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EMPLOYMENT ASSISTANCE AND SUPPORT FOR THE EX-OFFENDER
OFFICE OF YOUTH OPPORTUNITIES
DEPARTMENT OF COMMUNITY AFFAIRS
STATE OF TEXAS

AN EVALUATION
OCTOBER, 1974

Institute of Contemporary Corrections
and the Behavioral Sciences
Sam Houston State University
Huntsville, Texas

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FOR THE EX-OFFENDER
(Project E.A.S.E.)
Office of Youth Opportunities
Department of Community Affairs
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FINAL EVALUATION REPORT FOR PROJECT E.A.S.E.

Introduction

The Office of Youth Opportunities in the Texas Department of Community Affairs originally developed the idea embodied in Project E.A.S.E. after becoming aware of the difficulty many juveniles had in the employment area after being released from one of the institutions of the Texas Youth Council. Despite the considerable effort expended by parole officers and rehabilitation specialists in trying to help juvenile parolees find and keep suitable employment, both are ready to admit that they do not have the time or the staff to do all that needs to be done. Therefore, the purpose of Project E.A.S.E. was to develop an employment advocacy team which was designed to work on the whole spectrum of the juvenile parolee's employment-related problems. These advocacy teams which were set up in three Texas cities-- Dallas, Fort Worth, and San Antonio--were to augment the skills and resources of the Texas Youth Council parole officers and the Texas Rehabilitation Commission Vocational Rehabilitation specialists with the skills and resources of a job development specialist and an ex-offender from the community. By the time the project was finally funded the State of Texas had lowered the legal age of adulthood to eighteen which markedly changed the employment-related problems handled by parole officers. As a result of this change Project E.A.S.E. broadened its original focus to include not only helping the juvenile with vocational training and job placement, but also to help him in school placement and in resolving family problems. Another change

that occurred in the project after it was funded was the re-direction of the function of the job development specialist to include the development of community resources that might assist the parolee and the coordination of these resources with the Texas Youth Council and the Texas Rehabilitation Commission. In other words, the job development position became that of a broker for community services in the community which might aid the juvenile to readjust to the community.

Goals and Objectives

Project E.A.S.E. was primarily aimed at reducing recidivism in youthful offenders through the utilization of the skills and resources of an employment advocacy team which was to be comprised of a Texas Youth Council parole officer, a Texas Rehabilitation Commission vocational rehabilitation specialist, an ex-offender peer counselor, and a job development specialist. These teams were to make maximum use of existing facilities and resources by monitoring the parolee's general progress, alleviating specific handicapping conditions, securing cooperation of employers, providing support and motivation, and developing community support and resources. The success of the project was to be measured by the reduction in recidivism.

Evaluation Design

The evaluation of Project E.A.S.E. was designed to consist of several elements. First of all the parole supervisors in each of the three pilot areas were asked to randomly assign new parolees to one of two groups. One group was to consist of juveniles who were assigned to the Project E.A.S.E.

staff and were designated as the Work Group. The other group which was designated as the Control Group was to consist of juveniles who went through the regular parole program without the assistance of Project E.A.S.E. Thus, in each pilot area data was gathered on two samples of parolees: parolees being assisted by the Project E.A.S.E. staff and parolees going through the regular parole program. After the project got under way the parole supervisors asked that Project E.A.S.E. also be permitted to help the Texas Youth Council with those cases that were designated as being particularly problem children. The Project E.A.S.E. staff consented, and juveniles who were referred on this basis were designated as Extra cases and were analyzed separately from the other two groups. A data form was developed to aid in the evaluation of Project E.A.S.E. (see Appendix A) and the Project E.A.S.E. staff as well as the area parole supervisors were asked to complete one of these forms for every parolee who participated in one of the samples described above. The staff employed by Project E.A.S.E. took the responsibility for completing the forms for the parolees assigned to them and the parole supervisors in each of the three pilot areas took the responsibility for insuring that the data forms were completed for those parolees who were participating in the Control Group.

The second element of the evaluation consisted of on-site visits to the three area offices of Project E.A.S.E. Monthly field visits were made by the evaluators to consult with the Project E.A.S.E. staff as well as with the Texas Youth Council parole staff and Texas Rehabilitation Commission counselors. The evaluators sat in on staff meetings on a number of occasions and monitored the information system they had devised. This part of the evaluation also consisted of interviewing parole officers and personnel

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from the Texas Rehabilitation Commission who were involved with Project E.A.S.E. to ascertain their opinions as to the contributions made by Project E.A.S.E. to the juvenile parole process.

A third element of the evaluation consisted of interviewing members of the communities who were involved with the E.A.S.E. Project to ascertain their opinions as to the contributions made by Project E.A.S.E. to the juvenile parole process. Examples of the kinds of people who were interviewed are school counselors, employers, directors of community agencies and the parents of clients.

Evaluation

Subject Groups

Project E.A.S.E. began working with clients around the middle of February, 1974. The data form on each client was completed shortly after September 13, 1974. The only information on a client that was added to the information pool subsequent to that date were any reports of revocations. During that seven-month period sixty-one juveniles were assigned to the Work Group (i.e., assigned to Project E.A.S.E.). A few additional juveniles were assigned to the Work Group, but were not released from the institutions in time to be included in the study. During the same period of time thirty-one juveniles were assigned to the Control Group, but data was obtained on only twenty-four of these subjects since eight of them were not released from the institution during the seven-month period. During the same period of time fifty-eight subjects were assigned to the Project E.A.S.E. staff as extra clients. Table 1 displays the number of subjects in each group that

were assigned from each pilot area.

TABLE 1
COMPOSITION OF EVALUATION GROUPS BY PILOT AREA

Pilot Area	Work Group		Control Group		Extra Group	
	f	%	f	%	f	%
Dallas	16	26.22	5	20.83	32	55.17
Fort Worth	22	36.06	8	33.33	19	32.75
San Antonio	23	37.70	11	45.83	7	12.06
Totals	61	100.00	24	100.00	58	100.00

As can be seen from Table 1 most of the subjects in the Work and Control Groups came from the San Antonio area. There were originally eight control subjects from the Dallas area, but one of them had not left the institution and two of the subjects were discharged, and the records for those subjects had been destroyed which made it impossible to complete the data forms on those subjects. There were originally sixteen Control subjects from the San Antonio area but five of them had never left the institution, so they were not included in the study.

Case History. The average age of subjects in the Work Group was 15.75 years. The average age of subjects in the Control Group and in the Extra Group was an even sixteen years. The racial and ethnic composition of the three evaluation groups is displayed in Table 2.

TABLE 2
COMPOSITION OF EVALUATION GROUPS BY RACIAL
AND ETHNIC ORIGIN

Racial/Ethnic Origin	Work Group		Control Group		Extra Group	
	f	%	f	%	f	%
Caucasian	21	34.42	6	25.00	13	22.41
Mexican- American	18	29.50	11	45.83	9	15.51
Negro	22	36.06	7	29.16	36	62.06
Totals	61	100.00	24	100.00	58	100.00

As can be seen from Table 2 the racial and ethnic composition of the Work and Control Groups differ by no more than four subjects.

There were a total of seventeen females assigned to the evaluation groups. Seven females were assigned to the Work Group, two females were assigned to the Control Group and eight females were assigned to the Extra Group.

Two other case history variables were investigated among the subjects in the three groups. One of these variables was the extent of drug abuse by the juvenile and the other was the extent of alcohol use by the juvenile. Tables 3 and 4 display this information.

TABLE 3

PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
WHO HAD USED OR ABUSED DRUGS

Group	%
Work	42.5
Control	20.8
Extra	25.8

TABLE 4

PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
WHO HAD USED OR ABUSED ALCOHOLIC BEVERAGES

Group	%
Work	45.9
Control	29.2
Extra	43.8

As can be seen from both of these tables the Work and Extra Groups show significantly higher incidences of problems with these substances. These large differences between the Work and Control Groups have been found on a number of variables and may be due to either greater familiarity with a client and his problems by the Project E.A.S.E. staff or to differing criteria used by Project E.A.S.E. staff and the TYC parole officers in assessing whether or not these variables constitute problems for the subjects.

The average length of service to the clients in each of the three evaluation groups was computed. The average length of service for the Work Group, Control Group and Extra Group respectively were 3.87 months, 4.33 months and 2.79 months. The average difference of one-half month between the Work and Control Groups is not considered to be significant, but it is not immediately clear to the evaluators why the length of service for the Extra Group is so much shorter on the average than that for the other two groups.

The percentage of the subjects in each group who had been in a TYC institution previously was computed. Table 5 shows the results of this computation.

TABLE 5
 PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
 WHO HAD BEEN IN A TYC INSTITUTION PREVIOUSLY

Group	%
Work	31.0
Control	29.0
Extra	13.0

It is interesting to note that the fewest recidivists were found in the Extra Group.

School. The percentage of the subjects in each group whose IQ's were 85 or below is shown in Table 6.

TABLE 6
PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
WHOSE INTELLIGENCE QUOTIENTS WERE 85 OR BELOW

Group	%
Work	55.55
Control	72.16
Extra	83.26

This table indicates that the subjects in the Work Group had, as a whole, higher IQ's than those in the Control Group. It is interesting to note the relatively low IQ's in the Extra Group. In trying to determine the criteria on which subjects were placed in the Extra Group by the TYC parole officers, it was evident that looking at recidivism rates was not an adequate criterion since, as noted above, this group had the lowest rate. It would appear that IQ would be a more likely criterion on which this classification was made, and this seems to be supported by the information obtained on school achievement.

Table 7 displays the percentage of subjects in each of the evaluation groups whose highest grade level attainment in school was the eighth or ninth grade.

TABLE 7

PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
WHOSE HIGHEST GRADE LEVEL ATTAINMENT
WAS THE EIGHTH AND NINTH GRADES

Group	%
Work	62.2
Control	79.2
Extra	38.3

As can be seen from the table, the subjects in the Extra Group had the lowest level of attainment and the subjects in the Control Group had the highest.

One variable on which there were large differences between the groups was the percentage of subjects in each of three groups who were enrolled in school. Table 8 presents this data.

TABLE 8

PERCENTAGE OF PAROLEES IN THE EVALUATION GROUPS
WHO WERE ENROLLED IN SCHOOL

Group	%
Work	65.6
Control	91.7
Extra	55.2

As can be seen from the table, more juveniles were enrolled in school in the Control Group than in either of the other two groups. Why this difference should exist between the Control Group and the Work Group is not immediately clear to the evaluators.

Family. The percentage of subjects in each of the evaluation groups who came from broken homes is about the same for all three groups. A broken home was defined as one or more of the following categories: marriage intact, not living together; divorced, separated or deserted; father dead; mother dead; and both parents dead. According to this definition of a broken home, fifty-five percent of the subjects in each of the three evaluation groups came from broken homes.

There were several other variables on which family characteristics of the subjects in each of the groups differed. One of these was the presence of an alcoholic in the family. Table 9 shows the data for this variable.

TABLE 9
PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
IN WHOSE FAMILIES THERE WAS EVIDENCE
OF PROBLEMS WITH ALCOHOL

Group	%
Work	19.7
Control	8.3
Extra	13.8

As can be seen from Table 9 there were more families in the Work and Extra Groups that were suspected of having problems with alcohol than was true

of the Control Group. Similar data was obtained on the incidence of drug abuse in the family. Table 10 displays this data.

TABLE 10
PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
IN WHOSE HOMES DRUG ABUSE WAS SUSPECTED

Group	%
Work	14.8
Control	0.0
Extra	10.3

The reader may notice that the large differences between the Work and Control Groups on these two variables are similar to the differences found between these groups on the variables of parolee's use of drugs and alcohol. The explanation given for the differences between the groups on these latter variables may also explain the differences between the groups on the former variables.

Another family variable investigated was the percentage of subjects in each group who had a member of the family either in a jail or a prison at the present time. Table 11 displays this data.

TABLE 11
PERCENTAGE OF SUBJECTS IN THE EVALUATION GROUPS
WHO HAD IMMEDIATE FAMILY MEMBERS IN JAIL OR PRISON

Group	%
Work	16.4
Control	4.2
Extra	15.5

As can be seen, both the Work and Extra Groups contained considerably higher percentages of subjects who had family members in jail or prison.

Service Delivery. Since one of the emphases of Project E.A.S.E. was job development, the percentage of subjects in each group who were placed on one or more jobs was computed. Table 12 displays this information.

TABLE 12
PERCENTAGE OF PAROLEES IN THE EVALUATION GROUPS
WHO WERE PLACED ON ONE OR MORE JOBS

Group	%
Work	63.9
Control	12.5
Extra	53.5

As can be seen from this table a larger percentage of subjects in both the Work and Extra Groups were placed on jobs than was the case in the Control Group. This data when compared with the data on school enrollment would seem to indicate that whereas TYC parole officers are more school-oriented, Project E.A.S.E. is more employment-oriented.

Related to service delivery is the average number of hours spent by Project E.A.S.E. per client. This data was collected only for Project E.A.S.E. and was not obtainable from the Texas Youth Council. The average number of hours spent by Project E.A.S.E. per client in the Work Group was 34.25 hours. The average number of hours per client in the Extra Group was 20.91 hours. It should be remembered that these figures are relative to the average lengths of service with the clients in each of these two groups

which were 3.87 months for the Work Group and 2.79 months for the Extra Group.

The average number of contacts between the juvenile and the parole officer was computed for each of the evaluation groups. Table 13 displays this information.

TABLE 13
AVERAGE NUMBER OF CONTACTS BETWEEN THE
PAROLEE AND THE PAROLE OFFICER FOR EACH
OF THE EVALUATION GROUPS

Group	\bar{x}
Work	11.74
Control	7.54
Extra	17.34

The evaluators were quite surprised at the greater mean number of contacts between the parole officer and the delinquent for the Work and Extra Groups as compared to the Control Group. It was expected that the parole officers would spend more time with subjects in the Control Group since all or most officers were aware of which subjects were assigned to each of the three evaluation groups. This data is considered to be fairly non-biased since this information was obtained from the parole officers themselves.

The evaluators were also interested in the average number of contacts between the juvenile and both the caseworker and the employment technician of the Project E.A.S.E. staff. These figures were computed for both the Work and Extra groups, and this data is presented in Table 14.

TABLE 14

AVERAGE NUMBER OF CONTACTS BETWEEN THE
PAROLEE AND BOTH THE CASEWORKER AND
EMPLOYMENT TECHNICIAN OF THE PROJECT E.A.S.E.
STAFF FOR THE WORK AND EXTRA GROUPS

Group	Caseworker \bar{x}	Employment Technician \bar{x}
Work	15.56	10.38
Extra	9.05	9.97

This table indicates that the subjects in the Work Group received most of the attention from both the caseworker and the employment technician of the Project E.A.S.E. staff. This finding was predicted on the basis of a directive given the Project E.A.S.E. staff by their central office which instructed them to direct most of their effort toward helping the subjects in the Work Group. It was also predicted that the caseworker would be the person who had most of the contact with the juvenile, and it is, therefore, not surprising to find that they did in fact have a higher mean number of contacts than did the employment technician. It is significant, however, to note that the employment technician did have an average of a little over ten contacts per client. Table 14 also reveals that the employment technician seemed to play a larger role in working with the juveniles in the Extra Group. From the data presented above the reader will recall that most of these students evidenced school difficulties and somewhat lower average IQ's. It is not surprising, therefore, that these juveniles would be directed more toward the area of job placement and vocational training.

When Tables 13 and 14 are analyzed together, it becomes apparent that the Project E.A.S.E. staff increased dramatically the amount of time that

was spent with the parolee over and above that spent by the parole officer. Thus, more personal contact and attention was directed toward the parolee than was possible without the assistance of Project E.A.S.E. Another possible interpretation becomes plausible in the light of this data. The higher mean number of contacts with the parolees in the Work Group by the parole officer may be due in large measure to the efforts extended by the Project E.A.S.E. staff. Through mutually agreed upon procedures the Project E.A.S.E. staff were instructed to carefully coordinate their efforts in regard to the parolees with the parole officers. To the extent that this procedure was followed the large average number of contacts between the parolee and the Project E.A.S.E. staff member suggests that these particular parolees were being repeatedly brought to the attention of the parole officer. This would suggest that the arrangement between the TYC parole officer and the Project E.A.S.E. staff contributed significantly toward meeting the needs of the parolee.

Data was collected on the average number of contacts with volunteers per parolee in each of the evaluation groups. Table 15 presents this data, and indicates that Project E.A.S.E. made greater use of volunteers as part of their effort to mobilize community resources to help re-integrate the parolee back into the community.

TABLE 15
AVERAGE NUMBER OF CONTACTS WITH VOLUNTEERS PER
PAROLEE IN EACH OF THE EVALUATION GROUPS

Group	\bar{x}
Work	2.15
Control	0.00
Extra	1.72

Outcome. As stated at the outset of this evaluation report, the primary proof of the effectiveness of Project E.A.S.E. was to be determined by the extent to which it was effective in reducing the recidivism rate among parolees. Table 16 presents the results of the analysis of the data on parole revocations and convictions of juveniles as adults in the three evaluation groups.

TABLE 16

PERCENTAGE OF PAROLEES IN EACH OF THE EVALUATION GROUPS WHO HAD THEIR PAROLES REVOKED OR WERE TRIED AND CONVICTED OF CRIMES AS AN ADULT

Group	f/n	%
Work	5/61	6.23
Control	6/24	25.00
Extra	5/58	5.02

As can be seen from this data the rate of revocation for the Work and Extra Groups is considerably below that for the Control Group.

The purpose in presenting this data is not to make the parole division of the Texas Youth Council appear in an unfavorable light. The twenty-five percent revocation rate shown in Table 16 is probably not much different, if not much lower, than those of juvenile correctional agencies in other states. What is significant about the data in Table 16 is the extent to which the revocation rates were lowered in both the Work and Extra Groups. It should be pointed out that this was not necessarily due to the work of Project E.A.S.E. alone, but was accomplished through the coordinated efforts of the Project E.A.S.E. staff, the parole officers of TYC and the vocational counselors of TRC. The data indicated that parole officers spent more time

with these juveniles too. The key point seems to be that the team approach among the three state agencies worked in helping the parolees make better adjustments in the community.

In reviewing these figures, however, several additional considerations must be taken into account. The first of these is that up to a point revocation rates are a function of the length of the follow-up period. According to the literature in the field of juvenile delinquency and according to the opinions expressed by a number of parole officers, most revocations occur during the first ninety days following the release of the juvenile from the institution. Since the average length of service for the Work and Control Groups exceeds this ninety-day period and the average length of service for the Extra group closely approaches the ninety-day period, it would seem plausible to suggest that the follow-up period utilized in this evaluation was adequate. Another way of looking at the length of service data would be to compute the percentage of subjects in each of the evaluation groups who were being served for three or more months. Table 17 presents the data for this analysis.

TABLE 17

PERCENTAGE OF PAROLEES IN EACH OF THE EVALUATION
GROUPS WHO WERE SERVED IN THE EVALUATION
PERIOD FOR THREE OR MORE MONTHS BY
PROJECT E.A.S.E. AND/OR TYC

Group	%
Work	64.0
Control	75.0
Extra	48.3

This data suggests that there were more subjects in the Control Group who were served by the Texas Youth Council for three or more months than was the case in either the Work or the Extra Groups. However, even if the parole revocation data is adjusted for these differences in length of service, the revocation rates for the Work and Extra Groups differ significantly from that of the Control Group.

The racial and ethnic composition of the subjects in each of the three evaluation groups who had their paroles revoked or who were tried and convicted of crimes as adults is presented in Table 18.

TABLE 18

RACIAL AND ETHNIC BREAK-DOWN OF THE PERCENTAGE
OF PAROLEES IN EACH OF THE EVALUATION GROUPS
WHO HAD THEIR PAROLES REVOKED OR WERE
TRIED AND CONVICTED OF CRIMES AS ADULTS

Racial/Ethnic Group	Work Group		Control Group		Extra Group	
	f	%	f	%	f	%
Caucasian	2	40	2	33	1	33
Mexican-American	2	40	3	50	0	0
Negro	1	20	1	17	2	67
Totals	5	100	6	100	3	100

Negroes had the lowest revocation rates in the Work and Control Groups but the highest rate in the Extra Group. Mexican-Americans had the highest revocation rates in the Work and Control Groups and lowest rate in the Extra Group.

The parole revocation data was also broken down by pilot area and this data is presented in Table 19.

TABLE 19

ANALYSIS OF THE DATA FOR THE PERCENTAGE OF PAROLEES IN EACH OF THE EVALUATION GROUPS WHO HAD THEIR PAROLES REVOKED OR WERE TRIED AND CONVICTED OF CRIMES AS ADULTS BROKEN-DOWN BY PILOT AREA

Pilot Area	Work Group		Control Group		Extra Group	
	f	%	f	%	f	%
Dallas	2	40	2	33	2	67
Fort Worth	1	20	1	17	1	33
San Antonio	2	40	3	50	0	0
Totals	5	100	6	100	3	100

As can be seen from this table, the Fort Worth area had the fewest revocations of any pilot area.

The data on parole revocation was also broken down in terms of the average number of hours spend per client in the Work and Extra Groups.

Table 20 presents this data.

TABLE 20

AVERAGE NUMBER OF HOURS SPENT BY THE PROJECT E.A.S.E. STAFF PER PAROLEE IN THE WORK AND EXTRA GROUPS BROKEN-DOWN BY PAROLE STATUS

Parole Status	Work Group \bar{x}	Extra Group \bar{x}
Revoked	57.3	13.7
Nonrevoked	33.0	21.8

As can be seen from these figures the Project E.A.S.E. staff expended a great deal of time working with those subjects in the Work Group who had their paroles revoked. Tables 21, 22 and 23 which show the average number of contacts between the parolee and the parole officer, caseworker and employment technician respectively tend to indicate the same thing; namely that a great deal of time and effort was spent on those subjects in the Work Group who had their paroles revoked.

TABLE 21

AVERAGE NUMBER OF CONTACTS BETWEEN THE PAROLEE AND THE PAROLE OFFICER AS A FUNCTION OF PAROLE STATUS FOR THE EVALUATION GROUPS

Parole Status	Work Group \bar{x}	Control Group \bar{x}	Extra Group \bar{x}
Revoked	15.0	5.3	4.1
Unrevoked	12.0	8.6	17.0

TABLE 22

AVERAGE NUMBER OF CONTACTS BETWEEN THE PAROLEE AND THE CASEWORKER AS A FUNCTION OF PAROLE STATUS FOR THE WORK AND EXTRA GROUPS

Parole Status	Work Group \bar{x}	Extra Group \bar{x}
Revoked	21.3	4.7
Unrevoked	18.0	9.8

TABLE 23

AVERAGE NUMBER OF CONTACTS BETWEEN THE PAROLEE AND
THE JOB TECHNICIAN AS A FUNCTION OF PAROLE STATUS
FOR THE WORK AND EXTRA GROUPS

Parole Status	Work Group x	Extra Group x
Revoked	16.0	5.0
Unrevoked	10.3	10.2

It is interesting to note that the average number of contacts between the parolee and the parole officer for those subjects in the Control Group who had their paroles revoked was not nearly as great as it was for those subjects in the Work Group. This would again tend to confirm the hypothesis advanced earlier about the Project E.A.S.E. staff keeping the parole officer informed concerning the status and needs of the parolee. It will be noted from these tables that the amount of time and the average number of contacts given to the subjects in the Extra Group are not as great for the other two groups. This is in part a function of the fact that those subjects in the Extra Group who had their paroles revoked were served for shorter periods of time on the average than was the case for those subjects in the Extra Group who did not have their paroles revoked. The three subjects in the Extra Group who had their paroles revoked were served for an average of 1.67 months compared to an average length of service of 2.90 months for those subjects in the Extra Group who did not have their paroles revoked. This, then, would seem to explain the relatively fewer contacts with those subjects in the Extra Group who had their paroles revoked.

From the data that has been presented above it should be apparent that Project E.A.S.E. has substantially aided the parole process in that it has been able to spend many additional hours with the parolees and has substantially increased the number of contacts the parolee has with persons concerned about his readjustment to the community. As noted above, Project E.A.S.E. has also led to an increase in the number of contacts between the parolee and the parole officer. The parole revocation rates for those subjects with whom Project E.A.S.E. was involved are significantly lower than that for those subjects with whom Project E.A.S.E. was not involved.

Project E.A.S.E. Concept

The basic concept of Project E.A.S.E. was to provide an advocacy team consisting of an employment technician and a peer counselor that would work with both the Texas Youth Council and the Texas Rehabilitation Commission in trying to assist in resolving the adjustment problems of parolees who are returning to the community. Part of that concept involves functioning as an independent agency whose function was to assist and enhance the already ongoing programs of the other two state agencies.

The peer counselor was incorporated into the Project E.A.S.E. concept because it was believed that such a person who had been through the juvenile justice system and who had made an adequate adjustment in the community could serve as a valuable model for the behavior of parolees. It was also predicted that the peer counselor would be able to more readily establish rapport with the parolees and be able to more effectively aid the juvenile in resolving his community adjustment problems. Part of the rationale was that the peer counselor would also be able to assist the

parolee in any problems he had at home, at school and/or on the job.

Most of the juvenile parole officers in the Dallas and Fort Worth areas had high praise for the peer counselor concept and for the persons who were occupying that position in their respective cities. Most of these parole officers agreed that the peer counselor was making a valuable contribution to the parole process in that he was better able to establish rapport with the parolee and advise him concerning adjustment problems. One indication of the TYC parole division's opinion of the peer counselor concept was the suggestion made by parole officers in all three pilot areas that the peer counselor concept be incorporated within the TYC structure.

This positive evaluation of the peer counselor concept was also obtained from interviews that were held with various people in the community in each of the three pilot areas. Below are listed some of the comments that were obtained from employers of clients, directors of community agencies, foster parents of parolees, parents of parolees and army recruiters.

The peer counselor has the ability to understand the problems of the child.

The peer counselor has the ability to give realistic support-- 'here' and 'now' support.

The peer counselor is someone the youth can pattern his behavior after without feeling forced to do so.

The peer counselor is evidence that a kid can make it even though he has been in trouble.

The E.A.S.E. approach is highly effective because of the ability of the counselor to evaluate and relate his own experience to that of the juvenile's. He helps in the development of self-worth of juveniles.

Because of the peer counselor, parents feel the child listens out of respect and admiration instead of fear. The counselor is a friend and is available most of the time when he is needed.

The peer counselor is an individual who provides an excellent model for the child, and the greatest benefit is the close contact maintained by the counselor as a friend.

In summary, both the statistical data and the opinions voiced by both parole officers and people in the community support the assertion that the peer counselor concept is viable and makes a substantial contribution to the parole process. The application of this concept in the State of Texas is a unique and innovative one that has proven itself effective in aiding juvenile parolees make a good adjustment upon their return to the community.

As stated above, the Texas Youth Council would like to see the peer counselor concept incorporated within its own structure, not only because they think the concept is a sound one, but because it would help to alleviate some of the role definition problems that have surfaced during this project. Some of the parole officers also have voiced their opinion that most of the juvenile parolees do not see much difference between the parole officer and the peer counselor. This, they say, would suggest that the peer counselor concept could be incorporated readily within the TYC framework. However, through the interviews conducted with people in the community the evaluators picked up some differing opinions which would seem to support Project E.A.S.E.'s contention that there are specific advantages in remaining an independent agency separate from the Texas Youth Council. Below are listed some of the statements obtained during the course of the interviews conducted with people in the community.

TYC is a closed environment that restricts children, whereas E.A.S.E. develops children's initiative and personal responsibility.

TYC is punishment-oriented; E.A.S.E. has the opportunity to work with youth outside of the correctional environment.

E.A.S.E. helps a child after he is released and supervises his return to the community. TYC just polices their clients.

The purpose is to provide opportunities to work and someone to turn to when in trouble without the fear of being 'run in.'

E.A.S.E. is a treatment or counseling oriented program; TYC is 'control' oriented program.

E.A.S.E. is community oriented and relies on a realistic relationship with youth rather than authority figures.

Project E.A.S.E. promotes . . . closer involvement with youth, a reduction of anxiety because the counselors aren't authority figures. They are not seen as officials of the system.

By utilizing the peer counselor, (Project E.A.S.E.) removes the 'establishment' stigma.

The law enforcement stigma of the Texas Youth Council is eliminated by E.A.S.E. It is much easier for the parolee to develop confidence in E.A.S.E. counselors as opposed to the TYC parole officers.

TYC has relief on the 'strong arm approach' to corrections; E.A.S.E. relies on the development of realistic relationships with parolees.

Project E.A.S.E. is oriented to 'self help' programs, and is geared to the responsibility of the parolee, not parole authority.

E.A.S.E. offers more personalized service than does TYC and is more appealing to other community agencies.

E.A.S.E. counselors are helpers; TYC parole officers are policemen.

The purpose of including the above comments is not to denigrate the Texas Youth Council parole division. Some of the negative comments about the Youth Council that were obtained from those people who were interviewed were probably a result of the statute authority given the Texas Youth Council to supervise juvenile delinquents who are being returned to the community. In any event, it is not the purpose of this report to

evaluate the effectiveness of the Texas Youth Council, but to consider the contributions that are made to the parole process by Project E.A.S.E. It would appear in light of the above comments that if the peer counselor concept is to be maximally effective, it should remain part of an independent agency rather than incorporating it into the Texas Youth Council structure.

The employment technicians' position in the Project E.A.S.E. concept was originally defined primarily in terms of providing vocational training and developing jobs for juvenile parolees. Once the project got under way, however, this job description was broadened to include the mobilization of all relevant community resources that might effectively aid the juvenile parolee in making an adjustment to the community. It came to mean mobilizing community interest in aiding the returning juvenile and in developing new resources to aid these clients. A measure of the effectiveness of this position was seen in the greater percentage of parolees in the Work and Extra Groups who were placed on one or more jobs as compared to those in the Control Group. A number of persons interviewed in the community also had some things to say about this particular position.

(Did Project E.A.S.E. help change or stimulate your interest in helping youth who are being returned to the community?) Yes, I found that businessmen could take part in working with problem kids on a 'first-hand' basis.

(Project E.A.S.E. has developed) closer relationships with community leaders and business organizations.

The Project attempts to involve the community by exhausting community agencies and aid that can be given in the community. The resource development is good.

Project E.A.S.E. has developed into a resource center and has pooled community resources. It has provided job readiness and training with a highly supportive staff.

The Project E.A.S.E. staff was responsible for the start of (sic) a clothing center (in our agency).

Most of the respondents in the San Antonio area from both TYC and TRC expressed a need for the job development function. In that particular location the job development function was never effectively carried out, but the respondents in these two state agencies expressed a desire that it be developed since they recognized a need for it. The people interviewed in the Texas Rehabilitation Commission office in the Fort Worth area also spoke favorably about the job development function of Project E.A.S.E. The only people who did not express an interest or who did not see the utility of the employment technician position were the majority of parole officers in the Dallas and Fort Worth offices. Ironically, it was in these two areas that the employment technician's position was most effectively managed. A question raised by these officers was whether or not the employment technician position was needed since it was considered in one city to be a duplication of TRC functions, and in the other city it was considered to be a duplication of parole officer functions.

A statement was made by one TRC counselor that both the peer counselor concept and the employment technician's position were duplications of TRC functions. In talking with TRC area supervisors however, a somewhat different picture emerged. TRC does indeed employ peer counselors to work in their alcohol and drug abuse programs, but there are no peer counselors in TRC who work with the age group served by the Texas Youth Council. It is also true that TRC does assist the Texas Youth Council in arranging for parolees to obtain vocational training, medical care, maintenance and other services, and TRC does hire a job development technician. However, the job development technician does not handle many of the employment problems of the age group served by TYC. Several of the TRC personnel expressed the opinion that

more help was needed in the job development area for juveniles. The Texas Rehabilitation Commission indicated that it is unable to arrange employment for a person fifteen years of age or younger, and they are unable to assist a juvenile vocationally if that juvenile is already enrolled in school. Thus, it would appear that there is a need for job development for youth in this age range. Such job development may include the development of part-time jobs, vocational training and summer work.

In summary, both the data presented above and the comments made by persons interviewed in the community support the contention that the employment technician has contributed to the effectiveness of Project E.A.S.E. and has aided the parole process. Comments made by TRC personnel suggest that there is a need for a job development function that focuses exclusively on the age level of juvenile parolees. With respect to the charge that the Project E.A.S.E. concept is a duplication of TRC's program, the evaluators concluded that it may be a duplication of concept, but not a duplication of services. Rather, it may be seen as potentially supportive of and complementary to TRC's goals and objectives, while at the same time aiding the Texas Youth Council in helping parolees successfully adjust to their communities.

Cost Analysis

Table 24 displays the cost analysis data for Project E.A.S.E. for the period beginning December 1, 1973, to November 30, 1974 (projected).

TABLE 24

COST ANALYSIS FOR PROJECT E.A.S.E. FOR THE PERIOD
 DECEMBER 1, 1973 TO NOVEMBER 30, 1974 (PROJECTED)*

Area	Salaries	Travel	Rent	Telephone	Other Oper.	Cap. Outlay	Prof. Fees	Totals
Austin	22,134.00	3,524.57	2,110.57	223.16	2,331.00	3,920.93	10,600.00	44,844.23
Dallas	14,407.09	2,342.84	1,421.00	545.26	277.00	460.50		19,453.69
Ft. Worth	15,260.69	1,815.81	1,308.80	595.67	277.00	717.66		19,975.63
San Antonio	13,958.69	2,306.38	1,280.00	447.25	277.00	460.50		18,729.82
Totals	65,760.47	9,989.60	6,120.37	1,811.34	3,162.00	5,559.59	10,600.00	103,003.37
							Benefits	10,000.00
								113,003.37

* figures furnished by Office of Youth Opportunities

The amount of money expended in each of the categories such as salaries, travel, rent, etc., is considerably below what was projected in the original grant application. It would appear, then, that from a fiscal standpoint the project was efficiently run according to the guidelines established during the original application.

During the period of its operation Project E.A.S.E. worked with sixty-one parolees who composed the Work Group and fifty-eight parolees who composed the Extra Group, or a total one hundred nineteen parolees. This figure when divided into the total cost of Project E.A.S.E.'s operation for the twelve-month period is \$950.00 per parolee. This figure is considered to be realistic in light of the contribution Project E.A.S.E. made toward the reduction of recidivism and in view of the increased attention it was possible to give each parolee who was assigned to work with Project E.A.S.E.

Administration, Supervision and Coordination

One of the complaints heard repeatedly from the Project E.A.S.E. field staff was the difficulty they had in getting the central office to respond to their requests for information and assistance. This has led to some morale problems with the E.A.S.E. staff. E.A.S.E. staff members also expressed a desire for the project director to spend more time with them in the field so that he might become better acquainted with some of the difficulties they were encountering in carrying out their responsibilities. Both the Texas Youth Council and the Texas Rehabilitation Commission expressed similar concerns about the kind of supervision the Project E.A.S.E. staff were

getting from the central office. A number of respondents from these two state agencies expressed concern about the adequacy of the supervision being given to the Project E.A.S.E. staff. They felt that on occasion the staff may have over-stepped their bounds of authority which created problems for coordination among the three agencies.

One of the basic elements of the Project E.A.S.E. concept is the necessity for cooperation and coordination among three state agencies. In order for this to be effectively accomplished, free and open communication is an essential ingredient. It has been in the area of communication among the various state agencies that many of the problems associated with Project E.A.S.E. can be traced. It is the nature of agencies and institutions to attempt to "protect their turf" and when it is suspected that someone is trying to do another's job or tell that person how to do his job, defensiveness arises and communication breaks down. To the extent that this occurs, it is incumbent upon Project E.A.S.E., TYC and TRC to thoroughly understand the intentions of one another and to carefully define functions and roles in the cooperative effort. Barring that accomplishment the effectiveness of Project E.A.S.E. will be lessened to the detriment of the parolee.

As a result of having visited the various project sites and from talking with representatives of both the Texas Youth Council and the Texas Rehabilitation Commission, it appears to these evaluators that on occasion the Project E.A.S.E. staff has undertaken initiatives that have led to problems with the other two state agencies. Some of these problems could have been avoided had an adequate attempt been made to discuss those plans with the various agency representatives prior to proceeding with the plans.

Because of the statute authority given to the Texas Youth Council in dealing with juveniles, they have become concerned about the autonomy and job descriptions of the Project E.A.S.E. personnel. They have requested that their continued cooperation with Project E.A.S.E. be made contingent on a clarification of these issues. To the extent that these issues constitute problems in the continued cooperation among these three state agencies, the evaluators would strongly recommend that every effort be made by the Project E.A.S.E. staff to resolve these differences.

Summary and Recommendations

The data collected for this evaluation of Project E.A.S.E. indicates that the project is contributing toward meeting the needs of the juvenile as he is returned to his community. This contribution is evidenced in at least four ways. In the first place, it appears that Project E.A.S.E. has contributed to substantially reducing the recidivism rates for parolees assigned to the project. Secondly, Project E.A.S.E. has in most instances been able to triple the amount of contact the juvenile has with helping agencies. These contacts have served not only for personal counseling, but family, school and vocational assistance as well. Thirdly, Project E.A.S.E. has made a contribution by arranging for vocational training and by developing job opportunities for juveniles assigned to the project. Fourthly, the data suggests that Project E.A.S.E. has facilitated the parole process by keeping the Texas Youth Council more informed as to the needs and status of each parolee. It would appear that this has contributed to the case management procedures of the Texas Youth Council, and in the end worked to the benefit of the juvenile.

The concept of the peer counselor appears to be working in developing better rapport both with the client and with the family of the client. The role of the job technician also appears to be paying dividends in terms of mobilizing community support and developing unique training and employment opportunities for clients. To summarize the implications of some of the points made in this report, the following recommendations are made:

1) Project E.A.S.E. justifies re-funding not only because it has demonstrated its ability to reduce recidivism but also because if it were dropped at this point there appears to be no way that the services it provides could presently be offered by any other agen. .

2) It is the recommendation of the evaluators that Project E.A.S.E. continue to be funded as an agency separate from the Texas Youth Council in order to maintain maximum flexibility, in order to encourage innovation and in order to counter the authority image of the parole system which may work against the effectiveness of the E.A.S.E. concept.

3) The caseloads for the Project E.A.S.E. staff should remain at present levels in order to maximize the amount of time that is spent with each parolee. This recommendation is not meant to suggest that limits be placed on the number of juveniles who are referred to Project E.A.S.E., but rather that sufficient personnel be hired to maintain caseloads at the present levels.

4) The parole division of the Texas Youth Council, the Texas Rehabilitation Commission and Project E.A.S.E. need to get together to resolve differences concerning lines of authority, duplication of services and other misunderstandings that have hindered the cooperation among the three agencies.

5) Related to the above recommendation is the necessity of more clearly defining the position of job technician. Some of the parole staff question the need for this position, and if cooperation is going to be accomplished, justification for this staff position must be given. It is the recommendation of the evaluators that the job technician's position be defined to include the broad notion of resource development which includes the mobilization of community support as well as the development of vocational and job opportunities. Persons filling this position should be innovators--people who are creative in resource development and in speaking to civic, fraternal and religious groups to marshal support and aid for the parolee. Careful guidelines need to be established that describe how this particular function interfaces with the authority of the Texas Youth Council and the programs of the Texas Rehabilitation Commission. In addition, the central office of Project E.A.S.E. needs to provide more support and supervision for this job position and needs to undertake methods that measure and insure the proper implementation of this job function.

6) Procedures must be implemented to provide more immediate feedback from the central office to the field offices concerning questions or other requests for information. Related to this is the recommendation made above that closer supervision of field staff be assured by the central office personnel to facilitate the coordination among the three state agencies.

7) During the next year's operation agreements will need to be worked out between Project E.A.S.E. and the Texas Youth Council parole staff concerning how parolees will be assigned to Project E.A.S.E. During the evaluation period reported here parolees were assigned to Project E.A.S.E. primarily on a random basis. This random assignment was implemented to

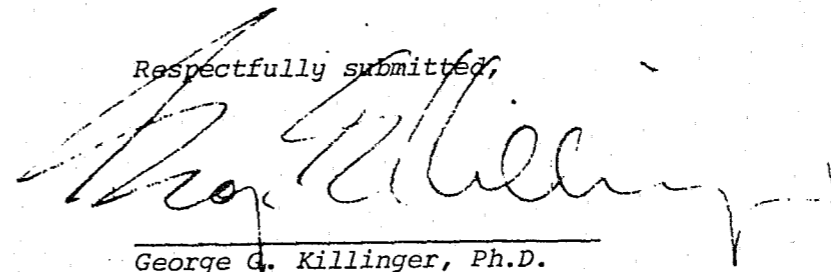
facilitate the proper evaluation of the effectiveness of Project E.A.S.E. From this point on, however, random assignments will not be utilized, and according to comments made by the parole staff, parolees will be assigned on a "need basis" only. The criteria that would be used to determine which clients are to be referred to Project E.A.S.E. will presumably be the same as those that determined which extra cases were assigned to Project E.A.S.E. during this past year. The data on the subjects in that Extra Group indicated that in terms of prior recidivism this group of subjects did not pose as great a risk for revocation as did subjects in either the Work or Control Groups. It appeared that their primary problems were in the areas of intelligence and school achievement. The data from this evaluation suggests that intelligence level and school achievement are predictors of community adjustment problems primarily when combined with several other variables. For instance, the data indicated substantially higher percentages of prior recidivism rates among all of the parolees who had their paroles revoked. This means that prior recidivism rates are a predictor of community adjustment problems. The data also shows that the majority of the parolees who had their paroles revoked were between the ages of fifteen and sixteen. Race is another important variable. The data indicate that 12.5% of all white parolees who participated in the study had their paroles revoked as compared to 13.16% for Mexican-Americans and 6.15% for Negroes. This would seem to indicate, contrary to popular opinion, that the Negro parolee did not constitute a particularly high parole risk when this variable was considered in isolation. The Caucasians and Mexican-Americans constituted a much greater parole risk than did the Blacks. The variables of

prior drug and/or alcohol use were also seen to be significantly higher for the revocation group than for the non-revocation group. The last variable that showed some association with the revocation group was the presence of psychiatric disturbance. In other words, the variables that this study showed to be most important as indicators of potential problems in the parolee readjusting to the community were the following:


- 1) prior recidivism rates
- 2) fifteen to sixteen year olds
- 3) race
- 4) history of drug or alcohol use
- 5) intelligence quotients below 85
- 6) psychiatric disturbance

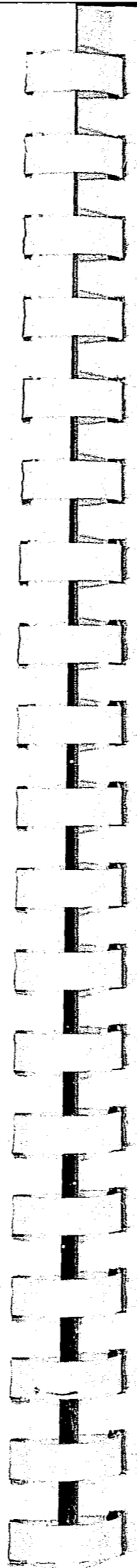
Accordingingly, it is recommended that the above variables be considered in future decisions concerning which parolees are assigned to Project E.A.S.E.

Respectfully submitted,



George G. Killinger, Ph.D.


Glen A. Kercher, Ph.D.



APPENDIX A
EMPLOYMENT ASSISTANCE AND SUPPORT FOR THE
EX-OFFENDER (EASE) PROJECT
DATA FORM

EMPLOYMENT ASSISTANCE AND SUPPORT FOR THE
EX-OFFENDER (EASE) PROJECT

DATA FORM

Col. No.	Data	No.	Item	Code
01		1	Number of times in institution	
02		2	Group: 1=study, 2=control, 3=extra	
03		3	Sex of client	1=Male, 2=Female
			Date client was admitted into project	
04-05		4	Age at time of referral	Age in years
06		5	Ethnic background of client	1=Anglo, 2=Mexican-American, 3=Negro, 4=Other
07		6	Religion	1=Protestant, 2=Catholic, 3=None or none specified, 4=Other
08		7	Was client formerly a resident of county	1=Yes, 2=Resident of surrounding county, 3=Texas resident, 4=Other
09		8	Pilot Area	1=Dallas, 2=Ft. Worth, 3=San Antonio.
10-11		9	Highest grade completed	In academic years
12-13		10	What grade should client be in	By academic years
14-15		11	Who does client live with	(See attached code sheet)

Col. No.	Data	No.	Item	Code
16		12	Marital status of client's own parents	(See attached code sheet)
17-18		13	Number blood siblings	Actual number
19-20		14	Number step siblings	Actual number
21		15	Is any member of immediate family an alcoholic/alcoholic problem	1=Yes, 2=No
22		16	Do any of the immediate family members have drug abuse problems	1=Yes, 2=No
23		17	Are any of the immediate family members physically abusive	1=Yes, 2=No
24		18	Are any members of immediate family in a mental institution	1=Yes, 2=No
25		19	Are any members of immediate family in jail/prison	1=Yes, 2=No
26		20	Does client have history of drug abuse	1=No, 2=Has tried drugs but is not regular user, 3=Uses drugs regularly
27		21	Does client have history of use of alcohol	1=No, 2=Has tried alcohol but is not a regular user, 3=Uses alcohol regularly
28		22	Does client appear to be mentally defective (Mentally retarded)	1=Yes, 2=Possibly, 3=Definitely not
29-31		23	What is the client's I.Q.	If unknown leave blank
32		24	Does client appear to be psychiatrically disturbed	1=Yes, 2=Possibly, 3=Definitely not

CONTINUED

1 OF 2

Col. No.	Data	No.	Item	Code
33		25	Was client given a psychiatric examination	1=Yes, 2=No
34		26	Does client have any physical handicaps	1=Yes, 2=No
35		27	Does client require regular medication	1=Yes, 2=No
36		28	Does client require regular trips to a physician/psychologist	1=Yes, 2=No
37		29	In what kind of school has the client been enrolled	0=None, 1=Elementary, 2=Junior High, 3=High School, 4=Vocational School, 5=College, 6=Other
38		30	School progress	0=Not applicable, 1=Passing, 2=Failing, 3=Dropped, 4=Expelled, 5=Completed program
39-40		31	Primary skill area in which client received training prior to release from TYC	(See attached code sheet)
41		32	Did client complete training program prior to release	1=Yes, 2=No
42-43		33	Primary skill area in which client received training after release from TYC	(See attached code sheet)
44		34	Did client complete training program	0=Not applicable, 1=Yes, 2=No
45		35	In how many different jobs was the client placed	0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=More than 5, 7=Not applicable
46		36	How many of the jobs in which the client was placed were commensurate with his training and/or ability	0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=More than 5, 7=Not applicable

Col. No.	Data	No.	Item	Code
47		37	How many of the jobs in which the client was placed were terminated due to his unsatisfactory performance	0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6= More than 5, 7=Not Applicable
48-50		38	Total number of man hours devoted to case	Actual number
51-53		39	Number of contacts with parole officer	Actual number
54-56		40	Number of contacts with caseworker	Actual number
57-59		41	Number of contacts with volunteers	Actual number.
60-62		42	Number of contacts with employment technician	Actual number
63		43	Was the client's parole revoked	1=Yes, 2=No
64		44	Reason for parole being revoked	(See attached code sheet)
65		45	Current status of case	(See attached code sheet)
66-67		46	Length of service	In months
68-71		X	Case number	XXXX
72	1	X	Card number	X

CODIFICATION OF DATA ELEMENTS

Variable Number 11 - "Who does client live with?"

Enter one of the following codes:

- 1 = Both parents
- 2 = Mother only
- 3 = Father only
- 4 = Mother and stepfather
- 5 = Father and stepmother
- 6 = Adoptive parents
- 7 = Grandparents
- 8 = Relatives
- 9 = Independent arrangement
- 10 = Foster
- 11 = Halfway house
- 12 = Elsewhere (specify)
- 13 = Unknown

Variable Number 12 - "Marital Status of client's own parents."

NOTE: Enter marital status of child's own parents (not step-parents). Report adoptive parents if adoption is final.

- 1 = Unmarried
- 2 = Married living together
- 3 = Marriage intact, not living together
- 4 = Divorced, separated or deserted
- 5 = Father dead
- 6 = Mother dead
- 7 = Both parents dead
- 8 = Unknown

Variable Number 31 - "Primary skill area in which client received training prior to release from TYC."

Enter one of the following codes:

- 1 = Auto body and repair
- 2 = Auto mechanic
- 3 = Building maintenance
- 4 = Carpentry
- 5 = Cosmetology
- 6 = Data processing
- 7 = Electrical trades
- 8 = Greenhouse
- 9 = Masonry
- 10 = Photography
- 11 = Print Shop
- 12 = Radio-TV
- 13 = Secretarial skills
- 14 = Upholstery

Variable Number 31 - Continued

- 15 = Welding
- 16 = Woodwork
- 17 = Other

Variable Number 33 - "Primary skill area in which client received training after release from TYC."

Enter one of the following codes:

- 1 = Auto body and repair
- 2 = Auto mechanic
- 3 = Building maintenance
- 4 = Carpentry
- 5 = Cosmetology
- 6 = Data processing
- 7 = Electrical trades
- 8 = Greenhouse
- 9 = Masonry
- 10 = Photography
- 11 = Print shop
- 12 = Radio-TV
- 13 = Secretarial skills
- 14 = Upholstery
- 15 = Welding
- 16 = Woodwork
- 17 = Other

Variable Number 44 - "Reason for parole being revoked."

Enter one of the following codes:

- 1 = Failure to follow instructions of superior, changed residence or left county of placement for more than 24 hours, or left State of Texas without supervisor's permission
- 2 = Failure to maintain involvement in educational, employment or training program as directed by supervisor
- 3 = Failure to submit to psychological examinations or treatment as directed by Texas Youth Council
- 4 = Engaged in behavior which was either dangerous to himself or others
- 5 = Failure to obey municipal, county state or federal laws or ordinances
- 6 = Use or sale of illegal narcotics, dangerous or hypnotic drugs or any paraphernalia used in administering such drugs, or failure to participate in a drug treatment program as directed by Texas Youth Council
- 7 = Possessed, used, sold or had in his control a deadly weapon or firearm
- 8 = Used alcoholic liquor or beverages
- 9 = Special conditions

Variable Number 45 - "Current status of case."

Enter one of the following codes:

- 1 = Case active and satisfactory
- 2 = Case active and unsatisfactory
- 3 = Case closed and satisfactory
- 4 = Case closed and unsatisfactory

END