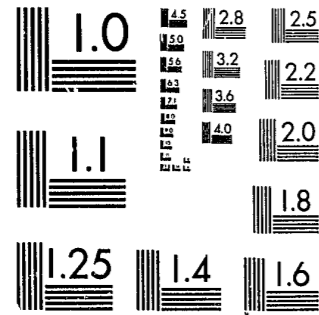


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X
Review of Pre-Release
Program Literature
in Adult Institutional
Corrections

U.S. Department of Justice
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Review of Pre-Release Literature

In a 1969 national study of pre-release programs it was stated that "the most serious problem confronting corrections is that of recidivism."¹ One contributing cause to the large numbers of offenders who return to prison, either as parole violators or under new convictions, could be the lack of attention given to preparing the inmate for release. It has been stated that a great deal more concern is placed on orientation and training of the individual to be a "good prisoner" rather than preparing him for successful reintegration to society. The needs of those about to be released fall into three categories: first, material help in finding jobs and housing, setting up parole plans acceptable to parole boards and obtaining social security cards and drivers licenses.² Another category of help is informational--such as classes in budget management, how to conduct oneself in an interview, being informed of applicable social service agencies available and laws pertaining to parole status. Finally, the third area of help is counseling in what to expect from family, friends and the community and generally being made aware of problems (both social and emotional) which await the newly released prisoner.

However, although these types of need categories have been recognized, corrections as a field has not yet developed a standardized approach to the development of pre-release, as has been noted by Bartollas and Miller (1979) in the following statement:

"The purpose of pre-release programs is to help prepare prisoners for community living, but no standard format for pre-release programs has gained acceptance throughout the correctional field. Some programs consist of 15 to 20 class sessions conducted in the prison, other institutions hold pre-release programs in the community."³

The psychological impacts of the period prior to release are receiving greater attention. The term "short-itis" has been coined to describe the anxiety some prisoners feel as they approach their release date and at least one study has examined its impact.

Researchers studied 40 minimum-security inmates at FCI (Federal Correctional Institution) - Fort Worth, Texas.⁴ The study focused on "short-itis", that is the symptoms related to being "short" (near to release) and was recently reported by Holley as well as being abstracted by the Office of Research - Bureau of Prisons.⁵

FCI-Fort Worth is a co-correctional institution and the study team interviewed and administered questionnaires to 16 female inmates and 24 male inmates. The interest of the researchers was in determining the existence or non-existence of pre-release "shortitis", defined as a "transient situational stress disorder occurring in prisoners during the temporal period (0 to 3 months) immediately preceding release from incarceration."⁶ More specifically, this period is defined as that time period between the date of notification of release and actual release. The researchers were aware of reports by correctional workers, through the years, that

- 2 -

many inmates evidence increased depression, anxiety and engage in irrational behavior during this period. For example, a Federal Prison Bureau Handbook of Correctional Psychiatry (1968) referred to the "short time syndrome" related "to the feeling of helplessness occasioned by release."⁷

The results of the Fort Worth study showed that 95% of inmates believed that shortitis exists in certain identifiable individuals, especially younger inmates and female inmates, but that the specific causal variables cannot be totally controlled by the facility.⁸

From the above discussion, it is clear that there is a need for a bridge between institutional life and freedom. Two formats have been used for this purpose. One modal places its focus on community reintegration through the use of graduated release. Programs such as half-way houses, work release centers, education release and other related programs take the inmate out of the institution gradually to ease the transition. The second format keeps the inmate inside the prison, but attempts to place resources at his disposal which will help him adjust successfully once outside. These pre-release centers "inside the walls" hold classes and offer counseling services which address the needs previously mentioned. It is the latter type of program which is the object of this literature review. Unfortunately, the literature has devoted less attention to institution-based pre-release programs, as contrasted to community-based pre-release/halfway house programs.⁹ One of the contributing reasons is that during the past several years, efforts in the halfway house program area have been more extensive than pre-release activities in institutional corrections. However, the professional literature has devoted some attention recently to the issue of pre-release programming within adult correctional facilities. For example, the American Correctional Association - Commission on Accreditation has specified the following type of release preparation program in its Manual of Standards for Adult Correctional Institutions.¹⁰

"4445 Written policy and procedures provide that all inmates participate in a program of release preparation prior to their release from the institution (Essential)

DISCUSSION: Inmates should have the opportunity to prepare for release and to understand the purpose and function of parole supervision. Programs to prepare inmates for release could include: lectures and discussions that address the concerns of soon to be released inmates; individual counseling that focuses on each inmate's particular needs; pre-release visits by parole officers and family members, and graduated release through short furloughs."

In addition, Standard 4446 (classified as Important) is concerned with Temporary Release-type issues, as follows:

"4446 The release preparation program provides for graduated release through a systematic decrease in supervision and corresponding increase in inmate responsibility."¹¹

Standard 4446 discusses such programs as work or study release, extended visits to family and community, and "placement in a pre-release center or halfway house."

This reference to emerging pre-release program standards for facilities is but one of many indicators of the increased attention to such programs.

Studies of Pre-Release Centers:

The most comprehensive study of pre-release was a survey of pre-release programs conducted by researchers from the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University.¹² Unfortunately, the research is over 10 years old and does not provide information on developments in programs since 1969. In this study, three principles of pre-release were enumerated:

- (1) to make available to prisoners information and assistance deemed pertinent in release planning;
- (2) to provide each prisoner the opportunity, in a non-threatening situation, to discuss problems and anxieties relating to his release and future social adjustment; and,
- (3) to provide a system of evaluating the effectiveness of release planning procedures.¹³

Methods employed to study pre-release programs included (1) review of published materials (2) correspondence with administrators of existing programs (3) material received from recognized authorities and (4) data secured from a questionnaire sent to all state and federal correctional institutions. The authors found that pre-release programs generally served the following functions: guidance and placement in employment; counseling in the day-to-day problems which confront the released inmate; education consistent with the needs and interests of the inmates; and, home visits.¹⁴

Findings presented from the responses to the questionnaire included the average length of the programs (which was one month) and the types of services offered--usually some type of group counseling, often alcoholic counseling and aid in getting social security cards. Driver's education, psychiatric counseling and narcotic counseling were offered less often by programs. The goal or objective cited most often was to "reorient to society's demands." A large majority also listed "general guidance" (86%), "evaluate individual needs" (75%) and "counseling" (89%).¹⁵ Fewer respondents cited "change in attitude" (68%) or "anxiety relief" (54%); and even fewer listed "reduce prison hostility" (21%) or "stress prison regulations" (7%).¹⁶

It was found that corrections was most often the administrative body¹⁶ for pre-release programs (57%) followed by classification (29%) and parole (18%). Regarding methods used to evaluate these programs, recidivism rates were used by 68% of those responding, followed by employment placement (25%). Other criteria included program completion (21%), release (21%), family unity (14%), and economical to the institution (4%).¹⁷ Mean recidivism rate for institutions¹⁸ before pre-release programs was 41.62% as compared to 18.35% after pre-release. These findings are more favorable than subsequent evaluations.

One of the few examples of research on an institution-based pre-release program was a study published during 1969 by two researchers in the California Department of Corrections.¹⁹ This 1965 program at Southern Conservation Center - Chino offered classes on several topics by the following types of individuals:

staff instructors, parole agents, public agency representatives and private business representatives. A panel design was used to test the 100 inmates before and after taking the five pre-release courses. There was lack of a significant difference in inmate attitudes or understanding after pre-release instruction; however, the largest information gains were in the area of parole.²⁰ In addition, a survey of inmates scheduled for release and therefore eligible for parole anticipation noted that whereas half were not interested in any program, those that were interested wanted more information about parole.²¹ Based upon these negative findings, the authors recommended (a) joint planning of such programs by staff with inmates and parolees, and (b) planning by the inmate and counselor on the pre-release class schedule most suited for the inmate's individual needs.²² The latter recommendation was viewed as addressing the problems which developed when inmates were required to attend all of the classes, certain of which had less relevance for certain of the inmates. In this regard, the authors, Holt and Renteria, could be viewed as recommending a differentiated program of pre-release based upon such factors as prior criminal justice system involvement of program participant.

During the 1970's, institutional-based pre-release programs received further focus through such mechanisms as LEAA block-type funding. Various programs of the nature were described briefly in a 1975 LEAA publication which highlighted important LEAA-funded Projects.²³ Two State pre-release service Projects were funded in Oregon as well as in Missouri. The Oregon program was designed as an effort beginning with inmates six months prior to their discharge.²⁴

The target population of "dischargees" was referred to in the following manner:

"It might be characterized as extreme with respect to correctional or rehabilitational intransigence. It is composed of individuals who were (a) not accepted for parole, or returned from parole for rule violations, and (b) not accepted for educational/work release, or returned to the institution for violations. For these reasons, dischargees have been referred to as the "ultimate losers" within the corrections system." (p.2)

Correction counselors were involved in the program's focus activity of establishing for each inmate a realistic program of career goals. Subsequent to development of the career program plan, the counseling staff coordinated the community services of which the inmates had need (such as arranging interviews with potential employers and arranging contacts with employment counseling and placement services. Statistics on the Oregon Project focused on program utilization subsequent to program completion. The LEAA program abstract noted that approximately 85% (against a project 50%) had used the project after release.²⁵

A subsequent evaluation was published during 1977 on the issue of recidivism defined as returns to Department of Correction. A matched sample study design was executed with Project and Pre-Project groups which concluded that the recidivism rate of Project clients was lower and that Project clients who recidivated did so within a shorter period of time subsequent to release. Another aspect of the study indicated that the most frequent needs at time of release "resulting in accepted referrals or services actions" were related to employment and housing.²⁶

The Missouri Project consisted of a six-week program involving "individual counseling and group therapy sessions, preparation for the high school equivalency diploma exam, and job development activities including vocational training, interview and job placement."²⁷ As this indicates, the program offered a variety of service components in order to reduce recidivism. This State-wide pre-release program served only unparoled offenders and prepared them for work-release and post-release employment. A study of a nine-month period during 1974 indicated that of 182 participants, 11

(or 6%) were rearrested and charged with a new crime or returned for poor adjustment. In this regard, the adjustment for the duration of the observation period showed that there was a return rate of .16 per man-year.

As these descriptions of the Oregon and Missouri programs indicate, at least two State correctional pre-release programs focused on such client needs as preparation for employment as well as educational and counseling requirements.

The findings regarding recidivism rates of program participants during the course of their period of release from institutional custody are not conclusive, due to differences in such factors as eligibility criteria for inmates, duration of program, different program emphases, etc. This is also supported by evidence in two doctoral dissertations on the Pre-Release Center for Men at Mississippi State Penitentiary Parchman. The Mississippi project is a three-week program for inmates already approved for parole consisting of intensive teaching and counseling just prior to actual release. Hubell's study of 38 inmates admitted to the Center during October 1971 concluded that "the men brought prison hostilities with them and that the treatment period was too short to make any meaningful impact upon personal characteristics." The individual characteristic studied was personality, as measured by the Kahn Test of Symbol Arrangement. A second study done by Stokes involved 116 inmates in the Center program and data collection instruments included the Semantic Differential Attitude Scale and the Motivation Analysis Test. These instruments were administered prior to program participation and subsequent to program completion. Both the Hubell and Stokes studies did not include a control group of inmates not passing through a Pre-Release Center. The major finding was that the variables of age level and educational level related significantly to attitude change and motivational change. Specifically, inmates 33 years old and older had more positive conceptions of themselves, and their outside environments, and inmates attaining a secondary level of education had more positive views of their particular homes.

The aforementioned studies indicate that among the few studies conducted of institutional pre-release programs, there are important differences in such factors as duration of program exposure. For example, the Mississippi program is for three weeks, whereas the Oregon program is for six months. New York State's program, within this Department, is for the last three months of confinement. The LEAA Exemplary Project - Montgomery County Work Release/Pre-Release is for individuals within six months of release; besides county correctional system inmates, returning State and Federal prisoners are eligible. The three month or 90-day program model also exists within the Federal Bureau of Prisons, as referred to in information provided by Bureau Regional Offices.

With differences in such critical variables as duration of program exposure, it is essential that the evaluation research study proposed for this Department fully document and analyze program components within the overall model used in this State in order to facilitate understanding of exactly which types of interventions are made within the program for specific types of inmate/clients.

Once this documentation and analysis is completed, the Project staff would be able to test for such factors as degree of learning during exposure to program components and attitude change in such areas as alienation. It is stressed that program exposure occurs within the overall context of the approaching release date and the entire spectrum of tension and other factors associated with the pre-release period. It is also emphasized that only a limited amount of data has been reported in the literature on the tensions experienced by inmates during this period. The article on shortitis mentioned previously seems to be the only reference to this subject.

Studies such as the abovementioned research by Holley can provide critical information regarding the experiences of inmates during pre-release. Such findings suggest, at minimum, a differentiation of program foci so that those inmates more susceptible to "shortitis" receive service components appropriately suited to their needs, as contrasted to those inmates whose pre-release needs may have other orientations. This is not, however, stated as a minimization of the stresses facing most inmates prior to release. For example, a 1968 Federal Bureau of Prisons Seminar on Correctional Psychiatry concisely presented the following observation on the terminal phase of incarceration:

"In summary, the major stresses of the terminal phase are loss of external controls, severance of prison ties to persons or positions, and the potential difficulty of returning to previously disturbed family or other relationships. These problems may be discussed with staff members at all levels, but pre-release groups specifically designed to expose and explore these issues seem especially promising."

The recommendation for such pre-release groups ties into the nature of this Department's program orientation, which is that of inmate involvement as peer counselors. In this regard, American corrections has only recently begun to focus greater attention on the roles of inmates in service-delivery capacities, such as paraprofessionalism. For example, in a report by American Justice Institute on an LEAA Grant entitled "Implications of Growth and Development of Inmate Organizations and Impact on Correctional Management Practices", reference was made to a California program at Soledad Prison entitled ICHE (Inmate Committee for Higher Education). The focus on course training and seminars is on pre-release, defined as the period of one year prior to release. In this program a private college provides the professional faculty for the program whereas "the prisoner members elect their officers who carry out most non-instruction operating tasks." The program also includes correspondence courses as well as a special workshop in TA (Transactional Analysis).

Although some correctional literature has referred to peer counseling, efforts such as this Department's peer counseling-oriented pre-release service program do not appear in the literature, other than references such as the abovementioned California program. One exception is that, according to one Regional Office of the Federal Bureau of Prisons, the FCI-Fort Worth program (see attached excerpt of directive), involves an inmate in a peer counseling capacity. This factor is an additional reason for the proposed in-depth evaluation of this Department's program. With regard to the aforementioned inmate organization factor, this Department does not consider the pre-release program as an inmate organization; at the facility level, the program is supervised by a staff advisor (the correction counselor) and hence the program is viewed as a paraprofessional adjunct to the counseling unit.

Some literature has been reviewed relevant to peer counselors. In an article referring to a program at the Federal Correctional Institution at Lompoc, CA, the author made several points in relation to using inmates as counselors. Peer counselors were seen as a less expensive source of aid and in some ways more effective than professional staff because similar life experience facilitated communication between the inmate and the peer counselor.

Another article attempted a more empirical examination of peer counselors.⁴³ The authors found that inmates preferred professional counselors over peer counselors when given a choice, but there was an interaction effect found between the type of counselor preferred (peer or professional) and the type of problems at issue. Peer counselors were preferred when the problem was "experiential", i.e. work release problems; in contrast, professional counselors were preferred for problems such as alcoholism or drug addiction. This suggests that peer counselors could be especially useful in pre-release programs where their personal experience could be utilized.

Finally, the research project will study the nature of the inputs of parole agency staff into the selected types of pre-release programs within this Department. The pre-release literature is relatively weak on this critical organizational variable. In this State, institutional parole is part of the Division of Parole, which is separate from the Correctional Services Department. LEAA recently referred to this organizational variable in a review of innovative probation and parole project.⁴⁴ The program referred to was "Parole Impact", based at MCI (Massachusetts Correctional Institution) - Concord.⁴⁵

Under an "Inside/Outside" concept of parole supervision developed by the Massachusetts Parole Board, inmates have continued contact with parole staff starting several months prior to release to supervision and continuing through the initial part of the community experience following release.⁴⁶ The prior arrangement had been that institutional parole staff interviewed the prospective parolee only once prior to the parole release hearing and parolees first met their parole officers following release. The Parole Impact Officer's orientation was to engage the parolee in joint identification of problems and needs so that the Officer could "begin managing resources in addition to providing personal and counseling support."⁴⁷ The Officer serves as a release advocate at the parole hearing and continues working with the parolee for either six months following release or until stable functioning in the community is attained.

Program staff tended to be young, street wise and highly motivated individuals "who typically would not meet the qualifications for regular parole officers".⁴⁸ They displayed "enthusiasm, energy and empathy with clientele." In this regard, whether a pre-release program employs paraprofessionals (inmates or civilians) or professionals (corrections and/or parole staff), one of the critical motivating factors appears to be the staff capability for relating to inmates. For example, a long-standing Texas Corrections Pre-Release Program selected certain correction officers as advisors, and decided that they would not wear uniforms while in this role. Desirable traits were seen as counseling experience and skills and ability to relate to the inmate regarding his problems and questions.⁴⁹

Another example of a program using correctional officers is located in England.⁵⁰ In a 1978 article, the programs at Ranby and Ashwell prisons were described. These programs use correctional officers to teach pre-release classes and offer virtually the same type of classes as American programs. For example, topics include job search, rights, interacting with others, money, contraception, test taking and form filling and violence. Although a thorough study of program participants was not available, preliminary findings (based on requests for records from other correctional institutions) indicated that the percentage of "failures" was 22% compared to a return rate of 34% for those who didn't participate in the courses.⁵¹

One interesting finding mentioned in this article was that when asked who were the "best people to run release courses in prison" inmates answered with correctional officers,⁵² rather than probation people (equivalent to our parole) or education officers. This preference could be due to a different definition of the correctional officer role in Great Britain, and/or could attest to their success with the program thus far.

Another article was discovered which surveyed pre-release programs in several countries,⁵³ (New Zealand, Canada, South Africa, Australia and England). All of these countries had some type of pre-release program or at least programs which helped bridge the gap between prison and release. For instance, New Zealand transferred inmates nearing release to "open" prisons and allowed leaves. Australia also used reduced custody and leaves. The other countries all employed some type of institution-based pre-release program - - whether it was individual and group counseling (South Africa) or classes (England).⁵⁴ Canada has developed a four-week "orientation course" to help the inmate adjust to release. The rationale behind this program is that it is beneficial to withdraw those nearing release from the general population and also afford more frequent contacts with outside agencies. For this reason, Canadian corrections use separate facilities for pre-release units.

Conclusions:

The 1969 survey mentioned previously conducted by the Institute of Contemporary Corrections and the Behavioral Sciences ended with the following conclusions regarding their research on pre-release centers:⁵⁵

1. Pre-release preparation should begin as early as possible in the sentence and unless this is done any last minute efforts are only wasteful of time and energy.
2. Staff members should not be allowed to encourage inmates to participate by use of special privileges.
3. The program should be organized with realistic goals and objectives in mind. The program must be formulated as a portion of the total treatment process rather than a panacea which will eradicate recidivism.
4. The counseling program should be geared toward dealing with the immediate problems of adjustment instead of attempting any underlying personality change. This would seem to be well-founded because of the limited period of time available.
5. Participants should be carefully selected by the staff on the basis of individual need, potential, and expressed desire to profit from the experience.
6. The position an employee occupies has no bearing on how well he will be qualified to handle a pre-release program. Those staff members who by inclination and demonstration are obviously the most capable are the ones we must select to carry out this last phase of the correctional effort.
7. Relationships between the staff and the inmates should be more on the basis of employee-employer than custodian-inmate.
8. Every effort should be made to enlist the support and participation of the community.
9. The program should provide practical services which will enable the releasee to devote his time to dealing with more than petty problems. This should include driver's training, clearance of Social Security records, assistance with legal problems, and issuing of appropriate identification for use upon release.

10. A major effort should be put forth by the pre-release officials, encouraging increased family contact through visitation, correspondence, and counseling.
11. Whenever physically and geographically possible, it would seem appropriate to incorporate some form of work-release activity.
12. The center itself should be minimum security and should encourage personal responsibilities.
13. Most administrators believed that the inmates benefit from pre-release preparation but recognized that prisoners still under supervision might be reluctant to say anything critical of the program.
14. Some administrators advocated the use of separate facilities to house the pre-release program and did not believe a program could exist within the institutional framework. If we have an institution that is so repressive that a separate facility is necessary for pre-release, then we should take a look at the institution we are operating since there is something wrong.
15. Pre-release preparation is effective in reducing recidivism.
16. If pre-release programs are to be made a part of the treatment process, there should be some provision for determining their effectiveness.

After conducting our own literature review and study of pre-release programs, we reach these conclusions:

1. There is a degree of difficulty present when trying to compare programs due to (a) substantial differences in duration of programs, (b) variation in types of services provided and (c) variation in characteristics of target populations.
2. There are very few research findings available to shed light on the effectiveness of institution-based pre-release programs.
3. There is some evidence available to indicate that the most effective aid provided during the release preparation period includes material aid (i.e. employment) and informational aid (i.e. parole, through understanding of parole regulations, etc.) whereas counseling is either less effective or at least more difficult to measure.
4. Peer counseling appears to be a viable program component of pre-release programs. In addition, the involvement of front-line staff such as correction officers, as illustrated in the aforementioned British program, is deserving of further study.
5. The issue of preparing offenders for their post-release family relationships is treated by Pre-Release Centers in different ways - for example, Woodbourne has a one-day program for families of inmates whereas Green Haven has a staff member conduct a seminar on this topic. The issues of family involvement and counseling related to families has yet to be vigorously reviewed within the release preparation literature. The only major reference to this issue is on LEAA-funded Project, during the early 1970's, entitled "Community Reintegration

Project.⁵⁶ This Project, conducted by the University of Maryland - Social Work School, utilized a case service approach to pre-release. Operating on the assumption that practically all offenders leaving prison have some family on the outside, the Maryland project expanded its services to these families, linking them with applicable social service agencies and dealing with their problems, in addition to the problems of the offender.

Footnotes

1. Mabry, J., Friel, C., Weisenhorn, D. and Hayes, D., A Review of Pre-Release Programs, Sam Houston State University - Institute of Contemporary Corrections and Behavioral Sciences, Vol. 1 - No. 2 - 1969
2. Ibid
3. Bartollas, C. and Miller, S., Correctional Administration, Gregg Division of McGraw Hill Book Company, 1960
4. Holley, C. S., "Short-Itis: Pre-Release Anxiety Among Prison Inmates", Crime Et/And Justice, February 1978, February 1978, Vol. 5 - No. 4, pp. 329-338
5. Ibid
6. Ibid
7. A Handbook of Correctional Psychiatry, by Federal Bureau of Prisons, Vol. 1 - 1968, Section I (Stress and Coping in Prison)
8. Holley (op cit ref. 4)
9. For example, see the LEAA/NILECJ Exemplary Project program information concerning the model utilized by The Montgomery County Work Release/Pre-Release Center.
10. Manual of Standards for Adult Correctional Institutions, by American Correctional Association - Commission on Accreditation for Corrections, 1977. Standard #4445 refers to release preparation program and Standard #4446 refers to graduated release or education release.
11. Ibid.
12. Mabry (op cit ref 1)
13. Ibid.
14. Ibid.
15. Ibid.
16. Ibid.
17. Ibid.
18. Ibid.
19. Holt, Norman and Renteria, Rudy, Pre-Release Program Evaluation: Some Implications of Negative Findings, Federal Probation, June 1969, Vol. 23 - No. 2 pp. 40-45.
20. Ibid.
21. Ibid.
22. Ibid.

23. A Compendium of Selected Criminal Justice Reports, LEAA, June 1975, Section IV (Service Projects)
24. "Oregon Pre-Release Services", Abstract #831 - Section IV of "A Compendium of Selected Criminal Justice Reports".
25. The description of the dischargee service population is from the following:
"Final Evaluation Report on Pre-Release Services Project, by Stan Woodell, Oregon Corrections Division, April 1977"

The data on program utilization is also contained in LEAA Program Abstract #831 (Oregon Pre-Release Services), as referenced in footnote #24.
26. Woodell, Final Evaluation Report on Pre-Release Services Project, p. 16.
27. "Pre-Release Treatment - Missouri Division of Corrections" - Abstract #945 in A Compendium of Selected LEAA Criminal Justice Projects.
28. Ibid.
29. The following two abstracts pertain to the Mississippi studies:
 - a. Hubell, M. Study of Treatment of Group Counseling and Psychodrama at Pre-Release Center for Men, Mississippi State Penitentiary (doctoral dissertation, at University of Southern Mississippi, 1972). This abstract was cited in an August 1979 NCJRS/LEAA Literature Search on Pre-Release/Work Release.
 - b. Stokes, J., Investigation of Attitudinal and Motivational Changes Occurring in the Paroled Inmate During a Pre-Release Center Program (doctoral dissertation, at East Texas University, 1978). This abstract was cited in an August 1979 NCJRS/LEAA Literature Search on Pre-Release/Work Release.
30. Hubell, 1972.
31. Stokes, 1978.
32. Stokes, 1978.
33. Stokes, 1978.
34. Rosenblum, Robert and Whitcomb, Debra, Montgomery County Work Release/Pre-Release Program: LEAA Exemplary Project. Also see E. Carlson, Field Testing Pre-Release Centers, Corrections Today, Jan. - Feb. 1980.
35. Personal Communications from the following Regional Offices of the Federal Bureau of Prisons (two additional Regions did not respond)
 - a. South Central (G. Killinger, Assistant Regional Correction Program Administrator, June 16th Letter).
 - b. North Central (J.D. Henderson, Regional Director, June 18th letter)
 - c. Southeast (P. Carlson, Assistant Correctional Programs Administrator, June 23rd letter)

- 36. Holley (op cit ref. 4).
- 37. A Handbook of Correctional Psychiatry (op cit ref. 7)
- 38. Montilla, M. and Fox, J., Prisoner Organizations in Five Maximum - Security Prisons: Administrative Report - Organization (NIJ Grant #78-NI-AX-0033), American Justice Institute - Sacramento, California, pp. 279-290.
- 39. Ibid.
- 40. For example, reference is made to the following issue of a former journal, Correctional Research (Bulletin No. 20, October 1970), of the Massachusetts Correctional Association:

"The Involvement of Offenders in the Prevention and Correction of Criminal Behavior" by Albert Morris.
- 41. See FCI - Fort Worth Directive No. FWT-7300.87 (Release Preparation Program). This Directive indicates that Fort Worth's Release Preparation Program is to be coordinated by the Facility Supervisor of Education and is located in the Education Department. The Education Supervisor's staff of Educational Specialist constitute a Program Advisory Committee, and this Committee "shall select one resident trained in peer counseling to maintain the Center and its records and to provide peer counseling to residents, both informally and according to the program's structured requirements."

For reference to the N.Y.S. Department of Correctional Services Pre-Release Program see (a) 1980 Overview Statement (3pp.) on Pre-Release and (b) March 10, 1980 Memorandum to All Facility Superintendents from Deputy Commissioner Mc Niff, concerning Pre-Release Centers.
- 42. Kerish, Burton, "The Crumbling Walls: Treatment and Counseling of Prisoners", edited by Ray Hosford and C.S. Moss, University of Illinois Press (at Urbana). Kerish's chapter is on "Peer Counseling".
- 43. Cahill, T., Jessell, J. and Horne, A., "Peer and Professional Counselors: Prisoners' References and Evaluations", Criminal Justice and Behavior, Vol. 6 - No. 4, Dec. 1979.
- 44. Nelson, E., Ohmar, H. and Harlow, N., Promising Strategies in Probation and Parole (LEAA Program Model Series, November 1978), pp. 23-24.

Another parole model was described a few years ago in literature furnished by Michigan Corrections; forty days prior to scheduled parole, inmates are transferred to parole camp, which includes a parole school (2 week, 40-hour program developed and administered by Jackson Community College in conjunction with Department of Corrections). While in school, a parole agent assists the inmates in arranging for job interviews and planning for housing.

Finally, a recent LEAA funded Program (North Carolina Pre-Release and Aftercare) was developed by Corrections and Parole utilizing field service counselors (parole officers). During the course of the 13-month pre-release period, inmates may voluntarily take part in a coeducational four-week Pre-Release Training Program.

The Program covers the areas of "self-insight and understanding, vocational/education, family life, and the community and finances."

- 45. Ibid.
- 46. Ibid.
- 47. Ibid.
- 48. Ibid.
- 49. For an overview of the program at Texas Corrections, see "The Texas Pre-Release Program", by J.E. Clark (Federal Probation, December 1966, pp. 53-38). A recent (July 3) communication with Warden D.L. Myers of Jester Unit, at Texas Corrections, indicated that Jester's Pre-Release Program for parolees, and discharges is under the jurisdiction of "Windham", The Texas Corrections Department School District. This is an alternative model to pre-release programs located under either institutional guidance or parole units.
- 50. Priestley, Phillip, "Release Courses: A New Venture for Prison Officers", Prison Service Journal (Britain), pp. 3-6.
- 51. Ibid.
- 52. Ibid.
- 53. Rhodie, E., in Penal Systems of the Commonwealth: A Criminology Survey Against the Background of the Cornerstones for a Progressive Correctional Policy, pp. 156-160.
- 54. Ibid.
- 55. Mabri (op cit ref. 1)
- 56. See Final Report of Community Reintegration Project (Maryland LEAA Block Grant # REH-12-08-575-1), by Harris Chaiklin, September 1973.

For an overview of this Project, see "Integrating Correctional and Family Systems", by H. Chaiklin, American Journal of Orthopsychiatry - Vol. 42, No. 5.

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