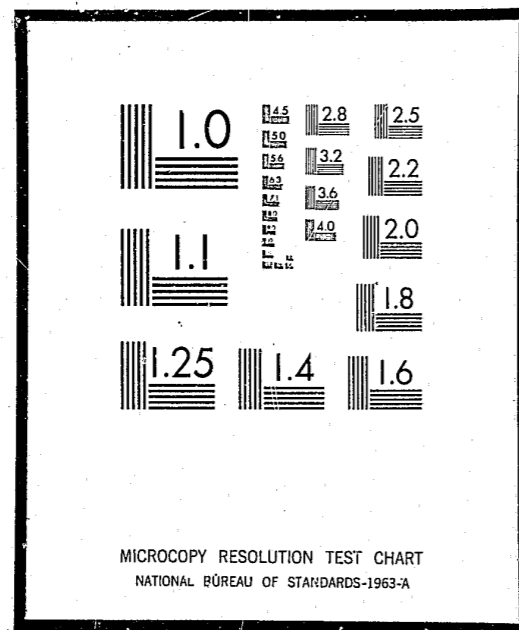


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(Programmed Activities for Learning in Education)
PACE INSTITUTE, INC.

ANNUAL REPORT,

1972 - 1973

PACE INSTITUTE

ANNUAL REPORT

NOVEMBER 6, 1972 - NOVEMBER 2, 1973

A REPORT OF THE ACTIVITIES AUTHORIZED BY MDTA CONTRACT NUMBER ILL (K)
3024 AND A SUBCONTRACT WITH THE CORRECTIONAL MANPOWER SERVICES PROJECT
OF THE ILLINOIS LAW ENFORCEMENT COMMISSION.

Jack Solomon
Director

Joel Ayres
Asst. Director

ACKNOWLEDGEMENT

The staff of PACE dedicates this report to our wives, girlfriends, and friends who have had to suffer with us through our struggle to work and communicate with each other. Without their continued support, we know our efforts will fail. We will succeed because they are working with us so that we are better able to share this relationship with the trainees and ex-trainees of PACE.

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i. INTRODUCTION

The year November 6, 1972 to November 7, 1973, represented the first expansion of significance in PACE Institute's brief history. In many ways it was a year of frustration because of the multitude of problems, both anticipated and otherwise. Chief among these would best be explained by the question, "How do you keep individualized attention with more trainees, more responsibilities, and more physical limitations? "For we saw, not only an increase from 60 to 100 men, but a staff shift into a new building. The basic education and counselling services are in the new building, opened January 1, 1973, and the pre-vocational and vocational programs are in the entire building previously housing the whole PACE program. This resulted in a physical strain on the staff, as we then had to "construct" a bridge to enable our communication, once close to continue. In many respects, how we solve this problem of staff communications will directly effect the continued success of PACE Institute.

This report represents the hopes, dreams and results of a staff struggling to maintain an individualized relationship of care and concern in the face of a growing bureaucracy. It is a salute to their efforts in the midst of a society that says, in effect, that "This Can't be done."

II. RECRUITMENT

The inmates of the Cook County Department of Corrections are actively recruited in order to give them an opportunity to join the program. If an inmate is 18 years of age or older and has 3 months or more to serve on a sentence, they can come to PACE. We've had trainees referred from the social service department or individual officers will often recommend an inmate to us. The largest source of contacts come when staff goes on the tiers and in the dormitories to tell about the program. We don't preach, we don't demand, we simply inform and invite. In this respect, our counselors have been in every place an inmate is in order to maintain this function, inform the inmates of what's available.

Recruiting also means informing the various departments within the system of what is taking place. We've talked, shown, and otherwise been helpful to that individual officer so that when a transfer comes, it is handed quickly. Likewise, when there's a problem in transferring an inmate, they've been co-operative as well. On the whole, the entire system is going through the process of getting that individual inmate who wants to join the program and qualifies into PACE while carrying on the normal daily chores an institution requires.

III.

TESTING DEPARTMENT

A. Personnel

The Testing Department consists of one staff member who administers all achievement tests, aptitude test, intelligence tests and personality tests. No new personnel were added to the Testing Department. The test administrator is assisted by PACE staff in the administering of the monthly test. Also, when needed, he is assisted by student teachers, and volunteers.

B. Equipment and Supplies

A complete inventory has been taken on all supplies, equipment, forms and files and is attached at the end of this report. The inventory is divided into the following categories:

Supplies and Equipment on hand - used daily
Supplies and Equipment on hand - not used daily
Files, Forms, Charts, Lists, used daily
Supplies and Equipment received over the past year
Supplies and Equipment requested for coming year

As a point of clarification, supplies and equipment "Used daily" implies these items are used on a frequent and continual basis. Those listed under "Not used daily" implies items which are used seldom or in some cases have not been used at all by the present administrator.

C. Methods and Innovations

(1) Methods

Methods used in the past year have remained generally the same as those of the previous year. There have been some minor changes in the Pre-testing procedures and in the Monthly Testing procedures. We will discuss all the methods of the Testing Department, however, and point out specific changes in each area of testing. Testing is divided into the following areas:

1. Pre-testing
2. Progress testing
3. Post-testing
4. Miscellaneous / Specialized testing

We will define and cover each area.

a. Pre-testing

Each trainee is given a battery of tests upon entering the program. These tests include the Stanford Achievement Test (SAT), the revised beta intelligence examination, and either the general aptitude test battery (GATB) or the non-reading aptitude test battery (NATB), depending on the trainees reading grade level. The SAT is given on the trainee's first day, and upon completion of it, the trainee is assigned to a learning manager and a program is set up on the basis of the academic scores achieved. The Beta and the GATB or NATB is given generally within one month of the trainees entrance date. The determining factor for choosing the GATB or NATB is the Trainee's reading score.

c. Post-Testing

Each trainee is given the SAT prior to leaving the program. This is compared with the first SAT which the trainee took the first day he entered the program. The trainee will also take the GATB again if there is a two month interval from the first time he took the test. Different forms of both the SAT and GATB are used for the post-test. The purpose of post-testing is to determine the overall progress from the first day to the last few days the trainee is in the program.

d. Miscellaneous Specialized Testing

There are testing situations not mentioned, which the Test Administrator may be directly or indirectly involved in, and in some cases not involved in. The pre-GED test is a direct responsibility of the Testing Department. Student teachers and volunteers often assist in the administration of this test. The advanced level of the SAT is used. The test administrator is also responsible for having each trainee that can read on about the fifth grade level to fill out the Minnesota Multiphasic Personality Inventory (MMPI) which will be used for special counseling or for placement in a special counseling group. The Testing Department is not involved generally in the administration of the College Level Placement Exam (CLEP), or the General Equivalency Diploma (GED). This is handled by the Director of the Basic Education Department. The Testing Administrator assists as a proctor occasion-

ally in other tests which may not normally be given as part of the testing curriculum.

2. Innovations

Innovations, some of which have been cited, will be covered in the context of the 4 areas of testing, that is pre-testing, progress testing, post-testing, specialized testing.

a. Pre-testing

Two innovations which have taken place over the past year, and which have been mentioned already, are the pre-testing orientation on the purpose of taking the GATB or NATB, and the administration of the NATB. Another innovation also mentioned is the administration of the MMPI. This has proved to be valuable inasmuch as it gives the trainee something to work on during the period of time he is waiting for his pre-test SAT Scores and assignment to a course of study. The MMPI has become a tool by which the PACE tests in the major personality characteristics that affect personal and social adjustment.

b. Progress Testing

Several major innovations have taken place in this area. The first is that the lower primary and upper primary tests of the CAT have been added. With the expansion of the student body,

we have found that about 10% of the trainees will have scores below the 4th grade level. It is necessary to administer these test to get the most valid scores possible. Another innovation is the development of two item analysis sheets. These were developed by the test administrator. The first analysis sheet is designed for trainee use. He can request to know which specific areas which he has difficulty in, and the test administrator will fill in the sheet, pointing out trouble areas. The other item analysis is designed for instructor use only. It pinpoints specific problems the trainee misses on the test, and points out patterns in the trainee's performance. A third innovation which has been mentioned, is the development of standard procedures in the monthly testing process. This has been very helpful in cutting down on the confusion which arises when attempting to test so large a group at once.

c. Post-Testing

No innovations have been instituted in this area.

d. Miscellaneous

Various aids have been innovated for the purpose of record keeping, or illustrating various aspects of testing. A testing schedule is maintained by the administrator listing each trainee and all the tests which he should complete before his discharge from the program. This was begun in December of 1972. Testing is thus able to be scheduled and completed on time.

A chart of average grade level gains has been developed (to go along with the Average Grade levels chart which has been in existence since May, 1971). This shows the grade level gains which have been achieved each month of the whole group. A chart used to illustrate the intelligence scores for the trainee has been developed. So far as intelligent quotient scores are very deceiving, the trainee is pointed out which classification he falls into on the chart. Several other charts have been developed in assisting the grading of tests, converting raw scores, and other paperwork duties involved in testing.

D. SUPPLIES AND EQUIPMENT REQUESTED FOR COMING YEAR

PACE INSTITUTE

ITEM DESCRIPTION	CAT ITEM #	FORM	QUANTITY	UNIT PRICE	TOTAL PRICE
The Following Supplies Order From Harcourt, Brace & World, 757 Third Ave. New York, N					
Stanford Achievement Test (SAT)					
SAT-Primary I Booklets	-	x	35	8.00	8.00
SAT-Primary I Answer Key	-	x	1	1.00	1.00
SAT-Primary II Booklets	-	w	35	8.30	8.30
SAT-Primary II Booklets	-	x	35	8.30	8.30
SAT-Inter. I Partial Booklets	-	w	35	11.60	11.60
SAT-Inter I Partial Booklets	-	x	35	11.60	11.60
SAT-Inter I Partial Answer Sheets	IBM 805	-	70	4.60	9.20
SAT-Inter I Partial Answer Key	IBM 805	w	1	2.80	2.80
SAT-Inter I Partial Answer Key	IBM 805	x	1	2.80	2.80
SAT-Inter II Partial Answer Sheets	IBM 805	-	350	4.60	46.00
SAT-Advanced Partial Booklets	-	x	35	11.60	11.60
SAT-Advanced Partial Answer Sheets	IBM 805	-	140	4.60	18.40
SAT-High School Booklets	-	w	35	16.50	16.50
SAT-High School Booklets	-	x	35	16.50	16.50
SAT-High School Manual	-	-	1	1.20	1.20
SAT-High School Answer Sheet	IBM 805	-	105	4.60	13.80
SAT-High School Answer Key	IBM 805	w	1	3.50	3.50
SAT-High School Answer Key	IBM 805	x	1	3.50	3.50

(10)

ITEM DESCRIPTION	CAT ITEM	FORM	QUANTITY	UNIT PRICE	TOTAL PRICE
<u>The Following Test Supplies Order From California Test Bureau, Del Monte Research Park, Monterey, California</u>					
California Achievement Test (CAT)					
CAT-Elementary Booklets	CAT-E	W	35	7.35	7.35
CAT-Elementary Booklets	CAT-E	Y	35	7.35	7.35
CAT-Lower Primary Booklets	CAT-LP	W	35	7.40	7.40
CAT-Lower Primary Booklets	CAT-LP	X	35	7.40	7.40
CAT-Upper Primary Booklets	CAT-LP	W	35	8.00	8.00
CAT-Upper Primary Booklets	CAT-LP	X	35	8.00	8.00
CAT-Junior High Booklets	CAT-JH	W	35	7.35	7.35
CAT-Junior High Booklets	CAT-JH	X	35	7.35	7.35
CAT-Junior High Answer Sheets	IBM 1230	(Read.) 5540	2 bxs.	27.00	54.00
CAT-Junior High Answer Sheets	IBM 1230	(Math) 5550	2 bxs.	27.00	54.00
CAT-Junior High Answer Sheets	IBM 1230	(Lang.) 5560	2 bxs.	27.00	54.00
CAT-Junior High Answer Key	IBM 1230	Complete set	1 set	.80	2.40
CAT-Advanced Answer Key	IBM 1230	Complete set	1 set	.80	2.40

E. Conclusions

The testing program is continually being evaluated and refined. Testing is an invaluable tool for both the staff and trainee in determining the level at which the trainee is working in any given subject, and the rate at which he is progressing. Testing is of vital importance to the educational process, and must be communicated this way to all involved in this process.

IV.

COUNSELING

- A. 1½ Counselors for these duties - Two additional staff members are to be added to the counseling department.

The group counseling schedule consists of four individual groups that meet twice weekly at the following times:

Group I	:	Monday	-	9:30 A.M.	-	11:00 A.M.	and
		Wednesday	-	12:00 A.M.	-	2:00 P.M.	
Group II	:	Tuesday	-	12:00 A.M.	-	2:00 P.M.	and
		Thursday	-	12:00 A.M.	-	2:00 P.M.	
Group III	:	Monday	-	12:00 A.M.	-	2:00 P.M.	and
		Friday	-	9:30 A.M.	-	11:00 A.M.	
Group IV	:	Tuesday	-	9:30 A.M.	-	11:00 A.M.	and
		Thursday	-	9:30 A.M.	-	11:00 A.M.	

Group size averages approximately 25 men per group.

In addition to group counseling, individual counseling is open to any trainee who wishes it. Approximately 60% of the trainees are engaged in some type of group counseling from time to time, which approximately 40% of the trainees are seen on a more regular and on-going basis.

- B. Role of the Counselors

1. Much of the counseling is supplemental to the work of the trainee with their problems and their goals.
2. The counselors accumulate and organize basic data about trainees for staff use.
3. Individual counseling is given upon request and need from the trainee (s).

4. Recruiting trainees and giving initial interviews are done by the counselors.

C. Methods and Innovations

The main objective of group counseling is to provide the opportunity, climate, and impetus for free expression and constructive attitudinal change. Good attitudes are worth a great deal. Having good attitudes makes it possible to do many things one could not do by maintaining bad attitudes.

Persons are not born with good attitudes. Good attitudes are something we must develop as we grow and learn more about ourselves, our fellow human beings, and the world in which we live. The way you think, feel, and act can be controlled and channeled by you, but it takes diligent effort all day, every day.

1. The trainee recognizes and examines his existing attitudes and is able to evaluate what those attitudes have done for him in the past.
2. He is exposed to new and better attitudes and is able to see the positive results of such attitudes.
3. He is able to reconcile falling of his old attitudes and integrate the new into his life.

The second major portion of group counseling is assisted by series of films, film strips, and slide presentations dealing with such topics as employment, fear, anxiety and values. These audio-visual aides provide several meaningful services in the group

process. First, they are an information-supplying vehicle since new information is basic to attitude change. Situation cassette tapes are used to give insights into why many persons do not get or lose jobs. Slides are used to help in introducing new topics for discussion, while giving the trainees an opportunity to express their personal views. Out of group counseling many trainees are stimulated to the extent they seek individual counseling because for various reasons they do not desire to air their problems in the group.

A current innovation that is to be incorporated into group counseling is a hand book that the trainees will be able to use to get information from that he might not get while they are in the program.

D. Conclusion

The interactions by the trainees in group counseling causes them to learn new and unlearn old behaviorial patterns and attitudinal changes. The counseling department plays a major role in the total program.

The role of the counseling department has already been stated briefly. In addition to what was stated, it full-fills a unifying and centralizing function; for this it is the one phase of the program that all trainees are involved in simultaneously and with the same staff members. This situation allows one to disagree and be agreeable rather than to disagree and be disagreeable.

This department's functions are: First, to provide an atmosphere for the trainees to change their attitudes. Secondly, it acts as a go-between reflecting to the staff needs and opinions of the trainees that we work with.

V.

WORK SAMPLES

A. Personnel

The Illinois State Employment Service has assigned two staff members to administer the Work Sample Evaluation Program. There is one Employment Service Manpower Representative III who is the Work Sample Supervisor and one Employment Service Manpower Representative II who is the Work Sample Evaluator. Both staff members are certified and trained by the Jewish Employment Vocational Service of Philadelphia in Work Sample Administration and Evaluation procedures and techniques. In addition these staff members also conduct registration and counseling interviews, administers other vocational tests and completes related Employment Service and PACE reports and forms.

In January, 1973 a full-time, on going Work Sample unit became operational. Prior to this Work Samples was administered by the Test Administrator of PACE Institute who conducted Work Samples only in the afternoons due to other job duties. On January 29, 1973 the first cycle of trainees started in Work Samples. Currently, the full functioning capacity to process trainees through the entire battery of twenty-seven work sample tasks is four trainees per evaluator per cycle.

B. Methods and Innovations

The administration of Work Samples is standardized and as a result, there is little that can be done with the process. However,

in the scheduling of cycles it is possible to lessen the amount of time to complete a cycle. This is accomplished by confining a cycle to one evaluator and four trainees. By this arrangement, the trainees have a greater area to work in and the Evaluator has a greater number of samples to give out and immediate access to equipment. Meanwhile, the second Evaluator writes his evaluation reports, conducts feedback interviews and completes a Goal and a Recommendation sheet as well as other reporting sheet as well as other reporting forms. Further, he also has time to provide additional vocational testing and counseling when the need arises and to review and discuss with staff members of Basic Education, Counseling, Vocational Training, Placement and Follow-Up Departments the work-related needs and deficiencies of the trainees.

A Goal and a Recommendation sheet was added to the work sample process. The Goal sheet offers an opportunity for the trainee to set-up departmental goals for himself to correct work-related deficiencies he experienced in work samples. The Goal sheet is made out by the trainee with the help of the Evaluator after he receives a verbal report of his work sample performance. The Recommendation sheet is made out by the Evaluator and is very similar in its format to the Goal sheet. The purpose is to communicate to staff members the specific areas of work-related weaknesses that need remedial services. By the use of these two forms a continuity of attention and action by the trainee and the staff member is achieved.

Approximately 53 trainees were processed through Work Samples from January 29, 1973 to November 16, 1973. Three trainees of this group did not complete the cycle due to their decision to drop from the program. The number of trainees processed during this contractual period was less than the full functioning capacity of the Work Sample Unit. This was caused by a period of phasing in the two then newly trained staff members to start with two trainees per cycle per Evaluator for two cycles and increasing this way one trainee every fifth cycle until four trainees per cycle was reached. In addition, upon inspection of the Work Sample facility, the Jewish Employment Vocational Service, recommended that the number of trainees to be processed through Work Samples should not exceed four trainees per cycle per Evaluator.

The present capacity and goal of the Work Sample Unit is 120 trainees per year. This also includes the follow-up employment counseling which under ordinary circumstances is not performed by the Evaluators. This arrangement has proven to be beneficial to the trainee and the program by providing him a realistic experience from which he could develop and set-up a tangible plan and goals for remedial education, vocational training and goal oriented employment.

C Conclusion

The Work Sample Unit is fully integrated as a viable component of the PACE Program. However, its emphasis will remain on its flexibility to undertake additional responsibilities that will enhance its operations and objectives. In conclusion it seems important to

reiterate the role of Work Samples in the PACE Program. It is a system capable of evaluating PACE trainees in a way relevant to the employment process. This system establishes a consistent method through observation of his performance in actual work tasks. The trainee through the same process learns about himself as a potential worker and thusly relates more productively to employment counseling. Essentially, Work Samples serves to penetrate what the trainee cannot say, to gain an understanding of what he can do and learn and to surface latent abilities amenable to corrective service, planning and job placement.

Work Sample Staff - 53

For Work Sample administration - 53.

(3 of these were incompletes)

For Feedback Counseling interviews - 50.

Projected number to be processed under IL(K)4008 - 120.

I.

BASIC EDUCATION OVERVIEW

The Educational Program of PACE Institute consists of three major categories. These are basic literacy, intermediate, and high school. Upon his entry into the program, an inmate takes the Stanford Achievement Test (SAT). This is to determine his level of academic achievement. He also takes the Beta IQ Test to determine his mental capacity. If the trainee is functionally illiterate, he takes the gray oral reading test or the Sullivan reading placement examination. A trainee having an achievement level of 0 to 6 is placed in the basic literacy or intermediate program. A trainee having a level above the 6th grade is placed in the high school program.

Instructors of the basic education department work as closely as possible with instructors of the vocational area and with the counselors. The present staff of basic education consists of four full time instructors, one department head, and six student teachers. There is also a host of volunteers, about 94.

The instructor is better titled a "Learning Manager". He manages the educational process of the trainee by assigning courses and giving support when needed to achieve their completion. He works with approximately 15 trainees at a time. The reading disabilities learning manager works with about 10 at a time (this is explained in detail later in this report).

BASIC EDUCATION OVERVIEW - cont.

Each trainee has a folder containing a cumulative record sheet and all achievement and IQ test scores taken while in PACE. The cumulative record sheet lists the grades from these tests, courses assigned, date these course were begun, date of completion, average grades, and the goals of the trainee.

The amount and kind of work to be covered within a certain period of time (E.G. from date of entry to date of GED test) is written into a prescription. The work outlined here is broken down into daily units of work and assigned through the "Daily Performance Contract". The learning manager lists the work to be covered by each man for that day. The trainee enters the amount of work he did in fact cover, and then signs his name.

BASIC EDUCATION ACTIVITIES

A. The volunteers in Basic Education increased from 12 to approximately 94. This covers over 1,000 man hours of actual tutoring service for the trainees. The volunteers consist of: (1) college students, (2) counseling interns, (3) housewives.

B. The total cumulative trainee enrollment is 279. They were assigned to each learning manager as follows:

- 1. Ballard, B. 85 trainees
- 2. Boyle, C. 105 "
- 3. Cesena, J. 20 "
- 4. Whitney G. 69 "

a. Cesena's 20 trainees consist of non-readers to 4.0 reading level. Constant supervision and guidance is needed for these trainees. There are 20 additional trainees with reading levels between 4.0 and 6.0 that Cesena tutors occasionally. They, too, require special attention. Both categories of trainees, because of their extremely low level of reading ability, require a great deal of painstaking and dynamic involvement on the part of the learning manager.

- b. In addition to working in reading disabilities, there is also supervision of the entire staff of day volunteers. This includes the increased number of volunteers which is now 94, instead of 12 which is what we had a year ago. Supervision of volunteers include initial interviews, orientation, assignments, and compilation of volunteer-trainee records.
- C. Student Teachers. There have been a total of 17 assigned to PACE. They have enabled learning managers to deal with trainees having special problems. In addition to serving an invaluable function in basic education, they have been involved in the total program.
- D. Audio-Visual. Due to the expansion of PACE, we now have more classroom space. This improvement makes it possible to utilize existing equipment to its maximum. A schedule has been prepared to help each trainee who has need of these specialized machines. For example, auto-tutors, language masters, control reader machines Aud-X and Tach-X, and the Ken Cook machines.
- E. Social Skills. A modified program in social skills is now in progress. It consists of the following activities: (a) group discussions in each classroom at least twice weekly, (b) the use of Ken-Cook courses dealing with finding a job, selecting a trade, and basic communications.

F. Orientation of New Trainees. A learning manager orients each new trainee to not only basic education but to the total program. This has caused the new trainee to have a better understanding of the philosophy of the program.

G. Shared Responsibility. Each learning manager, in addition to his regular duties, is performing other important tasks which may or may not be directly related to his primary function.

These tasks include:

- (1) Storeroom maintenance
- (2) One learning manager utilizes his skills in photography
- (3) Improvement in the classification and distribution of teaching materials.
- (4) Increased involvement by the educational staff in the night program. This reinforces learning experiences that the trainee gets during the regular day program.

H. Staff Development. There is continual staff development in the following aspects:

- (1) Seminars
- (2) Personal development programs
- (3) Graduate level reading disabilities studies
- (4) Regular graduate level courses in education
- (5) Enrollment in programmed instruction courses

- I. Basic Reading Program. A basic reading program was developed to deal with reading disabilities. It was developed through the following techniques:
- (1) Research
 - (2) Visits to other reading disabilities programs.
 - (3) Consultation with reading disabilities specialists who visit the program.
 - (4) Correlations of the various diagnostic tools designed to identify achievement levels and reading handicaps.
 - (5) Development of reading forms (weekly activity sheets), evaluation sheets, diagnostic analysis forms.
 - (6) Supervision of a reading lab in the night program
 - (7) Development of teacher-made tests and hand out materials to meet specific needs.
 - (8) Correlations of all reading materials dealing with non-readers and progressing to 4.0 grade level.
- J. Educational Materials. We are using a variety of materials created by learning managers. These include the tests, multiplication drills, SRA timed reading drills, and a various assortment of educational handouts.
- K. CLEP Testing. We have been permitted to administer the CLEP test by the College Entrance Examination Board. Thus far three trainees have taken the test.

- L. GED Testing. High School and eighth grade GED testing procedure has been greatly improved. Testing dates have been standardized to the first week of every other month. Also a GED pretesting program has been set up for all GED candidates including those in Divisions I and II.

- M. Meetings. Twice weekly the basic education department meets to discuss matters affecting the department, other departments, special trainee problems and the total PACE program. From time to time other staff members are invited to participate in order to clarify certain activities of their area.

MATERIALS NEEDED IN BASIC EDUCATION FOR NOVEMBER, 1973 - NOVEMBER, 1974

<u>ITEM</u>	<u>QUANTITY</u>
1. Cowles GED Tutors	15
2. Ditto Machine	1
3. Ninth Year Math	15
4. English Arts and Skills #10	10
5. " " " " #11	10
6. Figure It Out-Book I	20
7. Welch Auto-tutors Mark IV	2
8. Figure It Out-Book II	20
9. Bell & Howell Language Master Cards	
(a) blank cards 200	
(b) programmed cds. 250	450
10. Math For Urban Youth	25
11. Better Government Workbooks	50
12. New III. Constitution Booklets	25
13. Mimeo Bond Paper	100 reams
14. Pencils	12 gross
15. Temac Algebra - Book I	20
16. File cabinet-2 dr. upright	1
17. File cabinet-4 drawers	1
18. Ken Cook Equipment:	
1 ABR-SISS, A01 Basic Reading	
1 ABR- A02	
1 Adult Communications series	

19. EDL Equipment:

1 Cycle Lesson Plan EA Teachers Manual
1 Aud-X Film BA for story #19
Filmstrips:

AA (5) 6, 5 (12)
CA (5) 2, 5 (6),
CPEA (4) 1, (4) 14
CPFA (5) 3
AD 5 (1) 5 (2), 15 (5)

- 20. Multiplication flash cards 5 sets
- 21. Roget's Thesaurus 10
- 22. American Heritage Dictionary 25
- 23. CAP Basic Education Labs 1
- 24. CAP H.S. GED Lab 1
- 25. Reading and Writing, Book C 10
- 26. Be A Better Reader 15
- 27. Auto-tutor Films:
 - a. Capitalization 3 reels
 - b. Punctuation 3 reels
 - c. Reading Comprehension Level 5-7 2 reels
 - d. " " Level 8-10 2 reels
 - e. Grammar and usage 2 reels
 - f. Verb usage 2 reels
- 28. Funds for Equipment Repair \$200.00
- 29. Working With Sounds Books A-D 2 ea.
- 30. " " " " Answer Keys 1 ea.
- 31. Action Library I, II, III, IV 1 ea.
- 32. " Reading Kit 1 complete set
- 33. Double Action Reading Kit 1 " "

G. E. D. RESULTS TO DATE

89	Took High School G.E.D. Exam
68	Passed High School G.E.D. Exam
32	Took 8th Grade G.E.D. Exam
27	Passed 8th Grade G.E.D. Exam
4	Passed Both in a Seven Month Period
10	Entered High School or College
1	Graduated from College

CONCLUSION

We are generally pleased with the success seen in the past year in basic education. The average achievement level in all academic areas have been about 2.2 for every 90 to 100 hours of study. Some trainees have done substantially better. One trainee achieved an eighth grade and high school GED certificate in a period of only 6 months. However, a few trainees have underachieved. Hence in the coming months, we hope and strive to become even more successful in basic education. There are a number of ways in which we intend to accomplish this goal. But a few in particular are as follows:

1. Learning Managers will begin developing new programs in the area of social skills. This will involve recording of programs on cassette tapes, increase the number of outside speakers, and more extensive use of educational films and records. This will be an addition to our present classroom discussions and Ken Cook courses.
2. We will continue to hold basic education meetings twice weekly. These meetings have proven to be a powerful ingredient for maximum understanding and participation in all areas of basic education. They have caused to exist, a far greater flow of information and communication. We have begun inviting other departmental heads or staff members to our meetings. This too, is important in terms of developing sound lines of communication.

3. With the assistance of the test evaluator, we developed a new test item analysis form. The form is currently in use. It will be an important tool for diagnosing and pin-pointing specific areas of academic weaknesses; thus, we will use it more intensely.
4. Acquisition of a ditto machine. This machine will enable us to make inexpensive copies of educational materials. It will allow us to supplement the existing textbook materials. As such we will be doing a great deal more individualized programming around individual needs.
5. There shall be continued research and development of the basic reading program.

VII.

PRE-VOCATIONAL & VOCATIONAL DEPARTMENT

AIMS OF THE PRE-VOCATIONAL TRAINING PROGRAM

To help jail inmates in the PACE Program acquire acceptable work habits and favorable attitudes toward gainful employment.

To assist the inmates in gaining confidence in himself and in the realization of his occupational goals.

To give the trainee practice in problem solving and task completion.
To develop motivation to read and research trade related material and information.

To familiarize the trainee with the vocabulary, materials, processes and products of his potential occupations.

To familiarize the trainee with an on the job type situation through the use of tools and related equipment and existing shop atmosphere.

PROCEDURE:

When the trainee enters the pre-vocational area he is familiarized with the basic procedures relative to his vocational interest. This is accomplished by giving him tasks of reading basic drawing and diagrams used in his trade area (he must interpret same, and by having him do the basic operations using the sample tools of his intended trade.. He learns the vocabulary of his trade reading the handbook and technical manuals which deal with his trade. He then associates this information with the tools, materials and machines which are pertinent to his vocational interest. The trainee is given tasks of increasing difficulty at a rate which is coordinated with his academic achievement. Each individual is assisted when necessary in understanding the principles and procedures used in his trade by the instructor.

The instructor also evaluates and counsels each man on his progress. He then indicates the areas in which the man needs improvement and assign training tasks which includes these areas. This man has the opportunity to explore all four trade areas in the shop.

A. Pre-Vocational - Automotive Report

During the last year the automotive program has been broadened considerably with a view toward improved pre-examination of the trainee to better understand his needs relative to future employment.

Our policy of developing programmed materials and job sheets has been continued to supply teaching materials not available from other sources or considered not well suited to our specialized teaching situation. Examples of this are "How to Read the Rule," course which has now been written in its long form and is in process of being finalized into short programmed form. This instruction has proven to be very effective with trainees who earlier had no understanding of this important skill. Other examples are tool indoctrination sheets aimed at the simple hand tools and their care together with the underlying design principals. Another is an indoctrination sheet to show principals and usage of the "Torque Wrench" and one showing a simplified method of evaluating and testing an automobile battery.

In our shop during this past year we stripped and skeletonized an automobile with a view to further broadening our teaching scope and with future written programs in mind.

Pre-Vocational - Automotive Report - cont.

Future plans include the improvement of our Ken Cook teaching system by way of including additional pausing points to permit time for absorption of information and expanded question sheets to improve the checking of what has been learned.

We plan to devise a new curriculum list to provide a shortened course of study to better serve our trainees who either are short on remaining time or who are found to require a reduced learning pace. For certain men who we see are motivated toward serious service station type mechanical work we plan an altered curriculum to more directly lead them to the shop training that will aid in immediate employment in that field.

Plans include additional programmed materials to include "Spark Plugs & Servicing", "Tire Repair", "Use of Multimeter", & "Battery Charging".

Also to be added is a "Refrigeration course".

B. Building Trades

With the advent of the pre-vocational department expanding into the entire original PACE building many needs developed. Needs, with to the most part, that have been met and developed.

The building trades division needed to be entirely developed. Instructional materials were at a minimum. Many texts were purchased and special materials written. The number of basic or sharpening of skills involved the use of hand tools. The only need for instructional materials involves more building trade blueprint reading texts and more printing of the special written materials.

The building trades shop area has been completely set-up all major equipment that has been received, has been installed. All but two items are operable. (the lathe and jig saw need repair.) A small storage area is under construction to provide an adequately secure and conveniently located place for storage of seldom-used, new and damaged tools and consumable supplies such as screws, nails and sandpaper.

A personal orientation for each new building trades student has been introduced. The emphasis during this orientation is placed on the student understanding what we will expect of him and what he can expect from us.

Building Trades - cont.

In the past, the building trades division has been severely handicapped because of the lack of hand tools. Many time situations have arisen where two or even three students have needed to use a certain tool and we had only one. This situation has been partially remedied within the past month with the receipt of some tools from GSA that were ordered earlier this year. We still have some basic needs though for hammers, saws and specialty planes.

Many of our shop supplies such as lumber, plywood, stain, screws, and sandpaper are fairly well depleted and need to be reordered.

We are planning to expand the building trades curriculum with addition of three more areas.. electrical wiring, drywall hanging and drywall taping.

Outside of our regular instruction and curriculum development we are also engaged in the production of programmed instructional materials. We are currently working on a "reading the rule" course in conjunction with the automotive division. The building trades division is also planning a separate programmed course on each of the basic hand tools. These courses will be of the Audio-Visual type and we have estimated that three rolls of 36 exposure slide film and one C-90 cassette tape will be necessary for each program produced.

C. Electronics Shop Report

In the electronics training area we have developed a step by step learning system as follows: First discuss the basics of Electronics followed by a simple soldering project, also the trainee is taught how to use various instruments such as Volt-Meters, Ohms Meter, Oscilloscope, Signal Generator, and others. He is also taught Schematic Reading, basic home entertainment repair and basic electricity circuits. We are equipped to expose the man to basic electronics, and advanced electronic technology. The equipment listed below has been set up as in operating condition along with work books to do many experiments. Three work benches with power supplies, are used to lay the platform for different experiments.

One basic electricity trainer used to teach the trainee electric circuits, parallel and series circuits, also Ohms law. Voltage reading, resistance reading and current measurements are also taught. We also have one automotive electricity trainer which allows the trainee to learn about the battery, spark plugs, generators, electric motors and a complete ignition system. The men in training used the tube tester by testing in conjunction with T.V. repair. A signal generator and a square wave generator are used to inject signals in the amplifying circuits.

The Oscilloscopes are used for tracing a signal, measuring peak to peak voltage, and to compare wave forms. A philco demonstrator and training units are used to demonstrate the behavior of static electricity, vacuum tube characteristics also a power supply that varies from 0-to 300 volts. From this power supply the trainee apply power to eleven different panels such as amplify panel. Multi-meter Bridge Retifier panel, and etc.

Future plans includes color T.V. circuits, degaussing, purity, static conversion, dynamic conversion, black and tracking a vacuum tube volt meter has been ordered to measure voltage of amplifying and rectifying tubes.

D. Metal Trades

To help a trainee to improve his chance in life, he must be given a chance to start. This start can begin by learning a trade. As trade instructors, we try to inform the trainee of possible problems that he may encounter along his way in becoming a successful tradesman.

Before we can begin learning about the different functions of the shop, there must be a careful understanding of what we want from the trainee throughout his stay in the shop. We inform him of what Metal Trades can do for him and what he can do for himself while he is in Metal Trades.

Each trainee is familiarized with the care and use of basic measuring tools. Among these are the ruler, micrometer, vernier caliper and others as necessary.

In Metal Trades, the trainee is familiarized with the basic process of generating a flat surface using a file and a combination square on an aluminum block. He is then introduced to the drill press and given instruction in the care and use of this machine and its attachments. We have begun the introduction of the milling machine to familiarized with the basic process of generating a flat surface using a file and a combination square on an aluminum block. He is then introduced to the drill press and given instruction in the care and use of this machine and its attachments. We have begun the introduction of the milling machine to familiarize the trainee

with the process industry uses in making a flat surface. This year sheet metal work was included in the metal trades area for the first time. The trainee cuts and formes sheet metal to the specifications and requirements of the instructor or drawing given. The trainee uses the shear notcher, box and pan break, and roller in forming his project. In the welding area the trainee develops the manipulative skill needed to strike and hold an arc and weld a uniform bead on a piece of metal. He also learns to set up a job in preparation for welding. He develops the necessary skills to set up and operate an oxy-acetylene station. He also develops the skill to move the gas welding torch such that he obtains and holds a molten puddle of metal and moves same along the entire length of the job.

In order to expand the capability of the machine shop area it is necessary to provide the trainee with more exposure to the process of precision measurement. This will give the trainee more experience with precision set-up and lay-out work and the care and use of precision measuring tools. We propose to do this with the following equipment:

- 1 Starret Outside Micrometer Set
- 2 Sets of Starret Parallel Bars
- 4 Shell Mill Cutters
- 1 Vernier Height Gage
- 1 Starret Inside Micrometer Set
- 10 Pair of Safety Glasses
- 10 Machine Shop Operations Text Books

- 20 Machine Shop Study Guide Books
- 14 Elementry Blue Print Reading Books

To increase the capability of sheet metal area we need to have ability to bend form roll and wire sheet metal to make metal working projects or jobs which will allow the trainee a familiarization with a wider variety of tasks in the sheet metal industry.

To accomplish this we most add the following:

- 5 Pexto Rotary Machines
- 1 Pexto Hold All
- 10 Pair Safety Glasses
- 13 Elementry Blue Print Reading Books

Because of the great interest and the demand for skilled persons in the welding industry, we have deemed it necessary to expand our welding area. To do this we proposed to add the following equipment:

- 2 Lincoln 225 AMP Welding Machines
- 14 Pair of Leather Welding Gloves
- 12 Modern Welding Books
- 10 Pair of Safety Glasses
- 13 Elementry Blue Print Reading Books

E. Results

During the past year 266 trainees have received instruction in the pre-vocational portion of the program:

Automotive	81
Building trades	69
Metal trades	60
Electronics	56
	<hr/>
Total	266

Each instructor has two classes per day with an average of 5 trainees per class. This class size allows the instructor to deal with problems which do not concern a trainee's ability to perform a task but affects the manner in which he performs the task. We have found that this is a decisive element in determining whether a man retains employment.

F. Conclusion

In the future the thrust of the Pre-vocational department will be to explore ways and means to extend the program to other portions of the Cook County Department of Corrections. We will intensify our efforts to challenge and motivate each trainee to widen his view of himself in relation to the world of industry and work.

VIII. ILLINOIS STATE EMPLOYMENT SERVICE ACTIVITIES

A. Past Year's Innovations

The major innovation of the Illinois State Employment Service Department at PACE during MDTA contract IL(K) 3024 was the organization and development of the Work Sample Techniques Program. Although this will be dealt with in a separate report, it should be noted that the Work Samples have been structured carefully to meet all requirements of proper administration, evaluation, written reports and feedback to trainee - clients expected by the U.S. Department of Labor. Furthermore, the results of its evaluation for each trainee are being integrated realistically with all phases of PACE (Basic Education, Pre-Vocational Shop, Counseling, Follow-Up and Job Development) through practical, definitive recommendation to department heads for serving the client according to his potential, his needs, and his ambitions. Instead of administering Work Samples late in a trainee's career in PACE, they are being used earlier, to provide valuable information for his development while in the foundation for his post-release experience upon return to the community, at job placement or Vocational Training. In all probability this is one of the best organized, administered and thoroughly practical applications of Work Samples Supervisor and his assistant should be recognized according as responsible for this development. The PACE Job Developer made arrangements with the Industrial- Service Restaurant Office of the Illinois State Employment Service (321 South State Street) to meet trainees seeking job referrals after their release date.

CONTINUED

1 OF 2

There have been no other special innovations or acquisition of equipment during the past contract year.

B. Proposed Organizational Structure for IL (K)4008

The next contract year - IL(K)4008 - will involve considerable expansion of staff in the Job Counseling - Job Development area. In addition to the present staff of four ISES employees, PACE will be hiring two job counselors and three job developers. For effective iperation, the following outline of duties and responsibilities has been suggested for consideration. It has been designed to integrate fully ISES and PACE operations in an organized fashion, with carefully delineated areas of responsibility, to seek solutions for furthering PACE'S rate of succes with trainees after release in the areas of job placement and job retention. It invovives an added, proposed element of NAB participation, subject to approval by NAB officials. It also presupposes full ISES cooperation in the areas of training in, and use of, ES forms and facilities. Since ISES is asked to provide very little in the way of time or funds for this, and will reserve results in statistical records of hires (that should improve 100% under this plan), there should not be substantial objection to the plan. This plan is meant to be a realistic and practical guide, but its implementation will be subject to considerable reconsideration and revision as staff are (or are not) hired to fill the five new positions, or as other circumstances call for changes.

1) Staff Organization and Duties

ISES Staff Department Head (1)

- a. Overall coordination of Employment Department staff and activities.
- b. Direct Supervision of two (2) PACE employment counselors.
- c. Liaison between department personnel and Illinois State Employment

service and PACE administration.

- d. Represents Employment department of all PACE staff meetings.
- e. Responsibility for ISES forms and reports, and all special reports relating to job counseling and Job Development.

2) Employment Counselors (2)

- a. Report directly to ISES Staff Department Head.
- b. Working primarily inside PACE, will concern selves with Job Readiness preparation of individual trainee and their realistic goal-development, in conjunction with all PACE departments, including Work Samples.
- c. Perform intake procedures, including the ISES - 476 application form.
- d. Group and individual counseling as related to Work Survival.
- e. GATB and KUDER test interpretations.
- f. Referrals to vocational training (including MDTA), with continuous follow-up on progress while enrolled in trade school.
- g. Will also be involved in job referrals for individual trainees filling in for vacationing or ill job developers.

3) Job Developers (1-ISES and 3-PACE)

- a. PACE Job Developers (3) report directly to the ISES Staff Department Head.
- b. ISES Job Developer (1) will supervise and assist the 3 PACE Job Developers and concern self primarily outside job promotion, as well as job development for individual trainees.
- c. Job Developers will concern selves with job development for individual trainees, as well as job promotion.
- d. Inconjunction with job counselors, Work Sample staff, and other PACE departments, develop realistic job referrals based on trainee goals and potential, and labor markets realities.
- e. Prepare each trainee for job interviews, and physically escort him to the interview on Public transportation (if this is the means he will use), to help him plan for time and connection elements.
- f. Keep in close contact with trainees hired and their employers to the first paycheck (about two weeks), referring money management and other non-job related problems to the Follow-Up staff to seek resources for solving these problems.
- g. Work with the trainee and employer to seek ways to solve work related difficulties, especially in the first tow weeks after he is hired, considering another job referral when it is apparent that the trainee cannot actually succeed on the job.
- h. Make use of all ISES services available - tests, job bank, all ES forms pertinent to job referrals, and neighborhood offices of ISES as bases for ex-trainee contact (North, South, West and one Spanish-Speaking Office). Assist trainees who have been out of PACE for several months to go through ISES procedures or procedures of other community agencies that are employment oriented.
- i. Check files of released trainees who are currently unemployed, to assist with work-readiness needs, job referrals, and perhaps more intensive group counseling (based on Group Process developed by Al Monseter of ISES).
- j. Will also be involved in job-counseling with regular job counselors, and Follow-Up on trainees in Trade Schools,

- 4) ISES Work Sample Techniques Staff (2)
(See Work Sample Department's separate report).
 - a. Supervisor reports to ISES staff head. Assistant reports to Work Supervisor.
 - b. Administer and evaluate Work Sample Techniques for trainees within first few weeks of their enrollment in PACE.
 - c. Perform all feedback interviews, employment counseling, test interpretation and goal development for each trainee as relates to Work Samples performance, trainee goals and recommendations from other PACE departments.
 - d. Prepare the Recommendation Sheet for each trainee, getting the man to identify previous and anticipated employment problems to be dealt with by placement staff and follow-up supportive services, as well as basic education, pre-vocational shop, and counseling departments (as part of job-readiness preparation.)
 - e. Work closely with Job Counselors and Job Placement staff in developing recommended, goal-oriented jobs for each trainee.

- 5) NAB Representative (Subject to agreement with NAB officials)
 - a. Provides a week of job-survival orientation for trainees scheduled for release during the following month, based on NAB experience in this field in past years.
 - b. Provide in-service orientation for PACE and ISES staff, who should participate (at least in part) in these week-long sessions.
 - c. Request that NAB provide a different coach, from a different industry, for each month's session, with opportunity to select candidates for his own firm.
 - d. Use of this objective, experienced, employer - oriented source should be valuable to staff and trainees in keeping PACE open to new ideas and approaches to job-survival problems.

- C. Conclusion
 - a. There will be need for larger office space, for improved service, close coordination, use of available (and easily accessible) records - preferably in the current assistant Director's office.
 - b. Need for at least three phones (minimum) and additional ISES Job Bank viewers and equipment.
 - c. Arrangements needs to be made with ISES administrative personnel for training in test interpretation, use of Job Bank, and all pertinent ISES forms, with the understanding that all their hiring statistics will be fed into ISES.
 - d. Special emphasis will be placed on newly released trainees, for recommended, goal-oriented jobs to create subsequent job retention and experience of work success for each trainee.
 - e. All positions will be interchangeable as regards responsibilities and duties to allow for illness, vacations and other staff obligations.
 - f. All community agencies that are employment - oriented will be used by the staff, in addition to ISES, as possible sources for job development.

It is felt that this approach will provide a support based on the outside of the institutional PACE that could be comparable to the support provided within PACE, especially since it is geared exclusively to job-survival orientation both before and after a man's release, providing strictly job-related support, and thus freeing the PACE Follow-Up Department for concentration in other areas of personal adjustment.

Under the previous year's contract - IL(K)3024 the number of men serviced within the ISES Department is as follows:

Department Head-Employment Counselor - 279

For purposes of intake forms and initial counseling - 279.
For purposes of subsequent counseling in preparation for release date goals - 190.
For purpose of considering referral to vocational school - 30.
For purposes of GATB scores interpretation - 100.
For individual requests to discuss planning of goal - 150.
Projected number to be processed under IL(K)4008 - 300.

Job Developer - 190

For purposes of screening for employment goals before release - 190.
Individually developed job referral for - 130.
(of this 130, 90 had multiple job interview referrals)
Projected number to be processed under IL(K)4008 - 200
(Note - The total number of job referrals performed by Job Developer in past year for all ex-trainees - over 400)

IX.

FOLLOW-UP PROCEDURES

A. INSIDE ACTIVITIES

1. INTERVIEWS

a. Post Release Interview

A post release interview is given 2 months before a trainee is released from PACE. The post release is given to gather pertinent information about the man in order for the follow-up coaches to work effectively with him. This information includes the man's status on the street, the relationship between his family, wife, children, friends, etc.. It also incorporates parts of his arrest and jail convictions, goals that a man has set up for himself, and finally, some record of his previous work history, his background relating to narcotic use and where he can be contacted on the street. At this time the trainee is assured that this information is going to be held in the strictest confidence. (see appendix #1)

b. Individual Counseling

This activity occurs when an individual is in contact with you on a one to one basis about phone calls, goal setting, careers, personal matters, etc. This may include trainees returning for their checks.

c. Tiers and House of Corrections

When necessary Cook County Department of Corrections (tiers and H.of C.) are visited to ascertain all pertinent information pertaining to the reincarceration of ex-trainees. Ex: Charges, Court Dates, Circumstances, Location.

2. Volunteer Programs

Each Community Counselor helps to facilitate the volunteer program one evening per week.

3. Group Counseling

Each Community Counselor participates in the group counseling sessions to build a better working relationship with the man inside in order to get to know him. A relationship that might carry over when that man hits the street, thus making for a better supportive relationship.

4. Meetings

a. Intra-Departmental Meetings

This entails a daily exchange of acquired information, facts, ideas, and requirements. Which helps or enables each Community Counselor to better deal with his work load.

b. Conferences

Periodically Community Counselors participate in conferences held inside on PACE premises.

c. Staff Meetings

Each department has one day a week to make weekly reports. On Wednesday the Follow-up department make their reports. This report may be made directly (in person) or indirectly (taped).

At certain times special career staffings are set up by a Community Counselor to facilitate entry into school, vocational programs, jobs, etc.

B. OUTSIDE ACTIVITIES

1. Direct (with trainees)

a. Release Process

After post-release is given there is a ten day period prior to the man's release that certain services are rendered to the man. Such things as acquisition of clothing (home and store); contacting relatives, cashing "gate money" checks, placing clothes in bundle cage, securing housing when necessary. On the day of release if a man is on probation he is taken to the Probation Department. Then he is taken to his home. Whenever possible attempts are made to introduce ourselves to the immediate family.

b. Home Visits

Once a man is released and at home, certain needs arise that he might find hard to meet. These needs are most prevalent in the first 3 months he is back on the street. They might range from financial needs thru spiritual needs. Therefore intensive coverage is given these first 3 months to help stabilize the man's situation in order to aid him to make a satisfactory adjustment and obtain some level of success in his community. In helping a man to meet on going needs, various resources in the community are utilized.

c. Social Service Agencies

Contacts may be established and personal visits made with the man to various agencies such as: Tri-Faith Employment, Catholic Charities, Chicago Volunteer Legal Services Foundation and Operation Dare.

d. Schools

Various schools from college to vocational to high schools to GED preparation may be visited with the man. After the man enters a school visits may be made to monitor his progress.

e. Employers

At times men may be picked up at home and taken directly to jobs, in conjunction with ISES for interviews. If a job is secured attempts may be made to secure carfare, clothing for the job, and/or necessary tools.

f. Court and Jail Appearances

On certain occasions after discussion with the Follow-up supervisors, staff or administrators, visits may be made to a man who has been re-incarcerated to ascertain facts of the situation and/or help the man to plan for the situation. Legal assistance may be requested for the man and personal appearances may be made in court to supply facts or act as a character witness. Court decorum is very important at this point in order to get effective results for the man. The counselor always keeps in mind that he is not an officer of the court. Therefore, he does not speak during the course of the trial unless he has identified himself previously to the court officials i.e. public defender, assistant states attorney or clerk.

2. Indirect

a. Social Service Development

Community development is critical to our operation in gaining avenues to benefit the man. Therefore, Social Service agencies are visited to determine whether their program can meet the needs of our men.

b. Outside Conferences

Community Counselors from time to time attend conferences (personal, medical academic economic, etc.) these may be for public relations gaining insights or telling the PACE story.

c. Checks

Under MDTA, each trainee is given an allowance while in the program which is given to him upon release in the form of gate money. The initial amount upon release is \$135.00 and every two weeks thereafter \$80.00 is dispensed until his fund has been exhausted. It is the responsibility of the Community Counselor to see that these monies are given to the man and that proper receipts have been obtained. Aid is also given in helping him find proper approval for cashing these checks.

d. Employer Visits

At times, Community Counselors may be called on to visit employers to discuss a man's progress problems he may be having on the job, additional education references etc.

e. Residents Visits

As previously noted an attempt is made to visit each man once a month. The city and suburbs are divided into four geographical areas and the men located in each respective area are assigned to one of the Community Counselors. It is important for the counselor to not only know the men in his area (both before and after they leave jail) but to also gain extensive knowledge of the community and the resources located therein.

C. CHANGES INNOVATIONS, AND USE OF FORMS

1. Effective Nov. 5, 1973.

The city was divided into four areas, each coach having one. It was felt that the coaches needed to make the following changes:

	<u>FROM</u>	<u>TO</u>
Donald Eamon	AREA 1	AREA 3
Louis Mayfield	AREA 3	AREA 4
Sam Stone	AREA 4	AREA 2
John Thomas	AREA 2	AREA 1

2. Effective Nov. 12, 1973

The following coaches will attend group counselling sessions

Donald Eamon	-	Tuesday	12:00 P.M.
Louis Mayfield		Thursday	9:00 A.M.
Sam Stone		Tuesday	9:30 A.M.
John Thomas		Friday	9:30 A.M.

3. Weekly Itinerary: Instituted 9-1-73

This system is more comprehensive than the previous system of a daily itinerary in which the coaches assembled their work load by the day. Now the itinerary is assembled on a weekly basis which give better planning, coverage and allows better scheduling.

4. Weekly Statistical Sheet:

To outline specific duties of coaches inside activity, outside activity, function and purpose.

5. File Card System:

8½" x 11" manilla file cards which were used in an office capacity, have been moved to the outside; meaning these cards are carried by each coach and actively used with respect to each ex-trainee as he is seen.

6. Departmental Manual

The new changes and innovations are being initiated and new data and facts are being compiled in order to develop a manual for the follow-up department.

7. Post Release Form

The Post Release form is the current vital statistics pertinent to a PACE trainee who is about to be release. It is completed 2 months prior to a trainee's release date. This information is obtained by a community counselor to determine the specific problems which will have to be dealt with by a counselor as he interacts with the trainee on his day to day routine.

Explanation of Form

Upper Portion - Pertinent to vital statistics, charge recidivism rate & goals.

Lower Portion - Composed of 16 question covering every aspect of living in society. Questions are chronological and in order of importance.

Scoring - Negative Factor listed as 1 positive factor listed or a zero. Eight or more negatives indicate probable return to jail.

Scoring can be change as personal situation improves.

1. Employment - Employed - Unemployed
2. Income - Earnings or Pensions
3. Debts - Any outstanding indebtness
4. Job Participation - Only apply after release
5. Job Status - Only apply after release.
6. Status-on-Street - Street gang involvement
7. Education - Plans to continue education after release
8. Residence - Type of neighborhood and possible effect on trainee
9. Church - Whether member of church an belief in god.
10. Other Organizations - Civic organizations or social groups
11. Friends--Type of friends - How do they influence trainees
12. Relatives - Attitude they have towards trainee
13. Parents - Attitude they have towards trainee's return into their midst.
14. Wife - If married - Stabling factor
15. Children - Stabling factor
16. Fear - Does the trainee have any fears of having to return to a competitive society.

8. Explanation of File Card System (see page 59)

This system is one of the new innovations in follow-up procedure. These 8½"x 11" manila file cards have been taken out of use in the office and are being carried out into the field by the community counselors. Each counselor is assigned a geographical area in the city, which consist of a certain number of men who live within that area. A file card is kept on each man in an assigned area. The file card is used as a monthly running record to keep accurate and up to date information on a man.

The card has certain information that is most helpful to the community counselor while working in the field. It contains, the man's social security number, date of birth, the charge that he served time for while in jail, and if he was put on probation when released. It let's you know what date he was last visited and by what counselor. It tells a counselor whether a man is employed or if he is unemployed and why. There is space provided to note if a man is attending school. This card has the most current address and phone number where a man can be located. It also leaves room to make comments about things you might have observed about a man's situation.

CHARGE:

SOCIAL SECURITY # _____

DATE OF BIRTH: _____

MONTHLY REPORT

NAME _____

OUT DATE _____

PHONE _____

PROBATION OFFICER _____

PROBATION _____

DATE	STAFF SIGN	EMPLOYED	UNEMPLOYED REASON	SCHOOL	ADDRESS	REMARKS

9. Travel Reimbursement Itinerary (see page 58)

During each and every work day, the community counselor will arrange a travel reimbursement itinerary, during this time he will record each and every destination he will visit during the day. The community counselor is to take a odometer reading each time he departs and reach his destination, this reading is to be broken down into the number of miles the counselor has travel daily, and the total for a one week period is to add up, and given to his department head. The community counselor is asked to turn-in this form every Tuesday, and failure to do so result in the lost of pay for that time period.

10. Explanation of Interviews

The personnel of the follow-up department visited the tiers of the Cook County Jail to interview men who have gone through PACE and returned to jail. All the men who were in the jail at the time were interviewed to act as a survey to give us an insight into some of the reasons why our men return to jail. During the interview, such questions were asked as; what brought you back to jail? Why did this happen? What if anything could we have done to prevented your reincarceration?

EXAMPLES:

- a. Mr. S. - Why did you come back to jail? ... I wasn't ready for "certain things" (enviroment, needs adjustment ect.)

EXAMPLES - cont.

How did you come back to jail? ... "There were certain steps I had to take to get back in society, I found myself in a familiar environment with methods I was familiar with in order to survive since I had no job. The methods being vice tactics".

What could we have done to help you not to come back to jail? .. It's not so much what you done, or could have done, but in my particular case, I assumed an entirely different life-style playing a game in which I didn't know the rules. The suburbs are not my life style, because no one taught me the rules. So I came back to the ruins of America with the poverty, pollution and police to take my chances, but I still wanted to build these same things, I had run away from for myself in my own way in the asphalt jungle.

Summary:

Mr. S. represents a very special set of circumstances. Upon his release he was taken to the greyhound bus station to leave for St. Louis to visit his father. He returned two weeks later. Mr. S. was a house guest to a staff member who secured employment for Mr. S. Mr. S. quit his job in less than a month, and returned to his former life.

b. Mr. G.

What: Mr. G. was arrested for robbery. The complaintant is from one of the PACE volunteers on Wednesday night.

Why: When Mr. G. left PACE he went to the downtown YMCA at 823 So. Wabash. He said he liked it here very much and could walk to work from there, but then he moved to the YMCA at 39th. and Wabash. He didn't like it there and "it was too far for him to get to work." He then went to Operation Dare and they got him a job, but there was another guy at this company who was stealing things and he asked for his check before he got blamed for the robberies and left that job. Therefore he didn't have any further income.

What could we have done: "gotten me another job, and I don't mean one of those \$1.25 an hour jobs - you can get those all day. I kept calling and thats all I was ever offered.

c. Mr. Y. and Mr. G.

Both Mr. Y. & Mr. G stated that there was nothing that PACE could do for them at the time before they return to jail. Their reason for this statement was that at this time they both were not ready to change their life-style and they had no intension of using the advice which was given to them by PACE.

They also stated that they were both caught in the act of committing their crimes, by the police and their was nothing more to say about it. Mr. Y. & Mr. G. went on to say that PACE could not have helped them unless they wanted our help and at this time they did not.

- d. Mr. H is being held on a murder and attempted robbery charge. He goes to court November 13, 1973, Branch 66 Judge Pomporo. Mr. H. stated that if he had kept his job, there is a possibility that he wouldn't have come back to jail. When asked why he didn't keep his job, he said that he and his wife were having domestic hassles that stayed on his mind and he couldn't deal with his job like he should have. Mr. H. stated that what we could have done to help him was stay on his back, maybe we would have kept in better touch with him.
- e. Mr. J. is incarcerated on 2 armed robbery charges that have been bonded over to the grand jury. His next court date is on November 19, 1973. When asked why he didn't stay out on the streets, he replied, "messing around with that dope brought him back to the county jail." Also, he didn't even try to find a job. When asked what we could have done to help him, Mr. J. said, "there was very little that PACE could have done for me, because I didn't make any efforts to keep in touch or contact PACE. And at the time I really didn't care about myself or what I wanted to do in life.
- f. Mr. B. is waiting trial to an armed robbery charge. They've been buying to get him to cop out to 1 to 3 years downstate. Mr. B. says he was doing alright out there, kept money in his pocket and wasn't having a bad time. However, he admitted that he was hanging around too much on 47th street. And that he should have minded his own business. When I brought to him, what PACE could have done for him to possibly prevented his return to the Cook County Jail, he stated that noting we could have done would have helped him. Reason being he

f. didn't feel he could make it because of his former drug addiction. He felt why should he go through the embarrassment of being turned down for a job for having tracks in his arm.

g. Mr. S. - Arrested because of unlawful use of weapons and 2 counts of murder. Weapon used because 4 guys were and illegally entered his automobile.

How: He went to work daily and he was doing well on his job. Due to the frequent threats and intimidations by the gang members which included his being beaten three times by them - he was afraid to leave his wife at their apartment at 1119 N. Cleveland by herself. So daily she would go over to her mothers home and remain until he came from work. Finally his wife and he went to Montgomery-Wards and purchased a 30 caliber universal carbine rifle for their protection

What could PACE have done to prevented this occurrence; according to him PACE could have done was to have assisted him in finding an apartment for his wife and he in another community.

h. Mr. G. - Failed to register a weapon and 5 counts of aggravated battery brought about his arrest. How: On 9-18-73 at midnight he became engaged in a fight. The reason the fight occurred was because he took exception to the improper advances made by a man towards his girlfriend. An argument ensued in the tavern at 7003 S. Halsted.

h . cont.

He feels that PACE could not have helped him in this situation because it was personal and social of nature. He feels PACE tried to help him get work and that would be expected.

1.. Mr. M.

Arrested on 3 counts of armed robbery. He got into an automobile with two of his friends on 9-9-73, at 40th & Ellis. They were stopped by the police. These two friends had held up two people earlier that night. Mr. M. claim he didn't know that they had committed a crime that night; however, he admitted that he knew that they were wrong doers. Never the less, he was arrested and charge with robbery for being caught with them.

PACE - He feels that PACE couldn't have helped him, because this he did without giving farethought to the situation. He feels that he knew wasn't staying in touch with PACE.

D. GOALS

Though each community counselor has set goals for himself for the coming year, there are a number of priorities that all share and are for the Follow-up department as a whole.

1. To continue to firm up and standardize the department organizational structure for better reporting and communication among each other and the rest of the staff.
2. To give ever increasing individualized service to trainees, especially in the first three months upon their discharge from jail, while continuing to see every trainee at least once a month.
3. To continue the plan for counselors to exchange areas every three months, so that each counselor becomes familiar with the situation of every ex-trainee, and also becomes familiar with the resources (i.e. social agencies, facilities, etc.) in every area.
4. To become increasingly familiar with the judiciary and have them become familiar with us, so the counselor may function more effectively in the courts.

5. To work towards expansion of the program on the outside. For instance, possibly initiating a weekly, evening group meeting of ex-trainees in an area utilizing a community facility such as a church or Urban Progress Center.
6. To increase participation by each counselor in the inside program. As a beginning each counselor will participate in a group counseling session and a morning auditorium meeting with the trainees each week.
7. To continually work towards expansion of our knowledge in the total area of our concern through literature, films conferences, etc. whenever possible.
8. And overall, to utilize every resource available to us to give a man that opportunity he needs to become a functioning citizen on the street.

X. PACE Institute Volunteer Program

Overview

The PACE Institute Volunteer Program is an opportunity for a PACE trainee to receive individualized instruction and to discover his true worth and potential as a successful member of society.

PACE Institute was founded by Rev. John Erwin in 1967. Starting with one volunteer the program developed. Today we have 28 fulltime staff 80% of whom were volunteers in the program. A total of 168 volunteers who give of themselves one day or evening a week make up the total volunteer program as presently constituted.

Most of the volunteers tutor the trainees one to one in Reading, Writing and Arithmetic. Others teach seminars in assorted subjects and shop trades. The volunteers are from diverse occupational, religious, and racial backgrounds.

Volunteers also give of their time fund raising and assisting Follow-Up Staff in keeping contact with PACE Alumni.

The PACE Staff is convinced the volunteer program is effective. In many instances the change in attitude and grade level was the direct result of working with one of the volunteers.

A. REPORT

The volunteer program has been expanded to meet the needs of PACE. Up to date we have 168 volunteers; 148 in the night program and 20 in the day program. The program has also expanded to include 12 new seminars (see attached list).

The future looks to an expanded day program adding approximately 30 volunteers. This project and a more effective day volunteer program will be the responsibility of the Assistant Volunteer Coordinator. The future of the night volunteer program is for quality; both of volunteer and work accomplished.

This past contract year has seen the volunteer program double its membership. This has resulted in a need for more communication in the department. The presenting of 33 awards (plaques) totaling 75 years of service at the workshop in June is an example of the further type of communication that is needed. This coming year some steps will be taken to bring the volunteers closer to PACE and each other. Among planned activities include a workshop in January, with 15 volunteer awards (one year plaques) and a presentation of the PACE Volunteer of the Year Award. A June workshop is also planned before socials, picnics, dance and/or dinner. These are included in next years plan.

We also see the trainees giving more of themselves to the volunteers; helping to make the volunteer awards, making Christmas cards for the volunteers and staff to purchase. The future should see these things and more by the trainees.

In the past we have used a bulky obsolete volunteer booklet in order to relate the program to interested outsiders. This year we will use a volunteer brochure, professionally done with the help of volunteers. It will include pictures and the pamphlet would be mailed in a 9 x 4 (legal size) envelope with a Quick Facts about PACE Institute, volunteer application and waiver of liability. Also we will update the volunteer rules, including new basic education materials, and course outlines.

Redesigned last year was the social registration form and PACE monthly social volunteer form. New, is the social explanation letter explaining what a social is and dates available for the next six months. These forms put together make up the PACE Social Packet which has mailed to churches and organizations that have supported PACE. Early indications show that this will be the best way to recruit sponsors and reserve socials ahead of time. This leaves the volunteer coordinator with more time to plan an effective, entertaining social without having to find a last minute sponsor.

This year we will also be investigating the volunteer insurance plans to see if they would benefit our program.

Since the inception of PACE, volunteers have played a vital role in our total program. Over 700 volunteers have served the trainees by putting in well over 40,000 hours. The volunteer program will continue its impact on staff and trainees by being the backbone of PACE Institute.

B. Capsule Look at the Program

NIGHT VOLUNTEER PROGRAM - SIX WEEKS ENDING NOVEMBER 2, 1973

<u>DAY</u>	<u>SEMINARS</u>	<u>TUTORS</u>	<u>TRAINEES- PARTICIPATE</u>	
MONDAY	Basic Reading Lab #	Nancy Bendeiow Beth White Joan Knauber	3	
	Civil Law	James Muench	2	
	Self-Motivation	Clarence Collins Marth Collins	5	
	Advance Math	Dr. Abraham Hoffer	2	
	Alcoholics Amonomys #	Louise Hartnett Bill Hartnett Earl Lee Singleton	4	
	Spanish #	Bill Reckamp	3	
	Managing Individuals #	Bruce Lovell	5	
	Individual Study - one to one tutoring		<u>19</u>	<u>24</u>
	Sub Total - Men 18 Women 13		<u>31</u>	<u>48</u>
TUESDAY	Basic Business #	Al Bjoraas	1	
	Basic Reading Lab.#	Sholem Lebovitz Jean Sharda Jan Hufford Mary Prendlergast Carol Davis	6	
	Art	Frank Nicholas	4	
	Automotive	Volunteer Staff	5	
	Building Trades	Volunteer Staff	2	
	Electronics TV	Gene Heal	3	
	Metal Trades	Volunteer Staff	6	
	Drama #	Bob Gottlieb	6	

<u>DAY</u>	<u>SEMINARS</u>	<u>TUTORS</u>	<u>TRAINEES- PARTICIPATE</u>
TUESDAY	Individual Study to Women inmates	Jennie Karey Sheila Reilly Nancy Swenson Sharon Rhonemus	8-10*
	Individual Study - one to one tutoring	21	20
	Men	11	Women 19
	Sub Total	<u>34</u>	<u>63</u> * includ
WEDNESDAY	Black Social Studies	Arthur O' Bryant Anthony O' Bryant	8
	Reading Comprehension	John Joyce	2
	Vocabulary Building	Odis Richardson	2
	Improved Reading	Kathryn Kissner	1
	Creative Writing	Anne McGravie	5
	Elementry Math	Gene Shea	4
	Psychology #	Langston Syson	4
	Individual Study one to one Tutbring	19	19
Men	11	Women <u>16</u>	
Sub Total	<u>27</u>	<u>45</u>	
THURSDAY	Current Issues#	Sue Van Baalen	1
	Improved Writing	Bob Dougherty	3
	Salesmanship #	Christy Vanderver	2
	Drafting	Dave Barta	2
	Building Trades	Volunteer Staff	1
	Automotive	Dan Zasadny	4
	Metal Trades	Dave Gordon	6
	Electronics TV	Carl Erwin	2
	Money Management	Chris O' Donnell	2

<u>DAY</u>	<u>SEMINARS</u>	<u>TUTORS</u>	<u>TRINEES- PARTICIPATE</u>
THURSDAY	Political Science #	Langston Titson	2
	Individual Study - one to one Tutoring	23	18
		Men 15 Women 18	
		Sub Total 33	43
FRIDAY	Awareness	Craven Cooper	2
	PMA Success #	Tom Powers	2
	Individual Study one to one tutoring	21	18
		Men 12 Women 11	
		Sub Total 23	22

* NEW SEMINARS

<u>VOLUNTEER DAY PROGRAM</u>	<u>TUTORS</u>	<u>TRINEES PARTICIPATE</u>
Individual Study one to one tutoring	20 weekly	20-25 Weekly
VOLUNTEER PROGRAM		
TOTAL VOLUNTEERS168		
MEN - 79	WOMEN - 89	
WEEKLY TOTAL OF TRINEES PARTICIPATION		246*

* SOME PARTICIPATE MORE THAN ONE - TIME

C. Forms Used

PACE Institute

Programmed Activities for Correctional Education
for Inmates at the Cook County Jail

2600 South California Avenue • CHICAGO, ILLINOIS 60608 • Telephone 312 927 3675

VISITOR REGISTRATION

PLEASE PRINT

DATE: _____

NAME: _____

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP _____

HOME PHONE: _____

EMPLOYED BY: _____

BUSINESS ADDRESS _____

CITY: _____ STATE: _____ ZIP _____

BUSINESS PHONE _____

HAVE YOU BEEN ARRESTED WITHIN THE LAST YEAR?

YES _____ NO _____

IF YES, PLEASE EXPLAIN _____

WHO RECOMMENDED THAT YOU VISIT PACE? _____

NAME: _____

ADDRESS: _____

PHONE: _____

I STATE THAT ALL OF THE INFORMATION GIVEN ABOVE IS, TO THE BEST OF
MY KNOWLEDGE, CORRECT.

SIGNATURE

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HOW TO BECOME A VOLUNTEER

BECOMING A PACE VOLUNTEER IS QUITE SIMPLE.
FILL OUT THE ATTACHED APPLICATION AND WAIVER
OF LIABILITY FORM. SEND THESE FORMS TO GREG SCHULTZ,
VOLUNTEER CO-ORDINATOR. PACE INSTITUTE 2600 So. CALIFORNIA
AVE., CHICAGO, ILLINOIS 60608. GREG WILL IN TURN CALL YOU AND
ARRANGE AN INTERVIEW DATE. FOR ANY FURTHER INFORMATION CALL
GREG SCHULTZ AT 927-3675 (2: P.M. - 6 P.M. or 7:30 - 9 P.M.).

WHAT HOBBIES/ RECREATIONAL ACTIVITIES DO YOU ENJOY THE MOST

PLEASE BE CERTAIN TO FILL OUT ENTIRE FORM COMPLETELY

CHARACTER REFERENCES:

1. NAME _____ ADDRESS _____

PHONE _____
2. NAME _____ ADDRESS _____

PHONE _____
3. NAME _____ ADDRESS _____

PHONE _____

=====

WE ARE INTERESTED IN YOUR IDEAS/VIEWS ON JAILS AND PRISONS AND THE POSSIBILITY OF REHABILITATION OF INMATES OF SUCH INSTITUTIONS. PLEASE STATE YOUR VIEWS FRANKLY.

WHY DO YOU WANT TO BE A PACE VOLUNTEER _____

HOW DID YOU FIND OUT ABOUT PACE ? (please be specific) _____

WHAT KIND OF WORK WOULD YOU LIKE TO DO WITH OUR PROGRAM ?

IF ACCEPTED, WHAT NIGHT AND/OR DAYS ARE YOU AVAILABLE

PLEASE LIST ANY PREVIOUS VOLUNTEER WORK YOU HAVE DONE

=====

MANDATORY PLEDGE

I HAVE CAREFULLY READ AND FULLY AGREE TO FOLLOW ALL RULES AND REGULATIONS
OF COOK COUNTY JAIL AND OF PACE INSTITUTE.

SIGNATURE _____

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HAS MADE APPLICATION TO

PARTICIPATE IN THE PACE INSTITUTE VANGUARD VOLUNTEER PROGRAM AND HAS GIVEN US YOUR NAME AS A CHARACTER REFERENCE. WE WOULD APPRECIATE IT IF YOU WOULD COMPLETE THE ATTACHED QUESTIONNAIRE AND RETURN IT TO US AS SOON AS POSSIBLE.

THE PACE INSTITUTE VANGUARD VOLUNTEER PROGRAM IS AN OPPORTUNITY FOR A PACE TRAINEE TO RECEIVE INDIVIDUALIZED INSTRUCTION, LEARN TO RELATE IN A POSITIVE WAY WITH ANOTHER PERSON AND TO DISCOVER HIS TRUE WORTH AND POTENTIAL AS A SUCCESSFUL MEMBER OF SOCIETY.

AN OPPORTUNITY FOR YOU TO HELP SOMEONE WHO WANTS HELP. TO SHARE YOUR PRINCIPLES OF LIFE WITH SOMEONE AND TO SHOW CARE AND CONCERN FOR SOMEONE WHO MAY NEVER HAVE HAD ANYONE SHOW THEM CARE OR CONCERN.

PACE USES VOLUNTEERS IN MANY DIFFERENT WAYS. THE PHILOSOPHY HAS ALWAYS BEEN THAT EVERYONE CAN BE A VOLUNTEER. PACE USES VOLUNTEERS AS TUTORS ON A ONE-TO-ONE BASIS HELPING THE TRAINEES IN BASIC EDUCATION SUBJECTS THAT LEAD TO GRADE SCHOOL AND HIGH SCHOOL EQUIVALENCY DIPLOMAS.

SOME PACE VOLUNTEERS THAT HAVE SPECIAL SKILLS TEACH SEMINARS ON SUCH SUBJECTS AS CREATIVE WRITING, PUBLIC SPEAKING, BASIC SCIENCE, SHOP MATH, BUSINESS LAW AND RHETORIC. IN THE PRE-VOCATIONAL SHOP AREA VOLUNTEERS ALL PROFESSIONALS IN THEIR PARTICULAR AREA EXPOSE THE TRAINEES TO CARPENTRY, WELDING, AUTOMOTIVE REPAIR, MACHINE SHOP AND DRAFTING.

VOLUNTEERS ALSO WORK WITH THE PACE FOLLOW-UP STAFF, KEEPING CONTACT WITH MANY OF THE PACE ALUMNI. ALSO, MANY INDIVIDUALS ARRANGE FOR FOOD AND ENTERTAINMENT FOR THE PACE MONTHLY SOCIAL THROUGH THEIR CHURCH AND CIVIC ORGANIZATIONS.

THANK YOU FOR COOPERATING WITH US. IF YOU DESIRE MORE INFORMATION REGARDING PACE INSTITUTE AND/OR WOULD LIKE TO BE PLACED ON OUR MAILING LIST, PLEASE INSERT YOUR NAME AND ADDRESS ON THE ATTACHED QUESTIONNAIRE AND CHECK THE APPROPRIATE BOX.

SINCERELY,

GREGORY R. SCHULTZ
Coordinator of Volunteer Services

JACK SOLOMON
Director

PACE Institute

Programmed Activities for Correctional Education
for Inmates at the Cook County Jail

2600 South California Avenue • CHICAGO, ILLINOIS 60608 • Telephone 312 927 3675

WAIVER OF LIABILITY

PLEASE PRINT

I, _____ OF _____
_____, IN CONSIDERATION FOR BEING
ALLOWED THE PRIVILEGE OF VOLUNTEERING IN THE COOK COUNTY DEPARTMENT
OF CORRECTIONS AND/OR THE CRIMINAL COURTS BUILDING AND ITS RELATED
OR APPURTENANT FACILITIES ON A REGULAR BASIS, DO HEREBY RELEASE AND
FOREVER DISCHARGE THE SHERIFF OF COOK COUNTY AND ANY AND ALL OTHER
PARTIES IN INTEREST FROM ALL CLAIMS, DEMANDS GRIEVANCES AND CAUSES
OF ACTION OF EVERY KIND WHATSOEVER LAW OR EQUITY ARISING TO ME OR
MY HEIRS, EXECUTORS AND ADMINISTRATORS AND INCLUDING, BUT WITHOUT
LIMITATION OF THE AFOREGOING, ALL LIABILITY FOR DAMAGES OF EVERY
KIND, NATURE OR DESCRIPTION NOW EXISTING OR WHICH MAY HEREAFTER
ARISE FROM OR OUT OF INJURIES, DAMAGE OR LOSS, KNOWN AND UNKNOWN,
RECEIVED BY ME ARISING OUT OF VOLUNTEERING IN THE COOK COUNTY
DEPARTMENT OF CORRECTIONS AND/OR THE CRIMINAL COURTS BUILDING OF
THE CIRCUIT COURT OF COOK COUNTY AND ITS RELATED OR APPURTENANT
FACILITIES ALLOWED BY THE SHERIFF OF COOK COUNTY OR HIS DULY
APPOINTED AGENT.

SIGNATURE

DATE

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PAGE INSTITUTE
VOLUNTEER PROGRAM EVALUATION

NAME OF TRAINEE (S): _____

NAME OF VOLUNTEER: _____

DATE OF REPORT: _____

1. INDICATE SPECIFIC ACADEMIC WORK COVERED DURING THIS SESSION:

2. HOW WOULD YOU ESTIMATE THE TRAINEE'S WORK ON THE MATERIAL NOTED IN QUESTION 1.?

BETTER _____ SAME AS USUAL _____ WORSE _____ FIRST TIME _____

3. WERE ANY NONACADEMIC MATTERS DISCUSSED? _____

SPECIFY WHAT WAS DISCUSSED _____

4. WERE THERE ANY ACADEMIC OR NONACADEMIC PROBLEMS.? _____

5. LIST ANY MATERIAL OR INFORMATION YOU NEED. _____

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PACE MONTHLY SOCIAL VOLUNTEER FORM

Each month PACE Institute hosts a party for the trainees, volunteers, visitors and staff. The purpose of this party is two-fold:

- (A) To provide an opportunity for the PACE trainees to have exposure to individuals that they would not normally come in contact with.
- (B) To provide an opportunity for volunteers and visitors to become acquainted with the trainees under social circumstances.

The party consists of entertainment by the PACE trainees, followed by refreshments.

How You Can Help

Your group can provide refreshment for 200-225 people.
(see attached list)

PACE Institute will provide all the drinks. Do not bring any metal silverware or utensils. Any necessary utensils must be wood or plastic. Please have all cakes, pies, meat, etc., pre-sliced before coming to the jail. Do not bring pocket knives or chewing gum.

Who May Come ...

Because of restrictions and lack of facilities, your group must be limited to 20 people. All visitors must be at least 18 years old.

What To Wear....

Sport shirt and slacks for men; casual office attire for women. (Dresses, Pantsuits, skirts and blouses.) No unkempt clothing of any kind. No blue jeans, sweat shirts, hot pants, shorts, or very short skirts.

SOCIAL REQUESTED _____

MONTH

DAY

PLEASE INDICATE AMOUNT OF EACH ITEM YOU WILL PROVIDE:

_____ Sandwiches - Hot or Cold (No peanut butter and/or
jelly, please)
_____ Hot Dish - Eg. Spaghetti, Casserole
_____ Jello Molds
_____ Pies, Cakes
_____ Cookies
_____ Fruit
_____ Miscellaneous _____
_____ Paper Plates
_____ Paper Cups (For Hot and Cold Drinks)
_____ Paper Napkins
_____ Plastic (only) Knives, Forks, Spoons

NAME OF GROUP _____

ADDRESS _____

TELEPHONE _____

REPRESENTATIVE _____

ADDRESS _____

TELEPHONE _____

Please retain page 1; it's for your future reference. Return page 2 to:

PACE Institute 2600 South California Ave. 60608
Attn: Gregory R. Schultz, Volunteer Coordinator

PACE Institute

Programmed Activities for Correctional Education
for Inmates at the Cook County Jail

2600 South California Avenue • CHICAGO, ILLINOIS 60608 • Telephone 312 927 3675

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Dear Sir:

Our upcoming socials here at the PACE Institute are being planned. It is our information that your church becomes involved in outside social activities.

We would appreciate if your choir, or group would consider sponsoring a social here and providing some entertainment.

If so, please pick a date and fill out the social form and mail it back to me. The dates are:

January	18	Friday	Outside Social (need use of outside facility)
January	23	Wednesday	Inside Social
February	22	Friday	Inside Social
March	27	Wednesday	Inside Social
April	26	Friday	Inside Social
May	29	Wednesday	Inside Social

After all information is completed and sent to me, as soon as possible I will contact you. Groups that have sponsored socials in the past have felt that this was a very worthwhile experience. Much thanks.

Sincerely,

Gregory R. Schultz
Coordinator of Volunteer Services

Jack Solomon
Director

XI. CONCLUSION

You have read about a program that is vital and human because it is growing. We hope that the forces that are shaping us are for good and not for evil. Our goal is not to become "like any other agency." This will not do. The inmates, the men and women of the Cook County Department of Corrections, deserve more than what they've gotten in the past. They deserve a chance to become human individuals; people who can decide and influence the course of their lives. If we are not going to contribute to his growth and development we do not need to be in existence. All too often agencies give the impression to our population that they are operating for self interest. We are operating to change this attitude by adopting procedures that are counter to his experience. The only judge, therefore, to whether or not we've accomplished this is the degree to which we've attained the goals that are stated in each department for the coming year. We invite you to come and see for yourself if we are functioning as we have stated.