addition, evidence exists which indicates that "role reversal" is a key method in rehabilitation of certain offenders. Riessman characterized this phenomenon as the helper therapy principle and concluded

. . . perhaps, then, social work's strategy ought to be to devise ways of creating more helpers! Or, to be more exact, to find ways to transform recipients of help into dispensers of help, thus, reversing their roles, and to structure the situation so that recipients of help will be placed in roles requiring the giving of assistance.¹⁹

Cressey advocated using criminals to reform criminals. He attributed the success of self-help programs,

. . . to the fact that such programs require the reformer to perform the role of reformer thus, enabling him to gain experience in the role which the group has identified as desirable. The most effective mechanism for exerting group pressure on members will be found in groups so organized that criminals are induced to join with non-criminals for the purpose of changing other criminals. A group in which criminal A joins with some non-criminals to change criminal B is probably most effective in changing criminal A, not B; in order to change criminal B, criminal A must necessarily share the values of the anti-criminal members.²⁰

Cressey's principle has been implemented in a number of action research programs. Among the most notable is J. D. Grant's "New Careers Development Organization."

Probation Officer—Case Aide Project at Chicago

Recently the Chicago-based Probation Officer-Case Aide (POCA) action research project has experimented with the use of indigenous nonprofessionals in federal probation and parole.²¹ A re-focused, 1-year continuation study is scheduled to terminate October 1, 1972. A major goal of the project was an examination of the effects of using part-time indigenous paraprofessionals—a portion of whom were ex-offenders themselves—as assistants to probation officers. While primary interest centered on the effects of the experimental service on client outcomes, attempts were also to be made to assess changes in the probation officer assistants (POA's). Areas of specific interest concerning the POA's were degree of job satisfaction, quality of performance, and changes in career aspirations, beliefs and attitudes. Another project goal was exploration of the kinds of tasks indigenous nonprofessionals are best equipped to manage, and those areas best left to professional staff officers.

The Subject Sample.—Subject selection criteria were structured so that offenders served by the project would be representative of a hard-core conventional criminal group from the lower-socioeconomic class,²² the kind of client who has a high rate of recidivism, and who could benefit most from intensive casework services. Many more minority group members fall into this criminal group than into white collar criminal and racketeer groups. Accordingly, eligibility was restricted to certain offense categories: postal theft, interstate auto theft, interstate shipment theft, narcotics violations, forgery, counterfeiting, and bank robbery. Subjects included only male probationers, parolees, and persons on mandatory release who were at least 21 years old and residents of Chicago. Selection was limited to black Americans and white Americans.

Eligible subjects were picked up by the project as they entered probation, parole, or mandatory release supervision. By a process of random assignment, a total of 161 offenders served as experimental subjects, and 141 offenders formed a control group receiving normal supervision service from probation staff officers.

The Probation Officer Assistant.—Each subject

²¹ A final research report will be available sometime early in 1972.
²² Determination of social class was based on Hollingshead's *Two Factor Index of Social Position*, 1956, Yale Station, New Haven, Conn., 1957 (mimeographed, copyright by author). This instrument provides a means of arriving at a rough but useful classification of social position through categorization of an individual's educational and occupational level.

in the experimental unit was assigned to a POA. Altogether, 53 POA's were employed by the POCA Project. Two professionally trained probation staff officers each supervised 20 POA's. While POA's provided direct correctional services, the supervisors retained legal responsibility for all subjects assigned to POA's.

Applicants for the position of POA were recruited primarily from neighborhoods having high proportions of project-offender clients. The majority of applicants came to the project via recommendations of probation staff officers, referrals from local social service agencies, and self-referrals prompted by word of mouth. Because recruitment never presented any serious problems, the project staff was always able to maintain a rather sizeable waiting list of applicants. Occasional difficulty in recruiting white applicants was alleviated by preparation of a recruiting leaflet which described the project and POA position, and gave a telephone number. The leaflet was distributed widely among service agencies and offices of the State employment service.

The actual selection of POA's was perhaps the most critical point. In a program aimed at re-orienting offenders to an acceptable and constructive role in society, the staff sought persons with basic integrity whom both clients and offenders could trust. The project staff tried to select those applicants who, according to professional judgment, possessed personal characteristics considered essential for successful participation in the helping process. Few POA's below the age of 25 were selected; younger applicants did not seem to possess a sufficient degree of maturity. POA's were recruited from the same socioeconomic level as experimental subjects. Because facilitating communication is often the key to the problem of establishing a mutually satisfactory relationship between worker and client, it seemed likely that communication between subject and PCA could be enhanced if they shared a common socioeconomic base.

POA selection was limited to white Americans and black Americans, with POA matched to subject by race. The assumption was made that, at least in the lower socioeconomic class from which both subjects and POA's were drawn, there is less social and cultural distance among members within each racial group, than between the two groups. Since a primary object of the POCA Project was to reduce social distance between correctional worker and recipient of

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correctional services, matching along the dimension of race was essential. One potential problem with this policy was that it might appear discriminatory to the casual observer. However, matched assignments were made on the basis of diagnostic considerations, not discrimination. Matches were also made along other dimensions considered relevant. For example, rehabilitated alcoholics and drug users were paired with subjects afflicted with these problems.

Both POA and subject groups were also restricted to men only. Because women constitute less than 10 percent of the client population served by the probation office in Chicago, with the small numbers of subjects potentially eligible, matching would have proved difficult.

Applicants for the position of POA were interviewed by a selection committee composed of the action director and training consultant. Each wrote a brief interview summary and made an independent rating on a 5-point overall evaluation scale ranging from very high to very low.²³ Among the characteristics considered were level of motivation, degree of empathy, capacity for relationship, emotional stability, maturity, perceptiveness, and sensitivity. It is interesting to note that of 12 applicants receiving the highest rating and accepted for assignment of cases, all were black. Completion of high school was the median level of POA education, with nearly half the group having some college credits. While there were no minimum educational requirements for POA's, it was apparent that those applicants with more education tended to fair better in the overall selection process.

Orientation.—After being interviewed, applicants attended an orientation program which consisted of four evening meetings spread over a 2-week period. Each session lasted approximately 2½ hours. The men were introduced to the purposes, policies, and procedures of the probation office, and the envisioned role of the POA was discussed extensively.

Care was taken throughout orientation to avoid emphasizing status distinctions between probation officer and POA. In order that the POA not perceive himself as a second-class provider of services, orientation stressed the fact that quality services required a high level of team work. The utilization of POA's was presented to the trainees from a positive perspective. Staff shared with

them the conviction that utilization of POA's was based on a belief they have much to contribute to the rehabilitation of offenders, rather than simply because there is a manpower shortage. POA's were made aware of the staff's hope that their contributions in correctional services would result in significant new career lines, as has been the case in other fields such as medicine and education. In short, the project staff was careful to minimize the possibility of dealing with POA's in a condescending fashion, emphasizing rather the cooperative aspects of the POA-probation officer relationship.

The expectations of orientation were not great. The project staff planned for the essential learning to take place during inservice individual and group supervision meetings. Project staff members had been advised in earlier exploratory contacts with other agencies using indigenous nonprofessionals to avoid the dangers of extended, formal training programs. Too much formal programming at the outset presents the possibility of intimidating or boring the trainees, and furthermore, may "bleed out" the very qualities which make indigenous workers valuable.

The POA Role.—All POA's worked on a part-time basis and were paid according to the number of cases supervised, three being the maximum POA caseload. POA's varied in their general approach to the role of change agent. Some appeared quite proficient at counseling. A larger group were more skilled in providing concrete services either directly or through referrals to appropriate resources. Examples of tasks handled include: assistance with securing adequate housing and welfare benefits, referral for medical and mental health services, and help with locating employment and training. A few POA's functioned primarily as surveillants.

The project staff members found that a sizeable number of POA's were able to establish a positive working relationship with their clients. Their ability to empathize and simply listen proved an obvious benefit to the clients. With few exceptions, clients were receptive to POA supervision even though it meant more contacts with the probation office than is ordinarily the case under regular supervision. In particular, the staff members were impressed with the response of black clients (representing approximately 72 percent of the experimental caseload) to black POA's. The level of mutual rapport and client identification appeared to be unusually high. One veteran recipient

²³ While it was recognized that such judgments were highly subjective, there was a high degree of agreement between judges on the independent ratings.

of correctional services commented after meeting his lavishly dressed and heavily bearded POA for the first time: "Well, I see the Federal Probation System is finally hiring some good men!"

For the most part, the project staff was pleased with the performance of the POA's. Motivation was generally high, and they demonstrated the ability to form relationships with clients, helping them with a variety of problems. Undoubtedly, POA's themselves benefitted from their roles. A number of the men found solutions to some of their own problems while working with problems of others. One man, a black nonoffender with a history of alcoholism, was appointed chief counselor and director of a program for alcoholic recovery of employees sponsored by the U.S. Post Office in Chicago. Another man, a white former offender and barber by trade, joined the POCA Project and began attending classes at a local junior college. He was later admitted to a major university in the criminal justice program and was hired by the State of Illinois Department of Corrections as an adult parole officer. Another man, a black former offender, after serving as a POA, obtained employment with the Illinois Department of Corrections as a youth supervisor.

POA's were also active participants at professional meetings. At the 1970 National Institute on Crime and Delinquency held in Chicago, two POA's participated on panels and workshops. Other POA's have discussed their work with probation officers at training sessions at the Federal Probation Service Training Center in Chicago. A number of trips were arranged for POA's at the expense of the POCA Project to visit federal penal and correctional institutions. In all situations where POA's had succeeded in advancing in correctional career lines, they have maintained that their achievements were directly related to their participation in the POCA Project.

Some Tentative Conclusions

While final conclusions about many aspects of the POCA project must await the final report, a few tentative conclusions may be drawn at this time. First, the experience gained confirms the operational feasibility of employing indigenous nonprofessionals as case aides in the Federal Probation Service. Nonprofessionals, including minority group members and selected ex-offenders from

²⁴ C. Terwilliger, "The Non-professional in Correction," *Crime and Delinquency*, 12 (3), July 1966, pp. 277-285.
²⁵ See footnote 15.

the local community, were found to be interested, available, and able to work well under professional supervision. Second, there is mounting evidence that indigenous nonprofessionals can provide a productive and effective service to professional probation officers. The POA's were frequently able to intervene in cases where probation staff officers might have encountered problems.

The use of nonprofessionals is not intended in any way to denigrate the role of professionals or the professionalization of corrections, which is essential if there is to be any hope of success in meeting the complexities of rehabilitating offenders. Rather, the intent is to point out a possible solution to one of the serious problems often confronting correctional workers. With clients differing markedly from professional workers in cultural and social values, a wider use of indigenous workers seems indicated. Terwilliger recommended that professionals "devise and welcome experimentation in working with nonprofessionals and be guided simply by what works."²⁴ Grosser saw "the learned objectivity of the professional worker plus the heightened perception of the non-professional worker" as the "ideal combination of qualities!"²⁵

The development of a paraprofessional position also presents a means of increasing the number of Blacks urgently needed in probation work. Although approximately 36 percent of the offenders supervised by the Chicago Office are black, the percentage of Blacks was twice as large in the POCA Project sample due to the nature of the selection criteria. The higher proportion of Blacks resulted primarily from limiting the project sample to Chicago residents whereas the office services clients for the entire 18 counties of the Northern District of Illinois.

The paraprofessional position in corrections could serve as an entry point to a career line for Blacks and members of other minority groups with potential advancement to professional status contingent upon good performance, additional training, and achievement of an academic degree. Further exploration in the use of indigenous nonprofessionals in probation and parole work is necessary; however, the Project has clearly demonstrated that benefit can accrue to society through effective utilization and inclusion of the poor, the alienated, and others cut off from normal participation in the "mainstream" of American life.

ASSIGNMENT AND PERFORMANCE SCHEDULES

Schedule I Supervisory Task Schedule
 Schedule II..... Investigative Task Schedule
 Schedule III..... Part-time POA Evaluation and Performance Schedule
 Schedule IV..... Officer Evaluation Schedule for Part-time POA
 Schedule V..... Full-time POA Evaluation and Performance Schedule
 Schedule VI..... Officer Evaluation Schedule for Full-time POA's
 Schedule VII..... Demographic Data Schedule

SCHEDULE I

Supervisory Task Schedule

Date of Contact _____
P.O. - P.O.A. _____
Name of Client _____
Place of Contact:
___ Home
___ Office
___ Community
Area of Discussion
___ Employment ___ Verification ___ Assistance
___ Loss of Contact _____ Date of last contact
___ Lack of monthly report _____ Date of last report
___ Failure to keep appointment
___ Arrest Report _____ Specify Charge
___ Court Record _____ Specify Charge
___ Miscellaneous Information (Specify) _____
___ Assistance in securing Public Aide (Specify) _____
___ Educational or Vocational Assistance
___ Securing Counseling (Specify source)
 ___ Family
 ___ Individual
___ Financial
___ Information on Activities
___ Other (Specify) _____

Principle of Person Interviewed:

___ Client
___ Wife
___ Offspring
___ Parent
___ Employer
___ Attorney
___ Ass't U.S. Attorney
___ Police
___ Other (Specify) _____

SCHEDULE II
Investigative Task Schedule

Date of Contact _____

P.O. - P.O.A: _____

Name of Client _____

Place on Interview:

- ___ Home
- ___ Office
- ___ Community

Type of Investigation

- ___ Presentence
 - ___ Own
 - ___ Other District
- ___ Pre-Release
- ___ Deferred Pros.
- ___ Post Sentence
- ___ Col. Inv. (Specify)
- ___ Special Report
 - ___ Status
 - ___ Violation
 - ___ Early Termination
- ___ Preliminary Interview
- ___ Other (Specify)

Source of Information
(List source of information 1,2,3.....)

- ___ Defendant
- ___ Offspring
- ___ Parent
- ___ Employer
- ___ Defense Council
- ___ Ass't U.S. Attorney
- ___ Police
- ___ Other (Specify)

Court Appearance

- ___ Disposition
- ___ Early Termination
- ___ Revocation
- ___ Status (Report)
- ___ Other (Specify)

Area of Discussion

- ___ Offense
- ___ Family History
- ___ Prior Record
- ___ Marital History
- ___ Employment
- ___ Financial Condition
- ___ Health
- ___ Military Service
- ___ Education
- ___ Neighborhood
- ___ Other (Specify)

Development of Community Resources

- ___ Community Treatment Center
- ___ Treatment Agencies (narcotic, alcohol; etc.)
- ___ Employment-Vocational Training Agencies
- ___ Office-Meeting Facilities (Specify)
- ___ Other (Specify)

Arrangement _____

Source of Referral _____

Reason _____

Result: _____

Comments: _____

SCHEDULE III

Part-time POA Evaluation and Performance Schedule

P.O.A. _____ No. _____

Assignment made by: _____ Date of first Assignment _____

____ P.O.: _____

____ Self _____ No. of contacts _____

Name of Client: _____

Person Interviewed: _____

Manner of contact: _____

Purpose of contact: _____

1. Describe the task you were to complete - what were you to do? _____

2. a. Amount of time discussing the assignment/case with PO _____

b. Amount of time preparing to fulfill the assignment or work with client _____

c. What did you do to prepare for this assignment and/or work with the client? _____

d. What did the PO suggest about the handling of this assignment/case? _____

(other) _____

3. a. Were you able to fulfill this assignment?
 ___ Yes ___ No
- b. What was the result (outcome) of this contact?
- c. Describe your action and methods in attempting to complete this assignment. What did you do to work with this client?
4. a. How were you accepted by the client?
- b. How do you think the client saw you? Do you think he saw you as a:
- ___ Check up worker
 - ___ Law Enforcer
 - ___ Helper with Problems
 - ___ Friend
 - ___ Other
5. How satisfied were you with the results of your efforts?
- Very Satisfactory
 - Satisfactory
 - Mixed
 - Unsatisfactory
 - Very Unsatisfactory
6. How would you rate your performance (methods used, behavior, etc.)? How well did you perform?
- Very Satisfactory
 - Satisfactory
 - Mixed
 - Unsatisfactory
 - Very Unsatisfactory
7. a. If the task was not accomplished, what do you see as the problem?

- b. Is another contact necessary? _____ Why? _____
- _____
- _____

9. In your opinion, what would you need, such as formal training, experience or knowledge, in order to work better with the client or provide a greater amount of services? _____
- _____
- _____
10. What is the probability that the client will successfully complete the period of supervision? _____
- _____

SCHEDULE IV

Officer Evaluation Schedule for Part-time POA
P.O. _____

Assignment made to POA: _____

Client's name: _____

Person interviewed (i.e., wife, employer, neighbor)

Purpose of contact:

____ Supervision

____ Investigation

____ Development of resource

1a. Nature of assignment: (Please be specific) _____

1b. The reason it was chosen for the P.O.A. _____

2a. Please provide any procedural suggestions that were
made to the P.O.A. for fulfillment of the task.

2b. The amount of time allocated for case-assignment
discussions. _____

3. If the assignment was completed, what procedure was
used? _____

4a. What positive comments do you have in regard to the
P.O.A.'s performance? _____

4b. What criticisms could you make? _____

5. How do you rate the P.O.A.'s performance on this
assignment?

____ Very satisfactory

____ Satisfactory

____ Mixed (Certain aspects of the performance were
satisfactory whereas others unsatisfactory)

____ Unsatisfactory

____ Very unsatisfactory

6. How would you rate the results of the contact?

____ Very satisfactory

____ Satisfactory

____ Mixed (Certain aspects of the results were
satisfactory whereas others unsatisfactory)

____ Unsatisfactory

____ Very unsatisfactory

SCHEDULE V
Full-time POA Evaluation and Performance Schedule

POA: _____

Client's name: _____

1a. Amount of time discussing the client with PO. _____

b. Amount of time to prepare a case prior to contact. _____

c. What did you do to prepare for this contact? _____

d. What suggestions did the PO make in regard to working with the client? _____

2. Describe your action and methods in attempting to assist the client? _____

3a. How were you accepted by the client? _____

b. How do you think the client saw you? Do you think he saw you as:

- ___ Check up worker
- ___ Law enforcer
- ___ Helper with problems
- ___ Friend
- ___ Other, (specify) _____

4. How satisfied were you with the client's adjustment?

- ___ Very satisfactory
- ___ Satisfactory
- ___ Mixed (certain aspects of the results were satisfactory, others were not)

___ Unsatisfactory

___ Very unsatisfactory

5. How would you rate your performance (methods used, behavior, etc.) with this client?

___ Very satisfactory

___ Satisfactory

___ Mixed (certain aspects of my performance were satisfactory, others were not)

___ Unsatisfactory

___ Very unsatisfactory

6a. If progress was not made, what do you see as the problem? _____

b. What further actions could you perform to assist the client? _____

c. Client's adjustment as of this date:

___ Very satisfactory

___ Satisfactory

___ Mixed

___ Unsatisfactory

___ Very unsatisfactory

7. Client's manner of relating to you

- Dependent
- Resistive
- Open-communicative
- Manipulative
- Other

SCHEDULE VI

Officer Evaluation Schedule for Full-time POA's

P.O. _____

Assignment made to: _____

Client's name: _____

Check one:

Supervision, date of last contact:

Investigation

Development of resource

1. The reason the client was chosen for the POA _____

2a. Please provide any procedural suggestions that were made to the POA _____

2b. The amount of time allocated for case-assignment discussions. _____

3a. What progress, if any, has been made with the client? _____

3b. In regard to this case, has the POA discussed his activities-problems? Yes _____ No _____

3c. What have they been? _____

4a. What positive comments do you have in regard to the POA _____

4b. What criticisms could you make: _____

5. How do you rate the POA's performance on this case:

____ Very satisfactory

____ Satisfactory

____ Mixed (certain aspects of the performance were
satisfactory whereas others unsatisfactory)

____ Unsatisfactory

____ Very unsatisfactory

SCHEDULE VII

Demographic Data Schedule

Client code number _____

- Race
1. Caucasian
 2. Negro
 3. Indian
 4. Other

- Age
1. under 20
 2. 20-29
 3. 30-39
 4. 40-49
 5. 50-59
 6. over 60

Type of Supervision

1. Probation
2. Parole
3. Mandatory Release
4. Deferred Prosecution
5. Military

Started Supervision _____ (date)

Expiration of Supervision _____ (date)

Length of Supervision

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 5 years
6. over 5 years

Amount of time on current supervision (Start to current date)

1. less than 1 month
2. 1-3 months
3. 4-6 months
4. 7-9 months
5. 10-12 months
6. 13-24 months
7. 25-36 months
8. over 36 months

Number of convictions (prior to current supervision)

1. only 1 known conviction, (which resulted in current supervision)
2. 2 known convictions
3. 3 known convictions
4. 4 known convictions
5. 5 known convictions
6. over 5 convictions

Offense which resulted in present conviction

1. Class I
2. Class II (fraud)
3. Class III
4. Class IV
5. Class V
6. Class VI a (burglary)
7. Class VI b (sex offenses - Mann Act)
8. Class VI c (all others)
9. Class VII (auto theft)
10. Class VIII a (narcotics)
11. Class VIII b (robbery)
12. Special Offenses

Number of arrests since start of supervision

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6-10
7. over 10
8. none

APPENDIX D

TERMINAL INTERVIEW SCHEDULES

- I Probation Officer Questionnaire
- II Probation Officer Assistant Questionnaire
- III Supervisor Questionnaire
- IV Administrative Questionnaire
- V Client Questionnaire

I. PROBATION OFFICER QUESTIONNAIRE

- 1) What is your view/philosophy about the best way to train new POA's?

- 2) What criticism would you make of the current POA's -- manner of working, background, training--program, in general; what positive comments?

- 3) Imagine that you were to choose a new POA out of several candidates--what would you look for--what criteria would you use?

- 4) You now have your new candidate and are in charge of his training:
 - a) What in general should the office provide in the way of training?
 - b) What would you provide initially in the way of training?

5) What would you assign as the trainee's initial tasks? Why would you choose these?

6) Has he been successful in his assignments? What has contributed to his success (or lack of success)?

7) In what way have you specifically used the POA? How much have you used him? What has prohibited you from using him more?

8) In what ways could the POA be used more effectively? What specific suggestions can you make?

9) What differentiates the way a PO works versus a POA, his attitude towards clients? What things can each of you do better than the other?

10) In your opinion, what tasks should be exclusively performed by the PO, and not be assigned to the POA? Why?

11) Many PO's have indicated that the major difference between PO's and POA's is the ability of the PO to do therapeutic (casework) intervention. Do you agree? What constitutes therapeutic intervention in the Probation Office?

12) Many PO's have indicated that the major contribution the POA can make is "an increase of services to the client." Do you agree? In what form would this increase take? What would he do?

- 13) Specifically, what contributions can the POA make? What services can he perform very well? On his own? Adequately? With supervision?
- 14) Would you like to see the POA position retained as a permanent position? Reason for opinion.
- 15) Did you originally support the POCA Project? Did you think that it would work? Reason for your opinion. Have you changed your opinion? Reason for your opinion.
- 16) Do you believe that the amount (investment) of time spent with the POA (in providing instructions, advice, supervision, reinforcement) is worth the return (performance)?

- 17) Do you think POA's can reach a "level of competence" equal to that of a regular PO? Reason for your opinion.
- 18) What criteria do you apply to the POA's performance to determine whether he is capable of assuming additional responsibilities. Consider each area in the following manner--if the POA is able to perform Task A at a specific level, what measure (based on your criteria) determines (1) the satisfactory performance and (2) that he is ready for advancement to the next level?
- I. Supervision Assignments:
- A. Increase size of caseload.
 - B. Dealing with more difficult clients
 - 1. Emotional - - mental disorders.
 - 2. Addictive disorders.
 - 3. Manipulative personalities.
 - 4. Recidivists (maximal supervision).
- II. Performing Investigative Assignments:
- A. Verification of socio-personal data (i.e., place of residence, prior records, employment, marital status, formal education, medical record, etc.).
 - B. Interviewing to obtain accurate information regarding socio-personal history.
 - C. Review of written records to obtain information and arrange in narrative form, (i.e., offense, financial statement, psychiatric report, etc.).
 - D. Interviewing client to obtain information to facilitate evaluation of individual's emotional stability, maturity, cooperativeness, etc.

- E. Criteria used to determine if POA is capable of writing simple declarative letter to a complex evaluative report.

II. POA QUESTIONNAIRE

- 1) Tell me a little about your connection with the project. How did you first hear about it? Become involved in it, etc.?

- 2) (If with original project--)
 - a) What were you originally told about the project, what you would be doing, etc.?

 - b) Were you involved in any of the planning at the start? Was the project ever discussed with you during the first year?

 - c) Would you describe the training you received during the original phase?

 - d) Tell me about your work in the first two years of the project. What kinds of tasks were you assigned, etc.?

 - e) Who was your supervisor in the original project? What kinds of supervision did you actually receive? What things did he especially work on with you?

- f) Did the project, and your work, etc. match:
1) what you were told it would be like,
2) what your impressions were about it before you started. (Think this over carefully and be honest, since it will help in the planning of future projects).
- 3) a) How were you chosen to work in the Continuation phase, i.e., this last year?
b) Why were you chosen and not others?
- 4) Would you compare this last year to the original project in terms of:
a) Type of work.
b) Type and amount of supervision.
c) Clients.
- 5) Again, did this year live up to your expectation? What were your impressions about what it would be like?

- 6) Do you think you were adequately supervised?
a) In the original phase.
b) In this past year.

What would you like to change?

- 7) Do you think you have what it takes to function in the same way as a regular PO?
- 8) From your point of view, which is very important in terms of planning, what changes would you like to see made in:
a) Type of work.
b) Supervision.
c) The manner in which the project is run.
d) Office policy towards you.
e) Training and orientation.
f) Type of clients.
g) Other areas.

9) Do you think the PO's were pleased to have you join the office? Do you think there was any resentment on the part of the PO's about your introduction into the office?

10) During the past year, have the majority of your assignments been of an investigative or supervisory nature? Specific sub-area task. (i.e., investigations--securing police records, interviewing).

11) In your opinion, what reason did the PO have for assigning the task (s) to you?

12) In your opinion, what criteria did the PO use in order to determine your capability to handle the task and (2) to rate your performance?

13) a) During each quarter, what new task were you assigned?

b) Were you adequately prepared to fulfill the assignments?

c) What could have been done to better prepare you to complete the assignment?

d) What in your performance acted as an indicator to the PO that you were able to assume additional responsibility?

e) How has the training program prepared you to function as a POA? What additional training areas are needed and what could be eliminated?

f) What in your experience, training, acquired skills has helped you in working with clients?

14) Were you satisfied with the nature of the task (s) assigned or do you believe you could have performed task of a more meaningful nature? If so, reason for belief.

15) What did you enjoy about the original phase of the project...the continuation phase...What did you best enjoy about the original phase...experimental phase?

16) a) What tasks can the POA handle better than the PO?

b) What tasks should be handled exclusively by the professional staff?

17) In your opinion, what kind of clients can a POA handle better than the PO? Why?

18) How frequently have you seen your PO? What was the manner of contact? (Phone, in person, written).

19) In your opinion, can the POA operate more effectively if assigned a small caseload or assigned particular (one contact) tasks?

20) Do you believe that you are treated as any other member of the staff? Are you treated differently than other employees?

21) How have you been treated by other agencies (police, courts, DVR) in your attempt to secure services for a client?

22) Impression of PO role--are they effective in providing assistance to clients?

23) In view of the current trends in corrections, what programs, services, innovations, do you anticipate to be implemented within the next five years? Why?

III. SUPERVISOR QUESTIONNAIRE

1) Opinion of part-time and full-time POA's--effectiveness of each on investigative and supervision tasks?

2) What provisions were made for the POA to discuss possible problems with his PO?

3) How much time per month do you spend in direct contact with:
a) the POA's?
b) their supervising PO's?

4) What services can he perform well on his own, with supervision?

5) a) Do you see the POA progressing on the job, i.e., are they better able to handle tasks than they were: 1) 3 mos. ago ___Yes ___No, 2) 6 mos. ago ___Yes ___No, 3) A year ago ___Yes ___No

b) If so, what progress have they made?

c) If so, what has contributed to their progress?

6) What factors were considered in selecting POA's (background, prior record, employment history, area of residence, etc.)?

7) Was any information withheld in order to avoid staff resistance to para-professionals, particularly ex-offenders? If so, what?

8) Were there any limitations imposed as to the nature of the tasks that could be assigned to POA's? If so, what and why?

9) Why was the project extended for a period of one year?

10) What was the function of the Continuation year?

11) Why were some POA's chosen over others? What criteria were used?

12) When and how did you first hear about the POCA Project?

13) When did you actually start working with a POA?

14) Were you involved in any of the initial planning/or designing of the project before the grant was awarded? If yes, in what way? If no, should you have been? What suggestions would you have made?

- 15) After the grant was awarded, were you involved:
- a) in any of the program planning
 - b) actual training

If yes - - in what way? Specific contributions.
If no - - should you have been? What suggestions
would you have made?

- 16) Before you actually started working with POA's, what
were your impressions about what they would be like?
Has that changed?

- 17) What did you infer to be the opinion of: 1) PO's,
2) Judges, 3) Staff Members toward the usage
of POA's at the start of project; (a) how and why
did it change? (During first 2 years) During last
year?

- 18) Were you given any orientation about the use of POA's
before you actually started working with them? What
were you told about their training, capabilities,
etc.? Did your original impression match with what
they were actually like?

- 19) In retrospect, what changes, if any, would you make
in regard to preparing the PO's for POA implementation?

- 20) How did this past year differ from the original phase
in terms of contact, supervision, training? Which did
you prefer?

- 21) What might have been done to better the relationship
between the PO's and POA's, POA's and other staff?

22) Have there been any difficulties working with your POA, particularly on a personal level?

23) Have you ever considered the POA's to be a threat to your position or your profession? Then--Now (Change over time)?

24) When did you learn that the POA's were being considered as a permanent line position? What were your opinions and attitudes?

25) How frequently do you discuss the POCA Project or usage of POA with PO/supervisors?

26) In view of the current trends in corrections, what programs, services, innovations, do you anticipate to be implemented within the next five years? Why?

IV. ADMINISTRATIVE QUESTIONNAIRE

- 1) During the time the grant was being written, how extensively was (a) your office, (b) were you involved in the designing of the project, (c) what is your relationship to the project?

- 2) What was your original impression of the function of a POA? Changes in this impression?

- 3) Was it originally planned that the POA would function at all levels, do all the tasks of a regular PO? What changes were made?

- 4) Was it your impression from the beginning that the POA's might become a regular line position?

- 5) After the grant was awarded, how much were (your office) you actually involved in the planning of the program? What contributions did you suggest?

- 6) What factors were considered in selecting POA's (background, prior record, employment history, area of residence, etc.)?

- 7) a) What did you infer to be the opinion of: 1) PO's, 2) Judges, 3) Staff Members toward the usage of POA's at the start of project; (a) how and why did it change? (During first 2 years) During last year?

8) At the start of the original project, what were the PO's told about the project, the POA's, their use, functioning, capabilities, etc.?

9) Was there any resentment on the part of the PO's about the introduction of para-professionals? Why?

10) Was any information withheld in order to avoid staff resistance to para-professionals, particularly ex-offenders? If so, what?

11) Were there objections raised by anyone regarding:
a) the use of para-professionals
b) the use of ex-offenders
c) the release of confidential material
d) the use of individuals with limited education
How were these problems resolved?

12) Were there any limitations imposed as to the nature of the tasks that could be assigned to POA's? If so, what and why?

13) What describes the POA training program? Was there a need for additional training? If so, specify the area.

14) After the project started, what immediate changes had to be made? (why?)

15) Were there any personal problems that had to be resolved between the PO's and POA's? What problems have been encountered during the past year?

16) Why was the project extended for a period of one year?

17) What was the function of the Continuation year?

18) Why were some POA's chosen over other? What criteria were used?

19) What positive comments could you make about the POA's performance, his relationships with other staff and clients?

20) Many PO's have indicated that the major contribution the POA can make is "an increase of services to the client." Do you agree?

21) What differentiates the way a PO works versus a POA; his attitude towards clients? What things can each of you do better than the other?

22) In your opinion, what tasks should be exclusively performed by the PO, and not be assigned to the POA? Why?

23) Do you think POA's can reach a "level of competence" equal to that of a regular PO? Reason for your opinion.

- 24) In general, how have POA's been treated by the administrative personnel?
- 25) What changes would you make: a) selection, b) training, c) supervision, d) structure in the original project--in the Continuation Project?
- 26) What have been some of the problems getting the POA established as a line position?
- 27) In view of the current trends in corrections, what programs, services, innovations, do you anticipate to be implemented within the next five years? Why?

V. CLIENT QUESTIONNAIRE

- 1) If you had to appear in court, would you rather have a POA or PO with you? Why?
- 2) In your opinion, what was the major difference between the PO and POA?
- 3) Describe your relationship with the PO and/or POA? (How he was seen and degree of satisfaction).
- 4) In discussing problems with the PO or POA, does he:
- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Tell you what to do. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Listen but not say much. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Make suggestions but leave the decision to you. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Other. Specify _____ |

5) Who (PO or POA) was more accessible? Because of? Location, hours?

6) In what manner has the PO or POA been of assistance? How could he have been more helpful?

7) Would you rather be supervised by a PO or POA? Why?

8) Is there a similarity in background between you and the POA? What is the similarity? Was it a hinderance or help?

9) When you are visited by the PO--POA, how is the time spent? What kind of things were discussed?

10) With what kinds of problems did the Probation Office help you? (Mark as many as apply).

	<u>Mostly Probation Officers</u>	<u>Mostly Probation Officer Assistants</u>
___ Helped me get a job.	___	___
___ Helped me with family problems.	___	___
___ Helped me with drinking problems.	___	___
___ Helped me with money problems other than job.	___	___
___ Helped me stay on a job.	___	___
___ Helped me with medical problems.	___	___
___ Helped me with wife problems.	___	___
___ Helped me with drug problems.	___	___
___ Helped me with police problems.	___	___
___ Helped me with legal problems.	___	___
___ Helped me keep conditions of supervision.	___	___
___ Nothing.	___	___
___ Other. (Specify) _____	___	___

11) Who would you prefer to assist you in securing the following services? (Mark as many as apply).

	<u>Mostly Probation Officers</u>	<u>Mostly Probation Officer Assistants</u>
Helped me get a job.	_____	_____
Helped me with family problems.	_____	_____
Helped me with drinking problems.	_____	_____
Helped me with money problems.	_____	_____
Helped me stay on a job.	_____	_____
Helped me with medical problems.	_____	_____
Helped me with wife problems.	_____	_____
Helped me with drug problems.	_____	_____
Helped me with police problems.	_____	_____
Helped me with legal problems.	_____	_____
Helped me keep conditions of supervision.	_____	_____
Nothing.	_____	_____
Other. (Specify) _____	_____	_____

12) On the average (per contact), how long did the POA spend with you?

APPENDIX E

DATA

- E-1 Coding Sheet for Supervisory Functions
- E-2 Place of Contact, Persons Interviewed and Topics of Discussion for Supervisory Purposes Completed by Full-Time POA's (#102, 1104, 1605 and 1907)
- E-3 Total of Part-Time POA's, Place of Contact, Persons Interviewed and Topics of Discussion
- E-4 Coding Sheet for Investigative Functions
- E-5 Place of Contact, Nature of Investigation, Topics of Discussion and Persons Interviewed for Investigative Purposes by Full-Time POA's (#102, 1104, 1605 and 1907)
- E-6 Utilization of Time by Probation Officer for Task Completion
- E-7 Utilization of Time by Probation Officer Assistants for Task Completion

E-1 CODING SHEET FOR SUPERVISORY FUNCTIONS

Manual
Code
No.

PLACE OF CONTACT

- 1 Home
- 2 Community
- 3 Office
- 4 Telephone
- 5 POA Home

PERSON INTERVIEWED

- 1 Client
- 2 Spouse
- 3 Parent
- 4 Other Relative
- 5 Neighbor
- 6 Employer
- 7 Police Officer
- 8 Service Agency - Employment Counsellor, ARC
- 9 No contact made
- 10 Girlfriend
- 11 Court-Police Record Clerk
- 12 Hotel Clerk-Manager
- 13 State's Attorney - Judge - PO
- 14 State's Representative
- 15 Physician
- 16 Client's Attorney

TOPIC OF DISCUSSION

- 1 Employment verification and/or employment information
- 2 Employment assistance
- 3 Loss of contact
- 4 Secure monthly report
- 5 Arrest-disposition information
- 6 Failure to keep appointment
- 7 Vocational assistance
- 8 Financial problem
- 9 Routine contact
- 10 Information on activities
- 11 Get acquainted; establish rapport
- 12 Family problem
- 13 Final interview, termination
- 14 Discussion of alternate service
- 15 Service agency - secure public housing, counseling, legal aid, drug agency-AA

Manual
Code
No.

TOPIC OF DISCUSSION (Continued)

- 16 Travel Procedure
- 17 Information regarding general police questioning
- 18 Complaint by relative against client
- 19 Signature of Conditions on Supervision
- 20 Restitution payments - fine
- 21 Verification of residence
- 22 Verification of death
- 23 Bonding
- 24 Physical health
- 25 Emotional-mental condition

Places of Contact	Manual Code #	Probation Officer Assistant				Total
		102	1104	1605	1907	
	1	105	67	170	82	424
	2	45	31	87	29	192
	3	55	58	52	160	325
	4	14	10	103	110	237
	5	--	--	--	--	--
	Total	219	166	412	381	1,178
Persons Interviewed	Manual Code #	Probation Officer Assistant				Total
		102	1104	1605	1907	
	1	108	104	238	194	644
	2	12	11	64	19	106
	3	16	12	31	10	69
	4	14	20	19	18	71
	5	9	1	3	4	17
	6	2	1	35	5	43
	7	2	4	--	10	16
	8	3	4	27	20	54
	9	31	6	41	34	112
	10	1	--	2	4	7
	11	32	2	4	11	49
	12	2	5	5	9	21
	13	2	1	7	8	18
	14	--	2	--	--	2
	15	--	--	1	2	3
	16	--	--	4	2	6
	Total	234	173	481	350	1,238

Topics of Discussion	Manual Code #	Probation Officer Assistant				Total
		102	1104	1605	1907	
	1	12	8	70	43	133
	2	31	24	128	31	214
	3	22	15	23	54	114
	4	24	15	63	77	179
	5	62	29	41	45	177
	6	1	15	7	30	53
	7	11	5	67	17	100
	8	6	8	9	20	43
	9	16	12	28	46	102
	10	52	39	69	98	258
	11	6	16	10	17	49
	12	11	6	12	8	37
	13	3	1	2	6	12
	14	2	--	3	3	8
	15	14	12	15	11	52
	16	3	7	5	19	34
	17	1	--	--	--	1
	18	1	1	--	--	2
	19	1	1	5	1	8
	20	8	1	2	14	25
	21	4	2	8	--	14
	22	--	--	--	--	--
	23	--	--	--	--	--
	24	1	--	12	13	26
	25	1	--	1	5	7
	Total	293	217	580	558	1,648

PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPICS OF DISCUSSION FOR SUPERVISORY PURPOSES COMPLETED BY POA'S 102, 1104, 1605, 1907

Places of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	24	21	48	12	105
	2	12	11	11	11	45
	3	8	9	15	23	55
	4	2	1	4	7	14
	5	--	--	--	--	--
	Total	46	42	78	53	219
Persons Interviewed	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	18	19	39	32	108
	2	2	3	6	1	12
	3	2	2	5	7	16
	4	2	1	10	1	14
	5	4	--	4	1	9
	6	1	--	1	--	2
	7	--	--	--	2	2
	8	--	1	--	2	3
	9	8	8	13	2	31
	10	--	1	--	--	1
	11	10	9	7	6	32
	12	--	1	1	--	2
	13	1	--	--	1	2
	14	--	--	--	--	--
	15	--	--	--	--	--
	16	--	--	--	--	--
	Total	48	45	86	55	234

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	1	2	8	1	12
	2	11	9	4	7	31
	3	7	3	7	5	22
	4	17	2	2	3	24
	5	14	14	19	15	62
	6	--	--	--	1	1
	7	--	2	7	2	11
	8	1	1	1	3	6
	9	--	1	10	5	16
	10	8	18	13	13	52
	11	--	--	3	3	6
	12	3	1	5	2	11
	13	--	--	1	2	3
	14	--	2	--	--	2
	15	2	4	6	2	14
	16	--	1	1	1	3
	17	--	1	--	--	1
	18	--	1	--	--	1
	19	--	--	--	1	1
	20	--	--	6	2	8
	21	--	1	--	3	4
	22	--	--	--	--	--
	23	--	--	--	--	--
	24	--	--	1	--	1
	25	--	--	1	--	1
	Total	64	63	95	71	293

PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION FOR SUPERVISORY PURPOSES COMPLETED BY POA 102

Places of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	26	14	25	2	67
	2	10	9	11	1	31
	3	20	14	18	6	58
	4	4	--	3	3	10
	5	--	--	--	--	--
	Total	60	37	57	12	166
Persons Interviewed	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	33	26	34	11	104
	2	6	1	3	1	11
	3	6	2	4	--	12
	4	5	6	9	--	20
	5	--	--	1	--	1
	6	1	--	--	--	1
	7	3	--	1	--	4
	8	1	1	2	--	4
	9	4	--	2	--	6
	10	--	--	--	--	--
	11	1	1	--	--	2
	12	2	2	1	--	5
	13	1	--	1	--	1
	14	1	--	1	--	2
	15	--	--	--	--	--
	16	--	--	--	--	--
	Total	64	39	58	12	173

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	2	1	2	3	8
	2	13	8	2	1	24
	3	11	1	2	1	15
	4	4	3	8	--	15
	5	17	9	1	2	29
	6	--	5	9	1	15
	7	1	--	3	1	5
	8	1	--	7	--	8
	9	--	--	6	6	12
	10	13	21	5	--	39
	11	1	--	15	--	16
	12	--	--	3	3	6
	13	--	--	1	--	1
	14	--	--	--	--	--
	15	6	8	--	--	12
	16	4	--	2	1	7
	17	--	--	--	--	--
	18	--	1	--	--	1
	19	--	1	--	--	1
	20	--	--	1	--	1
	21	--	--	1	1	2
	22	--	--	--	--	--
	23	--	--	--	--	--
	24	--	--	--	--	--
	25	--	--	--	--	--
	Total	73	56	68	20	217

PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION FOR SUPERVISORY PURPOSES COMPLETED BY POA 1104

-340-

Places of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	26	40	64	40	170
	2	29	26	13	19	87
	3	11	13	10	18	52
	4	7	43	26	27	103
	5	--	--	--	--	--
	Total	73	122	113	104	412
Persons Interviewed	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	44	78	55	61	238
	2	1	16	30	17	64
	3	4	6	6	15	31
	4	--	3	7	9	19
	5	--	1	2	--	3
	6	13	16	2	4	35
	7	--	--	--	--	--
	8	10	11	3	3	27
	9	1	11	23	6	41
	10	1	--	--	1	2
	11	--	--	1	3	4
	12	2	--	3	--	5
	13	--	--	1	6	7
	14	--	--	--	--	--
	15	--	--	1	--	1
	16	--	--	--	4	4
	Total	76	142	134	129	481

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	8	24	23	15	70
	2	44	38	21	25	128
	3	3	8	10	2	23
	4	7	19	23	14	63
	5	2	6	12	21	41
	6	--	3	3	1	7
	7	3	27	17	20	67
	8	2	2	3	2	9
	9	--	--	10	18	28
	10	9	36	18	6	69
	11	--	2	4	4	10
	12	--	--	2	10	12
	13	--	1	1	--	2
	14	--	--	3	--	3
	15	6	7	2	--	15
	16	--	1	1	3	5
	17	--	--	--	--	--
	18	--	--	--	--	--
	19	1	3	1	--	5
	20	--	--	2	--	2
	21	--	1	6	1	8
	22	--	--	--	--	--
	23	--	--	--	--	--
	24	--	--	1	11	12
	25	--	--	--	1	1
	Total	85	178	163	154	580

PLACES OF CONTACT, PERSONS INTERVIEWED, AND AREAS OF DISCUSSION FOR SUPERVISORY PURPOSES COMPLETED BY POA 1605

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Places of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	20	22	31	9	82
	2	6	6	7	10	29
	3	16	39	56	49	160
	4	7	29	18	56	110
	5	--	--	--	--	--
	Total	49	96	112	124	381
Persons Inter-viewed	Manual Code #	1st	2nd	3rd	4th	Total
	1	22	67	68	37	194
	2	--	7	5	7	19
	3	--	1	4	5	10
	4	7	--	3	8	18
	5	2	1	1	--	4
	6	2	3	--	--	5
	7	--	--	5	5	10
	8	4	5	3	8	20
	9	11	12	9	2	34
	10	--	--	3	1	4
	11	4	1	3	3	11
	12	1	--	6	2	9
	13	--	1	3	4	8
	14	--	--	--	--	--
	15	--	--	1	1	2
	16	--	--	--	2	2
	Total	53	98	114	85	350

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	1	8	14	20	43
	2	9	17	3	2	31
	3	14	8	30	2	54
	4	9	20	27	21	77
	5	5	4	11	25	45
	6	1	6	8	15	30
	7	6	2	5	4	17
	8	--	8	6	6	20
	9	--	3	24	19	46
	10	16	31	29	22	98
	11	2	3	9	3	17
	12	--	--	--	8	8
	13	--	2	4	--	6
	14	--	1	1	1	3
	15	--	9	--	2	11
	16	1	3	3	12	19
	17	--	--	--	--	--
	18	--	--	--	--	--
	19	--	1	--	--	1
	20	6	5	2	1	14
	21	--	--	--	--	--
	22	--	--	--	--	--
	23	--	--	--	--	--
	24	--	--	--	13	13
	25	--	--	--	5	5
	Total	70	131	176	181	568

PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION FOR SUPERVISORY PURPOSES COMPLETED BY POA 1907

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TOTAL OF PART-TIME POA's' PLACES OF CONTACT PERSONS INTERVIEWED, AND AREAS OF DISCUSSION (October of 1971 to September 1972)

Manual Code #	Probation Officer Assistants																Total
	1303	603	501	1701	1806	2006	1208-1214	1508-1514	710-713	310-2113	1009	2209-809	212	412	1411	911	
Places of Contact																	
1	41	20	2	2	23	14	69	44	64	50	92	29	43	48	52	41	634
2	15	--	1	1	9	--	14	4	5	7	23	4	32	18	25	7	165
3	8	--	--	--	1	6	--	--	--	--	1	--	1	--	--	--	17
4	22	--	--	--	4	5	17	7	4	3	44	10	43	28	16	4	201
5	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	1
Total	85	20	3	3	37	25	100	55	73	60	160	43	120	94	93	52	1,024
Persons Interviewed																	
1	38	8	1	1	26	10	52	32	36	28	96	18	76	56	43	18	539
2	8	1	--	1	6	8	12	13	18	1	23	4	4	4	1	1	115
3	4	1	--	--	6	2	4	6	11	7	14	14	9	7	4	9	98
4	2	1	--	--	8	4	11	10	10	11	12	1	32	8	4	2	116
5	1	1	--	1	3	1	4	4	2	6	1	--	1	5	6	--	36
6	5	--	--	--	1	--	--	--	--	2	--	--	2	1	1	--	12
7	--	--	--	--	--	--	--	--	--	--	6	--	1	--	--	4	11
8	7	--	--	--	--	--	11	--	2	3	4	2	7	5	3	1	45
9	18	7	1	--	3	3	17	9	9	6	14	6	4	18	31	21	167
10	1	--	1	--	2	--	3	--	2	1	1	2	1	3	6	--	23
11	1	--	1	--	2	--	1	--	2	--	3	1	5	--	--	1	17
12	3	3	--	--	--	1	4	--	2	6	4	2	--	7	--	2	34
13	7	--	--	--	1	--	--	--	--	1	3	--	1	--	--	--	13
14	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
16	--	--	--	--	--	--	--	--	--	--	--	--	3	--	--	--	3
Total	96	22	4	3	58	29	119	74	94	72	181	50	146	114	99	59	1,230

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E-3

Manual Code #	Probation Officer Assistants																Total
	1303	603	501	1701	1806	2006	1208-1214	1508-1514	710-713	310-2113	1009	2209-809	212	412	1411	911	
1	16	3	1	1	16	14	37	20	6	8	26	9	26	18	3	4	208
2	9	1	--	--	4	1	9	1	13	10	3	2	6	9	5	2	75
3	20	5	1	1	5	2	21	6	1	22	10	6	12	17	12	24	165
4	8	--	--	--	8	5	6	5	5	5	31	7	21	15	1	--	117
5	18	2	1	--	7	1	10	2	10	2	45	9	16	11	1	5	140
6	4	--	--	--	--	--	2	--	2	--	--	--	3	6	9	--	26
7	1	--	--	--	1	1	1	3	--	2	18	1	5	10	1	--	34
8	3	--	--	--	7	7	11	2	3	2	2	3	3	10	2	3	58
9	1	1	--	--	4	--	1	--	8	11	1	--	4	--	3	1	35
10	27	8	2	2	14	15	56	45	46	15	73	17	41	42	37	14	454
11	2	--	--	--	--	--	--	--	2	4	--	--	1	2	7	2	20
12	4	--	--	--	--	2	2	1	3	--	9	--	2	2	3	--	28
13	--	1	--	--	--	--	--	1	1	--	1	--	--	1	--	1	6
14	--	--	--	--	--	--	--	1	3	1	--	--	--	--	--	--	4
15	16	1	--	1	--	1	3	2	8	4	9	3	23	8	23	5	107
16	3	--	--	--	1	--	2	2	--	1	3	1	3	1	--	1	18
17	--	--	--	--	--	--	--	--	1	--	--	--	1	--	--	--	2
18	--	--	--	--	--	--	--	2	--	--	1	--	--	--	--	--	--
19	--	--	--	--	--	--	4	2	--	1	--	9	--	--	--	--	4
20	--	--	--	--	--	--	1	3	5	--	1	1	--	1	--	--	17
21	1	6	--	--	--	--	--	--	--	--	--	--	--	--	2	--	19
22	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	2
23	--	--	--	--	--	--	--	--	--	--	3	--	6	2	--	--	1
24	--	--	--	--	--	--	1	1	--	--	--	--	--	--	--	--	14
Total	133	28	5	5	67	49	167	98	117	88	226	68	175	155	109	63	1,554

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TOTALS OF POA's PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Manual Code #	PO-POA: 1303					PO-POA: 603				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Places of Contact										
1	5	12	18	6	41	4	6	7	3	20
2	--	3	12	--	15	--	--	--	--	--
3	--	--	6	2	8	--	--	--	--	--
4	--	5	12	5	22	1	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Total	5	20	48	13	86	4	6	7	3	20
Persons Interviewed										
1	4	10	16	8	38	3	2	3	--	8
2	1	1	6	--	8	--	1	--	--	1
3	--	--	3	1	4	--	1	--	--	1
4	--	--	2	--	2	--	--	1	--	1
5	--	--	1	--	1	--	--	1	--	1
6	--	1	4	--	5	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	4	3	--	7	--	--	--	--	--
9	1	2	13	2	18	--	2	2	3	7
10	--	1	--	--	1	--	--	--	--	--
11	--	--	1	--	1	--	--	--	--	--
12	--	2	--	1	3	1	1	1	--	3
13	--	--	5	2	7	--	--	--	--	--
14	--	--	--	--	--	--	--	--	--	--
15	--	--	1	--	1	--	--	--	--	--
16	--	--	--	--	--	--	--	--	--	--
Total	6	21	55	14	96	4	7	8	3	22

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-346-

Topic of Discussion	Manual Code #	PO-POA: 1303					PO-POA: 603				
		Quarter					Quarter				
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	--	2	7	7	16	1	--	2	--	3	
2	1	3	5	--	9	1	--	--	--	1	
3	1	4	11	1	17	1	--	2	2	5	
4	--	3	5	--	8	--	--	--	--	--	
5	--	1	14	3	18	--	--	2	--	2	
6	--	--	4	--	4	1	--	--	--	--	
7	--	1	--	--	1	--	--	--	--	--	
8	--	--	1	2	3	--	--	--	--	--	
9	--	1	--	--	1	--	1	--	--	1	
10	3	6	14	4	27	3	1	3	1	8	
11	2	--	--	--	2	--	--	--	--	--	
12	1	--	3	--	4	--	--	--	--	--	
13	--	--	--	--	--	--	--	1	--	1	
14	--	--	--	--	--	--	--	--	--	--	
15	1	7	7	1	16	--	--	1	--	1	
16	--	2	1	--	3	--	--	--	--	--	
17	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	
19	--	--	--	--	--	--	--	--	--	--	
20	1	--	--	--	--	--	--	--	--	--	
21	--	--	1	--	1	--	5	--	1	6	
22	--	--	--	--	--	--	--	--	--	--	
23	--	--	--	--	--	--	--	--	--	--	
24	--	--	--	--	--	--	--	--	--	--	
Total	9	30	73	18	130	6	7	11	4	28	

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Places of Contact	Manual Code #	PO-POA: 501					PO-POA: 1701					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
1	--	1	1	--	2	1	1	--	--	2		
2	--	--	1	--	1	1	--	--	--	1		
3	--	--	--	--	--	--	--	--	--	--		
4	--	--	--	--	--	--	--	--	--	--		
5	--	--	--	--	--	--	--	--	--	--		
Total	--	1	2	--	3	2	1	--	--	3		
Persons Interviewed	Manual Code #	PO-POA: 501					PO-POA: 1701					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
		1	--	--	1	--	1	1	--	--	--	1
		2	--	--	--	--	--	1	--	--	--	1
		3	--	--	--	--	--	--	--	--	--	--
		4	--	--	--	--	--	--	--	--	--	--
		5	--	--	--	--	--	--	1	--	--	1
		6	--	--	--	--	--	--	--	--	--	--
		7	--	--	--	--	--	--	--	--	--	--
		8	--	--	--	--	--	--	--	--	--	--
		9	--	1	--	--	1	--	--	--	--	--
		10	--	--	1	--	1	--	--	--	--	--
		11	--	--	1	--	1	--	--	--	--	--
		12	--	--	--	--	--	--	--	--	--	--
		13	--	--	--	--	--	--	--	--	--	--
		14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--		
16	--	--	--	--	--	--	--	--	--	--		
Total	--	1	3	--	4	2	1	--	--	3		

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Total | 30 | 45 | 47 | 31 | 100

Topic of Discussion	Manual Code #	PO-POA: 501					PO-POA: 1701				
		Quarter					Quarter				
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	--	--	1	--	1	1	--	--	--	1	
2	--	--	--	--	--	--	--	--	--	--	
3	--	1	--	--	1	--	1	--	--	1	
4	--	--	--	--	--	--	--	--	--	--	
5	--	--	1	--	1	--	--	--	--	--	
6	--	--	--	--	--	--	--	--	--	--	
7	--	--	--	--	--	--	--	--	--	--	
8	--	--	--	--	--	--	--	--	--	--	
9	--	--	--	--	--	--	--	--	--	--	
10	--	1	1	--	2	2	--	--	--	2	
11	--	--	--	--	--	--	--	--	--	--	
12	--	--	--	--	--	--	--	--	--	--	
13	--	--	--	--	--	--	--	--	--	--	
14	--	--	--	--	--	--	--	--	--	--	
15	--	--	--	--	--	1	--	--	--	1	
16	--	--	--	--	--	--	--	--	--	--	
17	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	
19	--	--	--	--	--	--	--	--	--	--	
20	--	--	--	--	--	--	--	--	--	--	
21	--	--	--	--	--	--	--	--	--	--	
22	--	--	--	--	--	--	--	--	--	--	
23	--	--	--	--	--	--	--	--	--	--	
24	--	--	--	--	--	--	--	--	--	--	
Total	--	2	3	--	5	4	1	--	--	5	

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Places of Contact	Manual Code #	PO-POA: 1806					PO-POA: 2006					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
1	7	4	10	2	23	8	1	5	--	14		
2	3	3	1	2	9	--	--	--	--	--		
3	1	--	--	--	1	1	--	4	2	7		
4	--	3	1	--	4	3	--	2	--	5		
5	--	--	--	--	--	--	--	--	--	--		
Total	11	10	12	4	37	12	1	11	2	26		
Persons Interviewed	Manual Code #	PO-POA: 1806					PO-POA: 2006					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
		1	7	6	11	2	26	7	1	6	2	16
		2	1	2	2	1	6	4	1	3	--	8
		3	2	--	4	--	6	1	--	1	--	2
		4	1	1	5	1	8	2	1	1	--	4
		5	1	2	--	--	3	1	--	--	--	1
		6	--	1	--	--	1	--	--	--	--	--
		7	--	--	--	--	--	--	--	--	--	--
		8	--	--	--	--	--	--	--	--	--	--
		9	1	1	1	--	3	1	--	2	--	3
		10	--	--	--	2	2	--	--	--	--	--
		11	2	--	--	--	2	--	--	--	--	--
		12	--	--	--	--	--	1	--	--	--	1
		13	--	--	--	1	1	--	--	--	--	--
		14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--		
16	--	--	--	--	--	--	--	--	--	--		
Total	15	13	23	7	58	17	3	13	2	35		

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Topic of Discussion	Manual Code #	PO-POA: 1806					PO-POA: 2006				
		Quarter					Quarter				
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	3	3	9	1	16	5	1	6	2	14	
2	1	1	2	--	4	1	--	--	--	1	
3	2	3	--	--	5	2	--	--	--	2	
4	2	3	2	1	8	3	--	2	--	5	
5	5	--	1	1	7	1	--	--	--	1	
6	--	--	--	--	--	--	--	--	--	--	
7	--	--	1	--	1	--	--	1	--	1	
8	--	1	5	1	7	1	--	4	2	7	
9	1	--	3	--	4	--	--	--	--	--	
10	4	3	5	2	14	5	1	8	1	15	
11	--	--	--	--	--	--	--	--	--	--	
12	--	--	--	--	--	1	--	--	1	2	
13	--	--	--	--	--	--	--	--	--	--	
14	--	--	--	--	--	--	--	--	--	--	
15	--	--	--	--	--	1	--	--	--	1	
16	--	1	--	--	1	--	--	--	--	--	
17	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	
19	--	--	--	--	--	--	--	--	--	--	
20	--	--	--	--	--	--	--	--	--	--	
21	--	--	--	--	--	--	--	--	--	--	
22	--	--	--	--	--	--	--	--	--	--	
23	--	--	--	--	--	--	--	--	--	--	
24	--	--	--	--	--	--	--	--	--	--	
Total	18	15	28	6	67	20	2	21	6	49	

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Places of Contact	Manual Code #	PO-POA: 1208-1214					PO-POA: 1508-1514					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
1	19	23	12	15	69	11	19	7	7	44		
2	9	2	3	--	14	--	--	3	1	4		
3	--	--	--	--	--	--	--	--	--	--		
4	4	6	1	6	17	1	3	2	1	7		
5	--	--	--	--	--	--	--	--	--	--		
Total	32	31	16	21	100	12	22	12	9	55		
Persons Interviewed	Manual Code #	PO-POA: 1208-1214					PO-POA: 1508-1514					
		Quarter					Quarter					
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
		1	17	22	4	9	52	11	12	4	5	32
		2	3	6	1	2	12	2	7	2	2	13
		3	--	1	1	2	4	2	3	--	1	6
		4	--	4	4	3	11	1	3	6	--	10
		5	1	1	1	1	4	1	--	3	--	4
		6	--	--	--	--	--	--	--	--	--	--
		7	--	--	--	--	--	--	--	--	--	--
		8	10	--	1	--	11	--	--	--	--	--
		9	2	5	3	7	17	1	4	2	2	9
		10	--	3	--	--	3	--	--	--	--	--
		11	--	--	1	--	1	--	--	--	--	--
		12	--	1	3	--	4	--	--	--	--	--
		13	--	--	--	--	--	--	--	--	--	--
		14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--		
16	--	--	--	--	--	--	--	--	--	--		
Total	33	43	19	24	119	18	29	17	10	74		

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14	Total	30	45	47	31	153	5
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Topic of Discussion

Manual Code #	PO-POA: 1208-1214					PO-POA: 1508-1514				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	13	11	5	8	37	5	7	4	4	20
2	2	7	--	--	9	1	--	--	--	1
3	7	6	8	--	21	--	1	2	3	6
4	3	--	--	3	6	1	3	--	1	5
5	2	3	3	2	10	--	--	1	1	2
6	2	--	--	--	2	--	--	--	--	--
7	--	--	1	--	1	1	1	1	--	3
8	2	5	2	2	11	--	1	1	--	2
9	--	1	1	--	2	--	--	--	--	--
10	15	20	4	17	56	11	21	9	4	45
11	--	--	--	--	--	--	--	--	--	--
12	--	1	2	1	4	--	--	1	--	1
13	--	--	--	--	--	--	--	1	--	1
14	--	--	--	--	--	--	--	--	--	--
15	--	2	1	--	3	--	2	--	--	2
16	2	--	--	--	2	--	1	--	1	2
17	--	--	--	--	--	--	--	--	--	--
18	--	--	--	--	--	--	--	--	--	--
19	--	--	--	--	--	1	1	--	--	2
20	2	--	--	2	4	1	1	--	--	2
21	--	1	--	--	1	--	1	1	1	3
22	--	--	--	--	--	--	--	--	--	--
23	--	--	--	--	--	--	--	--	--	--
24	--	--	--	1	1	--	--	1	--	1
Total	50	57	27	36	170	21	40	22	15	98

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TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Manual Code #	PO-POA: 710-713					PO-POA: 310-2113				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	13	26	12	13	64	8	25	11	6	50
2	--	2	1	2	5	3	3	1	--	7
3	--	--	--	--	--	--	--	--	--	--
4	2	1	--	1	4	1	2	--	--	3
5	--	--	--	--	--	--	--	--	--	--
Total	15	29	13	16	73	12	30	12	6	60
1	6	19	6	5	36	3	12	7	6	28
2	2	10	5	1	18	1	--	--	--	1
3	3	3	1	4	11	1	3	2	1	7
4	3	4	--	3	10	1	6	4	--	11
5	1	1	--	--	2	1	5	--	--	6
6	--	--	--	--	--	1	1	--	--	2
7	--	--	--	--	--	--	--	--	--	--
8	--	--	1	1	2	2	1	--	--	3
9	2	3	1	3	9	4	1	1	--	6
10	--	2	--	--	2	--	--	1	--	1
11	--	1	--	1	2	--	--	--	--	--
12	--	--	2	--	2	--	5	1	--	6
13	--	--	--	--	--	--	1	--	--	1
14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--
16	--	--	--	--	--	--	--	--	--	--
Total	17	43	16	18	94	14	35	16	7	72

Places of Contact

Persons Interviewed

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Manual Code #	PO-POA: 710-713					PO-POA: 310-2113				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	2	2	2	--	6	3	1	2	2	8
2	2	11	--	--	13	2	8	--	--	10
3	1	--	--	--	1	5	12	5	--	22
4	1	3	1	--	5	--	3	--	2	5
5	--	3	3	4	10	1	--	--	1	2
6	--	--	2	--	2	1	--	--	--	--
7	--	--	--	--	--	--	--	2	--	2
8	--	2	1	--	3	--	1	--	1	2
9	2	2	1	3	8	--	4	4	3	11
10	10	18	8	10	46	4	7	3	1	15
11	--	2	--	--	2	--	3	1	--	4
12	--	2	1	--	3	--	--	--	--	--
13	--	--	--	1	1	--	--	--	--	--
14	1	2	--	--	3	--	1	--	--	1
15	1	2	2	3	8	2	1	--	1	4
16	--	--	--	--	--	--	1	--	--	1
17	--	1	--	--	1	--	--	--	--	--
18	--	--	--	--	--	--	--	--	--	--
19	--	--	--	--	--	--	--	--	1	1
20	--	--	--	--	--	--	--	--	--	--
21	1	1	3	--	5	--	--	--	--	--
22	--	--	--	--	--	--	--	--	--	--
23	--	--	--	--	--	--	--	--	1	1
24	--	--	--	--	--	--	--	--	--	--
Total	21	51	24	21	117	17	42	17	13	89

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Manual Code #	PO-POA: 1009					PO-POA: 2209-809				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	22	34	24	12	92	6	7	11	5	29
2	4	9	4	6	23	3	--	--	1	4
3	--	1	--	--	1	--	--	--	--	--
4	16	13	10	5	44	7	1	1	1	10
5	--	--	--	--	--	--	--	--	--	--
Total	42	57	38	23	160	16	8	12	7	43
1	23	35	27	11	96	7	4	5	2	18
2	4	8	8	3	23	1	1	2	--	4
3	9	1	2	2	14	5	2	2	5	14
4	8	2	2	--	12	1	--	--	--	1
5	1	--	--	--	1	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--
7	1	1	--	4	6	--	--	--	--	--
8	1	1	--	2	4	1	--	--	1	2
9	5	8	1	--	14	2	2	2	--	6
10	--	--	1	--	1	--	--	2	--	2
11	1	1	1	--	3	1	--	--	--	1
12	--	--	3	1	4	1	--	1	--	2
13	1	2	--	--	3	--	--	--	--	--
14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--
16	--	--	--	--	--	--	--	--	--	--
Total	54	59	45	23	181	19	9	14	8	50

Topic of Discussion	Manual Code #	PO-POA: 1009					PO-POA: 2209-809				
		Quarter					Quarter				
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	9	6	8	3	26	6	--	2	1	9	
2	1	1	1	--	3	--	1	1	--	2	
3	5	3	2	--	10	4	--	2	--	6	
4	5	13	10	3	31	2	2	2	1	7	
5	--	19	15	11	45	4	1	2	2	9	
6	--	--	--	--	--	--	--	--	--	--	
7	--	4	4	--	8	--	--	1	--	1	
8	1	1	--	--	2	--	2	--	1	3	
9	--	1	1	--	2	--	--	--	--	--	
10	19	19	26	9	73	5	5	4	3	17	
11	--	--	--	--	--	--	--	--	--	--	
12	--	--	7	2	9	--	--	--	--	--	
13	--	1	--	--	1	--	--	--	--	--	
14	--	--	--	--	--	--	--	--	--	--	
15	2	3	3	1	9	--	1	--	2	3	
16	1	1	1	--	3	1	--	--	--	1	
17	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	
19	--	--	1	--	1	--	--	--	--	--	
20	--	--	--	--	--	--	1	6	2	9	
21	--	--	--	1	1	--	1	--	--	1	
22	--	--	--	--	--	--	--	--	--	--	
23	--	--	--	--	--	--	--	--	--	--	
24	--	--	--	3	3	--	--	--	--	--	
Total	43	72	79	33	227	22	14	20	12	68	

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Places of Contact	Manual Code #	PO-POA: 212-216-1116					PO-POA: 412-416				
		Quarter					Quarter				
		1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	11	18	11	3	43	18	20	6	4	48	
2	14	9	7	2	32	12	1	4	1	18	
3	--	--	1	--	1	--	--	--	--	--	
4	14	22	7	--	43	13	7	7	1	28	
5	--	1	--	--	1	--	--	--	--	--	
Total	39	50	26	5	120	43	28	17	6	94	
Persons Interviewed	1	29	30	12	5	76	23	18	11	4	56
	2	2	1	--	1	4	1	2	1	--	4
	3	--	4	4	1	9	3	2	2	--	7
	4	10	13	6	3	32	3	3	2	--	8
	5	--	--	1	--	1	4	1	--	--	5
	6	--	2	--	--	2	1	--	--	--	1
	7	--	1	--	--	1	--	--	--	--	--
	8	1	6	--	--	7	2	--	3	--	5
	9	1	3	--	--	4	9	5	2	2	18
	10	--	--	1	--	1	--	2	1	--	3
	11	2	2	1	--	5	--	--	--	--	--
	12	--	--	--	--	--	7	--	--	--	7
	13	--	1	--	--	1	--	--	--	--	--
	14	--	--	--	--	--	--	--	--	--	--
	15	--	--	--	--	--	--	--	--	--	--
	16	--	--	3	--	3	--	--	--	--	--
	Total	45	63	28	10	146	53	33	22	6	114

Topic of Discussion

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Manual Code #	PO-POA: 212-216-1116					PO-POA: 412-416				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	11	6	6	3	26	5	3	7	3	18
2	--	4	2	--	6	3	6	--	--	9
3	2	3	7	--	12	15	1	1	--	17
4	9	10	2	--	21	5	6	4	--	15
5	4	7	4	1	16	3	3	2	3	11
6	1	--	2	--	3	3	1	2	--	6
7	2	--	2	1	5	3	3	3	1	10
8	--	1	1	1	3	5	--	5	--	10
9	--	1	3	--	4	--	--	--	--	--
10	14	14	9	4	41	11	18	9	4	42
11	--	--	1	--	1	2	--	--	--	2
12	1	--	1	--	2	--	--	2	--	2
13	--	--	--	--	--	--	--	--	1	1
14	--	--	--	--	--	--	--	--	--	--
15	7	13	3	--	23	4	1	2	1	8
16	1	2	--	--	3	1	--	1	--	2
17	--	--	--	1	1	--	--	--	--	--
18	--	--	--	--	--	--	--	--	--	--
19	--	1	--	--	1	--	--	--	--	--
20	--	--	--	--	--	--	--	--	--	--
21	--	--	--	--	--	--	--	1	--	1
22	--	--	--	--	--	--	--	--	--	--
23	--	1	--	--	1	--	--	--	--	--
24	--	--	5	1	6	--	--	1	1	2
Total	52	63	48	12	175	60	42	40	14	156

TOTALS OF POA's' PLACES OF CONTACT, PERSONS INTERVIEWED, AND TOPIC OF DISCUSSION: BY POA CODE (October 1971 thru September 1972)

Manual Code #	PO-POA: 1411-1415					PO-POA: 911-915				
	Quarter					Quarter				
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
1	7	7	18	20	52	7	10	5	19	41
2	--	7	7	11	25	1	4	1	1	7
3	--	--	--	--	--	--	--	--	--	--
4	--	1	11	4	16	2	1	1	--	4
5	--	--	--	--	--	--	--	--	--	--
Total	7	15	36	35	93	10	15	7	20	52
1	7	11	13	12	43	8	10	--	--	18
2	--	1	--	--	1	--	1	--	--	1
3	--	1	--	3	4	4	3	2	--	9
4	--	3	--	1	4	--	1	1	--	2
5	--	--	6	--	6	--	--	--	--	--
6	--	1	--	--	1	--	--	--	--	--
7	--	--	--	--	--	1	--	1	2	4
8	--	--	2	1	3	--	1	--	--	1
9	--	1	15	15	31	--	2	1	18	21
10	--	--	--	6	6	--	--	--	--	--
11	--	--	--	--	--	--	1	--	--	1
12	--	--	--	--	--	--	--	2	--	2
13	--	--	--	--	--	--	--	--	--	--
14	--	--	--	--	--	--	--	--	--	--
15	--	--	--	--	--	--	--	--	--	--
16	--	--	--	--	--	--	--	--	--	--
Total	7	18	36	38	99	13	19	7	20	59

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Manual Code #	PO-POA: 1411-1415					PO-POA: 911-915					Total
	Quarter					Quarter					
	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total	
1	1	--	--	2	3	2	2	--	--	4	
2	3	--	2	--	5	1	1	--	--	2	
3	--	--	9	3	12	1	--	7	17	24	
4	--	--	--	1	1	--	--	--	--	--	
5	--	--	1	1	2	2	1	--	2	5	
6	--	--	--	8	9	--	--	--	--	--	
7	--	1	--	--	1	--	--	--	--	--	
8	1	--	--	1	2	1	2	--	--	3	
9	--	1	--	2	3	1	--	--	1	4	
10	4	9	20	14	47	3	7	3	1	14	
11	2	2	3	--	7	1	1	--	--	2	
12	--	1	--	2	3	--	--	--	--	--	
13	--	--	--	--	--	1	--	--	--	1	
14	--	--	--	--	--	--	--	--	--	--	
15	1	2	9	14	26	2	2	--	1	5	
16	--	--	--	--	--	--	1	--	--	1	
17	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	
19	--	--	--	--	--	--	--	--	--	--	
20	--	--	--	--	--	--	1	--	--	1	
21	--	--	--	--	--	--	--	--	--	--	
22	--	2	--	--	2	--	--	--	--	--	
23	--	--	--	--	--	--	--	--	--	--	
24	--	--	--	--	--	--	--	--	--	--	
Total	12	18	44	48	122	14	18	10	21	63	

Topic of Discussion

CODING SHEET FOR INVESTIGATIVE FUNCTIONS

Manual Code No.

PLACE OF CONTACT

- 1 Home
- 2 Community
- 3 Office
- 4 Telephone

NATURE OF INVESTIGATION

- 1 Presentence (own district)
- 2 Presentence (other district)
- 3 Prerelease
- 4 Deferred prosecution
- 5 Post sentence
- 6 Collateral investigation
- 7 Pretransfer
- 8 Preliminary interview
- 9 Special Report - status or information
- 10 Special Report - violation
- 11 Special Report - early termination
- 12 Development of employment resource
- 13 Development of community resource

AREA OF DISCUSSION

- 1 Employment history
- 2 Education
- 3 Military service
- 4 Financial condition
- 5 Prior record
- 6 Family history
- 7 Marital history
- 8 Health
- 9 Offense
- 10 Information on activities
- 11 Verification of residence and neighborhood

PERSON INTERVIEWED

- 1 Client
- 2 Spouse
- 3 Parent

Manual
Code
No.

- PERSON INTERVIEWED (Continued)
- 4 Other relative
 - 5 Neighbor
 - 6 Employer
 - 7 Police officer
 - 8 Service Agency - employment counselor
 - 9 No contact made
 - 10 Girlfriend
 - 11 Court - police record clerk
 - 12 Hotel clerk - manager
 - 13 Defendant's attorney
 - 14 Judge - other Probation Officer

E-5
PLACE OF CONTACT, NATURE OF INVESTIGATION, TOPIC OF DISCUSSION, AND PERSONS INTERVIEWED FOR INVESTIGATIVE PURPOSES BY POA'S 102, 1104, 1605, 1907

	Manual Code #	Probation Officer Asst.				Total
		102	1104	1605	1907	
Place of Contact	1	9	31	11	1	52
	2	17	9	31	25	82
	3	3	4	5	--	12
	4	--	--	--	1	1
	Total	29	44	47	27	147
Nature of Investigation	1	2	11	13	4	30
	2	1	1	--	--	2
	3	6	17	2	1	26
	4	3	9	4	--	16
	5	--	--	1	--	1
	6	--	--	3	8	11
	7	--	3	--	--	3
	8	--	--	--	--	--
	9	--	1	--	--	1
	10	1	--	--	9	10
	11	--	--	1	3	4
	12	9	--	12	--	21
	13	3	--	8	--	11
Total	25	42	44	25	136	

	Manual Code #	Probation Officer Asst.				Total
		102	1104	1605	1907	
Topic of Discussion	1	9	9	12	4	34
	2	1	1	4	--	6
	3	--	1	3	--	4
	4	--	1	4	--	5
	5	3	3	5	21	32
	6	2	4	4	--	10
	7	1	6	1	--	8
	8	2	1	4	1	8
	9	3	2	5	--	10
	10	1	12	8	--	21
	11	3	20	4	2	29
Total	25	60	54	28	167	
Persons Interviewed	1	4	7	11	1	23
	2	1	9	8	--	18
	3	4	8	5	--	17
	4	2	8	--	--	10
	5	1	2	--	1	4
	6	1	2	6	2	11
	7	--	--	1	2	3
	8	9	--	9	2	20
	9	2	4	3	--	9
	10	--	--	--	--	--
	11	3	1	2	23	29
	12	2	2	2	--	6
	13	1	2	--	--	3
	14	--	--	--	--	--
Total	30	45	47	31	153	

Place of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	2	3	4	--	9
	2	3	8	6	--	17
	3	2	1	--	--	3
	4	--	--	--	--	--
	Total	7	12	10	--	29
Nature of Investigation	1	--	--	2	--	2
	2	--	--	1	--	1
	3	2	4	--	--	6
	4	2	1	--	--	3
	5	--	--	--	--	--
	6	--	--	--	--	--
	7	--	--	--	--	--
	8	--	--	--	--	--
	9	--	--	--	--	--
	10	--	1	--	--	1
	11	--	--	--	--	--
	12	--	6	3	--	9
	13	3	--	--	--	3
	Total	7	12	6	--	25

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	1	7	1	--	9
	2	--	--	1	--	1
	3	--	--	--	--	--
	4	--	--	--	--	--
	5	--	2	1	--	3
	6	--	--	2	--	2
	7	--	--	1	--	1
	8	--	--	2	--	2
	9	2	1	--	--	3
	10	--	1	--	--	1
	11	1	1	1	--	3
	Total	4	12	9	--	25
Persons Interviewed	1	2	1	1	--	4
	2	--	--	1	--	1
	3	1	1	2	--	4
	4	1	1	--	--	2
	5	--	--	1	--	1
	6	--	--	1	--	1
	7	--	--	--	--	--
	8	3	6	--	--	9
	9	--	1	1	--	2
	10	--	--	--	--	--
	11	--	2	--	--	2
	12	3	--	--	--	3
	13	--	1	--	--	1
	14	--	--	--	--	--
Total	10	13	7	--	30	

PLACE OF CONTACT, NATURE OF INVESTIGATION, TOPIC OF DISCUSSION, AND PERSONS INTERVIEWED FOR INVESTIGATIVE PURPOSES BY FOIA 102

-364-

Place of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	6	8	12	5	31
	2	6	2	1	--	9
	3	1	1	--	2	4
	4	--	--	--	--	--
	Total	13	11	13	7	44
Nature of Investigation	1	3	--	8	--	11
	2	1	--	--	--	1
	3	7	6	--	4	17
	4	1	3	5	--	9
	5	--	--	--	--	--
	6	--	--	--	--	--
	7	--	2	1	--	3
	8	--	--	--	--	--
	9	1	--	--	--	1
	10	--	--	--	--	--
	11	--	--	--	--	--
	12	--	--	--	--	--
	13	--	--	--	--	--
Total	13	11	14	4	42	

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	2	2	3	2	9
	2	--	--	1	--	1
	3	--	--	1	--	1
	4	--	--	1	--	1
	5	2	--	1	--	3
	6	--	--	4	--	4
	7	--	--	6	--	6
	8	--	--	1	--	1
	9	--	--	2	--	2
	10	4	7	1	--	12
	11	8	6	2	4	20
	Total	16	15	23	6	60
Persons Interviewed	1	3	2	2	--	7
	2	2	2	5	--	9
	3	2	1	3	2	8
	4	2	3	--	3	8
	5	--	--	1	1	2
	6	1	--	1	--	2
	7	--	--	--	--	--
	8	--	--	--	--	--
	9	2	2	--	--	4
	10	--	--	--	--	--
	11	1	--	--	--	1
	12	1	1	--	--	2
	13	1	--	--	1	2
	14	--	--	--	--	--
Total	15	11	12	7	45	

PLACE OF CONTACT, NATURE OF INVESTIGATION, TOPIC OF DISCUSSION, AND PERSONS INTERVIEWED FOR INVESTIGATIVE PURPOSES BY FOIA 1104

-365-

Place of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	3	2	6	--	11
	2	6	11	12	2	31
	3	1	1	2	1	5
	4	--	--	--	--	--
	Total	10	14	20	3	47
Nature of Investigation	1	3	--	8	2	13
	2	--	--	--	--	--
	3	--	--	2	--	2
	4	--	4	--	--	4
	5	--	--	1	--	1
	6	1	--	2	--	3
	7	--	--	--	--	--
	8	--	--	--	--	--
	9	--	--	--	--	--
	10	--	--	--	--	--
	11	1	--	--	--	1
	12	--	7	4	1	12
	13	5	3	--	--	8
	Total	10	14	17	3	44

Area of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	2	8	2	--	12
	2	1	1	2	--	4
	3	1	--	2	--	3
	4	1	1	2	--	4
	5	3	--	2	--	5
	6	1	--	2	1	4
	7	1	--	--	--	1
	8	1	--	2	1	4
	9	3	1	1	--	5
	10	3	5	--	--	8
	11	1	--	3	--	4
	Total	18	16	18	2	54
Persons Interviewed	1	3	1	5	2	11
	2	1	--	4	3	8
	3	1	--	4	--	5
	4	--	--	--	--	--
	5	--	--	--	--	--
	6	--	6	--	--	6
	7	--	--	1	--	1
	8	5	4	--	--	9
	9	--	2	1	--	3
	10	--	--	--	--	--
	11	1	1	--	--	2
	12	2	--	--	--	2
	13	--	--	--	--	--
	14	--	--	--	--	--
Total	13	14	15	5	47	

PLACE OF CONTACT, NATURE OF INVESTIGATION, TOPIC OF DISCUSSION, AND PERSONS INTERVIEWED FOR INVESTIGATIVE PURPOSES BY POA 1605

Place of Contact	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	--	--	--	1	1
	2	8	6	2	9	25
	3	--	--	--	--	--
	4	--	1	--	--	1
	Total	8	7	2	10	27
Nature of Investigation	1	2	--	2	--	4
	2	--	--	--	--	--
	3	--	--	--	1	1
	4	--	--	--	--	--
	5	--	--	--	--	--
	6	--	--	--	8	8
	7	1	--	--	--	1
	8	--	--	--	--	--
	9	--	--	--	--	--
	10	5	4	--	--	9
	11	--	3	--	--	3
	12	--	--	--	--	--
	13	--	--	--	--	--
Total	8	7	2	9	26	

Topic of Discussion	Manual Code #	Quarter				Total
		1st	2nd	3rd	4th	
	1	1	3	--	--	4
	2	--	--	--	--	--
	3	--	--	--	--	--
	4	--	--	--	--	--
	5	7	4	2	8	21
	6	--	--	--	--	--
	7	--	--	--	--	--
	8	1	--	--	--	1
	9	--	--	--	--	--
	10	--	--	--	--	--
	11	1	--	--	1	2
	Total	10	7	2	9	28
Persons Interviewed	1	1	--	--	--	1
	2	--	--	--	--	--
	3	--	--	--	--	--
	4	--	--	--	--	--
	5	--	--	--	1	1
	6	--	2	--	--	2
	7	--	--	2	--	2
	8	1	1	--	--	2
	9	--	--	--	--	--
	10	--	--	--	--	--
	11	4	11	--	8	23
	12	--	--	--	--	--
	13	--	--	--	--	--
	14	--	--	--	--	--
Total	6	14	2	9	31	

PLACE OF CONTACT, NATURE OF INVESTIGATION, TOPIC OF DISCUSSION, AND PERSONS INTERVIEWED FOR INVESTIGATIVE PURPOSES BY POA 1907

E-6

UTILIZATION OF TIME BY PROBATION OFFICERS
FOR TASK COMPLETION

	<u>Minutes</u>	
<u>SUPERVISION</u>		
<u>Dictation</u>		
Running Records	2,615	
Letters	920	
Reports & Miscellaneous Correspondence	295	
Total	3,830	- 22.5% of Supervisory Functions 9.7% of Total Time
<u>Interviews</u>		
General Information on Activities	5,017	
Fine or Restitution	55	
Financial Condition	25	
Employment	330	
Family Problem	240	
Arrest-disposition	405	
Loss of Contact	45	
Casework	235	
Miscellaneous	300	
Total	6,652	- 39.1% of Supervisory Functions 16.9% of Total Time
<u>Conferences</u>		
With U. S. Attorney	375	
With Supervisor	550	
With Service Agency	255	
Total	1,180	- 6.9% of Supervisory Functions 3.0% of Total Time
<u>Administrative Functions</u>		
Review Delinquent List and/or Monthly Reports	260	
Review correspondence and mail	675	
Planning appointments	145	
Reviewing files	545	
Proofreading correspondence	80	
Miscellaneous	285	
Total	1,990	- 11.7% of Supervisory Functions 5.0% of Total Time
<u>Court Attendance</u>		
Revocation Proceedings	90	- 0.5% of Supervisory Functions 0.2% of Total Time

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E-7

UTILIZATION OF TIME BY PROBATION OFFICER ASSISTANTS
FOR TASK COMPLETION

	<u>Minutes</u>	
<u>SUPERVISION</u>		
<u>Dictation</u>		
Running Records	810	
Letters	60	
Reports and Miscellaneous Correspondence	60	
Total	930	- 19.0% of Supervisory Functions 16.2% of Total Time
<u>Interviews</u>		
General Information on Activities	1,105	
Employment	15	
Arrest-Disposition	10	
Loss of Contact	15	
Requests for Services	35	
Total	1,180	- 24.1% of Supervisory Functions 20.6% of Total Time
<u>Conferences</u>		
With Asst. U. S. Attorney	45	
With Supervisor	630	
With Service Agency	60	
Total	735	- 15.0% of Supervisory Functions 12.8% of Total Time
<u>Administrative Functions</u>		
Review Monthly Reports	80	
Review Correspondence and Mail	10	
Planning Appointments	175	
Reviewing Files	475	
Discussions with Steno-Clerk	10	
Total	750	- 15.3% of Supervisory Functions 13.1% of Total Time
<u>Telephone Contacts (Nature)</u>		
Responding to Messages	400	
Scheduling Appointments	25	
Requests for Services	45	
Arrest-Dispositional Information	5	
General Information	190	
Total	665	- 13.6% of Supervisory Functions 11.6% of Total Time

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SUPERVISION (Continued)

	<u>Minutes</u>	
<u>Telephone Contacts</u>		
<u>(Nature of Discussion)</u>		
Response to Messages	1,645	
Schedule Appointments	250	
Requests for Services	210	
Fines, or Restitution	75	
Arrest-disposition	175	
Legal Inquiry	145	
Restoration of Rights	45	
Travel Permission	135	
Request for Monthly Reports	180	
Employment	85	
Family Problems	110	
Miscellaneous	200	
Total	3,255	- 19.1% of Supervisory Functions 8.3% of Total Time

INVESTIGATIONS

<u>Dictation</u>		
Pre- and Post-Sentence Reports	3,010	
Pre-release Reports	65	
Collateral Report	165	
Forms and Letters for Clearance	570	
Total	3,810	- 27.7% of Investigative Functions 9.7% of Total Time

<u>Interviews</u>		
Socio-Personal Information	5,085	
Prior Record	330	
Education	40	
Total	5,455	- 39.7% of Investigative Functions 13.8% of Total Time

<u>Conferences</u>		
Asst. U. S. Attorney	525	
Defense Attorney	60	
Supervisor	240	
Law Enforcement Agency	80	
Total	905	- 6.6% of Investigative Functions 2.3% of Total Time

INVESTIGATIONS (Continued)

	<u>Minutes</u>	
<u>Administrative Functions</u>		
Review Investigative File	800	
Arrange Mat'l for Report	1,530	
Discussion with Steno-Clerk	155	
Proofreading Report	265	
Total	2,750	- 20.0% of Investigative Functions 6.9% of Total Time
<u>Court Appearance</u>		
Dispositional Hearing	395	- 2.9% of Investigative Functions 1.0% of Total Time
<u>Telephone Contacts (Nature)</u>		
Information for Report	255	
Clarification of Information	40	
Defendant's Questions	80	
Discussion with U. S. Attorney	45	
Total	425	- 3.1% of Investigative Functions 1.1% of Total Time

GENERAL

Travel (All Purposes)	4,200	
Public Relations	300	
Completion of Travel Forms	125	
Intra-Office Communication	685	
Miscellaneous	390	
Total	5,700	- 14.5% of Total Time

GRAND TOTAL

Investigation	34.8% of Time
Supervision	43.1
General	14.5
Other	7.6
	100.0%

	<u>Minutes</u>	
<u>INVESTIGATIONS</u>		
<u>Dictation</u>		
Presentence Reports	45	
Prerelease Reports	20	
Total	65	- 7.8% of Investigative Functions 1.2% of Total Time
 <u>Interviews</u>		
Socio-Personal Information	190	
Prior Record	30	
Employment	25	
Monthly History	45	
Developmental History	120	
Residence Verification	60	
Total	470	- 55.9% of Investigative Functions 8.2% of Total Time
 <u>Conferences</u>		
Asst. U. S. Attorney	25	- 3.0% of Investigative Functions 0.4% of Total Time
 <u>Administrative Functions</u>		
Proofreading Report	30	- 3.6% of Investigative Functions 0.5% of Total Time
 <u>Court Appearance</u>		
Dispositional Hearing	250	- 29.7% of Investigative Functions 4.4% of Total Time
 <u>GENERAL</u>		
Travel (All Purposes)	625	- 10.9% of Total Time
 <u>GRAND TOTAL</u>		
Investigation		14.7% of Total Time
Supervision	85.3	
		100.0%

APPENDIX F
JOB ANALYSIS FOR PROBATION OFFICER

- I Supervision
- A. Location of Contact
- a) home
 - b) community
 - c) office
 - d) telephone
- B. Frequency of Contact--review case to determine
- a) nature of offense
 - b) prior record
 - c) involvement in offense
 - d) stability
 - e) subjective opinion of clients' potential adjustment and cooperation
- C. Purpose of Contact
- 1) obtaining general information
 - 2) monthly report
 - a) lack of M-R
 - b) obtain M-R
 - c) review for proper completion
 - 3) employment
 - a) assistance
 - b) general information
 - c) verification of employment
 - d) referral
 - 1) employment placement officer
 - 2) private agency
 - 3) other public agency
 - 4) arrest
 - a) interview client
 - b) interview arresting officer
 - c) interview attorney
 - d) obtain arrest narrative (police report)
 - 5) dispositional information
 - a) contact clerk for court proceeding
 - b) testify in court (if necessary)
 - c) obtain copy of court order
 - d) information on court continuance

- 6) public aid
 - a) referral
 - b) letter of recommendation
 - c) feedback
- 7) vocational training
 - a) referral
 - b) letter of recommendation
 - c) feedback
- 8) loss of contact
 - a) visit last known address
 - b) contact relative
 - c) visit last known employer
 - d) visit local police station
 - e) develop and write report for court or board
- 9) warrant issued for violator
 - a) identifying information form
 - b) cooperate with L.E. agent
 - c) appear in court
 - d) preliminary interview or revocation hearing
- 10) financial assistance
 - a) discuss assets/obligations with client
 - b) discuss obligations with collection agencies
 - c) bonding
 - d) budgeting
 - e) check-cashing
- 11) failure to keep appointment
 - a) attempt to contact client or relative
 - b) schedule another appointment
- 12) secure counseling
 - a) locate agency
 - 1) individual
 - 2) group
 - 3) family
 - b) referral
 - c) introductory letter
 - d) feedback
- 13) emotional support

- 14) referral to special service agency
 - a) locate agency
 - b) referral
 - c) letter stating need and socio-personal data
 - d) establish rapport and means of feedback

D. Court Appearance

- 1. dispositional hearing
- 2. motion

- a) revocation
- b) early termination

E. Travel Permission

- 1. information on travel plan
- 2. complete forms

F. Bureaucratic Functions

- 1. running records
- 2. parole progress reports
- 3. travel forms
- 4. legal forms
- 5. appointment or delinquent report notices
- 6. client or other agency correspondence
- 7. miscellaneous

II. Investigation

A. Pre-Sentence (preliminary, post sentence and collaterals).

1. official version

- a) review of prosecutor's file
- b) secure indictment and penalty
- c) discuss offense with prosecutor to determine defendant's part in offense and mitigating factors.
- d) collate material into narrative form

2. defendant's version

- a) interview defendant for statement (motive and mitigating circumstances)
- b) clarify discrepancies between co-defendants versions of offense
- c) collate material into narrative form

3) prior record

- a) interview client
- b) complete and forward clearance sheet (local, state and federal agencies for all juvenile and adult arrest)
- c) may require personal visit to police departments or courts for clarifying information.
- d) arrange into chronological order providing information on offense and disposition.
- e) interpret information concerning arrest or disposition as well as facts concerning any period of supervision.

4) family history

- a) interview client, parents or close relatives
- b) secure information on defendants development-- family history
- c) obtaining verification of information

5) marital history

- a) interview client and current wife
- b) secure information on all marriage and divorces
- c) information concerning offsprings
- d) assess stability of marital relationship
- e) verification of information

6) education

- a) interview client
- b) complete clearance forms to verify educational achievements
- c) collate material into chronological narrative

7) leisure time activities

- a) interview client and determine if activities or family or acquaintance orientated
- b) express in narrative format

8) health

A) physical

- 1) interview defendant and/or parent
- 2) secure identifying information
- 3) developmental history
- 4) information on current health
- 5) determine if defendant consumes excessive amounts of intoxicants or uses narcotics

CONTINUED

4 OF 5

B) mental

- 1) interview defendant and/or parent
- 2) development/history focusing on abnormalities
- 3) assess level of comprehension and emotional stability
- 4) arrange for expert opinion if needed
- 5) secure defendant's consent if information from another agency is required.
- 6) summarize and interpret data into narrative form

9) military service

- a) interview defendant
- b) complete clearance forms
- c) interpret record regarding adjustment, decorations and disciplinary action
- d) collate material into narrative form

10) employment history

- a) interview defendant
- b) complete clearance form
- c) assess employment stability

11) financial condition

- a) interview defendant in order to determine assets versus obligations
- b) verify his financial status
- c) determine if defendant lives within income and supports legal dependents

12) evaluation

- a) summarize defendant's socio-personal--criminal history
- b) evaluate his cooperation during P.S. investigation
- c) determine suitability as candidate for probation

B. Pre-Parole

1) interview relative

- a) verification of residence
- b) suitability of living arrangements

2) interview employer

- a) availability of employment
- b) establish rapport and means for verification of attendance and performance

C. Furlough

- 1) contact relatives to verify reason for furlough
- 2) provide feedback to institution

D. Special Report

- 1) early termination
 - a) inform prosecutor of intentions
 - b) compile information for report--summary of adjustment and activities
 - c) complete required legal form
 - d) attend court hearing
 - e) forward forms to client

E. Revocation Report

- 1) probationer
 - a) obtain information for report
 - i. arrest report
 - ii. dispositional information
 - b) summary of adjustment and cooperation
 - c) interview of defendant if available
 - d) appear in court for hearing
 - e) conference with prosecutor
- 2) parolee
 - a) secure all pertinent information
 - i. arrest report
 - ii. dispositional information
 - iii. employment history
 - b) summary of adjustment and cooperation
 - c) if available, def-statement
 - d) forward-in narrative form to Board
 - e) if warrant is issued, complete descriptive form for arresting agency
 - f) after arrest, complete preliminary interview
 - i. client's statement
 - ii. legal forms
 - iii. compile into narrative and forward to Board

III. Development of Resources

- A) Secure information on vocational--employment programs
- B) Secure information on service agencies
- C) Establish referral procedures
- D) Feedback by means of periodic visits

Public Relations

- A) Lecture to law enforcement agencies
- B) Lecture to civic or community organizations