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ACQUISITIONS

The following is a report of the New Careers Development Project, a study financed by National Institute of Mental Health Research Grant OM-01616 (Training Offenders for Crime and Delinquency Work). The project began in September 1964 and terminated August 1967. It was carried out with the cooperation of the California Department of Corrections and the sponsoring agency was the Institute for the Study of Crime and Delinquency.

The staff wish to express their appreciation to Dr. William C. Keating, Jr., formerly Superintendent of the California Medical Facility, whose understanding of project goals and sympathy with program innovation made this project possible.

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The opinions expressed herein are those of the project staff and do not reflect those of the California Department of Corrections or the Institute for the Study of Crime and Delinquency, nor those of the National Institute of Mental Health.

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Summary

The New Careers Development Project trained 18 inmates for work as Program Development Assistants. Intensive training was done for a four-month period at the California Medical Facility, a state prison, and was carried out in three phases:

    Phase 1 (8 men): January 1965 - May 1965

    Phase 2 (6 men): October 1965 - February 1966

    Phase 3 (4 men): February 1966 - June 1966

Since parole, the men have worked in a variety of program development positions: training nonprofessional aides, doing surveys of new career job possibilities, and helping set up new career positions within social agencies.

One of the 18 trainees has been returned to prison on a new robbery conviction. A second disappeared two months after release from prison but has since come back and been reinstated on parole. A third was returned to prison on a technical parole violation, but rejoined the project after seven months and is presently working in the program development field. Two others have had minor law involvements.

Of a control group of nine men, two have been returned to prison, one has disappeared, and one is serving a six-month county jail sentence. A fifth has had a minor law involvement.

Fifteen of the New Careers trainees are presently working in the program development field. Salaries started at $6,000 a year and now range up to $13,000. Employers include private social agencies, non-profit research organizations, universities, state government agencies, and county Economic Opportunity Councils.

The history of the project follows.

Background of Project

The New Careers Development Project grew out of interest in the use of offenders and ex-offenders for work on crime and delinquency problems. Several sets of ideas contributed to its development.

The use of problem people

Most self-help organizations begin with the premise that persons who have lived through specific kinds of problems can help others cope with those same problems. Alcoholics Anonymous and Synanon are two well-known examples relevant to the correctional field. There are two aspects to this idea. One is that persons with problems are more likely to be helped when approached by someone like themselves, either because trust is given more readily or communication is more easily established. The other is that the helper receives as much, if not more, benefit than the person helped. As Cressey puts it, "A group in which criminal A joins with some non-criminals to change criminal B is probably most effective in changing criminal A, not B."[1]

The use of offenders to help other offenders has thus

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[1]Cressey, D.R., Changing Criminals: The Application of the Theory of Differential Association, _Amer. J. Sociol._, 1955, _61_, 116-120.

been seen as a way of developing new and more effective
approaches to rehabilitation in a field in which success
percentages are notoriously low; and as a way of bringing
about change in offenders themselves.

In June of 1963 the project director organized a
symposium, with National Institute of Mental Health funding,
on The Use of the Products of A Social Problem in Coping
With the Problem (Crime and Delinquency).[1] The symposium
brought some 40 offenders, ex-offenders, correctional
treaters, and correctional administrators together to consider
what had already been done in using offenders in correctional
work and what the implications of this were for future develop-
ments in the field. This symposium was a direct precursor to
the present project and played an essential role in its
development.

The nonprofessional revolution

The use of nonprofessional aides has a long history,
notably in the armed services and in the health fields. In
the last few years, the use of nonprofessionals has increased
rapidly, in both scope and number, suggesting radical shifts
in the vending of professional services and the deployment of

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[1]Experiment in Culture Expansion. Proceedings of an NIMH
conference on "The Use of the Products of A Social Problem in
Coping With the Problem (Crime and Delinquency)." Norco,
California, July, 1963.

professional skills. This "revolution" is seen as an answer
to two problems: the decreasing need for workers in material
production jobs; and the inadequate number of professionally
trained persons.

Though there are still arguments on the capabilities of
private industry to absorb the unskilled unemployed, there is
no question that the fields of education and medicine are
already badly understaffed, that population growth alone
vastly increases the needs for these services, and that in
addition people are expecting broader and increased levels
of per capita service. Both Medicare and Head Start have
shifted people's expectations of the services they are
entitled to expect as a matter of right. The situation is
similar, though less dramatic, in other professional service
fields. Note, for example, the growing demand that "something
be done" about crime and delinquency.

People are expecting more service, and they are expecting
better or more appropriate service. Professional workers
are facing increasing criticism, particularly from the poor
and their spokesmen, for ignoring the needs of some groups
within the client population, or for being ineffective in
meeting those needs. Nonprofessionals are often used in
linker roles, filling the gap between professional and client.
They are thus seen not only as a supplement to professional
manpower, but as providers of new and unique manpower resources

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hitherto unavailable. This is, in effect, an extension of
the argument on the use of problem people to the use of
the "outs" generally.

The growing importance of program development

The professional service fields are finding it increas-
ingly hard to defend continuing their existing programs as is.
Aside from the need for expansion of services, both the public
and clients themselves are becoming more vocal about what are
seen as inadequacies of service. The Federal government is
making substantial amounts of money available for research
and demostration, in the hope that more effective ways of
providing service can be found.

The development of new programs is often left to staff
who are occupied with the operation of existing service
programs and who have neither time nor inclination for the
task. A growing number of agencies, however, are establishing
special program development staffs whose sole function is
the creation and implementation of new program ideas. It
seems reasonable to expect that this trend will continue in
the future and that there will be growing attention to program
development and growing demands for persons with relevant
skills.

The self-study model

Systematic self-study is seen as an effective approach

to bringing about change within individuals, groups, institutions, or organizations. Self-study is simply the application of the scientific method to the achievement of goals. It involves the stating of goals and of methods expected to be effective in reaching them, observing the extent to which the methods are effective, then revising the methods as necessary. One of the important things about the self-study approach is that it involves the active participation of the targets of change in their own development, including all levels of staff within an institution or organization. The project director has used this approach in working both with small groups of confined men and with correctional communities.

The New Careers project was intended to develop one kind of problem person (the offender) for a new type of nonprofessional role in the program development field. Self-study was seen both as a way of developing the individual offender and as an approach to program development itself. The original conception of the study saw offenders in program development roles specifically in the crime and delinquency field. As the project developed, this concept was broadened to include program development in other areas of human service.

The Original Plan

As originally conceived, the Project was to bring together an experimental group of 25 inmates in a "social development center" for a period of six months. The center was to be a living-working unit within one of the California state prisons (San Quentin was seen as the most likely possibility.), this unit to be physically distinct from the remainder of the institution, with separate feeding and recreation facilities. Graduate students in the social sciences were to participate in the training program as part of the "change and development teams" with the inmates. (For a description of these teams and of the role of the social change agent, as the trainees were then called, see Appendix A.)

Following the six-month center program, the subjects were to be paroled to community placements, if necessary partially subsidized by the project, for an additional six months of combined work and training. It was expected that at the end of this time they would have demonstrated sufficient capabilities so that they could move into fully paid program development positions with social agencies. They were to be followed for an additional year.

A control group of 50, chosen at random from the pool from which the experimental group was selected, were to be

paroled at the same time, but with neither institution nor community training nor with community placement assistance.

The Plan and Reality

The project underwent a series of modifications over its three years. Some were necessary to accomodate to Department of Corrections administrative procedures, and some came about because of shifts in the larger social-political scene.

The social development center

The concept of a social development center in which all inmates would be trained together was the first to go. On the basis of preliminary discussions with Department staff, it had been expected that the center could be housed in a minimum security satellite barracks at San Quentin which also housed other special programs. San Quentin is in the San Francisco Bay Area and provided ready access to potential employers and to the educational institutions from which graduate students were to be drawn. However, the staffing and security aspects of the center were seen as a problem by institution staff, as well as the presence of women in the program. It was also felt that project requirements for a full schedule of both day and evening activities would put undue strain on regular institution procedures.

The project was set up finally at the California Medical Facility, a research and treatment oriented institution 55 miles from San Francisco. A separate housing unit was found within the institution, but space limitations restricted the number of trainees at any one time. To accomodate to this change, we planned three non-overlapping groups of eight trainees each and shortened the institution phase of training to four months.

The control group

The next problem was that of finding a large enough pool of eligible men for random selection into experimental and control groups. The project design called for releasing trainees at a fixed time to go on to additional training and jobs in the community. This meant finding men with parole dates coinciding with the end of the institution training period or having the Adult Authority (the paroling board) set parole dates that would fit the program schedule. We overestimated the flexibility available for Board action, particularly since many of the men selected as potential candidates were seen as high risk cases (e.g., those convicted of armed robbery). As a result, the idea of random selection from a pool of eligible inmates was given up for Phase 1 and we selected eight men with no assurance that they could all be paroled at the end of four months. As it turned out, only

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five of them were; one of the eight remained in the institution for 18 months.

For the second phase we tried to avoid this problem by selecting only men with assured parole dates, but this drastically restricted the number available. The pool shrunk to eleven men, of whom four were selected as experimentals and five as controls, with two added to the program outside of the random selection procedure.

For Phase 3 the idea of a control group was again abandoned and the four most promising men out of those available were selected.

Team training

In Phase 1, graduate students made up part of the change and development teams into which the trainees were grouped for much of the program. They worked half-time, paid by project funds, but because of the long commute from San Francisco to the Medical Facility were at the institution only two days a week. Both trainees and students felt this created morale problems and interfered with team efficiency. It was recommended by them that students work full-time during Phases 2 and 3, or not at all.

By Phase 2, however, the war had escalated. Students were concerned about draft status, and we could not find any willing to give up full-time school attendance to participate

in the program. Phase 2 and 3 teams therefore consisted
only of the inmate trainees.

Job placements

The project proposal was first submitted in September
of 1963. It had in fact been planned for a full year before
that date. Its methods were developed after considerable
informal liaison work with Department of Corrections staff
and with staff of related agencies in the San Francisco, Los
Angeles, and San Diego areas. They were based on an assess-
ment of Department and agency interest in this approach to
developing inmates; of the direction of program development
in these agencies; of the direction of social change in the
country in general; and of the probable speed with which all
this was likely to occur.

The Economic Opportunity Act of 1964 was passed shortly
before the project got underway. The money and attention it
focused on working with the poor in other than client roles
was an affirmation of the direction the project was taking.
The expansion both of human services and of opportunities for
the poor to participate in meaningful new kinds of jobs and
careers made the outlook for finding work placements for the
project trainees even better than had first been anticipated.
Not only did we expect that placements would be available,
but that there would be a real demand in the corrections

field for persons trained in research and program development.

We were, however, overly naive in assuming that our
own view of the need for program development was shared by
agency staff, or that there was a direct relationship between
a recognized need and organizational readiness to change.
Federal funding for research and demonstration programs has
provided the greatest impetus to new program development,
but the escalation of the war in Vietnam has sharply curtailed
the availability of such funds. Moreover, with or without
outside funding, agency staff as a group tend to be resistant
to innovation. This resistance has been most apparent in
correctional agencies, on whom we counted for placement
opportunities. Placements in the crime and delinquency field
have been available only outside of California. In general,
there was little trouble in placing the trainees on jobs
as long as the project was paying their salaries in full,
but it was far more difficult than anticipated to place
them on jobs with other funding.

Field training

It was originally intended to parole men to one geographic
area in order to facilitate continuing training for the first
six months after parole. Negotiations were underway with the
American Friends Service Committee for use of a halfway house
for released prisoners they planned to open in San Francisco.

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Use of the house as a living base would facilitate the field portion of training, and would help maintain group cohesiveness.

The reality was that jobs were hard to come by, even with project willingness to subsidize part of the men's salaries. The jobs obtained were scattered throughout the State and they were temporary, so that the trainees were required to move every few months or oftener. This precluded use of the halfway house and sharply limited what could be done in the way of a systematic field training program.

Selection Methods

The project intended to demonstrate that there exists an untapped potential within the offender group. It was not intended to say (1) whether this potential exists within some or all offenders, and if some, how many; (2) whether this potential can be tapped better by means other than those employed in this study; or (3) what potential exists for other kinds of development than that undertaken here. In short, we are not trying to assess offenders as a whole, and the group worked with is not intended as representative of the total prison population.

Initial screening

The conditions that helped define the study population

were dictated by the interests of the project, on the one hand, and of the Department of Corrections and the Adult Authority on the other.

Project concerns. The first decision was to draw men only from the Department's living group (therapeutic community-type) programs. A variety of such programs was available within the prisons and prison camps, some as special experimental units and some as part of the regular institution programming. They varied in the degree to which therapy was subordinated to other considerations (such as work schedules), and in the sophistication and dedication of their staffs, but they all had in common the use of several large group meetings a week including staff and all members of a housing unit (anywhere from 40 to 60 men) for the purpose of discussing current problems of living and working together, plus additional small group meetings of 10 to 15 residents with one or more staff members.

The choice of the living group programs as a basis for selection did not come from some notion that we were in any sense selecting men who were "cured" or better adjusted than those not in such programs. Rather, because the role of social change agent as we conceived it involved working with groups of people with differing interests and points of view,

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and because the project training approach itself is work in groups, we hoped to exploit the living group ience by finding men whose exposure had:

(1) taught them how to listen to other people' of view, how to become sensitive to other of reference, and how to avoid premature judgments;

(2) helped them develop some techniques for these differences;

(3) given them experience in examining their own behavior, particularly its impact on other and

(4) helped them to become comfortable in working groups: expressing feelings and ideas within group, and listening to those of others.

We set four months as the minimum amount of exposure to living group experience. The figure was chosen arbitrarily

A minimum of an 8th grade reading level (as measured by the reading section of the California Achievement Test was required. This condition was not determined by some belief that present reading skills were related to ultimate success in a change agent role but rather by the need to cover a large amount of material in a relatively short training period.

Another condition was phrased as "familiarity with

world of the socially and economically underprivileged."
Since we hoped to generalize the training experience to non-offenders who lacked opportunities in the social system, we wanted men who represented the larger group of the poor. As the selection pool dwindled, this condition actually got little attention. We can say only that the trainees, as offenders, all had experience with being outside of the establishment.

A final condition set by the project was interest in project participation and willingness to meet its conditions (including project decisions on geographic placement after parole and an initial salary then estimated as $200 a month).

Departmental concerns. There were two types of concerns. The first had to do with the restrictions laid on the paroling authority in setting parole dates. The most important condition governing selection was the amount of time the men had served in relation to their offense and past history and the date they would normally appear before the Adult Authority for parole consideration.[1]

The other had to do with the public relations impact of the project. If the men were to fail, failure should not be too prominent nor embarrassing to the Department. (This was a realistic concern; as it developed, the project's outstanding failure was made an issue in the 1966 gubernatorial election.) Thus men whose offenses involved sexual behavior

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[1]Department of Corrections and Adult Authority procedures make it possible for inmates to request a brief extension of their time in prison to complete training or treatment programs. It is also possible for men to be released up to three months before their parole date in order to take a job that will not be available at the time of their regularly scheduled release. Thus the project could consider men who had parole dates set somewhat before the training period was to terminate or up to three months after.

Most project candidates, however, did not yet have parole dates set at the time of selection. Those who would appear for a parole hearing before the training program was to begin could be considered as tentatively eligible, pending the outcome of the hearing. For those scheduled to appear before the Board within the next four months, an advancement of parole hearing was requested so that a determination of eligibility could be made.

with force or with children, heroin use, or assaultive behavior were eliminated from consideration, as were men with a history of hospitalization for mental illness or of severe and chronic alcoholism.

Interview

Men who passed the initial screening were interviewed in small groups of four to seven by two or three members of project staff. For Phase 1 role-play situations were used as an assessment procedure. The role-play simulated the work of a change agent working within a correctional institution. The problem set was participation in a meeting to consider the effective utilization of manpower within an institution. The men were asked to take one of several roles: the assignment lieutenant, the supervisor of education, the supervisor of institution maintenance, a member of the inmate advisory council, the associate warden of care and treatment, and a social change agent. The role-play took about ten to fifteen minutes and was followed by a discussion in which the men were asked where the meeting was going, what kind of games were being played, what conflicts of interest were expressed, how might it have been done differently, and how it would have then turned out. The situation was then re-played, with the men now taking different roles. At the end, the men ranked each other on the following:

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(1) Is good at role-playing. Expresses a role well and helps determine the direction taken in role-playing.

(2) Sees the different points of view expressed.

(3) Understands the different games being played.

(4) Copes well with the games being played.

(5) Is good at stating sensible approaches to problems.

The purpose of role-play as a selection device was to see, first of all, who was able to take on new roles and how well; how sensitive each man was to the different frames of reference expressed; what kind of coping skills he demonstrated for dealing with these differences; and what rational approach abilities he showed (that is, his ability to state relevant information, define a problem, clarify discrepancies, and make explicit expectations for outcomes of actions taken).

The value of the role-play for getting at the potential for taking on a change agent role is open to question, but the method aroused immediate involvement and a great deal of interaction among the men in each group. As a procedure, however, it was very time consuming. It was therefore dropped for Phase 2 and 3 selection in favor of a more direct interview in which each man's expectations of the project were discussed and each was asked to talk to the group about his areas of strength and weakness.

Peer ratings

The men interviewed were also ranked by their peers and staff in the living unit. Ranking was done anonymously on the following three variables:

(1) Offers the better ideas. Ideas are most often followed.

(2) Able to produce -- not just a talker. Sees a job through, can be counted on.

(3) Effective in group discussions -- able to listen as well as talk. Tolerant of different points of view. Understands what is going on.

Rankings of the three tended to be similar, that is, men ranked among the top three or four on one variable were likely to be found there on the others. It is probable that some overall judgment of being a "good guy" in the sense of fitting into the living group game was involved.

Final selection pool

Decisions on inclusion in the tentative selection pool were made by project staff on the basis of the interview and a review of the man's records. Peer ratings were used primarily to resolve doubts about men about whom there was some question of suitability. In only one case was selection made directly contrary to peer judgment. This man warned us in advance that he would be rated low, which he was, since he

had recently been the focus of unfavorable discussion in the group for his irresponsible behavior. He was, however, willing to give up his parole date in order to enter the program, and this so impressed project staff that he was included in the pool.

For those men in the tentative pool who did not yet have a parole date and were not scheduled to appear for a parole hearing prior to the training program, a request was made to the Adult Authority for advancement of hearing. The final selection pool was determined after Board action had been taken.

Phase 1 selection

Phase 1 was scheduled to run from January 1 to May 1, 1965. In May of 1964 two of the project staff visited living group programs in Southern California, then the most active units in the Department. They talked with inmates and staff about the proposed project, what it was attempting to do, and what problems it might face. Ideas were solicited about the program and the selection procedure (the idea of using peer ratings came from these meetings). In October, a staff member again visited the units to talk about the program and ask for volunteers and to screen men who were interested in terms of their offense history and probable parole date. Out of five living units, 47 men asked to be considered. Nine

of these subsequently withdrew, and nine more were found ineligible on further screening. This left 29 men to consider. Following interviews and peer ratings in late November, the 29 were reduced to 13. Two of these had parole dates. Two more were scheduled for Board appearances in December; one received a parole date in August and the other was denied for a year. Advancement of Board appearance to December was requested for the other nine, in order to determine whether or not they might be granted parole by the end of the institution training period on May 1. The Board granted the request for only two of these men; both were given May 1 dates.

Of the pool of 13, there were four men who could definitely be paroled by May 1 and a fifth whose parole might reasonably be advanced to that time. Random selection of experimentals and controls was out of the question. We took the five men with parole dates plus three others that we felt showed exceptional promise with the idea that if they were not granted parole in the spring, they could remain with the project and help with training in later phases.

Phase 2 selection

Phase 2 was scheduled to run from October 1965 to February 1966. Selection was expanded to include two special living group programs in Northern California and an institution which ran living group programs for the majority of its

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inmates. In July of 1965 visits were made to each unit by project staff, staff in this case being trainee graduates of Phase 1 (for two of the units the graduates were former unit residents). Their task was to discuss the program, answer questions about it, and get some preliminary show of interest.

These visits resulted in a list of 159 names which was reduced to 83 after further screening of records. The 83 were reduced to a tentative eligible pool of 26 following the interviews and peer ratings. This number too quickly dwindled. Three men withdrew. Of the remaining 23, five men had parole dates and five were scheduled for parole hearings prior to the beginning of Phase 2. Advancement of parole hearing was requested for the remaining 13.

Of the five who went to regularly scheduled Board hearings, three were denied parole and two were given parole dates but refused admittance to the program, on grounds that were not made clear to project staff. Of the 13 for whom advanced hearings were requested, seven were refused. The remaining six were given advanced hearings and parole dates on February 1.

The eligible pool from which we planned to select both experimentals and controls was now reduced to 11. Selection was further limited by the choice of two of these men outside the random selection procedure. One, a Mexican-American,

was taken both because he was Mexican-American (there were few such candidates) and because he showed unusual leadership potential. The second, who was due to be paroled shortly, talked staff into making his selection prematurely because of his need to make a decision about a job if he were not to enter the program. For random selection, the pool was now nine, of which four were to be experimentals (space at the Medical Facility limited new trainees to a total of six) and five were to be controls.

It was apparent from experience with Phase 1 that opportunities for well-trained minority group members were opening and that there would be some advantage in placement in having minority status. To ensure adequate representation, we set two of the four experimentals as minority group members. The four minority group members in the pool were paired, based on staff judgment of potential strength, and the five Caucasians were placed in two groups of two and three each. One of each sub-group was then selected randomly as a Phase 2 trainee.

To the obviously inadequate control group of five, we added four men who were in the tentative eligible pool and who were paroled about the same time as the Phase 2 trainees but who had been refused consideration for the project by the Board.

Phase 3 selection

Phase 3 was scheduled to run from February to June 1966. Because of difficulties around scheduling advanced hearings, and subsequent tension with the Board, it was agreed that only men with parole dates between April 1 and September 1 would be considered. Selection was to be limited to the four units that had shown the largest number of promising candidates in the earlier phases. Again, a trainee graduate visited each of the units, followed by staff visits for interviews. Thirty men expressed interest in the project, but six later withdrew and 13 were found not eligible. This left 11 men to consider. Because job placement for trainees in the first two phases had been so difficult, only four men were to be selected for Phase 3, but it was planned to select them from an eligible pool. Perhaps staff was by this time too tired or disenchanted by the difficulties of training; or perhaps the pending termination by the Department of most living group programs had lowered unit morale. For whatever reason, this group of 11 as a whole appeared to show less promise than had been true of candidates in earlier phases and did not show sufficient strength to support a control group. As in Phase 1, the four men judged to show the greatest potential for the program were selected.

Selection overview

Table 1 summarizes the selection experience for the three phases of the project.

three phases of the project.

Table 1

Selection Experience by Training Phase

	Phase 1	Phase 2	Phase 3
No. interested	47	159	30
No. found not eligible[1]	9	67	13
No. withdrew	9	9	6
No. available to consider	29	83	11
No. chosen for tentative eligible pool	13	23	4
Parole date already set	2	5	4
Regular Bd. hearing: parole	1	2	−
Regular Bd. hearing: denied	1	3	−
Advanced Bd. hearing: parole	2	6	−
Refused advanced Bd. hearing	7	7	−
No. final eligible pool	5	11	4
No. selected	8[2]	6	4

[1]Reasons for ineligibility include: next scheduled Board hearing too far off to request advancement; legal minimum parole date precluded parole by end of training; scheduled date of parole too early to request extension of time in institution; nature of offense; limited reading skills; insufficient time in living group.

[2]Three men without parole dates were added to those selected.

The Trainees

This is the way the 12 trainees looked to Department of Corrections staff on their admission to prison.[1]

1. 24 on his admission to prison for two counts of robbery. He was implicated with three partners in robberies of a pawn shop, jewelry store, and super-market for a total of some $14,000. The four had a pact to commit robbery to release any among them who were arrested, and to shoot it out if necessary. He was seen by the District Attorney as less hardened and confirmed in crime than the other men. His prior known delinquency was minor. He had served 90 days in jail on a burglary charge when he was 19, complet-ing three years of probation without incident.

2. Not quite 20 when sentenced to prison on a burglary charge for breaking into a department store and stealing money, guns, and ammunition. He had a long delinquent history, beginning with petty theft at 15 and a burglary charge for which he was sent to a forestry camp from which he escaped. A car theft at 16 gave him a term in the Youth Authority (Calif-ornia's state detention system for juveniles). He completed high school in a Youth Authority institu-tion.

3. Sentenced to prison at 24 for grand theft. The theft was a calculated risk to recover business losses. At 21 he served a jail sentence for burglary. The only other known delinquencies were traffic offenses and misdemeanor charges which were later dismissed. He was a poor student in school and left in the 11th grade when he was 18 to go into business for himself.

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[1]The information is taken from the Cumulative Case Summary prepared at the Department's Reception-Guidance Centers on admission to the prison system.

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[1] The information is taken from the Cumulative Case Summary prepared at the Department's Reception-Guidance Centers on admission to the prison system.

4. Sent to prison at 26 for auto theft. He planned to strip the car and sell the parts to buy narcotics. His first arrest was at 16, and he had been a court ward several times for burglary and traffic charges. At 19 he was placed on probation for smuggling marijuana, and he had five subsequent arrests for petty theft, burglary, and possession of narcotics. He had used marijuana, heroin, and benzedrine, but did not consider himself an addict though he depended on drugs for excitement. He left school in the 10th grade at 16 and worked as a truck driver. His work record was unstable and he had been fired for absences and narcotics use.

5. 27 when sentenced to prison for grand theft, the charges stemming from a $2800 theft from his employer. He was drinking at the time, panicked after the theft and ran away, assuming an alias and living without incident for 18 months until he was picked up on a drunk driving charge. He had been in trouble since he was 14, with arrests for truancy, malicious mischief, petty theft, car theft, reckless driving, and drunk driving. He served a jail term for forgery. He left school in the 10th grade at 16. He had worked as a bartender and cook.

6. Sentenced to prison at 23 for a charge of second degree robbery of a gas station in which he used a simulated gun. He was implicated in several other robberies and the investigating Probation Officer described him as "potentially dangerous and not afraid of anything." He served a term in the Youth Authority for robbery when he was 21. His only other arrests were on traffic charges. He completed high school at 19 but had been working part-time since he was 13.

7. At 24 he was on probation for passing bad checks, for which he had served 60 days in jail, when he was charged with attempted grand theft and sent to prison. He was first placed on probation at 21 after giving a party involving liquor and juveniles. He completed high school at 18, where he had been a good student and outstanding athlete. He had irregular work experience as a machine operator and in other blue collar jobs.

8. Sent to prison at 22 for first degree robbery of a grocery with three younger companions. A forgery charge was pending when he received the sentence. There had been no prior known delinquency. He quit school in the 11th grade at 17 to enter the Air Force where he served three years and received a high school diploma. After leaving the service he worked at unskilled laboring jobs.

9. At 23 he stole and forged some blank payroll checks from his employer, which gave him his first prison sentence. He was sent to a boys' camp for car theft when he was 14. He had subsequent charges for drunkeness and car theft, served 30 days in jail on a petty theft charge when he was 20, then shortly thereafter was sentenced to the Youth Authority for robbery. He had considerable difficulty in school and was finally expelled in the 10th grade for being truant and rebellious. He completed high school in the Youth Authority. His work experience was in blue collar jobs.

10. Sent to prison at 22 for forging $900 worth of checks. He had been involved in antisocial activity since he was eight, when he served as lookout for an older gang that committed burglaries. He had adolescent charges of burglary, assault, receiving stolen property, and carrying concealed weapons, and he served terms both in a juvenile forestry camp and in the Youth Authority. He was described by the Probation Officer as a "real wise operator." He began using marijuana at 14, experimented with heroin at 18, and used pills frequently. He completed high school at 18 and had taken a semester's work at a city college. He had worked sporadically as a clerk or laborer.

11. Sent to prison at 23 for a series of first degree robberies of supermarkets, amounting to about $18,000; two family members were partners. His first arrest was at 13 for attempted petty theft and being a runaway, and he was given informal probation. He was put on probation again at 15 for burglary. He was in no further difficulty until he was arrested at 21 for drunkenness, then at 23 for battery. He left school at 16 in the 10th grade. He held a variety of laboring jobs and was known as a good but unstable worker.

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12. Sentenced to his second prison term at 26 for an attempted robbery of a jewelry store during which he was shot several times and severely injured. He began his first prison sentence at 22, again for first degree robbery, and served almost three years. His known delinquency began at 14 with a robbery conviction for which he was sent to a juvenile reformatory from which he escaped, followed by a Youth Authority term at 16 for robbery and a five month jail sentence at 21 for assault. He completed high school at 18 while in a Youth Authority institution. He had had no steady work since he was 20.

13. 27 when sentenced to prison on a second degree robbery charge. He had earlier helped another man plan and execute a robbery and was given probation. A year later he violated probation by leaving the state; he was charged with bad checks and car theft, then sent to prison on the original robbery charge. This was his only known delinquency. He had worked as a salesman since completing high school and had become manager of a chain store.

14. Sent to prison at 28 for his involvement with five other men in a theft of paintings valued at $70,000. He had served a year in jail on a burglary and car theft charge when he was 22 and had had numerous traffic misdemeanors. At 26 he was placed on probation for forging bad checks. His work record, as a warehouseman and truck driver, was stable. He had completed high school and attended a year of junior college.

15. Sentenced to prison at 21 for first degree robbery. He was implicated with a gang in a series of 55 business robberies. His record began at 9, when he was cited as a runaway. At 16 he spent a term in the Youth Authority for car theft, and at 20 he served a two month jail sentence for battery. He quit high school in the 10th grade at 15. He had worked at unskilled jobs.

16. Sentenced to prison at 24 for grand theft of $460 worth of guns from a sporting goods store. He had an extensive record of burglary, going back to age 17. One series of 10 burglaries was reported, and another of 32. He spent 16 months in the Youth Authority for burglary when he was 18, was paroled,

then returned for an additional seven months when he became involved in more burglaries two months later. At 21 he spent a year in jail on another burglary charge. The Youth Authority described him as "a young man who would rather steal than work." He quit school in the 10th grade at 17 and worked sporadically as a laborer and truck driver.

17. Sent to prison for the first time at 25 for first degree robbery involving holdups of several markets; he served three years. Ten months after his parole he was returned to prison on a technical violation for possession of heroin and served an additional three years. Six months later he was returned to prison for his second term, charged with possession of firearms by an ex-felon. He was then 32. His known delinquency began when he was 13, with charges of burglary and malicious mischief. He served jail terms for car theft and for possession of narcotics and had many arrests for traffic violations, drunk driving, burglary, and narcotics possession. His formal education stopped at 16 in the 9th grade, but he continued schooling during his confinement. When not confined, he held unskilled jobs.

18. Sentenced to prison at 29 for a series of second degree robberies involving eight banks and a finance company for a total of some $20,000. He was given Federal probation, but sentenced to state prison. His first recorded offense was at 25 for bad checks, but there were similar unrecorded offenses for which his family had made restitution. There were also charges of probation violation, petty theft, and traffic misdemeanors. He was a high school graduate and had attended a state college sporadically. His last work was as a salesman.

At the time of entry in the project, the median age of the

men was 26, with a range from 22 to 35. Two of them had

served prior prison terms, and seven had served terms in the

Youth Authority. Half of them were presently in prison on

robbery charges (including the man charged with possession of

a gun), the others on charges of burglary, forgery, and grand

theft. Their average base expectancy score (a group prediction measure of parole success) placed them in the 55th percentile of the prison population with an average expected success rate for the total group of 58 per cent.

Eight of the 18 men were minority group members. On testing in the Reception-Guidance Center, the average I.Q.[1] was 110, with a range from 98 to 123. Seven had not completed high school, and four reported taking some college level courses. Three-fourths of the group had worked only at unskilled or semi-skilled laboring jobs.

The following table summarizes the characteristics of the group and compares them with the nine men in the control group. It will be seen that, compared with the project trainees, the control men were slightly older, had more prior confinement history but fewer aggressive offenses, a slightly lower expected favorable success rate, contained fewer minority group members, but were approximately the same in tested intelligence and reasonably similar in educational and occupational background.

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[1] Based on the Army General Classification Test (AGCT)

Table 2

Characteristics of Experimental and Control Groups

Table 2a

Age

	Experimental	Control
36 - 37		1
34 - 35	1	1
32 - 33		2
30 - 31	1	2
28 - 29	4	
26 - 27	5	2
24 - 25	5	1
22 - 23	2	
Median	26	31

Table 2b

Prior Prison Terms

	Experimental	Control
None	16	4
One	2	5

Table 2c

Prior Youth Authority Terms

	Experimental	Control
None	11	4
One	7	5

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Table 2d

Admission Offense

	Experimental	Control
Robbery 1st degree	5	3
Robbery 2nd degree	3	
Possession of firearms	1	
Grand theft	6	
Burglary 2nd degree	1	1
Forgery	2	3
Statutory rape		1
Marijuana sales		1

Table 2e

Base Expectancy

	Experimental	Control
Average raw score	48	43
Percentile rank for average score	55	40
Expected failure rate for average score	42	48

Table 2f

Minority Group Status

	Experimental	Control
Negro	7	2
Mexican - American	1	1
Caucasian	10	6

Table 2g

AGCT Score

	Experimental	Control
120 - 129: superior	2	2
110 - 119: bright-average	8	4
100 - 109: high-average	6	1
90 - 99: low-average	2	2
Mean score	110	111

Table 2h

Years of Schooling Completed

	Experimental	Control
Some college	4	2
12	7	3
11	1	1
10	5	1
9	1	1
8		1

Table 2i

Past Occupational Level

	Experimental	Control
Sales, business	4	
Skilled		3
Semi-skilled and unskilled	14	6

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The Graduate Students

Selection of students to participate in the Phase 1
training program was begun by staff contacts of social
science departments at the University of California at
Berkeley and San Francisco State College. Interested
students were seen and the nature of the project and
commitments to it were discussed. Those who continued to be
interested were asked to come to the Medical Facility and
meet with the group of eight trainees.

Response to this initial inquiry was limited, perhaps
in part because of the travel and modest pay involved ($200
a month for half-time work), and in part because of the
requirement that students commit themselves to field place-
ments with the trainees after the four-month institution
training program. Only eleven, most of them from San
Francisco State College, followed up with a visit to the
Medical Facility (eight on a Saturday three days after the
trainees' arrival and three on individual visits during
the following week). The meetings were intended as an
opportunity to get acquainted, but the first of these, with
eight of the students in one group, was stiff and effortful,
with each person trying to explain who he was and what he
stood for and with efforts to impress on both sides.
Following the meeting, the trainees ranked the students in

order of preference.   These rankings were the basis of selection.

The four students chosen were all from San Francisco State College, two majoring in psychology, one in sociology, and one -- the only woman -- in counseling.   Each student was assigned to a trainee team, this assignment also determined by the trainees' preferences.   One of the men was forced to drop out during the first month for personal reasons and was not replaced, leaving one team without a student member for the remainder of the program.

Although it was originally planned to have each student stay with his training team for a year in the field, the problem of finding jobs for the trainees made this impossible. Two of the students worked with one team during a summer education project in southern California following the end of Phase 1 training, but both returned to San Francisco for the fall semester.   The third student was unable to leave San Francisco because of family responsibilities; the training placement expected for her and her team in that area did not materialize, and she did no further work with the trainees. All three students, however, returned to the institution for the three-day sensitivity training meeting that began Phase 2 and also participated in three two-day institution-field staff meetings held during this phase.   One of the three has since worked with some of the trainees: in two separate job

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settings and has maintained personal contact with several
of them.

The Staff

The project began with three full-time staff members,
all former employees of the Department of Corrections.
Although they knew each other well and had worked together
for many years, they represented different sets of interests
and as such made for both what was probably desirable diver-
sity and undesirable conflict and ambiguity.

The tone of the project and the training program was
set by the project director. He stood for maximum partici-
pation of the trainees in their own development, for freedom
to make and learn by mistakes, and for a self-study approach
to social change. His concerns were long-range and his
interests and time during the three phases were increasingly
devoted to the development of new programs outside of the
institution training program itself. He represented inspira-
tional guidance, commitment, and a sense of limitless
possibility.

The co-project director continually struggled between
an intellectual commitment to the training principles and
an inclination for setting structure and limits. Her specific
concerns were with the development of research skills (during
Phase 2 she served as consultant to the team handling the

research study group), and she took over much of the project's administrative detail. During Phase 2, she was the only full-time staff member and was at the institution on most days from 8:00 A.M. until 9:00 P.M..

The training supervisor (a title holdover from the original plan for a social development center), Dennie Briggs, had the most extensive experience working with inmates. He had set up the Department of Corrections' therapeutic community programs and had run such programs in one of the southern California prisons for several years. His concerns were largely with the development of skills in working with groups and with maximizing the unique potentialities of the trainees. Next to the project director, he was the most important staff influence in Phase 1. Because of commitments to projects in the field, he was not present during the last two phases of institution training except for a two-week visit during the third month of Phase 2.

Virtually no professional staff was present during Phase 3. The project director met with the trainees several times a week and the co-project director met with them occasionally for the first two months.

A fourth staff position was created by the trainees, that of writing consultant. Its development is discussed below (see Training Components). Two men held this position, first as inmates, then as parolees. Their functions were

much more clearly defined than were those of the other three

staff members, and as inmates they established different,

and probably easier relationships with the trainees. The

first man to hold the position -- he worked with the men in

Phase 1, Phase 2, and part of Phase 3 -- informally assumed

other functions during Phase 2 when he lived in the project

dormitory, taking on a kind of counselor or advisor role.

The Training Setting

The California Medical Facility is a treatment oriented

state prison to which men are assigned for intensive group

psychotherapy programs. At the time the project began, the

institution housed one of the Department's Division of

Research units plus two outside research units and extensive

medical research programs.

The institution population is divided into patients and

workers, the latter assigned to the institution for mainten-

ance purposes and not as treatment candidates. The project

trainees were classified as workers and as such were paid

the maximum wage allowed, $7.00 a month, out of project funds.

They were housed in a separate dormitory unit (a former

kitchen of a housing wing) which consisted of one large room

and a store room which the trainees turned into a typing area.

A television set was provided. The trainees each had a key

to the living quarters so they could go in and out as they pleased during the time they were free to move within the institution. They ate in the main dining room and had access to the workers' canteen and to institution recreation programs. They were subject to all institution custody regulations, counts, and lockups.

Project offices were located in a wing containing the education classrooms, occupational therapy and art studios, and group therapy rooms. The project was given one large and three small offices, which allowed each team to have its own quarters. The men had to check in and out with an officer at the wing entrance. They had access to their offices five days a week, from 8:00 in the morning until 9:00 at night, except for a lunch break from 11:30 to 12:30 and an afternoon count and dinner break from 4:00 to 6:00, during which times the wing was locked. On Saturdays, the trainees met in the Administration Building, outside the main control gate, using the Superintendent's conference room for meetings and some adjoining research offices for team work. On Sundays and holidays they worked in their living unit.

As a group the trainees had little to do with other inmates in the institution, though individually some renewed acquaintance with men they had known elsewhere. Close ties were established, however, with the Research Service Center, an inmate-staffed unit that had developed out of the

Department's institution research unit and later become affiliated with the Institute for the Study of Crime and Delinquency. The Center conducted research projects and provided data processing and clerical services for the staff of other projects. It was directed by two free persons, a research psychologist and a statistician; except for a secretary, all other employees were inmates or parolees.

Kelley Ballard, the Center's statistician and later its director, worked with the trainees on research methods in Phase 1 and became a research consultant during Phases 2 and 3. The Center provided clerical and accounting services for the project, and all of the written work done by the trainees was sent there for duplication. Feedback from Center personnel to project trainees and staff was frequent and often critical, and it served an important function throughout the project as a measure of the level of competence that might be expected of the trainees when they went to work on the outside.

Within the institution the project trainees were seen as a very special group, having privileges well beyond those accorded most inmates. They were viewed initially with a mixture of apprehension, scepticism, and sometimes hostility by custody staff, feelings undoubtedly intensified when the head of the Corrections Agency and the chairman of the parole board met with the trainees during the first week of Phase 1.

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There were occasional shakedowns of their living quarters, and considerable rumor-mongering among both inmates and staff, but on the whole the trainees were treated with great fairness by staff and eventually accorded a grudging respect on the part of several who were closely associated with them. There were no disciplinary infractions during the duration of the project.

The Training Curriculum: An Overview

The training program was developed from several assumptions about the process of learning and development. They were formalized as a set of seven "learning principles":

1. There is an interaction between kinds of learning methods and kinds of learners.

2. Learning, including value and attitude change, is most rapid, permanent, and usable when it is a vital function of some purposeful activity, game, or system perceived by the learner as important to himself.

3. Learning is more effective when it results from the effort to find answers to self-initiated questions.

4. Artistic and game activities are ways to explore and learn without having to face the commitments of "real life."

5. "Know Thyself" is still a fundamental principle.

6. Self-study is more effective and less resisted when it is part of an achievement rather than a self-curing system.

7. Group sharing of self-study in achievement tasks generates powerful forces for enhancing learning as well as providing social content for study.

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which can be summarized by saying that there should be freedom for different approaches to learning, that learning should be meaningful to the trainee and he should be an active participant in his own learning, that study of oneself is important but should be done around a task rather than therapeutic orientation, and that involvement with and commitments made to one's peers may be more helpful in learning than involvement in an authority-learner relationship.

To this end, we wanted maximum participation of the trainees both in planning and carrying out the training curriculum; content centered around specific tasks or projects initiated by the trainees; self-study focused on the trainee's achievement of tasks; and maximum involvement of peers in providing feedback, counsel, and structure and in doing the training themselves.

Phase 1 program

The first ten days at the Medical Facility constituted an orientation period for both staff and trainees. Each evening was devoted to a program planning meeting, the goals of which were to develop training content, methods, and schedule. The givens were the nature of the social change agent role as conceived by the project director; the resources available in project staff and within the institution; the use of teams and team projects; the limits set by the

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institution; and the time available. To these should be added
a self-study approach which, though never clearly understood
by the trainees and never very well implemented was seen as
the heart of the development approach.

The meetings were effortful. The issue of trust was
rampant in those early days, and the trainees alternated
between "We don't know, you're the experts, tell us what to
do," and "You wouldn't pay any attention to us anyway."
Staff were not overly successful at communication and it is
safe to say that both words and concepts often went over the
trainees' heads. They in turn were reluctant to question or
to admit lack of understanding. Yet a program was developed,
and in retrospect the trainees saw themselves as having had
a major hand in developing it -- which in fact they did.

The program was built around team activity, with team
projects taking up the majority of the time. Each team
consisted of two trainees, a graduate student, and a staff
member consultant. The teams were formed on the basis of
trainee preference, with some necessary compromises when these
preferences conflicted. Though staff were intended to play
an advisory role to the teams, in actuality the role was not
clearly defined and it varied among the three staff members
in the approach taken to the team and in the amount of time
and kind of direction given.

The trainees and staff came together as a total group for a series of other activities: reports on the progress of team projects, discussions of research methods and of principles of organization change, and seminars on current community programs. Living groups (analagous to therapeutic community meetings) were held three times a week. There was also a weekly meeting called Total Group Evaluation which was used to look at the progress of the trainees and of the program as a whole. After two months, a seminar on proposal and report writing was added.

The content, progress, and problems of this first phase were the subject of a report prepared by the three trainees who were not paroled at the end of the first training period. The report is reproduced here as Appendix B (Retrospective Analysis of the Pilot Study).

Phase 2 planning

The three men remaining in the institution were given two tasks following the termination of Phase 1: preparation of a report on the first training phase, and development of a program for Phase 2. The men continued to live in the institution New Careers housing unit and worked daily in the project offices. The project director met with them twice a week, with his time divided between planning discussions and a living group. Tensions among the three were high, in

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part because of the pressure for self-directed work, in part because of different working styles, and in part because of disagreements over the way to proceed.

Other staff members and trainees working in the field met with the group several times during the summer, and early in September a three-day meeting of all project staff and trainees was held to settle finally on the proposed training program developed by the three men.

The program, as outlined and adopted, contained considerably more structure than did Phase 1, but also put more responsibility in the hands of the trainees. The basic notion that underlay it -- content training in study groups led by the trainees themselves -- was developed by one of the trainees. The other changes and innovations -- a three-day sensitivity group to initiate training, an expansion of living groups, and conducting surveys as part of initial orientation -- were also developed by the trainees. Staff contributed emphasis on retaining the expected-to-observed strategy and the importance of keeping track systematically of what went on in the program, but the methods for doing so came from the group.

During this period the name social change agent was dropped and replaced by program development assistant. "Change agent" made the trainees' role sound as though they were to act as independent instruments of change, and this concept had aroused some concern and hostility in both employers and others

with whom the trainees came in contact, as well as giving the trainees themselves some difficulty in understanding just what their role was to be. Assistant was felt to more nearly express the level at which the trainees worked, and program development to reflect more accurately the activities with which they were concerned.

Phase 2 program

The Phase 2 program offered the trainees fewer choices about how they would occupy their time. There were more activities and more checks on whether or not they had been done. The program also offered considerably more responsibility to the trainees for the conduct of the program.

The organization was again based on self-selected teams of two trainees each, but this time with each of the three teams assigned an "older," one of the trainee-holdovers from Phase 1.[1] The olders in effect took on the role formerly occupied by staff, with staff now serving more truly in a consultant capacity. The four specific content areas of organization change, research, interviewing, and group dynamics were handled by the trainees themselves. Each team was responsible for preparing, presenting, and evaluating material in one of these areas to the other trainees (because there

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[1] One of these men was paroled midway in Phase 2; a second shortly after the end of Phase 2; and the third toward the end of Phase 3.

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were four areas and three teams, one team took on responsi-
bility for two study groups). The trainees also took on a
large part of the administrative responsibilities of the
program, rotating these monthly among the teams. A fifth
content area, writing skills, was handled by the inmate (not
a trainee) who had worked with the group during Phase 1. To
facilitate his work, he moved into the housing unit with the
men during Phase 2. The other activities from Phase 1
continued, though in somewhat modified form, as discussed
below.

As in Phase 1, slightly more than half of the formal
training time (57 hours a week: ten hours on weekdays, plus
seven on Saturday), that is, the time spent in the project
offices, was given to "team work and study." This meant time
free to work either as a team or individually, or to take care
of necessary personal business in the institution (haircuts,
clothing draw, etc.). The time for a typical week is outlined
in Table 3. The schedule was kept flexible enough to
accomodate outside visitors, changes in institution schedules,
and the special demands of individual team projects.

Table 3

Scheduled Hours per Week:

Phase 2 Program

Activity	Hours per Week
Team work and study	30½
Study groups (four, @ 2 hours each)	8
Living-learning groups	7½
Writing seminars and consultation	3
Social trends and issues	3
Group sharing of self-study	2
Project progress review	1½
Program planning and evaluation	1½
Total scheduled hours for week	57

Phase 3 program

The Phase 3 program was approximately the same as that
in Phase 2, although the living - learning groups were cut
to four nights a week (six hours total) and the writing
consultation was increased from three to five hours weekly.
There were two teams, and one older who worked with both of
them. By this time none of the staff was working regularly
at the Medical Facility and the older, who had been through
both Phases 1 and 2, became the mainstay of the training
program, taking on most of the responsibility for its operation.

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He was helped by some of the Phase 1 and 2 trainees who were working in Sacramento (some 30 miles away) who came to the institution one or more times a week to consult on specific study groups. The older was paroled during the last month of the program and his place was taken by one of the trainees in the field. The writing consultant, who had been paroled during Phase 2, came to the institution twice a week. After he absconded, the trainees selected another inmate, a Research Service Center employee, to take his place.

The Training Components

The following sections describe the training program activities and their development over the three phases of the project.

Team projects

The projects were intended as a vehicle around which much of the training content could be put to use. Prior to the beginning of Phase 1, staff had done some preliminary work with institution staff in developing possible areas of project activity, but none of these were used by the trainees and, with some exceptions noted below, the projects were self-selected. The projects gave the trainees experience in planning, carrying out, and completing a complex task, and doing this within the context of a team operation. It was

intended originally that the projects also give the trainees experience in working with professionals (the graduate students), give the latter experience in working with non-professionals, and provide both with a chance to try out new kinds of work relationships.

During Phase 1, two of the teams combined and proposed the development of a course in group counseling, to be taken for university credit and to be open to both institution staff and inmates, the goal being the development of staff-inmate team group leaders. This proposal led to one of the first project crises, and a major confrontation with custody staff. It put an end to action programs on the part of the trainees. Team projects from then on consisted of attitude surveys.

The surveys used inmate and sometimes staff informants with tape-recorded interviews and small study groups as the method of collecting information.[1]

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[1]In the study groups, selected interviewees were brought together for further discussion of the interview material. Most such groups used what came to be known in the project as the "5 x 8" method. This method, introduced in Phase 1 by Dr. E. H. Porter, a project consultant, involves having the members of a group write on 5x8 cards their ideas about the topic of group discussion. (The method is suitable for a wide variety of topics; for example, why do men fail on parole, what's the first thing to do when you go into a social agency as a program development assistant, what went wrong with our group tonight.) Each card is to contain only one idea, but the group members are encouraged to write as many cards as they can. As they are written, they are taped to the wall by

They gave specific practice in developing interview schedules,
interviewing, conducting study groups, and coding data, as
well as in writing proposals (which had to be approved by
institution staff) and reports. Once a week the total group
met together for Project Progress Review, the teams rotating
each week to report on the progress of their projects.
Another team was assigned to take notes on this presentation,
the notes then being duplicated and passed out to all trainees.[1]

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[1]This method was also followed for the Social Trends and
Issues and the Program Planning and Evaluation meetings and
provided, in addition to its feedback function, practice in
observation, note-taking, and writing.

(#1, previous page)
the group expediter. When the group has finished writing,
they turn to the task of grouping the cards into those that
express similar ideas and giving the groups appropriate
labels. In this way, the discussion is made visible as it
occurs and the end result is an organized summary of the
group's thinking.

The method has the advantage of cutting out a lot of
the "noise" in group meetings. There is less tendency to
the repetition of ideas, since once expressed, they are
there for all to see. It also avoids the problems created
by having verbally dominant people overwhelm the quiet
members in a group. And finally, the card grouping process
makes it necessary for group members to be clear about the
positions they have taken and quickly reveals when these
positions are essentially the same or are really expressing
different ideas.

The method was used extensively throughout the program
(it has also been introduced to several social agencies by
trainees working in the field), and the group frequently
turned to it when they became bogged down in repetitive and
emotionally charged discussions.

The Phase 1 projects are discussed in the report on that part of training in Appendix B. One team undertook an ongoing study of the training program itself, a project suggested by staff. Another surveyed patient attitudes toward the institution group therapy program. A third studied reasons for dropouts in the institution's academic program. The fourth did not complete a project because of the early parole of one of its members.

With Phase 2, the projects became more related to the actual work of program development assistants, probably because of the now accumulated experience of the first phase trainees in the field. One team took on the development of a New Careers Project brochure, a task suggested by the field trainees who were frequently asked for information on their work by agency staff with whom they came in contact. This team also worked toward the development of a field training program, another task suggested by intra-project needs. A second team took on the problem of the development of a nonprofessional career, using inmate interviews and study groups to help develop a job description and proposed career ladder for nonprofessional parole aides. The team brought in several members of the Department's Parole Division as consultants during the course of the project. Their report served as the basis for the development of a parole aide position in a special program in one of the Sacramento

District Parole Offices sev... ...nths later. (This report is included here in Appendi... ...s an example of the project work that was done in Phases... ...nd 3.) The third team did a similar study on the use of... ...rofessionals as aides in an alcoholism treatment pro... ...n using a staff member of the State Department of Vocation... ...Rehabilitation as a consultant. They also prepared a tentat... ...outline of a training program for such aides.

Phase 3 projects foll... ...a similar format, one team developing job descriptions... ...or nonprofessionals in medical services and the other for... ...rofessionals in the field of mental retardation.

Each of these four pr... ...s dealt with the issue of program development in a s... ...agency. They began by defining what were unmet needs on th... ...rt of clients, then the kinds of functions nonprofessio... ...ight perform, then the problem of building such staffing... ...the agency's operation, including relations to pr... ...ional staff, plus some attention to problems of training c... ...and specific proposals for career ladders within... ...sponsoring agency. All four teams made use of relevant... ...essionals in developing their ideas. These projects re... ...a substantial improvement over those carried out in... ...first phase of the program, both in terms of their relevan... ...project concerns and their specificity.

An additional project activity took up the time of one of the Phase 2 and both of the Phase 3 teams. This, a National Institute of Mental Health sponsored study of patterns of violence,[1] required as one of its parts interviews with inmates who had been involved in several incidents of violent behavior. The teams interviewed a group of such inmates at the Medical Facility, then coded the interview material. This project provided field placements for several of the trainees and is discussed further below.

Study groups

The greatest innovation in Phase 2 was the introduction of study groups planned and led by the trainees themselves. Two of the content areas had been covered in Phase 1: research methods by a consultant statistician, and organization change by the project director. These two areas were retained and two others - interviewing and group dynamics - were added. Each team chose a study group area to handle for the training program. It was expected that the team older would have some content knowledge to help the teams plan their presentations and some experience in how to use resource material and consultants.

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[1] A Typology of Violence According to Purpose, National Institute of Mental Health Research Grant MH5970-02. The project is sponsored by the Institute for the Study of Crime and Delinquency. The project directors are J. Douglas Grant and Hans Toch.

Each study group met once a week for a two-hour period, the team planning its presentation to the other project members and staff. Evaluations of progress in grasping the material were made midway in the training program and again at its end, and some attempts were made to introduce quality control measures. Each team summarized its activities weekly, and a final report -- including study group activities week by week, what the group meeting was intended to accomplish and what it actually accomplished, evaluation results, and resource material used -- was prepared. These reports were to serve as the starting point for Phase 3 study group activities.

In practice, the teams varied in how systematic they were in planning and record-keeping. At least early in the program, all four tended to prepare for study groups the night before they were to be held. Goals were often not accomplished. The trainee listeners were sometimes bored and often critical of their colleagues' efforts. One team introduced weekly reaction check lists to find out how the group members felt about the study group's content and manner of presentation in order to improve their handling of the study group.

Despite criticism, the study groups were taken seriously, as were the evaluations. The atmosphere during the latter was indistinguishable, to staff, from that of college students taking a final examination. (The final evaluations used in

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Phase 2 are given in Appendix D.) A great deal of effort
was expended on the final reports. Each team surveyed its
work critically and made extensive recommendations for change
in the next training phase. The research study group report
was never completed, but the team members responsible for it
worked as consultants during Phase 3 and presented much of
their material at this time.

In Phase 3, each of the four trainees took on responsi-
bility for a study group. Their methods were similar to
those of Phase 2, but there was considerable improvement in
preplanning and quality control, and better designed outcome
measures. Although all four trainees spent much of their
last weeks in preparing final reports, two of them (organiza-
tion change and research) were not completed by the time the
men were paroled.

Organization change study group

In planning the Phase 1 training program, a weekly
total group meeting called Principles of Organization Change
was scheduled. The meetings were intended as informal
discussions among trainees and staff of how change is intro-
duced and implemented in a social agency. The trainees of
course had no experience background to draw on, and the
discussions tended to be abstract, with limited trainee
participation or interest. To make the issues more real to
the trainees, and more relevant to the change agent role,

role-play situations were introduced, and the activity was renamed Organizational Role Play. The trainees and staff simulated persons engaged in various types of group meetings with one or two of the trainees taking the part of change agents. The situation most often played was a meeting of a group of nonprofessional aides, with the change agent having the task of discussing the aides' experiences with them for the purpose of feeding this back to agency staff. Situations were also tried involving agency staff with conflicting needs and varying interests in a move to implement new nonprofessional positions within the agency.

In Phase 2 this activity became the Organization Change Study Group, and it reverted to a more formal consideration of the problems of change. By now, the program development assistant role had become more real. The Phase 1 trainees who had been paroled had fed back their experiences to those still in the institution. The project itself had aroused interest among members of several agencies, and visitors who were trying to develop new programs using nonprofessionals became more frequent.

The study group was concerned specifically with one kind of change, the introduction of nonprofessionals into a human service agency. It made use of outside consultants (agency staff with experience in implementing new programs),

discussions of written material on change[1] (which were read aloud by the trainees in turn, then each section discussed until everyone felt he had understood it), and attempts by the group to outline specific change strategies. The following are reports of two of these study groups, taken from the final report of study group activities. The first is the second study group held during Phase 2, and as indicated, it did not go well. The second is study group #14, one of the most successful organization change groups held during this training period.

November 11, 1965

2nd Study-Group

PURPOSE

The purpose of this study-group was three fold. One was to acquaint the trainees of the nature of the Organizational Study-Group, and to the methods which were to be used for learning about change. Another was to increase awareness of different but related aspects which should be considered in planning strategies for change. The third was to increase abilities in determining which interrelated aspects of a change strategy should be given consideration in order of importance over others.

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[1]The material used was The Dynamics of Planned Change by R. Lippitt, J. Watson, and B. Westley (New York: Harcourt-Brace, 1958); and "A strategy for new careers development" by J. D. Grant (in New Careers for the Poor by F. Riessman and A. Pearl, New York: Free Press, 1965).

WHAT INTENDED TO COVER AND HOW INTENDED TO DO IT

The expediting team intended to give group-members a brief orientation to how the study-group would be conducted, and what methods would be used throughout the training phase. This was not done in the first session because it was conducted during the training phase orientation period, and had an outside visitor, as a guest.

Each member of the expediting team would take turns of explaining how the study-group sessions would operate. Following the explanations would be examples of content and methods. After this brief introduction to the study-group, the group members were expected to individually outline on five by eight cards the first seven steps of a change strategy which would lead to the implementation of a nonprofessional program into the Department of Social Welfare.

After each group-member had determined what aspect was to be considered first in his change strategy, the cards would be placed on the blackboard, and the study-group expediter would generate discussion around discrepancies among initial steps. This process would be repeated for steps one through seven.

WHAT ACTUALLY COVERED AND HOW ACTUALLY DONE

Orientation to the purposes and methods of the Organizational-Change study-group was given by the expediting team. Then, the group was given the task of individually listing from one to seven steps to take in an effort of implementing a non-professional program in the Department of Social Welfare. Nonprofessionals in this program were to be those people who had been, or were currently receiving welfare stipends. On a five by eight card, each group-member wrote the step he would take first, for example, "Research the Department," these cards were placed on the board. The study-group expediter asked the group-members to determine which of the individual first steps placed on the board, should actually be considered first. Then all hell broke loose.

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WHY

This study group progressed rather haphazardly for a
number of reasons. One being the expediting team
did not have a well rounded plan with which to begin.
They had·a general idea of what they would do, but
for the most part they planned to play it by ear.
Consequently, when the group members began to
determine what step should be considered first,
they were all working from different frames of
reference, that is, some trainees automatically
assumed that preliminary plans had already been
made, others did not make this assumption. Once
all of the initial steps were placed on the board
and the group was asked to single out one first
step, the group became bogged-down in defending
their individual commitments. With a maximum
amount of defending by the group-members and a
minimum amount of clarifying by the expediting
team, this group never progressed beyond the first
step in the change strategy. It is believed,
however, that something about organizational-dynamics
was learned through the debates that arose in this
study-group.

February 3, 1966

14th Study-Group

PURPOSE

The purpose of this study-group was to increase
knowledge of "A Strategy for New Careers Development,"
as illustrated in the book, New Careers for the Poor,
Arthur Pearl and Frank Riessman.

WHAT INTENDED TO COVER AND HOW INTENDED TO DO IT

It was expected that the group would finish this
chapter during this session. After it had been
completed, the expediting team expected to phase
the group into a general discussion and review the
contents of the entire chapter. During this dis-
cussion, the team intended to encourage group
members to recall basic principles of change which
were illustrated in the chapter.

These principles would be written on the blackboard
as group members recalled them. It was believed
that this process would re-enforce the learning
that was obtained from the chapter.

WHAT ACTUALLY COVERED AND HOW ACTUALLY DONE

The same process of reading aloud, feeding-back to
the group, and discussions for clarification purposes
was used. During this session the chapter was
completed, and the group phased into a general dis-
cussion concerning change concepts illustrated in the
chapter. Group-members were asked to cite some of
the change principles which the chapter conveyed.
As these principles were cited, one team member wrote
them on the blackboard. They were as follows:

NEED FOR CHANGE

A. People becoming unemployed as a result
    of automated machines.

B. More people entering the labor market as
    a result of the population explosion.

POSSIBLE INTERVENTIONS

A. Leisure Dole: This could lead to meaningless
    existence, or could free people to be more
    creative.

B. Training: Train the unskilled to perform
    nonprofessional functions in the public
    sector, and retrain professionals for
    supervisory and consultant roles.

C. Budgets: Portions of money used for defense
    spending could be converted to domestic
    concerns.

    Money spent to hire personnel could be used
    to hire two nonprofessionals for every one
    professional at no extra cost.

    Additional monies made available to support
    and create career expansions for the dis-
    advantaged.

D. Change and Development: Plan for continued innovation, evaluation, feedback, and re-innovations.

SOME OBSTACLES

A. Continued technical advancements, if not used to further the goals of all mankind.

B. Lack of systematic study of programs designed to cope with social problems.

C. Indifference of the disadvantaged people, lack of confidence, fear and hopelessness.

D. Parkinson's Law: Monies used for additional professional staff which does not increase the opportunities of the disadvantaged.

E. Traditional status quo operational procedures of agencies and organizations which resist change.

F. Resistance to change by grass root people in the community due to lack of involvement.

At the end of this session, group members commented, "it had been a learning experience."

The study group was handled similarly in Phase 3, but more use was made of written material (including project field reports on a survey of the possible use of nonprofessionals within state agencies and a tape recording of a planning meeting involving state agency staff). The trainees also covered the area of conference planning, and spent some time in analyzing the organizational structure of the Medical Facility and how one would go about setting up new career positions within the institution.

Research study group

When the project was first conceived, the trainee's role in the field was seen primarily as one of collecting and feeding back data for the use of program administrators rather than the training and job development roles most of them subsequently undertook. Some basic understanding of research methods was thus seen as essential to the trainees' development. The services of a consultant statistician[1] were obtained and he met with the Phase 1 trainees for two hours twice a week. Though his approach was informal and he got along extremely well with the men (he had had extensive experience in training inmates on the job and had once been a nonprofessional himself, having come to his present level of competence through on-the-job training rather than through graduate school), he held very high standards for trainee performance. His talk was frequently over their heads and the trainees could not bring themselves to ask questions or in other ways reveal their ignorance before their peers. Moreover, they had difficulty in seeing the relevance of what he was trying to get across -- how one approaches a problem systematically, the nature of evidence, hypothesis testing -- to being social change agents. Staff efforts to interpret were of little help and staff themselves were

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[1]Kelley B. Ballard, Jr., then co-director of the Research Service Center.

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divided on the value of this part of the training program, which further confused the trainees. Trainee attendance, attention, and cooperation with the research skills seminars dwindled and the sessions were finally abandoned in favor of using the consultant for informal consultation on team projects.

In Phase 2 an effort was made to bring the content of research closer to the actual work of program development assistants by discussing it in the context of program evaluation and relating it explicitly to the expected-to-observed strategy. The central question was: how can a program be evaluated. This meant attention to issues of measurement, objectivity, and quality control, the importance of making goals and rationales for a program intervention explicit, how one develops an hypothesis for testing, and how one states an hypothesis in terms that allow it to be tested. Efforts were made to use ongoing team projects as examples.

The study group did not go smoothly. Unlike the other three, which had a high degree of trainee participation, this tended to turn into a lecture by the two study group leaders, the other trainees lining up in a row as in a classroom. This response may have been aided by the stance and attitude of one of the two study group leaders, but it was probably also a reflection of the trainees' feelings that research was something technical, difficult, and not really

related to anything they themselves would be doing. The study group leaders worked persistently to overcome this bias but were not too clear on the issue themselves, and they tended to get sidetracked into explanations of statistical terms and methods. The co-project director worked closely with the presenting team, but she was hampered by an academic orientation and also had to struggle with ways of making the study group content relevant. It was only toward the end of the training program that it became clear that the presenting team had attempted too much, and too much detail, that the term "research" was proving an unnecessary barrier to both study group participants and leaders, and that the real purpose of the study group could be served by working through the expected-to-observed strategy in relation to examples of concrete programs similar to those in which the trainees would be involved in the field. The post-evaluation measure reflected this development (see Appendix D).

This team was the first to introduce reaction sheets at the end of each study group, a practice later adopted by the other study groups and also used in Phase 3. It asked the trainees to evaluate both content and presentation of the material. Responses were used to help plan the approach to the next study group meeting.

The two Phase 2 study group leaders were the field
backup men for the research study group in Phase 3. Kelley
Ballard had served as consultant to them during Phase 2 and
had spent considerable time reviewing and commenting on the
trainee responses to the evaluation measures. These comments
were tape-recorded and served as material for discussion
in the Phase 3 group.

Interview study group

During Phase 1, interviewing was done by some of the
trainees in connection with their team projects, and the
training coordinator spent considerable time with his team
in this area, but it was not handled as a total group
activity. It was created as a study group activity by the
trainees who did the Phase 2 planning.

This study group had the most clearly defined and limited
content. It included types of interviews, defining interview
goals, creating rapport, formulating questions, and the
importance of question wording. Most of the study groups
were taken up with actual interviews by the trainees of each
other, followed by feedback by the other trainees on the
strong and weak points of the interview; and with interviews
of inmates in the institution which were tape-recorded and
then rated by the group (these ratings were used as the
evaluation measure -- see Appendix D). Tapes made by an

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experienced interviewer in an earlier project were also available and were used as illustrative material during some of the study groups.

The Phase 3 study group also made extensive use of role-played interviews by the trainees and practice interviews with inmate respondents. In addition they utilized written material which was read aloud and then discussed by the study group participants, and they gave practice in formulating questions to achieve specific interview objectives.

Group dynamics study group

The group dynamics study group also developed out of Phase 2 planning, though it actually had some similarity to what was done in Phase 1 as organizational role-play. The rationale for including it as part of the training curriculum was that the trainees, as program development assistants, could be expected to participate in groups, to expedite groups, and, to observe and feedback information to groups. The experience of some of the Phase 1 trainees in the field had indicated that these were areas in which much more skill needed to be obtained.

The content of the Phase 2 study group included types of groups (especially the contrasts between therapy, sensitivity, and task groups), ways of observing groups, note-taking, how to feedback information, how to state problems,

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how to help a group conceptualize issues of group discussion, and how to expedite a group. The methods included discussions of material presented by the study group leaders and role-plays of group meetings. In one type of role-play, half of the trainees would role-play a group meeting (a living-learning, task, or discussion group) while the others observed, took notes, and wrote out what feedback they would give to the group. (This method was used for the evaluation measures; see Appendix D.) In another type, part of the group role-played a discussion or task group, one of its members acting as group expediter. The other trainees observed and took notes on the expediter's techniques, then fed back to him how he was seen and gave examples of incidents in the role-played meeting that could have been handled differently.

The Phase 3 study group also made use of discussions of written material and of role-play to give practice in observing and in expediting groups. In addition, the trainees took turns in making short presentations to the other group members. The presentations were recorded and later discussed and evaluated.

Social trends and issues

By trainee account, this was one of the most successful and best liked project activities. Originally called Current Community Programs, the new name was given it during the

Phase 2 planning. Each week one team was responsible for preparing and making a presentation on a topic of current interest to the rest of the group. Reference materials were available in the project library and staff and graduate students were sometimes asked to bring in needed material from the outside, but the choice of topic and manner of presentation were left up to the team.

The discussions were held Saturday morning, in the Superintendent's conference room. Staff were not regularly present. This and the setting (a well furnished room with upholstered chairs, in an area relatively free of the custody pressures of the main hall and living quarters) may have contributed to the relaxed atmosphere and general acceptance of this activity. The trainees themselves pointed to the importance of having it _their_ activity, one planned and carried out on their own.

A wide range of topics was covered during the three phases. The Economic Opportunity Act and various aspects of the war on poverty were discussed in several meetings in all three phases. Other topics included automation, the population explosion, problems of teenage mothers, alcoholism, drug addiction, the effects of incarceration, new techniques in psychotherapy, and air and water pollution. The presenting team wrote their material in advance and passed it out to the group on the day of the meeting. The team members sometimes

read directly what they had written and sometimes gave the
material in a more informal manner. The presentation was
followed by a general discussion. Another team took critical
notes on the presentation and discussion; these were dupli-
cated and passed out to all trainees a few days later. During
Phase 2, the writing consultant used the team presentations
to comment on the trainees' style and delivery.

Outside speakers were occasionally employed. During
Phase 1, for example, a Berkeley faculty member active in
the free speech movement came to the Medical Facility to
discuss the campus situation, and during Phase 2 a psychology
professor at San Francisco State College discussed his
research on alcoholism. In Phase 3 this practice became
more frequent, with outside presentations by trainees working
in the field scheduled twice a month. There were also several
meetings with the staffs of agencies involved in poverty
programming who were interested in the new careers concept.

The quality of the work done in these Social Trends
presentations was variable, as was the amount of time and
effort that went into their preparation. One of the evalua-
tors (see below) who reviewed the written reports of this
activity commented on the superficial quality of some of the
papers which, he said, sounded like "typical book reports
assigned in school where the writer regurgitates what he has
read and attempts to reflect the content accurately."

Some of these same reports were criticized for an uncritical acceptance of assumptions, and for failure to think through the implications of information and think critically about alternative and viable solutions to problems. Other of the reports were seen as more adequate, containing not only indications of reasonable research into the subject matter, but attempts to relate the material to the project or to the general social welfare field and evaluative comments which were made without interfering with objective reporting.

Although the trainees varied widely in their educational background and their ease with written material -- some had never before read anything with the intention of communicating it to another person -- this did not account for the unevenness of the presentations. Some of the most carefully done papers came from men with limited formal education and no experience in this type of activity and some of the most superficial and uncritical presentations from men with college experience.

This activity was originally seen as a way for the trainees to develop interest and involvement in issues outside of the project itself and to stimulate awareness of the larger social context in which the project was taking place. In this area the Social Trends presentations had a limited degree of success. Less attention was paid to the potential of this activity for helping the trainees review

information critically, present it objectively, and evaluate it in relation to problems with which they were concerned -- activities which they could be expected to undertake as program development assistants. In this area more learning needed to be done.

Writing seminars

Though learning how to write was one of the most important needs for almost all of the 18 trainees, this skill area was not considered in planning the original Phase 1 program. The trainees did not raise it and staff, to the extent that they thought about it at all, had some vague notion of learning by doing. Writing was, however, immediately involved in the trainees' daily activities, first in preparing notes of what went on, then in writing material for the weekly Current Community Programs presentations, and finally in preparing the team project reports.

All of the trainees' written material was typed by them on ditto masters and duplicated in the Research Service Center. An inmate employee of the Center, a man who had taught high school English for a number of years, was quite vocal in his criticism of their efforts. He was familiar with the program and had also become acquainted with a number of the trainees through informal contacts in the institution. It is not clear now who first proposed the

notion of his working with the men on their writing, but it was discussed among them and the decision to have him work with the trainees was theirs. Since he was a worker in the Center, he met with them evenings and weekends.

As discussed in the report of Phase 1 training, the approach taken was first normal, academic, and classroom oriented. It did not work well, and the trainees opted for less formal individual and team consultation, a decision probably helped by the pressure of turning out team project reports. At the end of Phase 1, the writing consultant continued to work informally with the three men remaining in the institution. He and they then decided that he would be much more helpful in Phase 2 if he worked as a full-time staff member. In September he moved into the trainees' housing unit and was placed on the project institution payroll. On his parole in January he was immediately hired by the project as an editorial consultant. He found living quarters near the institution and continued to work daily with the Phase 2 trainees. His time during Phase 3 was divided between work with trainees on parole in the Sacramento area and work with those in training in the institution, where he came two days a week. He also assumed a role as follow-up interviewer for the project. This activity was interrupted in mid-March by his absconding with a rented car, a project tape recorder and project credit cards -- a disruption in training discussed

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in some detail below (see Parole Performance). The Phase 3
trainees took this in stride, interviewed two other inmates
and chose one of them, also a worker in the Research Service
Center, as their writing consultant.

Phase 2 teaching was done around the trainees' written
work, beginning with a paper called "Who Am I?" which the
consultant requested during their week of orientation. The
trainees varied widely in their initial level of writing
skill: some could barely construct a sentence and were
reluctant to try at all, others had difficulty with such
things as style and organization. The trainees were grouped
into those with roughly the same level of writing ability
and kinds of writing problems, and the consultant worked with
these small groups. The groups were fluid in membership, the
trainees moving from one to another as the nature of their
writing problems changed. In addition, individual consulta-
tions were held. The consultant was always available for
informal help and one or more trainees were usually to be
found in his office. In addition, total group meetings were
held weekly to discuss issues relevant for all the group:
outlining, use of the library and other reference sources,
footnoting, etc.

Phase 3 consultation also focussed on the trainees'
written work as it was being done. Both weekly total group
seminars and individual consultations were used.

Group sharing of self-study

This activity (in Phase 1 it was called Individual and Team Expected-to-Observed) was never clearly understood and not too successful in its impact, though for staff it constituted the heart of what we hoped was happening with the trainees. The expected-to-observed strategy is the essence of the scientific method: a problem exists, one proposes a course of action for dealing with it and a rationale for taking this particular action, a prediction is made about what will happen, and what does happen is then observed; if the prediction is not met, revisions are made in the rationale and a new course of action (and new predictions) are made. Though not explicit, this strategy underlies all of our daily behavior and the learning of young children. To the extent that observations are not made or are ignored, the learning is ineffective.

The notion for training here was to make this strategy explicit in relation to the trainees' role development, their acquisition of knowledge, and their relationships with other people. It was expected that this would help the trainees to use such a strategy, consciously, in their work as program development assistants. It was the core of what we were trying to get at through the research methods study group although, as stated above, this was not successfully done.

The Phase 1 experience is discussed in the report on this part of the study. From both trainee and staff point of view, it was unsuccessful. In Phase 2 more structure was given, including an outline the trainees were to follow in making "expecteds." The outline included a statement of a problem the trainee was having in work or personal relationships, a proposed action to handle the problem, a rationale for why the action should be of help, and a prediction of what would happen as a result of this action. Both the action taken and the prediction of change had to be stated in ways that made them observable to others. The other trainees were to check that the action had been taken in the way proposed and to observe what the outcome of the action was. These expecteds were written and posted in the main project office. Each week the members of one team were responsible for presenting their expecteds to the group. Each trainee member would obtain feedback on what had been observed from the expected he made at his prior presentation three weeks earlier; the group would then discuss his current expected in terms of its relevance to his development, the logic of its rationale, and the adequacy of the predictions made.

This structure was instituted by the older trainees and was accepted with some grumbling by the new ones. It was not a favored activity. The problem continued to lie

ostensibly in the nature of the expecteds made. These
sometimes had a moralistic quality (I will try to talk less
and listen to others more) or were vague in tone and intent
(I will work harder on writing), despite efforts to state
observable ways in which the expecteds were to be brought
about. More important, however, was that it never seemed
really clear to the trainees as a whole just why they were
engaged in this activity, that is, what relationship it had
to being program development assistants. Some resented
putting themselves on display to the group and being made
responsible to the group. The discussions that followed
each presentation were sometimes indistinguishable from
living group sessions. How much impact they had on the
trainees' total development is hard to assess. Staff was
never really satisfied that the two hours devoted to this
activity each week was being effectively used.

In Phase 3 the trainees made a decision to clearly
separate task from personal development expecteds, the
latter to be reserved for the living-learning groups. The
activity was carried out more successfully in this phase
than in the others (probably largely because of the example
and direction given by the older), though it was more limited
in scope. The expecteds usually concerned amounts of work to
be completed in a given time, with attention to periods of
the day during which the trainee was to be observed engaged

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in this particular work segment. Feedback was given on
the percentage of the expected that had been met. The
trainees still had difficulty in making realistic expecteds,
but in evaluating this activity at the end of the program
they felt that it had been of real benefit in providing them
with some push toward accomplishment and self-organization.
Thus, though attention was not focussed on the problems that
caused difficulty in getting work done on time, the result
was some change in actual behavior.

Living-learning groups

The living-learning groups[1] were another activity that
came under constant criticism, mostly on the order of: why
are we here? what's the purpose of these meetings? we
could use the time better for working. The living groups
began in Phase 1 with the trainees and the training coordina-
tor meeting in the men's living quarters three times a week.
The location emphasized the isolation of this part of the
program from that dealing with less personal content, and
perhaps also served to emphasize a split in the staff. Later
in the first phase, one of the three meetings was moved to
the project offices, on the day the graduate students were
at the institution.

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[1] The name comes from Maxwell Jones, and is intended
to emphasize that the purpose of the group is to learn from
current experience.

Despite the dissatisfaction with the living groups, the time devoted to them was increased in Phase 2 from three to five times a week, and from one to one-and-a-half hours per session. The groups were moved from noon until 7:30 in the evening, the idea being that by closing the training day the groups could serve to bring to a focus issues that had arisen in the training program during the day. The meetings were held in the main project office, with staff attending most meetings. One member of the group (both staff and trainees) was assigned the responsibility each night of observing the group and feeding back his observations during the last half-hour, then of recording the evening's "theme" in a log book. No systematic direction was given on how much or what type of information to record and the book is quite inadequate as a record of the progress of the group through the training program. It does, however, show a wide range of themes: immediate concerns (such as living conditions, quarrels over the use of television, conflict among the trainees); group members' feelings about the program (concern about inability to communicate to others, fear of being unable to learn, feelings that one's ideas were not being used); the functioning of the group itself (why isn't information fed back into the group, why aren't problems being shared); and general concerns about one's role and the future (how do we handle the "convict code,"

what do we want out of life). At various times frustration
with the group (it doesn't seem to be going anywhere) led
to the introduction of different kinds of structure, such as
having the group focus on one individual each night. The
groups were sometimes used as a vehicle for feedback from
the project director on what was happening in the field and
on job possibilities generally.

The Phase 3 groups also proceeded unevenly, the trainees
feeling that about one group in four accomplished its goal
of personal development and learning. Midway in the program
they made a decision to assign one of the trainees to each
group meeting, giving him a chance to take the floor and
talk about his feelings about the other trainees and anything
else that might be bothering him. This procedure revived
interest in the groups and made them more productive for
several weeks. They again became stale shortly before the
trainees were to be paroled and it was again necessary for
them to make a specific effort to keep the discussions
problem centered.

Despite difficulties in keeping the groups meaningful,
and despite the feelings of many trainees that at least at
some periods the groups were a waste of time, the group
continued to be seen as a resource for meeting problems.
At several points in the training program the trainees,
confronted by crises involving one or more of their members

d their own groups in the housing unit after the end
f the training day. These marathon groups ran several hours
.d sometimes all night. There was generally no feedback to
-aff, other than that the groups had occurred, and no overt
:arry-over of content into the regular staff-attended sessions.

:ogram planning and evaluation

This activity was set up as a time for the total group
b take a look at the training program itself and to change
direction if necessary. Its purpose was not clearly stated
n Phase 1. The meetings (they were then called Total Group
Evaluation) were led by the team that took the study of the
raining program as their team project. They were used for
discussions of the expecteds made by the trainees, of prob-
s faced by the group in task activities, and of interperson-
l problems within the group. They were also used to collect
and feedback information to the trainees on how they ranked
each other as change agents, an activity that caused so much
hard feeling it was dropped in the later phases. This mix-
ture of program and trainee evaluation confused the purpose
of the group. There were complaints about the attempts at
evaluation of trainee development and about the way the team
was conducting the meetings.

In Phase 2 the activity was given a new title, Program
Planning and Evaluation, reflecting the more specific intent
of the meetings. Discussion of individual expecteds was
given its own time (Group Sharing of Self-Study), and

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responsibility for the meetings was turned over to the entire group, the teams taking turns in this assignment. One member of a team served as expediter of the meeting, placing the agenda on the blackboard and trying to see that all items were covered. The other observed and recorded notes.

The meetings served several functions: communication among the teams (we're behind on our project); administrative problem solving (how do we schedule access to the tape recorder); and program problems (the expecteds aren't tied down as well as they should be; the study group is not going well, what can we do; how can we best use the outside consultant who is visiting next week; how can we make the living groups function better). They were also used for feedback from the quality control chart[1] kept for the program by one of the teams and for feed-in by staff of what was going on in the field. In the last month of the program, several special groups were called to discuss ... "what is a program development assistant."

This activity was handled similarly in Phase 3

Contacts with the outside

Efforts were made throughout the project to link what

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[1]This chart, kept on the wall of the main project office, showed each program activity for the week, each team's responsibility for presenting and/or recording it, and whether or not these responsibilities were being met on schedule. The chart was developed by one of the older trainees. It was a limited quality control device, showing whether or not expected activities had taken place but not whether they had taken place in a way to meet their stated purpose.

was going on in the training program to what was going on in other parts of the county, and to give the trainees some sense of their connectedness with what might loosely be called a social movement. Most of this was done through feedback by the project director and, in later phases, by trainees working in the field.

In addition, the project had a number of visitors during its three phases. Some were specifically invited to come and talk with the trainees about new careers programs or new demonstrations in delinquency and corrections work with which they were involved. Others came at their own request because of their interest in what was being done in the project. The latter group included staff members from several Office of Economic Opportunity-funded projects which were training indigenous poor as community workers or human service aides. A staff member from the State Department of Vocational Rehabilitation met with the group several times to discuss the development of new career positions for an alcohol treatment program. Staff from Correction's Parole and Community Services Division were frequent visitors, usually at the project's invitation. An entire class of State College students who were in training for career work in corrections spent a day with the trainees, as part of a larger orientation program conducted by the men in the field. The project was visited by a staff member from the National Committee on

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Employment of Youth who was doing a survey on new careers in corrections for the President's Committee on Delinquency and Youth Development. A group from the University of California Extension Media Center also spent a day to discuss the possibilities of making a training film on new careers.

There were several persons who played an important role in the project who should be specifically mentioned because of their impact upon the trainees.

E. H. Porter, a psychologist then with Systems Development Corporation, was brought in as a consultant during Phase 1 at a time the group was having trouble in dealing with the concepts of organization structure and change. He spent two days on his first visit, then returned several times during the course of the three training phases. His main effort was directed at getting the group to look at an organization as a total system and to become aware that change directed at any portion of the system involved change in a process affecting the system as a whole. He also introduced the group to the 5 X 8 card technique described earlier and to the use of simulation models in learning.[1]

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[1] Porter had the group spend an afternoon in a "game" in which each man was assigned a role in an organization faced with a production task (the construction of a tinker-toy truck). Roles were assigned for central office staff, trainers, field supervisors and workers, and change agents. Lines of communication and chains of command were rigidly fixed,

Porter became an important person for many of the trainees. He was asked to lead the three-day sensitivity session that opened Phase 2 and to help with the development of the field training program. The trainees who worked in Los Angeles, where he lived, used him for both formal and informal consultation on their work and the problems they were having with their new role, and he helped them work through several personal crises.

Maxwell Jones[1] spent an afternoon with the project late in Phase 1. The group was then facing serious problems around the issues of trust, feedback, and staff-trainee splits, and there was also an immediate crisis stemming from the recommendation of a staff member that one trainee be dropped from the project. The afternoon became a prolonged living group.

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[1]Superintendent of Dingleton Hospital in Melrose, Scotland, and author of The Therapeutic Community. The trainees had some familiarity with his work and several had read his book.

(#1 previous page)
and communication was allowed only by written memo (this provided a record of what went on in the game). The game proceeded for about an hour. An enormous amount of paper work was produced. The truck was not built, though one field team managed to create a hot rod. Central office staff were swamped with memos and insisted that they needed additional help. Field staff complained that no one told them what was going on. The change agents were ineffective in linking the two groups.

This experience was a vivid one for the trainees (and an unnerving one for the staff who had worked in bureaucratic organizations), and provided extensive material for discussion of organizational roles and change in the weeks that followed.

It served to resolve or at least abate much of the tension that was then current in both staff and trainees. Trainee reaction was uniformly positive and all expressed a desire to have more time with Dr. Jones. Some even talked of going to Scotland to work with him.

The third person who had a strong personal impact on the trainees was Albert Elias[1] who came twice, not as a consultant but as a visitor. Although he spent some time discussing his work at Highfields, the most important thing from the standpoint of the trainees was the feeling of trust, understanding, and mutual respect he immediately created in his contact with them. He became for several a model of what a good professional could be.

Field-institution linkage

Phase 2 opened in mid-October with a three-day sensitivity training meeting. Planned by the three Phase 1 trainees, its intent was to ease the transition of the Phase 2 men into the program. In addition to the trainees in the institution, it was attended by all the paroled Phase 1 men (except the one then back in prison), the graduate students, and two of the staff, and was led by Dr. Porter. The meeting allowed some time for the new trainees to talk about themselves, their feelings about the project and each other, but it was actually

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[1]Superintendent of the New Jersey Reformatory at Bordentown.

dominated by the paroled Phase 1 trainees who used it in large part to vent negative feelings about conditions in the field. At least three of the new trainees expressed some discomfort at this open expression of feelings and the lack of structure in the meeting as a whole.

The meeting, however, was recognized as important enough to set up three additional institution-field two-day meetings during the course of Phase 2. These were not intended as sensitivity sessions per se but rather as vehicles for communicating problems within the project and for discussing mutual concerns about its future.

The first of these meetings was held early in December. It began with feedback on problems created by the behavior of some trainees in the field: work performance, problems with parole staff, and money management. Considerable time was spent on questions of the accuracy of the feedback and its relevance to project work. There were general complaints about breakdowns in communication between field trainees and staff and between the institution and the field. Concerns were also expressed about the bureaucratization developing in the project and the lack of staff support; some trainees said they were losing their commitment.

The second meeting, a month later, continued with many of these problems. The trainees decided to create the role of project coordinator and elected one of the Phase 2 men to fill it after his parole. His function was to keep in

touch with all the trainees, both in and out of the institution, and to serve as a link between them and staff.

The final meeting, held shortly before the end of Phase 2, was used to help plan a field training program for the Phase 2 men after their release from prison and for the Phase 1 men already working in the field.

In Phase 3, linkage with the field was maintained primarily by the field trainees who served as consultants to the study groups and by the Social Trends and Issues Presentations made by the men working in the field.

Field training program

Three factors hindered carrying out an adequate field training program: (1) the location of the trainees' work placements, which were spread throughout California and eventually other states; (2) the pressure for production in their jobs, (more than would be found in most civil service positions for example), which left little time for any formal training; and (3) the lack of available staff. To these might be added the resistance of some of the trainees to work together as a group once they left the institution or to submit to any group-directed activity.

Of the first five men paroled from Phase 1, three moved to Sacramento and two to a small town near Riverside. The Sacramento group lived together and worked on a state-wide survey under the supervision of the project director. The

two who moved south worked on a summer education project with the training coordinator. Training in both cases was job-centered, that is, there was more concern for developing skills that would get the job done and for dealing with personal problems that interfered with the job than with providing opportunities for more long-range and general development of the trainees.

Concern about lack of training for the future was expressed by the Phase 1 trainees during the field-institution meetings that took place during Phase 2. It was, also, of course, of concern to staff. One of the Phase 2 teams undertook as a project the development of a training program that would take account of the geographic separation of the trainees, the limitations of time, and the lack of training staff, as well as the differing career goals and needs for training expressed by the trainees.

The program was to leave initiative primarily in the hands of the trainees themselves. Each project member was asked to make an assessment of his goals, his level of skills in a number of areas, and the importance of each skill for his present job and his future career development. The skill areas included: report writing, reading, speaking, interviewing, group skills, listening and observing, utilizing consultants, research and evaluation, work relationships (interpersonal effectiveness), office procedures, knowledge of social trends and issues, consultation, typing and shorthand, training

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others, and task assessment. A set of potential resources available was outlined: the development of study groups around specific skill areas, seminars conducted by professionals, professional consultation, working with olders, formal and informal presentations to other trainees, and site visits to other organizations and agencies. The availability of college courses was also investigated. From these resources, and from any others the trainee could devise, he was asked to develop his own training plan for improving his skills in the areas he felt were important to him. This development was to be reviewed monthly for at least the first four months after parole.

The implementation and follow-through on this plan was left in the hands of the project coordinator. He had considerable difficulty with it. There was no general agreement that this was a useful way to proceed and several of the trainees expressed resentment at being asked to tie themselves down to a specific plan in this way. Though the initial assessments were made, there was no systematic review of individual training plans. Some trainees on their own initiative kept daily logs of their activities and continued to make expecteds for their own development.

There was, however, some effort to make training resources available. At the close of Phase 2, the trainees were concentrated in two cities, Sacramento and Los Angeles. Writing consultants were made available to the trainees in

the two cities. In Sacramento, the project's editorial consultant filled this role (for the few weeks until he disappeared); in Los Angeles the services of a professional writer were obtained. Dr. Porter was also made available to the Los Angeles trainees, to be called upon as needed for help in their work. The project director met as regularly with these sub-groups as his schedule would permit.

Other efforts to work with the trainees were left in the hands of the project coordinator. As indicated above, this position was created on the suggestion of the trainees themselves and was filled by a Phase 2 trainee who was elected to the role by the group. He remained in the job for close to five months, when the project ran out of money to pay him and he had to take other employment. His role was never clearly agreed on by the trainees. He himself, in looking back on his experience, described it as a mixture of "pacifier, snitch, messenger, go-between, flunky, organizer, office boy, and mother hen." To maintain communication among the group, he put out a monthly newsletter and collected and distributed monthly reports on the activities of the trainees. He was based in Sacramento, and set up weekly staff meetings with the men working there which were efforts to handle a mixture of administrative, job functioning, and personal problems. He visited trainees working in other parts of the state, partly to find out what they were doing so it could be fedback to the rest of the group, partly to be of whatever assistance

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he could with the job or with personal difficulties. He
served as a link between the project and parole staff. He
also filled in occasionally for the trainees on work assign-
ments and helped an overburdened office secretary with
administrative detail. Most importantly, he spent considerable
time with individual trainees trying to help them deal with
personal crises--financial difficulties, feelings about their
treatment by the project, and so on.

He was frequently depressed about his job. There were
trainee complaints that they did not know what was going on
and that he wasn't doing his job. He was seen sometimes as
authoritarian and sometimes as trying too hard to be friends
with everyone. He himself was concerned about the multiple
demands on his time and how to set priorities for its use.

By the time the Phase 3 trainees were paroled, his job
had terminated and put an end to organized efforts to work
with the total group. There was also considerable job
shifting about this time, with the trainees now located in
four cities: Sacramento, Oakland, Ukiah, and Los Angeles.
What remained were informal contacts among those living in the
same area and job-centered meetings of those working on the
same projects.

The two evaluators (see below) were understandably
critical of the field training. They pointed to the absence
of leadership and the need for some structure to keep the
training moving. They found a lack of clarity with regard

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to program goals and the functioning of the program development ment assistants. They saw several different things being attempted--upgrading and providing professional level skills to the trainees, providing skills necessary to advance and service the expanded utilization of nonprofessionals in other settings, trying to assure that the trainees would perform satisfactorily on the job--less as a result of conscious decision than of a general confusion about goals. It was suggested that the primary task for the project should be training, that staff should be made available for this purpose, and that training time should be stipulated and given priority status.

What was actually given priority in the program was keeping the trainees on jobs. This meant that finding or developing jobs and immediate job performance took precedence over any training activity. Even so, it is possible that with the limited staff and time available a more coherent field training program could have been developed and implemented.

The Training Evaluation

The evaluation method chosen was the use of outside consultants who would visit the project regularly and comment critically on the training program and the progress of the trainees in it. It was originally planned to have three evaluators, but only two of the three selected proved

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available. The two were Arthur Pearl, professor of education at the University of Oregon, and Aaron Schmais, then with the Office of Economic Opportunity. Pearl, co-author of New Careers for the Poor, had had experience in developing programs for training young ex-offenders and ghetto youth as non-professional aides in the human services, both with the New York State Division for Youth and the Center for Youth and Community Studies at Howard University. Schmais had specific responsibility within OEO for programs involving the training and placement of nonprofessionals under Title 2 of the Economic Opportunity Act and was familiar with such programs throughout the country.

The evaluators visited the training program near the end of each training phase. They talked informally with staff, met with each of the training teams, then met with the total group for a feedback session on their impressions of the program and for discussion of the future of the new careers movement generally. In Phase 1, they visited the project at separate times; in Phase 2 they came on the same days. Only one evaluator was available at the termination of Phase 3.

Phase 1

Pearl summed up the program as follows:

It is clear that all the participants are enthusiastic, eager to learn, and all the teams have high morale. There is an aura of non-defensiveness and without exception, the entire group tends to be task-oriented. There are, however, some difficulties: in the first place, the concept of 'change agent' is amorphous and the nature of the tasks to be performed are vague. It is not too

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clear what skills are needed, what talents are required, and what knowledge is necessary to successfully do this job. There is a tendency to stress communication skills and it makes the "change agent" appear to be the therapist now recast in new clothes.

He raised several points about the program and the trainees' response to it. First of all, does such a thing as a "change agent" exist as a viable entity that can be defined and that people will be willing to hire. If it does, then he saw nothing that had prepared the trainees to play such a role: when he asked them what they could do, they said they could talk to people; he doubted this was a marketable skill. What he saw lacking in the program was a portfolio of skills that were specific, concrete, and job-related. He felt that some of the things that had been stressed as core skills (e.g., interviewing, getting along with each other) were of not very high priority when compared with such skills as analyzing systems, developing job descriptions and evaluation models, and working on an expected-to-observed strategy. He felt further that there should be a specific educational component to the training, especially in the language area. Finally, he pointed to what might be an unrealistic optimism on the part of the trainees about their own capabilities and the reception they would get. He suggested they might be headed for a big fall once they left the sympathetic and supportive atmosphere of the project.

Schmais' first comment was that he was unable to grasp what the trainees perceived a change agent to be. They

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described it first as a set of activities, but as he spent more time with them it seemed to become more a quality of a person and the feeling seemed to be that the specifics of training were less important than the total four month's experience. He thought employers would have trouble with this definition. The trainees, he said, saw themselves functioning in widely different ways; though all saw themselves as change agents, they tended to define change agent in terms of the way they wanted to function rather than in terms of the specific job they might hold. He pointed out that although the way of looking at a problem can be more important than specific skills, the first job the trainees would face would demand a lot of skills on the spot; he felt they could not compete on this level. His other major point had to do with what he saw as the unqualified confidence of the trainees, their very high spirit, their ability to see themselves as innovators and leaders of a movement. This he said had a very healthy side, but it should be coupled with some humility. The trainees tended to define both problems and solutions as very simple; they hadn't become analytical enough in their approach to the issue of change; and they would need a climate of tolerance to be able to develop within the job.

Phase 2

Pearl found considerable difference between this and the earlier program. It was, he said, a different game, and one he found himself more comfortable with. When the Phase 1

trainees were asked; What have you got to offer? they answered: I can talk to people. When asked to describe their most valuable attribute, they said: I'm an ex-con. The important point of course is: what can you <u>do</u> that people need. You need a product orientation and a salable commodity. The first program he felt had a lot of Madison Avenue gimmickry and slogans, but few meaningful projects. The trainees in Phase 2 had turned out some real products and acquired some pretty good skills--better, he felt, than those possessed by graduate students. He found the group more open and less defensive than the first one, with less emphasis on motivation and more on tasks and how to do a job. They had had some reality fed back to them and this had helped. He said, however, that they were still too vague, not clear about where they were going or what strategies were needed to get there, and tended to talk in generalities. There was now some recognition of the need for systems and for self-evaluation and some efforts to deal with these needs, but they were still not adequate. Technical assistance was being better used, but they could make much better use of the available consultants and staff.

He felt the trainees' thinking needed to be both broader and more specific. They couldn't adequatly define the game they were in. Their interest would flag, he said, and they would lose their commitment to the extent they did not have a broad view or thought they were alone.

Finally, he pointed out that they hadn't thought out the next level of skills that were needed. When asked, they tended to talk about becoming better in what they were already able to do. It's far more important, he said, to think in terms of what you can do four months from now that you can't do now.

Schmais made many of the same points. He described the program as follows:

> Overall, my impressions of the NCDP program are very favorable. I continue to be impressed with the ability of these trainees to handle a variety of materials and problems in a manner that is usually associated with professionals. Equally impressive is their interest and ability in staying tuned in on what is going on in the world at large and especially when the subject matter is relevant to what they are doing.
>
> The training principles undergirding the program are being adhered to and are producing significant results which attest to their efficacy and justify their continued use.
>
> I would rank these trainees on a par with, or indeed above, the kind of young "intern"[1] taken into government immediately upon graduation from college. While their ability to handle written and verbal language is not equal to the intern, their ability to use 'scientific' tools and analyze problems is far greater.
>
> The trainees communicate their commitment to hard work which is evidenced by what they have produced. They come across as a group of mature individuals who have

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[1]The use of intern for comparison is prompted because they too are nonprofessionals, are about the same age, and generally are equally hard working and dedicated young people.

developed sensitivity toward themselves and others that
should prove to be an asset in light of the problems
they are bound to confront. There is no question that,
as a group, they are prepared to assume a number of
positions on the outside at a much higher level than that
now associated with being a nonprofessional.

There are considerable differences between this group and
the previous one. How much of this accounted for by the
organizational and personnel changes was not always ob-
servable. It is only reasonable to assume that the
specific changes are at least partially responsible.
On the other hand other changes have had a direct respon-
sibility for these differences. Perhaps the most
striking difference is that the trainees are less con-
cerned with group process and 'thereputic community'
implications as they are with developing a set of viable
competencies. This is similarly true of the entire pro-
gram. Much of this, however, remains in the area of
'style', since I don't believe there has been that much
gain in overall competence over last years group. It
manifests itself not so much in what they can do, but
in the knowledge that there is much that they can't do,
are fearful of, or recognize that it is and will continue
to be difficult. There is less bravado in this group,
less stated optimism that they can do all things and be
all things to all people. There exists a nice and
healthy portion of insecurity which, although not
stultifying, does recommend more preciseness, more com-
petence and more humility. It reflects itself in a
greater commitment to settling down and task orientation.
It is manifested in the recognition and concern over
the need for continuing training.

One obvious reason for this is the feed-back received
from those out in communities which of course was absent
last time. Another, is due to the role of the 'Olders'
who have served to instill a greater degree of reality
with more emphasis on acquiring technical rather than
interpersonal skills.

There is less sureness about who and what they are as
contrasted with the former group's easy acceptance of
themselves in the ambiguous role of Change Agents. And
while they have accepted their new designation as
Program Development Assistants, they do not communicate
any facile or commonly accepted definition of what this
means. Nor are they at all sure that whatever they agree
upon will be accepted in the community.

Last year's inability to express doubt was disturbing.

This years ability to express doubts, although pleasantly
disarming, may also reflect some genuine confusion on
the part of the trainees as a group and with the NCDP
as a whole. As individuals, the trainees show less of
the doubting and more of the older pattern, characterized
by optimism and a sense that they will make it. This
leads me to believe that it is in the group context that
these changes are manifest. Last time there virtually
was a group shared mistique which fed some of the grand-
iosity and contributed to the trainees seeing themselves
as unlike any other group. My own reaction is that this
is not necessarily negative and in fact may be necessary
and desirable. They are unlike any other group and any
denial of this is naive. Last time I felt that this sense
of being a "new breed" group was almost as important
as was the knowledge they were gaining. This years group
has less of it, although it is far from being absent,
and yet the group seems to be managing just as well.
Nevertheless, I believe that many of the concerns the
trainees express with regard to how they will be related
once they are outside, as well as the need for such re-
latedness, is an attempt at coming to grips with and
forging, some sort of overall group identity. Although
recognizing their current elite status they are presently
determined to deny it. Once on the outside I believe
this will change and status problems, as they become more
real, will become more important.

As it was true for the other group, there was the
dramatic realization of learning potential that the
trainees either felt they had, but had never utilized,
or were unaware that they even possessed. Learning still
proceeds explosively - with the olders showing more
sophistication and less surprise - while some of the new
trainees virtually admitting their being dumbfounded at
learning that they were indeed bright. This will be
troublesome as they go out and learn how really bright
they are, and yet how little they know.

Phase 3

Pearl was the only evaluator available for the third

phase. He was very critical of this program for its staffing

(or lack of staffing) pattern. The older-younger concept is

only meaningful, he said, if supervision and accountability

are built in. Responsibility for supervisors and

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administrators should have been increased in this phase rather than more curtailed as was actually done. He thought that things had gone much better than staff had had a right to expect.

Otherwise he found the Phase 3 program not very different from Phase 2. The Phase 1 trainees had concentrated on interpersonal skills, the Phase 2 trainees were the "big system planners," while the Phase 3 trainees were able to deal also with the details of planning. The program appeared to have moved from highly diffused general training to more specific skill training. On the other hand, he felt this may have been done at some cost in conceptualizing skill. The Phase 3 trainees were more like technicians.

On the program as a whole he levelled three general criticisms: looseness of structure, lack of adequate role definition, and lack of adequate delegation of responsibility. Structure can be loosened, he said, only when things get so systematized it is possible to relax and have the program continue functioning.

Finally, he suggested that the informality of the staff-trainee relationships could lead to unhealthy role strains and confusion, for two reasons. First it leads the trainees to believe that the same kind of relationships are possible with other people with whom they will work; and this is often simply not true. Second, it establishes kinds of referents about how you live and spend money that places people with

limited incomes under real strain. It would be less cruel, he felt, to keep relationships on a more remote personal basis until the trainees had become stabilized in the community.

Job Placements

Present positions

At the present writing (August 1967), the eight Phase 1 trainees are working in the positions listed below. Annual salaries are given in parentheses.

- Professional Assistant in the Research Department of the Joint Commission on Correctional Manpower and Training, Washington, D.C. ($8,500).

- Chief of the Bureau of Community Relations in the New Jersey State Department of Community Affairs ($13,000).

- Project Manager with Scientific Resources Incorporated, a private consulting organization in Union, New Jersey ($10,000).

- Teacher-Counselor in the Experimental College at the East St. Louis campus of Southern Illinois University ($8,400).

- Training Assistant (half-time) in the Scheuer New Careers Program in East St. Louis, Illinois, a program adminis- tered by Southern Illinois University under contract with the U.S. Department of Labor and the Office of Economic Opportunity (equivalent to $8,500); plus full-time enroll- ment at Southern Illinois University.

- Research Director of the Western Addition Project at the Family Service Agency, a nonprofit social agency in San Francisco, California ($8,000).

- Has left the project; present position unknown, but is reported to be planning to return to college.

- Returned to prison.

The six Phase 2 trainees are working in the following positions.

- (Four men) Program Development Assistants with the New Careers Development Organization, a nonprofit corporation, working on the development and implementation of the Scheuer New Careers Program in Oakland, California, under contract with the Oakland Department of Human Resources ($9,000).

- Project Director of Operations Grassroots with the Mendocino County Economic Opportunity Council, Ukiah, California ($7,200).

- Assistant Personnel Training Coordinator for the Watts Clinic with the University of Southern California School of Medicine Health Project, Los Angeles, California ($7,500).

The four Phase 3 trainees are working as follows.

- Executive Secretary of the Mendocino/Lake (Counties) Mental Retardation Board, Ukian, California ($7,800).

- Director of the Community Development Project with the Economic Opportunity Agency of Fremont-Newark-Union City, California ($9,000).

- Training-Counselor with the O.E.O. Regional Training and Development Center at San Fernando Valley State College, Los Angeles, California ($7,200).

- Has left project; present position unknown.

Placement history

The story of how these jobs came about is long and complex. What follows here is a summary of the kinds of employment that the trainees have had since their release, and the ways in which employment opportunities were developed.

State contract. In April of 1965, the New Careers Development Project obtained the first of three six-month contracts with the California State Office of Economic Opportunity to provide technical assistance to state agencies in new careers development. The contract made funds available to hire trainees as program development assistants and to provide reimbursement for supervision given by the project director. At this time the project established its main field office in Sacramento. The first contract was renewed for six months in January of 1966 and for an additional six months the following July. Because of a change in state administration and resulting shifts in Office of Economic Opportunity staffing, there was no further renewal.

Three of the Phase 1 trainees were hired under the first contract. They conducted a state-wide survey of new careers possibilities within state agencies. The survey resulted in two reports: "Job and Career Development for the Poor" and a 400 page "Reference Catalogue and Classifications of Occupational Titles and Job Descriptions for Sub and Non-professionals."

Several of the trainees were hired for varying periods of time under the succeeding contracts. They worked closely with a staff member of the State Personnel Board who held a position created specifically by the State Legislature to develop new career opportunities for the poor in State service. Among their activities, they did the following:

Worked with staff members of the State Department of Employment to build a new careers strategy involving the placing of Neighborhood Youth Corps trainees in state agencies.

Worked with staff members of the State Department of Public Health to identify funding for training home health aides in nine counties and to train trainers on the use of nonprofessionals. In October of 1966 one of the trainees was assigned to the newly created Public Health New Careers Unit which was set up under a contract with the State Office of Economic Opportunity to aid in the creation of 2,000 new careers positions in California health agencies. When the state contract terminated at the end of the year, the Department made funds available to keep the trainee working with the unit for an additional two months.

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Consulted with local Community Action Agencies who had requested technical assistance from the State Office of Economic Opportunity in writing proposals and developing training programs involving the poor.

Conducted an orientation program for college students who were preparing for career work in corrections.

Worked with University of California at Berkeley Extension staff to plan and conduct a series of state-wide training workshops for administrators of Community Action Agencies.

Worked with a new careers task force organized by the O.E.O. Regional Community Action Training Center at San Francisco State College to plan and conduct a New Careers Workshop for agency staff in the San Francisco area.

Conducted a survey to determine the current uses of nonprofessionals and the potential for job advancement in anti-poverty and job development projects throughout the state to help in the future planning of anti-poverty programs.

Multiservice Center. In late August of 1965 the State Office of Economic Opportunity hired one of the Phase 1 trainees as a Community Action Representative in a State Multiservice Center when it opened in the Watts area of Los Angeles shortly after the riots. State O.E.O. staff had had contact with this man through his employment on the state contract and had used him, during the riots, as an escort for state officials who were visiting the riot area. His role in the Center was to serve as a linker with the community, making it aware of the services available; to give assistance to community groups trying to develop new programs and to help write proposals for funding; and to help manage the office. He worked there through June of the following year when his contract expired.

EYOA. In October of 1965 the Economic and Youth Opportunities Agency of Los Angeles contracted with the New Careers Project to provide technical assistance in the development of nonprofessional positions within social agencies in the Los Angeles area. The contract was set up through the efforts of one of the Phase 1 trainees who was then working on the state contract. The EYOA contract had positions for two trainees as program development assistants.

They worked out of the central EYOA office and received technical supervision from the project director. The contract expired six months later and new funding through EYOA could not be obtained.

While there the trainees worked with a large number of agencies to establish interest in and help implement the use of nonprofessionals. They were responsible for the involvement of the Department of Community Services, a component agency of EYOA set up primarily to develop programs for youth, which resulted in the creation of a civil service career ladder for nonprofessional workers in their agency. They worked with staff of one of the Youth Authority institutions and helped plan the development of a Group Supervisor Aide position that provided for the hiring of former Youth Authority wards. They also spent considerable time with the staff of the halfway house run by the Department of Corrections in East Los Angeles for narcotic offenders and helped develop NAPP (Neighborhood Adult Participation Program) funded non-professional positions for community workers with the house.

Department of Community Services. After the EYOA contract expired, the Department of Community Services tried to find funds to keep the two trainees working in Los Angeles. They made two NAPP positions that were assigned to them available for this purpose. The positions paid only $333 a month, so the project supplemented the salary to bring it up to the $500 that the trainees had been making. While there, the trainees continued the kind of work they had been doing for EYOA. They wrote proposals for funding for community groups that had requested Department help. They helped plan and conduct a three-week training program for nonprofessionals for the Department of Vocational Rehabilitation in conjunction with the O.E.O. Regional Training and Development Center at San Fernando Valley State College. One of the trainees helped develop and administer Youth in Legislative Action, a program for 200 high school students in the Southeast and Watts areas of Los Angeles County designed to familiarize them with the functioning of local and state governments.

Val Verde. In May of 1965 two of the Phase 1 trainees were hired by the University of California at Riverside Extension for work on a summer demonstration project funded by the Office of Economic Opportunity. The project had been developed and the proposal written by the New Careers

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training coordinator. It involved the development of a
special summer school program in Perris, a low-income
community near Riverside, in which nonprofessional
assistant teachers (housewives, high school students, high
school drop-outs, and college students -- all but the
latter indigenous to the community) were hired to work
with the children under the direction of specially selected
and trained professional teachers. The two trainees
worked under the supervision of the training coordinator.
They were involved first in staff selection and training,
then played a data collection and feedback role to the
staff as a whole. Their employment terminated with the
project at the end of the summer.

The training coordinator continued to work with the
University at Riverside, training teachers and developing
programs for the use of nonprofessionals in the classroom
and student participation in teaching. The following
spring, the project paid one of the trainees who was then
enrolled in college to work part-time with the training
coordinator on one of these programs, the Ontario School
District Project.

Sacramento jobs. The first job specifically for the
Sacramento area was with the Job Development Program spon-
sored by the Sacramento Community Welfare Council. Council
staff came to the project director for help in setting up
the program, a project involving the hiring and training
of adult poor for work in public and private nonprofit
agencies in the Sacramento area. They became interested
in the project trainees and in February of 1966 hired one
of them as a Training Coordinator. His role was to develop
the training program, select and hire trainees, and work
with agency staff in developing job placements. He left
the Program six months later to take another job. In
September several of the project trainees conducted a
training program for parole aides for the Sacramento
District Office of the Department of Corrections' Parole
and Community Services Division as part of the Job Develop-
ment Program.

The next job was developed by one of the trainees working
in Sacramento on the state contract. He helped plan and
was hired as Training Coordinator for the Neighborhood
Conservation Project. The Project, sponsored by the
Sacramento Area Economic Opportunity Council, involved
training the indigenous poor in several low-income areas
for work as community organizers. Two other trainees were

hired as trainers for the Project (when one of them absconded midway through the program, other trainees working in Sacramento filled in for him).

This same man was responsible for developing two contracts between the Sacramento Area Economic Opportunity Council and th. New Careers Project which provided jobs for both him and several other trainees. The first of these projects was a two-month program to train community relations aides for work with the neighborhood councils in two low-income areas. The second was a manpower employment and development survey for the Sacramento County area.

Los Angeles jobs. The trainees working in Los Angeles developed several other jobs for themselves and for other of the trainees. In the Spring of 1966, one of them obtained an extra evening job as a Teen Post consultant (the Teen Posts are youth neighborhood centers funded under EYOA). That summer he was made Director of the Health Information Center at the Watts Teen Post where he conducted classes for young people on venereal disease, narcotics, alcoholism, and sex education. He also gave technical assistance to other Teen Post projects. From there he moved to a project funded by O.E.O. through the University of Southern California School of Medicine where he became Assistant Personnel Training Coordinator at the Watts Clinic. He served as trainer for the multi-disciplinary professional staff of the Clinic, a neighborhood health center, and is now training people from the community to work as liaison staff between the basic health team of professionals and the target group. In the spring of 1967 he developed a job for another of the trainees as a Training Counselor with the O.E.O. Regional Training and Development Center at San Fernando Valley State College. The latter was then assigned part-time to the Watts Clinic project; he has also helped conduct an orientation program for agency staff participating in the Scheuer New Careers Program in Los Angeles and is presently helping plan and organize a new careers conference for agency, junior college, and university staff.

Another of the trainees obtained a job as Administrative Director of the Watts Teen Post on a Neighborhood Youth Corps summer (1965) training project. Two others were hired that same summer on a youth project under an O.E.O. grant to the Watts Labor Community Action Council, one as a Recreation Instructor and one as a Cadet Drill Instructor.

Mendocino County jobs. Through his contacts with staff at Mendocino State Hospital in Ukiah, one of the trainees working on the state contract was instrumental in obtaining a three-month Student Professional Assistant position at the hospital for another trainee in the summer of 1966. This position (the salary again supplemented by project funds to bring it up to $500 a month) was used for a survey of patient potential for new careers training. It resulted in the development of a project, funded jointly by the Department of Vocational Rehabilitation, the Mendocino County Economic Opportunity Council (MCEOC), and Mendocino State Hospital for training ex-alcoholic patients for work as community organizers. The proposal was written and funding sources developed by the trainee. The project, known as the New Careers-O.E.O. Training Program, provided positions as trainers for two other project trainees, plus a third-time position as Training Coordinator for the man who had developed it. He worked the remaining two-thirds time with hospital staff as Assistant Field Director on the Psychiatric Standards Project, under funding by the American Psychiatric Association.

Through contacts with MCEOC, a two-month position was found for another project trainee on the Indian Feasibility Study, a survey of potential among local Indian groups for community action work. MCEOC also hired the patients trained in the O.E.O. Training Program for work in community development in what is known as Operation Grassroots, and hired the two trainers as Field Director and Field Coordinator. One of them is now the Grassroots Project Director.

Tri-City jobs. In November of 1966, one of the trainees working on the state contract was hired for five days by the Fremont-Newark-Union City Economic Opportunity Agency to write a proposal for a new careers program for O.E.O. funding (the agency is known as the Tri-City E.O.A.; it serves three small communities between Oakland and San Jose). This contact led to the hiring of two project trainees the following month to work as trainers of community service workers and to the development of a contract with the New Careers Development Organization[1] under which several

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[1]The New Careers Development Organization, a nonprofit corporation, was formed to handle the kind of contracts that had previously been made with the New Careers Project through the Institute for the Study of Crime and Delinquency. Its board of directors includes members from both the project and the Tri-City Program.

more trainees were hired during the following months. The trainees worked on several components of the Tri-City program.

In addition to training the community service workers, they helped them organize the community in preparation for an election of representatives to the agency. They also served as consultants to a new careers training program which has placed aides with the schools and other city agencies. In June of 1967 one of the trainees was made Project Director of the Community Development Project. He is presently involved in locating funding sources to build low-income housing and to set up a teenage recreation center.

San Francisco jobs. The trainees hired on the state contract who were assigned to help develop the New Careers Workshop in San Francisco worked out of the Family Service Agency, a private nonprofit social agency. The agency was then conducting the Western Addition Project, a new careers project with O.E.O. funding which involved training low-income people in the target area for positions in family service, child care, and research. When their research director resigned in early 1967, they hired one of the project trainees as a combination researcher and trainer. He spent half-time training the research aides and half-time conducting   the basic evaluation of the Project. In August he was made Project Research Director.

Violence study. The project director was also co-director with Hans Toch of a National Institute of Mental Health-sponsored study of patterns of violence. The study required interviews with prison inmates, parolees, police officers, and the citizens with whom they were involved. As described above, some of the trainees worked on this study as one of their team projects during the institution training period. They helped develop the interview, conducted interviews and study groups with subjects at the Medical Facility, and coded tape-recorded material from both. Several of them were hired after parole to continue interviewing and coding with subjects incarcerated at San Quentin and with men on parole. The initial choice of the trainees for work on the study was dictated by their availability at the Medical Facility, where many project subjects were confined, and by the belief of the project director that inmates could contribute unique qualities as researchers. The co-project director, who was at first sceptical

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of the possibility of either inmate skill or objectivity, has since become an enthusiastic supporter of a participant approach to research.[1] He compares the performance of the trainees with whom he has worked very favorably to that of graduate students.

Scheuer program. In the spring of 1967 the project director became a consultant for San Francisco and Oakland with the University Research Corporation, a group affiliated with Howard University which is under contract with the Department of Labor to provide technical assistance to cities in their development of new careers programs under the Scheuer Amendment to the Economic Opportunity Act. At his suggestion, three of the trainees were also hired as consultants to work with local agencies and educational institutions in the two cities to help develop proposals for funding of new careers programs. In August the Oakland Department of Human Resources contracted with the New Careers Development Organization to handle its participation in the Scheuer program. Four of the project trainees were hired by the Organization to work in the Oakland area.

Out-of-state jobs. Jobs outside of California were developed initially through contacts of the project director which led to interest in the project and the men trained in it. Many agencies talked of having project trainees work with them; a few have followed up by interviewing and hiring them.

In August of 1966 two of the trainees were hired as teacher-counselors in the Experimental College at the East St. Louis campus of Southern Illinois University. The College was set up to reach the kind of young people who would not ordinarily continue schooling. Of the ten teacher-counselors in the program, the trainees are the only ones without college degrees. The teacher-counselor role is to act as

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[1] Toch, H., The social psychology of violence. Invited address, Division 8, American Psychological Association meetings, 1966. Reprinted in The Offender: an answer to the correctional manpower crisis. Proceedings of an NIMH workshop on "The offender as a correctional manpower resource: its implementation," Asilomar, California, September 8-10, 1966.

Toch, H. The study of man: the convict as researcher. Trans-action, 1967, 9, 72-75.

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liaison between a group of ten students and academic staff, to help with academic and personal problems, and to develop and run work-study programs. One of the trainees has since been put in charge of developing a more systematic work-study program for the College as a whole. The other trainee resigned his job as teacher-counselor in the summer of 1967 to enroll as a full-time student at the University. He has been hired for a half-time position as Training Assistant for the training component of the Scheuer New Careers Program which the University is administering in East St. Louis.

In October of 1966 one of the trainees was hired for a community relations position by the New Jersey State Office of Economic Opportunity. He moved to the Department of Community Affairs as a police-community relations expert when that agency was[1] formed in March of 1967. This past summer he was credited[1] with averting a potential riot in Plainfield that threatened to become as large or larger than the one in Newark. He has recently been appointed Chief of the Bureau of Community Relations, a division newly created in the Department of Community Affairs to deal with youth and delinquency problems.

In April of 1967 one of the trainees was hired as a Professional Assistant in the Research Section of the Joint Commission on Correctional Manpower and Training. His role is to work with questionnaire construction, coding, and data analysis of surveys conducted by the Commission on manpower needs in corrections; and to coordinate a series of papers by seven professionals throughout the country on the use of offenders as a correctional manpower resource.

In May of 1967 one of the trainees was hired by Scientific Resources Incorporated, a private consulting corporation that works on contract with both industry and government agencies. He was made responsible for the training and supervision of eight delinquent youth who have been hired as Human Resource Consultants by SRI. He has also served as Project Manager on a number of training contracts. This has included training police and police-community relations aides in Grand Rapids, Michigan; group workers with Neighborhood Youth Centers in Trenton; teacher aides in Newark; and Job Corps counselors and poverty youth as

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[1] Aarons, L.F., The high price of "peace" in New Jersey. Washington Post, July, 1967.

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group leaders for a project in upstate New York.

Project jobs. In addition to the support given trainees on other jobs, as outlined above, the project hired several trainees for project-related work. One of these positions, that of Project Coordinator, has been discussed earlier. Trainees were also hired to interview men working in the field; to help with the training program at the Medical Facility in Phases 2 and 3; to conduct the Correctional Process Survey, a study of the inmate's view of the system of administration of justice (on contract with the President's Committee on Law Enforcement and Administration of Justice); and to help organize a National Institute of Mental Health-sponsored workshop on "The Offender as a Correctional Manpower Resource: Its Implementation" which was held at Asilomar, California in September of 1966 and is discussed further below.

The jobs held by the trainees since their release from prison are summarized in Table 4.

	1965 JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	CCT	NCV	DEC	1966 JAN	FEB	MAR	APR	MAY
1					STATE CONTRACT SACRAMENTO					ECONCMIC & YOUTH CPPORTUNITIES AGENCY LOS ANGELES							STATE SACRA
2					VAL VERDE PROJECT PERRIS				UNEMPLOYED RIVERSIDE	NCOP TRAINING PROGRAM VACAVILLE		QUIT PROJECT RIVERSIDE		ENROLLED AT UNIVERSITY CF CALIFCRNIA, RIVERSIDE & NCDP-CNTARIC SCHOOL PRCJECT RIVERSICE (1/5)			
3					VAL VERDE PROJECT PERRIS				NCDP TRAINING PROGRAM VACAVILLE	ECONCMIC AND YOUTH CPPORTUNITIES AGENCY LOS ANGELES					CEPARTMENT CF CCMMUNITY SERVICES ANC NCCP LCS ANGELES		
4					STATE CONTRACT SACRAMENTO				RETURNED TO PRISON CN TECHNICAL VICLATICN						STATE SURVEY SACRAMENTC		
5					STATE CONTRACT SACRAMENTO							STATE MULTI-SERVICE CENTER AND ACTING DIRECTC LC					
6											NCCP PRCGRAM CEVCLOFMENT SACRAMENTO			COMMUNITY WELFARE JCB DEVELCFMENT SACRAMENTO			
7														NCDP--CCRRECTICNAL PRCCESS: SACRAMENTC			
8																NCDP PRCGRAM CEVELCFMEN SACRAMENT

JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG

CONTRACT ... ENTO · | STATE CONTRACT SAN FRANCISCO | NCDP PROGRAM DEVELOPMENT SAN FRAN | YOUTH LEADERSHIP TRAINING PROJECT AND OEO REGIONAL COMMUNITY ACTION TRAINING CENTER SAN FRANCISCO STATE COLLEGE SAN FRANCISCO | JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING WASHINGTON, D. C.

NCDP TRAINING PROGRAM ...C/VILLE | VIOLENCE STUDY OAKLAND | STATE CONTRACT OAKLAND | MENDOCINO COUNTY · EOC INDIAN FEASIBILITY SURVEY UKIAH | TRI-CITY EOA FREMONT | JOB TRAINING AND DEVELOPMENT SURVEY SACRAMENTO | QUIT PROJECT

VIOLENCE STUDY OAKLAND | QUIT PROJECT | JAIL | STATE CONTRACT SACRAMENTO-BERKELEY | DEPARTMENT OF PUBLIC HEALTH BERKELEY | TRI-CITY EOA FREMONT | JOB TRAINING AND DEVELOPMENT SURVEY SACRAMENTO | SCIENTIFIC RESOURCES INCORPORATED NEW JERSEY

MENDOCINO STATE HOSPITAL AND NCDP PATIENT TRAINING SURVEY UKIAH | MENDOCINO STATE HOSPITAL--OEO TRAINING PROGRAM (1/3) AND PSYCHIATRIC STANDARDS SURVEY (2/3) UKIAH | FAMILY SERVICE AGENCY WESTERN ADDITION PROJECT SAN FRANCISCO

ATTS TEEN POST ...GELES | TEEN POST/N.Y.C. PROJECT LOS ANGELES | NEW JERSEY STATE OFFICE OF ECONOMIC OPPORTUNITY | NEW JERSEY STATE DEPARTMENT OF COMMUNITY AFFAIRS

COUNCIL PROGRAM | EXPERIMENTAL COLLEGE SOUTHERN ILLINOIS UNIVERSITY | S.I.U. SCHEUER NEW CAREERS PROGRAM EAST ST. LOUIS AND ENROLLED AT S.I.U.

SURVEY: ASILOMAR CONFERENCE | ARRESTED AND TRIED | RETURNED TO PRISON ON NEW COMMITMENT

DEPARTMENT OF COMMUNITY SERVICES AND NCDP LOS ANGELES | EXPERIMENTAL COLLEGE SOUTHERN ILLINOIS UNIVERSITY

PHASE: ONE (CONT'D)

	1965 JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	1966 JAN	FEB	MAR	APR	

9														VICLENCE STUDY SACRAMENTC		VICLENC C.	
10																STATE SACI/	
11														VICLENCE STUCY (1/2) NCDP CORRECTICNAL FFCCESS SUF VEY/PROJECT I .. EWIIG (1/2 SACRAMENTO			
12																NCDP-PRCJ SAC	
13														ECCNOMIC & YCUTH OPPORTUNITIES AGENCY LCS ANGELES	DEPR. CF CCI NCDP & TEL L		
14														VICLENCE STUDY SACRAMENTO		VICLENCE C	

PHASE: TWO

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PHASE: TWO (CONT'D) — 1967

	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
STUDY LAND				NEIGH. CONSERV. PROJECT SACTO	STATE CONTRACT SACRAMENTO	STATE CONTRACT SAN FRANCISCO	TRI – CITY EOA				FREMONT				NEW CAREERS DEVEL. ORG. SCHEUER PROG. OAK...
CONTRACT MENTO	NEIGHBORHOOD CONSERVATION PROJECT SACRAMENTO						GRASSROOTS TRAINING PROGRAM SACRAMENTO		TRI-CITY EOA FREMONT	JOB TRAINING AND DEVELOPMENT SURVEY SACRAMENTO			UNIVERSITY RESEARCH CORP. SCHEUER PROGRAM OAKLAND		NEW CAREERS DEVEL. ORG. SCHEUER PROG. OAK-LAND
STATE CONTRACT SACRAMENTO				STATE CONTRACT UKIAH	MENDOCINO STATE HOSPITAL OEO--TRAINING PROGRAM UKIAH			MENDOCINO COUNTY ECONOMIC OPPORTUNITY COUNCIL OPERATIONS GRASSROOTS UKIAH							
COORDINATOR MENTO	WATTS LABOR COMMUNITY ACTION COUNCIL LOS ANGELES			STATE CONTRACT SACRAMENTO			GRASSROOTS TRAINING PROGRAM SACRAMENTO		TRI-CITY EOA FREMONT	JOB TRAINING AND DEVELOPMENT SURVEY SACRAMENTO			UNIVERSITY RESEARCH CORP. SCHEUER PROGRAM SAN FRANCISCO		NEW CAREERS DEVEL. ORG. SCHEUER PROG. OAK-LAND
SERVICES POST ANGELES	TEEN POST HEALTH INFORMATION CENTER LOS ANGELES			STATE CONTRACT LOS ANGELES	UNIVERSITY OF SOUTHERN CALIFORNIA --- SCHOOL OF MEDICINE WATTS CLINIC LOS ANGELES										
STUDY LAND	NEIGHBORHOOD CONSERVATION PROJECT SACRAMENTO		MENDOCINO STATE HOSPITAL--OEO TRAINING PROGRAM UKIAH					MENDOCINO CTY. EOC--OPERATION GRASSROOTS UKIAH	UNIVERSITY RESEARCH CORPORATION SCHEUER PROGRAM SAN FRANCISCO						NEW CAREERS DEVEL. ORG. SCHEUER PROG. OAK-L'NF

1965 JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | 1966 JAN | FEB | MAR | APR

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PHASE: THREE

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MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	AFR	MAY	JUN	JUL	AUG

DEPARTMENT OF COMMUNITY SERVICES   AND   NCDP
LOS   ANGELES

DEPT. OF COMMUNITY SERVICES LOS ANGELES

UNEMPLOYED (PART-TIME SALES WORK) LOS ANGELES

OEC REGIONAL TRAINING & DEVELOPMENT CENTER-SAN FERNANDO VALLEY STATE COLL LOS ANGELES

NEIGHBORHOOD CONSERVATION PROJECT SACRAMENTO

- - - - - - - - A B S C O N D E D - - - - - - -

STATE CONTRACT SACRAMENTO

STATE CONTRACT BERKELEY

MENDOCINO/LAKE MENTAL RETARDATION BOARD UKIAH

STATE CONTRACT SACRAMENTO

WATTS LABOR COMMUNITY ACTION COUNCIL LOS ANGELES

STATE CONTRACT LOS ANGELES

NCDP PROJECT INTERVIEWING SACRAMENTO

TRI - CITY EOA

FREMONT

PHASE: THREE (CONT'D)

Job performance

How did the trainees perform on these jobs? We were unable to
systematically contact employers and co-workers, but we have avail-
able informal feedback, direct observation, and the accounts of the
trainees themselves.

First of all, they have not performed the same. Some have done
consistently well; some have performed unevenly, doing well in one
setting and not in another or performing inconsistently over time
in the same job. Moreover, they have had different performance
styles. On release, some of the men immediately purchased dark suits
and attache cases. Others have yet to be seen wearing a tie. Some
have been placed and/or have gravitated to positions in which they
have dealt primarily with social agency professionals. Others have
worked mostly with the poor or with client groups, usually in a
trainer role. More importantly, they have varied in the extent to
which they have seen their work as part of a larger movement or cause
and in the degree to which they have identified with it.

The following generalizations are just that. They do not apply
to every one of the trainees, nor can any one trainee be described
by all of these statements.

As a group, the trainees have acquired some impressive skills.
They can develop and write proposals, and have done so, which have
resulted in the funding of training, job development, and community
organization projects. They can and have developed and administered
training programs for nonprofessionals as community workers or as

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aides in human service agencies, and they have done some staff training as well. They can write job descriptions and plan appropriate career sequences. Despite staff pessimism about their grasp of the self-study strategy, several of them have acquired a real understanding of what this means and can build it into programs. These skills are not always of a high order, but they are not usually found at all in graduate students nor in most social agency staff.

The trainees have, however, a number of skill deficits. The most obvious is in writing. Though some have shown remarkable improvement since first entering the training program and some write quite well, others still have enormous difficulty when faced with the need to produce written accounts of their work. Some have handled this by walking off the job, some have procrastinated, others have simply written badly. They also have not done very well in systematic data collection, either in planning or in keeping adequate records. Although they are reading more than they ever read before, they still do not read a great deal and most are not as good at keeping themselves informed in their immediate field as they should be in their jobs. They tend to see themselves as having acquired some special skills which they can now apply rather than working toward further development of their knowledge.

On most jobs, the trainees have worked with a minimum of supervision--less than would be true of beginners in professional jobs and less than was intended in the original planning of the project. Because they are working in areas in which there are few precedents and little available professional skill, the skills they do have are

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often in real demand and many have moved quickly into positions of substantial responsibility. When the job itself has had a fair amount of structure, that is, where what needed to be done on a day-to-day basis was reasonably clear, the trainees have not complained. Most in fact do not like much supervision. But when structure was fluid and close day-to-day supervision was lacking, there have been problems. Employers have complained that the trainees weren't getting much done. The trainees have felt alone and complained that their efforts weren't appreciated. Some have openly faced their anxiety about having too much responsibility. Some have talked of losing their commitment. Some have disappeared for a day or two. Interpersonal frictions on the job have been high.

On the other hand, in jobs in which supervision was available, supervisors have sometimes failed to give it. Because they are ex-offenders, the trainees are sometimes seen as being special--perhaps especially vulnerable; some supervisors have been more reluctant to confront them with inadequate job performance than they would be with other employees. This has led to an unacknowledged building of tension and dissatisfaction on both sides.

One of the trainees has said that they live by crises. They tend to be extremely restless and need to be doing something, preferably something new or challenging. One of the most impressive things about them is their willingness to work extremely hard and to put in very long hours on their own initiative to meet a deadline or to see a job 'through. In these cases though their work may suffer

in quality because it is done in a hurry and with inadequate checks. They have trouble pacing themselves. Those who have worked within bureaucratic organizations have been very impatient with the amount of talk and the lack of doing. In general, they perform better on short-term, high-involvement jobs than on the long haul. In this they are probably not much different than other workers, but their ways of handling routine, monotony, and boredom are more likely to get them into trouble, both on and off the job.

Early in the training program, the trainees spoke of being "linkers with the poor." They have actually done extremely well with professionals. Professional co-workers have been consistently impressed by their ability to speak up in groups, by the fact that they usually have very specific and relevant contributions to make to discussions, and by their directness (even bluntness) in making them. Most of them are very good at selling themselves.

But they sometimes oversell, perhaps as much to themselves as to others. They take on commitments very quickly, with little regard for their capacity to produce or to produce within a stated time. This sometimes catches up with them, and on occasion they have handled it by walking away. Some of them still let other interests-- drinking, gambling, staying up all night--take priority over showing up on the job, though this kind of behavior has lessened over time. It is not delinquency that is a problem, but a non-workingman's way of life.

They tend to establish very good short-term relationships on

e job. They do less well with long-term commitments. They get off very well with some kinds of supervisors, but have trouble with others. What seems to be crucial here is something that might be called task-orientation or integrity. They have worked very well with very different kinds of people--both action and academically-oriented--who have in common both competence in their work and a prime commitment to getting a job done. The trainees are very quick to detect phoniness. They are not themselves above involvement in office politics, but on the whole are probably less concerned with this than are most workers in long-established bureaucracies. When they do get involved, they are much more open than is usually the case. This sometimes shocks, sometimes disarms their co-workers.

When the first group of trainees was released, their salaries are set at $500 a month, and efforts were made to keep this as a minimum for those who came later. Though all of them had expressed willingness during the selection period to live on $200 a month when first released (according to the plan for part-time project-subsidized work plus training), they very quickly became accustomed to $500 as a minimum income, and equally quickly to the higher incomes most of them are now making. These incomes incidentally are above what is available to many graduate students just entering professional work an to many established professionals (for example, teachers). They are beginning to have some sense of what they are worth. They have taken to bargaining for salary increases, and they point out that agency staff, making more money than they do, often perform more

in the areas in which they themselves are working.

Their jobs, however, are almost all soft-money jobs, and they temporary. Most of them depend on Federal grants which in turn end upon the vagaries of political change. On the whole the trainees appear unconcerned about this. Many of them seem convinced that the project director has unlimited power to come up with new funding sources and can in a pinch be counted on to provide them with well-paid and interesting work. Except for the one man now in college and two who talk of attending, none has taken any steps that would lead to eventual accreditation, steps that might eventually assure them of more job security than they now possess. The alternate route--through the civil service systems--also presents problems. A staff member of a regional office of the Department of Labor, for example, is trying very hard to get one of the trainees qualified for a civil service position, at a salary comparable to what he is now making. The absence of anything beyond a high school education is not a problem, nor is his ex-con status, but the amount of experience he has acquired qualifies him only for a position at roughly two-thirds of his present income.

The trainees may be justified in their optimism. At the present time, at least, there is some demand for what they have to offer. Moreover, their ability to perform and to meet the demands of these kinds of jobs is improving with time, and some are very competent indeed. Their present job performance should be looked at not in terms of final achievement but as a point in a developmental process

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which will be affected by both their personal growth and by external events.

Job status: control group

The men in the control group had available none of the job opportunities open to the project trainees and both the nature of their work and salary level reflects this. Three of the nine had very limited job experience. One worked briefly at laboring jobs but spent most of his time after parole in jail or prison. A second worked two months as a hospital orderly at a salary of $220 a month before he disappeared. A third held a laboring job for almost four months before he quit, apparently to sell narcotics; he is now in prison. A fourth man, presently in jail, went to work as a truck driver for a disposal company at $19 a day. Five months later he hurt his back on the job and was hospitalized. He lived for a time on $65 a week Workmen's Compensation, then worked briefly as a bartender. At the time of his arrest he was living off occasional laboring jobs and his friends.

The other five men in the control group have worked steadily and been satisfactory employees. One is employed as a psychiatric orderly in an out-of-state hospital and at last report was earning $300 a month. Another obtained a job as a shipping clerk paying $2 an hour; he was promoted to subforeman, then to foreman, and his earnings increased to $500 a month. He was highly regarded by the company, but was fired after 15 months on the job over an argument

his employer which his Parole Agent reports as not his fault. third went to work as maintenance man in a church at $1.50 an hour. Five months later he obtained a job as a shoe salesman and has since become a department manager. He has also written a play, for which he got some encouragement from a state college drama teacher, and was working on a novel. A fourth man has had five job changes since his release, all but one on his own initiative. All jobs have been with light manufacturing firms; he is presently an order filler. His salary has gone from $1.50 to $3.46 an hour, and he usually makes more with overtime work. The fifth man has also had several job changes, mostly because of work layoffs, but he has never been out of work long. He was released to a job as kitchen helper on a dam construction project, then promoted to stock handler. When the job terminated he worked as a longshoreman, then as a filling station attendant. He has had two jobs since in heavy manufacturing, the best paying about $600 a month. He recently spent $300 for an IBM operating course in an effort to upgrade himself.

In sum, those men in the control group who have stayed out of difficulty have displayed as much energy and initiative as have the trainees, and have done so with considerably less support.

Feed-Out

Information about the New Careers Project has been made available through the job contacts of the project director and the work done by the trainees. Besides this informal transmittal, there have

been a number of publications describing the work of the project (see Appendix E). .

Systematic efforts have also been made to have the trainees participate in conferences of professional workers. The first of these occurred in June of 1965, shortly after the termination of the Phase 1 training period. One of the Phase 1 trainees accompanied the project director to the National Council on Crime and Delinquency's annual Institute on Crime and Delinquency in Detroit and spoke to the group there about the project and the training program. In February of 1966 another of the Phase 1 trainees accompanied the project director to the Centre of Criminology at the University of Toronto where the latter was presenting one of a series of lectures on Recent Developments in Criminology and Corrections. He too talked with the group about the program. In March of the same year one of the Phase 2 trainees attended a conference on the training of nonprofessionals sponsored by Howard University. In all three cases the trainees became involved in a good deal of informal interaction. As seems to be true in professional groups who have had but little dealings with their clients on the same side of the desk, the trainees were showered with a great deal of attention by the professional participants.

The major project feed-out was a workshop funded by the National Institute of Mental Health on "The Offender as a Correctional Manpower Resource: Its Implementation," held at Asilomar, California September 8-10, 1966. The workshop brought together some 50

correctional administrators, ex-offenders, and behavioral scientists to discuss the problems and issues in using offenders and ex-offenders as staff in correctional agencies. Twelve of the 18 trainees participated in the workshop as did seven other ex-offenders working in correctional programs throughout the country.

. Prior to the workshop, position papers were prepared on six issues involved in building offenders into staff positions: selection, training, personal adjustment, community relationships, agency staff relationships, and administration. Each paper was discussed by a panel chaired by its author, following which the total group split into six study groups led by discussion summarizers. The summarizers then fed-back the study group activity to the total group for further discussion and evaluation. The trainees participated as authors of position papers (on training and personal adjustment issues), as panelists, and as study group summarizers. As with the other conferences, there was a great deal of informal interaction with the other conference participants. Jobs for two of the trainees developed out of this interaction.

Delinquent behavior: Trainees[1]

The first project casualty occurred in early September of 1965, during a Phase 2 planning meeting at the Medical Facility. The project director received a phone call informing him that one of the Phase 1 trainees--then attending the meeting--was being returned to prison on a technical violation of parole. The two of them left the meeting and walked to the Reception Guidance Center[2] where the trainee's readmission processing began.

The trainee had been working in Sacramento on the State contract since his release in May and had been leading, as nearly as anyone would tell, an exemplary life. In early July, while on a business trip to Los Angeles where he had formerly lived, he met his brother who had also recently been released from prison. The two were drinking, became worked up over the past behavior of a former friend

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[1]Information on recorded delinquent behavior of the trainees and controls was made available by the Department of Corrections in May, 1967. Project staff has been in active contact with all of the trainees since that time, except for the one returned to prison and the one who disappeared the year before, and there has been no known delinquency since that date. With an exception noted below, staff has no information since May on the behavior of the controls.

[2]The Department of Corrections' Reception-Guidance Center for newly admitted prisoners in Northern California is a part of the Medical Facility and directly adjoins the main prison.

their sister, and decided the friend needed to be talked to. The visit and the talk became abusive, and the brother became violent. The man complained to the police. Several weeks later the trainee's Parole Agent in Sacramento heard about the incident. The Agent, who had been extremely sympathetic with and supportive to the trainees and the project, was upset, as much because the trainee had been unable to discuss the incident with him, as because it had occurred. The situation was discussed with the trainee at a meeting at the Medical Facility attended by the Agent, his supervisor, the project director, the trainees working in Sacramento and those still confined. On the basis of this meeting, the Agent submitted the required Violation Report to the Adult Authority recommending that the trainee be continued on parole. The Board ruled against his recommendation and ordered a return to prison. A request by the project director to have the trainee assigned to the Medical Facility for continued training was turned down by the Director of Corrections and the trainee spent the next seven months in a forestry camp. When reparoled he returned to work with the project.

The next casualty occurred in August of 1966 and involved one of the Phase 3 trainees. He had been paroled to Sacramento at the end of June and begun work as a trainer on the Neighborhood Conservation Project in July. In mid-August he disappeared. Little is known about what happened. He was said to be depressed because the training program was not going as well as he expected. A Parolee-at-Large report was issued by his Agent and his parole revoked. Project

Staff has had no communication with him since this time, but parole staff reports that he was reinstated on parole in June of the following year and is presently working in a bar-and-grill in Southern California. He has married and his wife is expecting a child.

The third occurred two weeks later. It involved a Phase 1 trainee who had been paroled in March of 1966. He was working in Sacramento, on project funds, and was at that time helping organize the Asilomar conference. He was also working with staff of the Parole and Community Services Regional Office to plan a training program for parole aides to be hired under the Job Training Program sponsored by the Community Welfare Council, and was expected to be one of the trainers. At 11:15 on August 26, according to the Parole Agent's report, he left a meeting at the Regional Office, drove aimlessly until he found a toy store where he bought a gun, drove about again until he found a loan company, held them up and took $90, then became involved in a 100 mile-per-hour chase with the police when he had a blowout and ran into a tree. He surrendered to the police about noon. The episode was a shock to everyone. The trainee, who was married and had three children was living comfortably in a suburb of Sacramento. He was known to be living very well. He was steadily opening charge accounts, and had recently borrowed $1700 from a finance company. His spending had been a matter of concern to the project coordinator and the director as well as his Parole Agent. Whenever the issue was raised, he insisted, as did his wife, that the situation was well under control. After the arrest it was discovered that he had promised a $5000 down payment on a home which

he had agreed to purchase, in the belief that he could borrow money. He had been unable to confide in anyone about his dilemma. The crime was obviously unplanned, though he said he had been thinking about it for three or four days. He hoped for probation, but was returned to prison with a new robbery conviction and is presently at San Quentin.

The fourth episode occurred in October of 1966 and also involved one of the Phase I trainees. He had been working in Sacramento but quit the project September 1 and returned to southern California. He failed to keep his Parole Agent informed of his movement and when located and told to submit his monthly report and a report on his new employment failed to do so. He was arrested October 10 and placed in County Jail on his Parole Agent's hold, then released without further charge 18 days later.

Other involvements with the law have been minor. One of the trainees was arrested for drunk driving and paid a $300 fine. A third was picked up by the police while he was watching a fight outside a bar and spent the night in jail, but was released without charge the next morning. This same man was questioned by the police about involvement in a series of robberies until it was discovered that he had been in prison at the time.

Some difficulties occurred at the Medical Facility when the trainees returned to work in the training program after their parole. Though the Superintendent had made a point of hiring parolees when he could, most of them worked in the Administration Building and did

not pass through the main hall. An obvious concern to custody staff was the potential for bringing in narcotics and other contraband. One of the trainees was suspected at one time of passing a benzedrine inhaler to a non-trainee inmate (suspicion was aroused when he used an inmate rather than a staff bathroom), but this never became a matter of official record.

Problems with parole staff came about primarily because of the frequent job changes of the trainees and their subsequent transfers from one city to another. The traveling necessitated by some of the jobs also caused concern. When the trainees have made an effort to spend time with parole staff to discuss what they were doing, relationships have generally been very good. Where they have not, there has been some friction.

The most dramatic incident occurring in the project did not involve the trainees, but one of the staff: the project writing consultant who was hired as an editorial consultant, when he was paroled. He was released early in January of 1966, during the Phase 2 program. He lived in a motel near the Medical Facility until Phase 2 was over, then moved to Sacramento and worked out of the project office there. In mid-March he disappeared.

. The full force of his defection was not felt at once, but its cumulative impact was considerable. He disappeared with a car rented on a project credit card; it was finally located in North Dakota several weeks later. He also took a typewriter rented through th project office plus project recording equipment. Calls made business,

the project credit card began to appear on the telephone bill.
He cashed a $300 check given him by one of the trainee's mother to
purchase car insurance for her son. He wrote NSF checks to fine
stores and hotels and made a return air flight from North Dakota to
Minneapolis to Seattle to San Francisco the same way. To some of
the checks he forged the name of the Administrator of the California
Youth and Adult Corrections Agency. His checks totalled about $2300.
He returned to San Francisco the end of May and claims that he did
everything he could think of to get caught, including sending a letter
to the San Francisco Parole Office arranging a time to be picked up.
What actually happened is not clear. The trainees discovered his
presence in San Francisco following a call to the project office
from a hotel there asking verification of his employment. They
informed parole, then spent a fruitless day trying to locate him.
Parole staff did no better. He was not picked up until August 1
when he was arrested by the F.B.I. and sentenced to Federal Prison.

Again, what happened here is not too clear. According to the
Parole Agent's report, he said that he was very depressed about the
graduation of the Phase 2 group at the Medical Facility and his more
remote relationship with the trainees in Phase 3. He expressed
considerable hostility toward project staff and said he could not
communicate with them. He said further that he knew what he was
doing and wanted to return to the security of an institution.

This episode caused more difficulty for the project and for
its sponsoring agency than any involving the trainees. The trainees,

however, have borne the brunt of the suspicion and scepticism about offender potential that the episode aroused.

Delinquent behavior: controls

Four of the nine controls have been involved in parole difficulty. The first to go was a man who obtained a job as a hospital orderly shortly after his release. A bright and very competent person, he was thought to be doing an excellent job by his employer, though the job paid little and was far from a challenge. Two months later he disappeared, along with a woman employee of the hospital. They were heard from next in Salt Lake City. His record indicates an arrest in New Jersey eight months later on a charge of carrying a concealed weapon, but it is noted that identification was not verified by fingerprints. No further information has been received by parole staff in the eight months since this entry and it is possible that the arrest was attributed to him in error. At the time of writing this report, he is still considered in Parolee-at-Large status.

The second man did a very chaotic parole. He was arrested by his Parole Agent a week after release and again a month later for failing to show up at work. Six weeks later he was arrested for forgery and sentenced to six months in jail on a plea of petty theft. Shortly after his release from jail he disappeared and was not heard from until his arrest two months later for drunk driving. This also resulted in a six-month jail sentence, but the sentence was suspended when he was convicted of another forgery charge and returned to

prison. He worked very irregularly during the time he was out. He became casually involved with several women, did a fair amount of drinking, and wrote NSF or forged checks when he was drunk. His Agent said that he did parole on his own terms and solved problems by leaving them.

The third man was arrested a month after his release while in the company of another parolee who was trying to cash a stolen travellers check. Charges against him were dropped and he was released four days later. There were no problems for the next 15 months except for a drunk driving charge on which he was found not guilty by jury trial and a police detention for loitering on which he was not charged. He became involved with various motorcycle clubs and was known as the acting president of one of the groups. During a meeting at a Sacramento bar he was arrested and charged with possession of a concealed weapon (a switchblade knife). He pled guilty but claimed he had taken the knife from another club member to prevent any trouble. He is currently serving a six-month jail sentence.

The fourth man quit his job as a laborer, with which he was very dissatisfied, four months after his release and disappeared. Three months later he was arrested, under another name and charged with possession of marijuana and heroin; he was thought to be involved in selling. He was released on $1100 bail and again disappeared. He was arrested again two months later and sentenced to prison for a new term. Prior to his first disappearance he had

appeared to be adjusting well to parole, but his Agent reported that he was always secretive about his activities.

Of the remaining five controls, three have had no reported difficulty. One was arrested nine months after his release for possession of marijuana (a cigarette was found in a car in which he was sitting with a friend). The charge was dropped and he was released the next day. Another was arrested for drunk driving a year following his release; he pled guilty and paid a $250 fine. Neither of the two men has had any further difficulty.

Expected-to-observed

In terms of base expectancy scores,[1] the men in the control group are doing about as expected and the trainees are doing considerably better. These comparisons are crude, both because the number of cases in each group is small and because the exposure time is limited. The base expectancy tables are constructed on the basis of 24 months of parole experience, with failure defined as a return to prison, parolee-at-large status, or a jail term of 90 days or more within the two-year period. In these terms, the expected failure rate for the 18 trainees is 42 per cent or 7.6 men, and for the nine controls, 48 per cent or 4.3 men. With time since release varying from 14 to 21 months for the controls, four (44 per cent) have failed in base expectancy terms. Of the trainees, with time since

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[1]See Table 2e, page 36.

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release varying from 14 to 29 months, three (17 per cent) are failures.

Two of the controls and four of the trainees have so far successfully completed parole.

At least one of the trainee successes has gone far beyond the expectations of correctional staff. On accepting this man, who had a long prison record, the project was warned that he was a manipulator, incurably delinquent, and would come to grief. They gave him two months, at most, on the outside. He has made it for 18 months so far and has been one of the project's major strengths.

Money

The financial plight of the released offender has been well documented. For most of the trainees the project was able to arrange a small salary advance to help them get settled. The initial problem of financial adjustment, however, was not the most serious one. Most of the men handled themselves quite well during the first few months. Financial pressures mounted later. The project director loaned some $5800 of his own money to the trainees over the 28 months of field experience, almost half of which has not been repaid. Most loans were made to meet crises of delayed pay checks or to serve as advances on travel expenses.

What would have happened to the trainees had this source of funds not been available is unknown. At one point, near the end of the second institution training period, staff and trainees agreed

that there were to be no more such loans, but neither side adhered to the agreement. The fact that some trainees managed to get along without loans and even to save money while others were always in crisis suggests that this was not simply a matter of realistic financial pressures, though these are not to be discounted. Tastes in spending varied, as did judgments of what is necessary to live. Expensive cars were a big drain. (In the fall of 1966 the project Newsletter noted that these included an XKE, a Buick Riviera, two Thunderbirds, and an MG.) Three of the trainees lost their cars because of failure to keep up payments. One has recently declared bankruptcy. The role of over spending in the parole failure of another has been described above.

The trainees are not, of course, doing anything very different than is done by many nondelinquent people in a credit-card society. Unlike many such people, however, their jobs are insecure and they have no financial reserves. Money management for many continues to be a troublesome area.

Personal relationships

Most of the trainees settled very quickly into reasonably stable relationships with women. Three reunited with their wives and two reconciled with wives from whom they had been estranged. There was one divorce and six marriages, five of which have lasted. At least three of the remaining eight are involved in long-term relationships. The wife of one trainee recently had a son and the wives of three others are pregnant.

The part played by women in the trainees' adjustment to their new roles is one of the areas to be explored in a proposed follow-up study to the project (see Summing Up). Some of the trainees are now involved with women who are working, studying, or doing research in the human service fields and are receiving considerable support in these relationships for their efforts at change.

Supportive relationships also appear to have been important to the controls. Of the five men in the control group who have not been involved in major difficulty, one has returned to his wife, three have married (one has since had a child), and the fifth has formed a stable common-law-relationship.

The Training Model

On the basis of experience with the New Careers Project, we can offer the following observations about setting up a program to train delinquent-oriented young men for careers in the professional service fields.

We would argue first of all that training should be tied into actual work experience as early as possible. This could not be done with the project trainees because they were institutionalized, and we feel the program suffered for this. Much of what the trainees have learned has come about since their release and with their actual job experiences.

Second, training should not be undertaken independently of job development. Training conducted with no specific jobs in view is

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often irrelevant, generally wasteful, and sometimes does a disservice to the trainees. More importantly, much of the training impact comes only from job experience and the working through of this experience in the training setting. The project took only small steps toward realization of this goal: at the time training began, there were potential jobs in view, but despite considerable staff work none was tied down. A tremendous amount of staff time went into job development at the expense of training. Moreover, it was necessary to settle for any jobs that could be found, rather than screening them in terms of their potential for trainee development.

The many job changes the trainees had in their post-institutional experience may have been of some benefit however. Ideally, a series of jobs--either graded as a developmental sequence or offering exposure to different aspects of the work being trained for--should be made available as a part of the training. These jobs should provide meaningful and relevant as well as adequately paid work and should allow time for ongoing training as well. This is similar to the internship model which is used in the training of professionals in many human service fields.

Third, opportunities for accreditation and advancement should be built into the program at the outset, either through the existing educational system or--because this system is often irrelevant to trainee needs and goals--through innovative educational programs developed within accrediting institutions to meet the needs of trainees for job-relevant advanced training. This of course was

lacking in the project and may well be a source of future difficulty for the trainees.

Fourth, there should be available a variety of supportive services in addition to the training itself. This would include:

A loan fund to help the trainees meet financial crises. Such crises were frequent in the project because of problems in finding jobs and delays in getting initial paychecks. With better job support, there might be less need for loans, though it is unlikely the need would completely disappear.

Counseling or interpersonal support to help the trainees meet crises either in work or their personal lives. The project attempted to provide such support through peers, both in a continuation of small living-learning groups (which were never held with any regularity) and in the work of the project coordinator. These are not necessarily the only models nor the best ones. There should be further exploration of ways to meet such trainee needs.

Provision for bringing the trainees together, after the formal training is over, to share problems and goals and to continue building a sense of involvement with peers. The project attempted to do this through the four meetings of field and institution trainees held at the Medical Facility during Phase 2 and through meetings of smaller groups of trainees working in the same area in the field. Much more could and should have been done had more funds been available. Again, the optimal approach--if there is

in fact one optimal approach--needs more study. At this point
our feeling is that meetings that bring the group together for
two or three days at a time are more helpful than shorter meetings.
The prolonged time together creates tensions that lead to confront-
tation of problems that might be glossed over or ignored in a
shorter space of time, and provides time enough for some reso-
lution or at least discussion of these.

Consultation or other resources for trainees having difficulty
in content areas not covered by the training program as a whole.
An example would be tutoring in reading or writing for those
trainees who have particular difficulty in these areas.

Fifth, attention must be given to the selection and development
of staff. This is especially important in a program that requires
trainees not only to acquire new content knowledge but to take on
new roles and to make shifts in their value systems as well. At
least for the ex-offender group we have worked with, and probably
for many other delinquent-oriented persons as well, relationships
with authority often become contests of strength. The trainees need
opportunities to form relationships around values toward which they
are trying to move. For this staff members need to possess a strength
the trainees can respect and don't have to fight. This does not
necessarily mean the kind of strength they have recognized in the
past. The people who have won the respect of the men in this program
have had three qualities in common: strong commitment to their work,
a task-orientation with a minimum of involvement in power or other
games, and an acceptance of themselves that precludes needs to prove
their own adequacy.   142

Beyond this it is important that staff have the capacity to tolerate and become involved in relationships without blowing up. This means steering clear of a therapist role, which minimizes involvement, but avoiding the overinvolvement that leads to demands that cannot be filled and eventual staff withdrawl, with resulting disillusionment, bitterness, and feelings of being let down. Over a period of time, this is not an easy role to maintain. It is therefore crucial that provision be made for training for, support of, and development of awareness in a programs's staff.

It is probably also important to have a varied program staff, who take different roles, and who offer trainees opportunities to systematically get involved with different kinds of people. (Though when staff have different biases, interests, and values, it is also important that they not get trapped in intrigues among themselves.) These relationships should then be looked at by staff and trainees in a living-learning setting so that the interaction contributes to the development of both.

The specifics of any training program are determined by the role the men are to be trained for and to some extent by the training setting and the time available. In addition to the general conditions outlined above, the following guidelines are suggested as a groundwork on which these specifics can be built.

1. Trainees participate in all phases of training: planning, teaching, and evaluating.

2. The development of a core group who then help with the training

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of a succeeding group who in turn help train the next group appears to be a useful approach. Each group develops a set of training resources for the use of the following group who can build on these to prepare material for the next wave of trainees.

3. Continuous evaluation and feedback is an integral part of the training program.

4. Modification of the training plan on the basis of information obtained in the ongoing evaluation is an option available to the trainees, provided the nature of the change and a rationale for it are spelled out in advance, expecteds made about the anticipated results of the change, and the expecteds followed-up by systematic observation.

5. Self-study is used as a way of individualizeing the training program by having the trainees set their own goals and make commitments to specific task achievements.

6. It is assumed that a trainee's peers are more effective in modifying his behavior than authority models. Peers are thus used as role models (as in "olders/youngers"), as teachers, and as sources of feedback on behavior.

7. Personal problems that get in the way of performance are approached through living-learning sessions that focus on reasons for task failure rather than on personal dynamics.

8. Content learning is done around self-initiated short-term projects so that the trainee is immediately immersed in content relevant to him and can have feedback on the application of what

he has learned in a relatively short time.

9. Staff are used as consultants or resource persons around work
   or project assignments rather than as lecturers or imparters
   of information divorced from actual task performance.

10. It is important to allow failure to occur and then to work with
    it rather than letting failure be a cause for termination.

11. Provision is made for the ongoing development of professional
    staff along with the trainees. Staff participate in living-
    learning sessions, set goals, and make expecteds as do the
    trainees.

12. Efforts are made to foster commitment and feelings of joining
    a cause. To this end ways are sought to build involvement with
    peers and to provide opportunities for reinforcement of behavior
    from peer models.

Summing Up

The project has demonstrated that some offenders can be trained
for new kinds of roles in the program development field, and that
they can perform effectively in these roles. It has also demonstrated
that training must be tied in with job development, that job exper-
iences must become a part of the training, and that nonproductive
job behavior can be worked with to further the development of the
trainees. The project has shown that there is a great variation in
the amount of post-training-on-the-job support required. With some
men the formal training appears to have set a learning process in
motion so that they continue to grow through their own experiences
with little outside support. For others, something like a sheltered
workshop situation seems required, and it is possible that for some
it will be required indefinitely.

What happens to trainees of course depends neither on them
alone nor solely on the situations in which they are placed, but
on an interaction between the two which may change over time.
Trainees vary in the amount and kinds of strengths they bring with
them and in their points of vulnerability. Employment opportunities
vary in their inherent demands and in the nature and degree of the
supports they offer. A study of this interaction between non-
professional and opportunity has been proposed as a follow-up to the
New Careers Project.[1] The proposed study will look more closely

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[1] Beyond the Opportunity Structure, proposed NIMH Research Grant
MH 14345

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than we have been able to do in the present project at what has happened to the project trainees and will also look at what has happened to other ex-offenders working in new career positions and to employers and co-workers of both groups.

The proposal stems from the following observations, made on the basis of experience with the project trainees.

1. The more the trainee has going for him before moving into the new opportunity (education, job experience, non-delinquent background and value system), the less likely he is to make it in the new setting. All of the trainees who got into trouble were Caucasians (there were 10 in the training group and eight minority group members). None of them came from families that were poor. All had had good job opportunities open to them in the past. By contrast, some of the strongest persons among the trainees-- the ones who have developed most commitment to the project and have been the most dependable workers--have come from ghetto backgrounds and have a long history of fairly organized delinquency. For the first group, what is going on in the trainee himself appears to be making a major contribution to what happens to him. For the latter, the opportunity offered seems more important. This observation obviously needs testing on a much larger sample.

2. A sense of commitment to the new opportunity, defined broadly as a cause rather than a specific job, can be a source of strength in meeting new situations. It may not be essential for effective

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performance. Some of the more successful trainees in fact
appear to have had little concern with making a contribution to
a social movement.

3. This sense of commitment is not an either/or thing; it is re-
inforced by experiences of success, weakened by failure. The
importance of these experiences in affecting commitment varies
over individuals. Many of the trainees are very sensitive to
criticism, direct or implied. Some have been and still are
handicapped by feelings of worthlessness and can take neither
themselves nor their jobs as being of much importance.

4. The sense of commitment is accompanied by, or expressed in a
shift in values. Apparently most effective is a shift from a
delinquent value system to one that encompasses elements of a
professional-intellectual-liberal set of values, but this is
not the only kind of shift that can occur. Also effective appear
shifts toward a conservative and conforming way of life. In
either case, value shifts do not come about easily, even when
they are consciously sought and worked for. Periods of "good"
behavior are interrupted by episodes of relatively disorganized
or unproductive activity, as though the men felt compelled to
break away from what they felt as too much constraint. In
this they are perhaps not much different, though more open about
it, than many nondelinquents.

5. The presence of, or development of interpersonal relationships
that are supportive to the new role and to changes within the

trainee to meet this role can be extremely important in determining its workability. We have been impressed with the positive effect on job performance of hetero-sexual relationships formed by these men on their return to the community; they have tended to become involved with women who encourage and support their efforts at change. Other types of relationships may also have this effect: with an older person who can serve as a role model, for example, or with a younger person who models himself on the trainee.

6. Most employment situations offer the nonprofessional an initial degree of tolerance, acceptance, and ego-building support well above that granted the typical new employee. This may help in his initial incorporation into the system but can become a source of later strain and mutual disenchantment as the demands of the employment task become paramount.

The present study, and the proposed one, cannot hope to provide definitive answers to questions of the optimal development and use of people who have been social problems. Obviously there is still a great deal to be learned and further tested. But implementation need not wait on further testing. The New Careers Project is actually only one of a number of studies[1] that support

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[1] For example, the work of John McKee at Draper Correctional Center in Elmore, Alabama; the Community Apprentice program at Howard University; the New York State Division for Youth use of delinquents as staff; Scientific Resources Incorporated training of delinquents as Human Resource Consultants; the inmate developed data processing system in the Indiana correctional system; and Dennis Briggs' Use of inmates as therapists in the California system.

the general rehabilitation principles advanced by Cressey over a decade ago,[1] principles that emphasized the value of active participation in helping rather than passive receipt of help.

There can be little question that there is a great deal of productive inmate and ex-inmate manpower available, and it is available to correctional systems as well as to other social agencies. Corrections' failure to make use of this manpower for other than system maintenance roles is especially wasteful at a time when the correctional field is searching for ways to attract new manpower and to fill both its present unmet and projected future manpower needs.

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[1]Cressey, D. R. Changing criminals; the application of the theory of differential association. Amer. J. Sociol., 1955, 61, 116-120. See also: Volkman, R. and Cressey, D. R. Differential association and the rehabilitation of drug addicts. Amer. J. Sociol., July, 1963

APPENDIX A

JOB DESCRIPTION OF SOCIAL CHANGE AGENT

Prepared for use in the
New Careers Development Project training program

January 1965

The Social Change Agent is a member of a team which works with communities, organizations, agencies, or groups in their systematic efforts at change and development--that is, their attempts to find new ways of dealing with the problems on which they must take action. Many examples of these attempts are currently in the news: the education system's efforts to cope with problems of integration in the schools, community efforts to deal with teenage violence, special pre-school programs for culturally disadvantaged children, and the job counseling and training programs to be set up under the Economic Opportunity Act.

By systematic we mean that information is collected to help clarify a problem, that new program innovations to meet the problem are evaluated in terms of their effectiveness in meeting agreed upon goals, and that information on effectiveness is fed back to the group allowing further modifications.

The use of a Change Agent to work with a community or agency group is proposed for those situations in which the staff involved in new programs do not have the time, nor perhaps the skills, necessary to devote to continual evaluation and feedback.

A team is suggested, rather than a single consultant, because the kinds of social change with which we are concerned involve complex networks of relationships among groups who are

often unable to understand or communicate with each other. In the school integration example, this would include administrators, teachers, parents, and students. In the violence example it might include elected officials, police, teenagers, and the public at large. In the job training example, this would mean employment counselors, employers, and the unskilled school dropouts for whom jobs are to be found.

As envisaged here, the team will represent in miniature the cultural forces involved in the specified efforts at change and development for which the team is employed. Such a team would include persons with and without professional backgrounds, both of whom would be specially trained for their role in the change agent team. In addition, the team would include a "developee" (a Change Agent in training) who would be drawn from the clients of the community or agency program. Thus a Change Agent Team which was concerned primarily with programs for disadvantaged youth might consist of a person with social work training (perhaps a graduate student), a non-professional (who himself came from a disadvantaged background), and a school dropout who would be trained through his work with the team to become a Change Agent himself. Professional consultation would be available to the team as required by its work.

Members of a Change Agent team will be trained to be appreciative of and to work with representatives of different

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culture value systems. They will function to bring about
communication among the various groups involved in a change
program--organization staff, clients, consultants, and repre-
sentatives of the community. The role of the team is to
interpret the attitudes, values, and frames of reference of
conflicting groups to one another, to establish trust among
them, and to educate the community at large to their problems
and their ways of trying to handle them. Since individual
members of the team will themselves represent different
cultural groups, they will each work with that group with
which they are best able to establish communication. Since
they will function as a team, their goal will be to resolve
conflicts among the groups with which they work.

The team will aid the community or agency group in the
formulation of change and development problems so these can be
the subject of empirical investigation. They will help develop
and maintain systems of data collection, analysis, and
reporting (including correspondence and reference files). They
will work with consultants, as necessary, in devising these
data collection and analysis systems. They will be equipped
to aid in presenting feedback of findings to the group through
visual aids and discussion techniques.

The team members will be aware of and reasonably comfort-
able with conflicting value systems. They will be prepared to
help clarify these conflicts through rational approches to

the statement of problems and issues and the systematic study of these issues. They will aid in developing and implementing program innovations directed towards the resolution of problems, provide feedback on the effects of the innovations, and aid in developing further program modifications.

APPENDIX B

RETROSPECTIVE ANALYSIS OF THE PILOT STUDY

A report on the Phase 1 training program of the

New Careers Development Project

prepared by

Michael R. James
Edmond A. Lester
Charles L. Royer

June 1965

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INTRODUCTION

INTRODUCTION

The New York Sun, January 6, 1933:

> "Anticipate charity by preventing poverty; assist
> the reduced fellowman, either by a considerable
> gift, or a sum of money, or by teaching him a trade,
> or by putting him in a way of business, so that he
> may earn an honest livelihood, and not be forced to
> the dreadful alternative of holding out his hand for
> charity."

Today, thirty-two years later, there are more than
thirty-five million people in this country holding out their
hands. Being poor is not a choice for these people; it is a
rigid way of life. It is handed down from generation to
generation in a cycle of inadequate education, inadequate
homes, inadequate jobs, and stunted ambitions. It is a
peculiar axiom of poverty that the poor are poor because
they earn little and they earn little because they are poor.
There is little help for those who seek a way out of this
closed circle. The communities of the poor generally have
the poorest schools, the scarcest opportunities for training.
The poor citizen lacks organization, endures sometimes arbi-
trary infringement on his rights by courts and law enforce-
ment agencies, cannot make his protests heard or has stopped
protesting. A spirit of defeatism often prevails his life
and remains the only legacy for his children.

Indeed, the need for assistance is plainly and pain-
fully evident. These indigent people ("outs") have the
great need of finding avenues of travel that can, and
will, take them out of the ugly cycle of being poor.
They do not need their tickets purchased for them, but
rather, their plight is securing a means of "earning"
their tickets; developing the ability to learn, grow,
find meaning and satisfaction, and thereby break loose
from the strangling bonds of poverty. A breaking loose
that will be lasting because these people will be equipped
to contribute to, and find satisfaction in, our growing
affluent society.

Studies are being conducted in search for solutions
to the rising unemployment ranks, the implications of our
population explosion, the mounting problems of school
dropouts, the unanswered questions of disadvantaged youths
who need productive roles in our present and future
society, etc. One approach that is being explored is the
use of the products of social problems as a means of
better understanding the problem. This means, for example,
encouraging and training those who are feeling the effects
of poverty to assist professionals in finding the causes
of poverty and the necessary steps to remove it.

As new technological inventions continue to replace
the semi-skilled and un-skilled worker, the demand for
"human services"; health, education, and welfare, multiply

fantastically. Professionals must be trained and trained
more specifically, as well as more rapidly. However, the
development of greater professional "armies" is far from
being a total answer. Certainly the professional is the
backbone of approach; but, more and more, the professional
is finding that he needs more "hands." In other words,
the professional of today needs "helpers," or "aids," or
"enablers," or some type of "non-professional" to assist
in the assault to bring about change in the social forces
present in our society today.

In military battles, a General needs staff personnel
to augment his effectiveness, Captains and Lieutenants to
relay information, and Sergeants to carry out commands.
The battles of the "War on Poverty" aren't different. The
professional, like the General, needs "aids"; people spe-
cifically trained to perform certain kinds of tasks. Tasks
which may include the feeding back of information about the
clients of a given program, development of client partici-
pation in a given program, establishment of various study
groups, developing in-service training programs for staff
personnel within a given program, data collection, data
processing, data evaluation, interviewing, etc. It is
necessary that programs be developed to train these
"non-professional" people. Programs that will, in some
way, commission an understanding of the projected employ-
ment, the necessary skills needed to fulfill that employ-
ment, and promote satisfaction and meaning in such

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employment. The project explained in this report is one attempt to evolve such a program.

New Careers Development Project is a three-year study sponsored by the Institute for the Study of Crime and Delinquency, funded by the National Institute of Mental Health (Project OM - C1616), and under the direction of Mr. J. Douglas Grant. It is the purpose of this project to train a series of "change and development" teams, which can function as non-professionals: non-professionals who have skills developed which are of value in helping professionals complete the various tasks necessary to bring about change -- non-professionals who possess an understanding of the "world" of the professional, as well as the "world" of the client -- non-professionals who find purpose, meaning, and satisfaction in the performance of their jobs -- non-professionals who better understand themselves and thereby better understand others, and the society in which they must live -- non-professionals who can constructively contribute to the development of society.

Within the New Careers Development Project, a "change and development" team consists of two prison inmates, one college graduate student, and one professional consultant. There are two training sessions, both conducted at the California Medical Facility, a state prison located in Vacaville, California. In the first training session,

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which began January 7, 1965, and ended April 31, 1965, and is the subject of this report, eight inmates and three college graduate students, plus a staff of three consultants, underwent training. Each training session is divided into two parts, four months intensive training in the institution, and four months internship training in the community. Of the eight inmates participating in the first phase of this training, five are now interning in the community as non-professionals, with three remaining in the institution until such time as they can be considered for parole. Two of the three college graduate students are also now functioning in this internship part of the training. One dropped out due to family commitments. In the second training session, which is scheduled to begin in early October, 1965, eight more inmates and four college graduate students are slated to participate.

.This report contains the retrospective analysis of the New Careers Development Project's institutional pilot training session. It includes a description and evaluation of the total program, training curriculum, principles, and goals. It is the purpose of this report to serve as a guide for the next training session, point out the areas of needed improvements, as well as the successes, and to better acquaint others with the New Careers Development Project.

GOAL AND SUB-GOALS

OF

NEW CAREERS DEVELOPMENT PROJECT

It is the goal of New Careers Development Project to develop a model for training change and development teams which can function as enablers to assist professionals in programs designed to increase the opportunities of impoverished people.

Incorporated under this main goal of the project there are five sub-goals:

(1) to become aware of change as a process in the dynamics of organizations and communities,

(2) to become able to work effectively with individuals and groups, both agency staff people and people in need of agency service;

(3) to become able to use research services in collecting, analyzing, and relaying information back to appropriate people,

(4) to become more aware of abilities and problem areas, and

(5) to become better at basic education skills.

SKILLS

The New Careers Development Project training program is aimed at the achievement of certain goals. To adequately reach these goals, a proficiency in several skill areas would be needed. Listed below are those skills deemed necessary for the attainment of the program goals.

(1) GROUP SKILLS

The development of techniques to work with and within a group. Abilities to get groups going and to keep them going. Knowledge of observational techniques that may be used with groups, etc.

(2) RESEARCH SKILLS

Abilities with various research techniques. An understanding of research as a tool, including an understanding of statistics.

(3) ORGANIZATIONAL DYNAMICS

Abilities to study (diagnostically) organizations. The workings of organizations and their impact.

(4) STRATEGIES FOR PLANNED CHANGE

Abilities for, and the understanding of, methods of bringing about a change.

(5) KNOWLEDGE OF SOCIAL TRENDS AND ISSUES

Knowing, with understanding, of social problems, trends, issues, and programs that are aimed at combating them.

(6) INTERVIEW SKILLS

Abilities to conduct proper interviews to gather information that is desired. Interview techniques.

(7) SELF-AWARENESS

Abilities to be cognizant of oneself.

(8) WRITING SKILLS

Abilities to write and express ideas well.

(9) SPEAKING SKILLS

Abilities to speak clearly and well.

(10) READING SKILLS

Abilities to comprehend and study material.

LEARNING PRINCIPLES

In order to provide individuals with the necessary skills
for attainment of project goals, the training curriculum
revolved around a set of fundamental "learning principles."

1. There is an interaction between kinds of learning
   and kinds of learners. Learning and problem
   solving methods that are effective for some kinds
   of persons are not appropriate for others.

2. Learning, including value and attitude change, is
   most rapid, permanent, and usable when it is a
   vital function of some purposeful activity, game,
   or system perceived by the learner as important
   to himself.

3. Learning is more effective when it results from
   effort to find answers to self-initiated questions.
   The learning setting must give high priority to
   providing an opportunity for new ideas and new
   ways of perceiving old problems to arise (Moore's
   "responsive environment").

4. Artistic and game activities are ways to explore and learn without having to face the commitments of "real life."

5. "Know thy self" is still a fundamental principle. The "self" can be viewed as the culture in miniature. Learning to understand oneself becomes a way of learning to understand others and to understand social phenomena in general. "Self-knowledge" is thus not an end in itself but a way of helping the individual develop a coherent and personally satisfying world view.

6. Self-study is more effective and less resisted when it is a part of an achievement rather than a self-curing system.

7. Group sharing of self-study in achievement tasks generates powerful forces for enhancing learning as well as providing social content for study.

TRAINING CURRICULUM

TEAM PROJECTS

GOAL

Team Projects served many purposes in the training program. One was to provide content for the trainees to learn by doing; that is, plan and conduct studies, surveys, and experimental models similar to those with which they would be involved upon placement in the community. Another purpose was to provide the trainees with the experience of working as members of a coordinated team -- cooperating, planning, and building on each other's ideas. In some cases, team projects were functions of on-going or proposed community action projects.

DESCRIPTION

There were four teams, each made up of two inmate trainees, one college graduate student, and one professional consultant. The trainees and consultants met en masse for about two weeks before the teams were formed. This gave them a chance to get to know each other and decide who they preferred as team-mates.

Graduate students majoring in the Behavioral Sciences were interviewed by project staff, after which they participated in a discussion with both project staff and trainees. During this meeting, the graduate students were orientated to the goals and procedures of the New

Careers Development Project. Each student expressed his qualifications and the group discussed the need for social change in today's society. After the meeting, the consultants and trainees discussed their impressions of the graduate students and selected four whom they felt would be the most valuable to the project.

The original design of the pilot training model specified the requirement that all the trainees must have parole dates on or before May 1, 1965. However, the pool of eligible applicants was much smaller than anticipated; consequently, four of the eight final selectees had indefinite parole dates.

The consultants and trainees met together and discussed the alternatives and their preferences for team combinations. During this meeting, the four teams were formed. One team was made up of the Project Director as consultant, one graduate student, and the two trainees with the least probability of being paroled by May 1, 1965. The other three teams were formed on a friendship basis.

"Team Work and Study" was the scheduled time for teams to work on their respective projects and other team activities. In addition, it was common for trainees to work until three and four in the morning on their team tasks.

Each team undertook different projects from time-to-time, depending on what their expected community project was, who their consultant was, and their individual

preferences. The following are descriptions of each of the teams' projects:

Team One was made up of the Project Director, a graduate student, and the two trainees with the least likely chance for early paroles. Their project was the administration and systematic evaluation of the training program. This included several activities. One was the routine clerical chores of preparation and distribution of weekly schedules, maintenance of the project library, business correspondence, collection and distribution of team presentation material, and maintenance of a filing system. Periodical self-study measures were administered to the total group; for example, each individual's ideas and feelings about the program, expecteds-to-observeds, skill and success peer-ratings, personality inventories, scholastic achievement tests, and other self-evaluation measures. In addition, Team One led weekly Total Group Evaluation Meetings (outlined in this section).

Around mid-point in the training program, a trade was made between a member of Team One and a member of Team Three. Subsequently, the Project Director divided his consulting time between these two teams.

Toward the end of the training program, Team One constructed a survey report; "Peer Ratings and Their Association with Interpersonal Relationships," showing statistical

comparisons between the various ratings taken during the training program.

In effect, Team One was the change agent of the training program. Their job was enabling and keeping track of both individual and system development.

Team One's projects emphasized research skills (questionnaire construction, research fundamentals, and statistics), clerical skills, and group observation and leadership skills. They also had experience with strategies for planned change, report writing, and basic communication skills (reading, writing, and speaking). However, they neglected interviewing, social trends and issues, and organizational dynamics.

Team Two consisted of two trainees, one grad-student, and the Project Co-Director as consultant. The two trainees expected to be paroled May 1, 1965 and to go to work in a community study for the employment and training of professional aids.

Team Two's first project was a proposal; "Group Observance Study" -- an experimental model to determine if patients' interest and attitudes toward group-therapy would improve as a result of their participation in a self-study group including individuals with experience in therapeutic community-living. However, going through proper institutional channels and disagreement within the team about the

goals of the study caused Team Two to discontinue the project in the interest of time and address themselves to the more significant issue of inner-team disagreement. They began discussing how they felt toward each other, what they expected of each other, and what they thought others expected of them. Each team member prepared a paper expressing his own goals and his conception of the team and N.C.D.P. goals. They met and discussed their individual views and agreed on a compromise to adopt as their mutual team goals.

A second project, "Patient Therapy Survey," was planned and conducted by Team Two. The purpose of the survey was to discover differentiating criteria to describe patients classified by their therapists as either more or less "productive" in their group. The grad-student and trainees interviewed several patients and obtained their response to several specific questions. Tape recordings of the interviews were listened to individually by each team member and his interpretations of the patient's responses were transferred to a coding sheet. Subsequently, the total-team reviewed the recordings together, evaluated their interviewing techniques, and compared their interpretations for reliability. The coded data was processed and evaluated. During the survey, three study-groups were conducted, including all the participants in the survey. A report of the survey findings was prepared and submitted to the institution therapy staff.

Team Two's projects emphasized interviewing, proposal and report writing, and research fundamentals (question-naire construction, coding, experimental design). They also received experience with group observation and leadership skills, organizational dynamics, statistics, strategies for planned change, and the basic communication skills (reading, writing, and speaking). However, they neglected social trends and issues.

Team Three consisted, initially, of two trainees, one grad-student, and the Project Training Coordinator as con-sultant. Early in the program the grad-student left the project for personal reasons, leaving two trainees and a consultant on the team.

During the first part of the training program, the Training Coordinator acted as consultant for both Team Three and Team Four. The two teams worked on the same projects -- each team undertook integral parts of each project. Both teams met regularly to coordinate their efforts.

Team Three and Four's first project was a proposal; "Human Relations and Group Dynamics" -- a workshop in interpersonal dynamics, group observation, and group leadership. Custody personnel and qualified inmates would have been eligible for the course and upon completion they would have received college credits. The main purpose of

the proposal was to demonstrate that increased communication between the workshop participants, engendered by the self-study and non-directive atmosphere of the course, would improve staff and inmate effectiveness as group leaders and group participants. Unfortunately, the teams' enthusiasm about the proposal "outran the interference;" institution channels were not dealt with properly and a great deal of resistance was felt. Teams Three and Four called a total group meeting and discussed the situation, the group deciding that it would be in their, and in future teams', best interest to discontinue the project.

Team Three and Four then branched out in different directions with projects and the Training Coordinator divided his consulting time between them.

Team Three's next project was a proposal; "The Use of Indigents as Consultants." The proposal outlined a study-group that would tap the knowledge and experience of inmates within the institution and broaden the frame of reference of the New Careers Development Project trainees. The study-group would have included so-called "outs" -- inmates with experience with state-aid, habitual delinquency, poor education, and poverty in general; and the N.C.D.P. trainees. The study-group would have explored current social problems and alternate approaches for implementing social change. Approval was obtained to pay the inmates for their participation in the study-group and several inmates were interviewed for selection. However, before the study-group could

be formed, both trainees on Team Three were transferred to
other projects and the proposal was discontinued.

Around mid-point in the training program, the Project
Director was asked by the State Office of Economic Oppor-
tunity to conduct a survey exploring the feasibility of
creating job opportunities by implementing professional-
aides within State agencies on a large scale. Two of our
most promising trainees were teamed up to play a major role
in the survey· one from Team One and one from Team Three.
The remaining member of Team Three transferred to Team One.

The new Team Three began by working up a proposal;
"Feasibility Survey for New Careers for the Poor" -- a
survey to explore within State Civil Service the possibi-
lities for and organizational-change problems in creating
economic opportunities for the poor in the professional
fields. This was a limited survey for the purpose of
exploration to find out what kind of issues the larger
proposal would entail. Representatives from State agencies
began holding conferences to discuss organizational and
administrative aspects of employing professional-aides.
Tape recordings of these meetings were analyzed, written
up into reports, and distributed to all the conference
participants. Numerous proposals and training manuals
were analyzed by Team Three as part of the project. In
addition, they participated in a study-group at the Cali-
fornia Medical Facility with representatives from various

State agencies and consultants from other parts of the country in the change and development field.

Prior to the team change, Team Three's projects emphasized proposal and report writing, organizational dynamics, and research fundamentals (problem stating, data collection, and experimental design). They also received experience at interviewing, strategies for planned change, group skills and the basic communication skills (reading, writing, and speaking). However, they neglected social trends and issues.

The new Team Three (State Survey team) projects emphasized social trends and issues, organizational dynamics, strategies for planned change, and proposal and report writing. They also received experience at group skills and the basic communication skills (reading, writing, and speaking). They neglected research skills and interviewing.

Team Four consisted of two trainees, one grad-student, and the Training Coordinator as consultant.

During the first part of the training program, Team Four's projects were the same as those of Team Three, which were mentioned in the preceeding pages.

The trainees on Team Four expected to be paroled around May 1, 1965, and to go to work on a demonstration summer-school project in Southern California. Following the team

changes, the Training Coordinator consulted exclusively to Team Four. They directed most of their energy to the expected community project.

Team Four employed two inmates to participate with them in a study-group. One had been a high-school principal and was experienced with psychological testing. The other had been a certified elementary-school teacher. This study-group was used to explore aspects of child psychology and the process of education, with emphasis on the learning styles of culturally deprived children and alternate approaches for their education. The essentials of the demonstration school project had been conceived prior to the training program, but Team Four spent a lot of time conceptualizing and designing the particulars of the experimental model. A final draft of the proposal; "The Role of the Nonprofessional in Education -- A Demonstration Project," was prepared and submitted to Dr. Hartly, U.C.R. The project was approved and funded for demonstration at the Val Verde Elementary School, Val Verde, California.

Team Four became skilled at interviewing techniques: they role played interviews and interviewed inmates within the institution using a tape recorder. The recorded interviews were reviewed and evaluated to help the trainees develop effective methods.

In between working on the demonstration school proposal, Team Four planned and conducted a study; "The Inmate High-

school Drop-out -- a Pilot Study," with the cooperation of the California Medical Facility Department of Education. The goal of the study was to determine some attitudes and learning styles characteristic of the inmate high-school drop-out. Drop-outs were interviewed and asked questions concerning their attitudes about school, education, and their future plans. The drop-outs' responses were coded, collated, and processed. Six of the drop-outs participated in a study-group with Team Four, where they discussed problems of today's schools. A report on the findings of the study was prepared and submitted to the Education Department.

Team Four's projects emphasized interviewing, group skills, strategies for planned change, proposal and report writing, and research fundamentals (questionnaire construction, coding, experimental design, and models and systems). They had a unique and valuable experience with the study-group on child psychology and the process of education. They also had some experience with social trends and issues, organizational dynamics, and the basic communication skills (reading, writing, and speaking).

ANALYSIS

There were several fundamental areas of learning experienced by all the teams; such as, proposal and report writing, organizational dynamics and strategies for planned change, basic communication skills, and team thinking,

planning, and cooperating with individuals with different background and personalities. However, beyond these, each team went its own way. Everyone agreed that interviewing skills and group skills were essential for a change agent.

Some team projects were planned with a main goal of bringing about change within the institution. Others were planned with preparation for the expected community project in mind. Others were functions of on-going or proposed community action programs. These differences may have been the reason why some teams did not receive a complete array of skills on their projects.

The team consultant's experience and interests were transmitted to the trainees in some cases. This consultant identification varied from person-to-person, depending on personality styles and the amount of time the consultant spent with the team. In the early part of the training program, this identification probably was a prime vehicle for trainee development.

While Team #3 and Team #4 were cooperating on projects many interpersonal conflicts arose within the two teams. At times, there was an atmosphere of strict team competition. The teams would often align themselves oppositely on issues and argue over them. Group process problems finally reached a peak when, for the sake of

achievement goals, the teams split up the tasks and went their separate ways -- dividing the consulting time of the Training Coordinator.

Soon after the teams separated, a personality clash between the Training Coordinator and a member of Team Three developed to such a point that they could not agree on anything or work comfortably together. Consequently, the Training Coordinator spent more and more time with Team Four and Team Three became more independent. The Training Coordinator was asking that the trainee be removed from the program when the State Survey project came along. Thus, the team changes were initiated partly in an attempt to place the trainee on another team with another consultant and resolve the conflict. This conflict may have been sparked merely as a result of incompatible personalities, but team competition in achievement and for consultant time and recognition may have increased the probability for a conflict to arise and added momentum to carry it along.

In general, the competition between the four teams, and the team-mates' shared meaning of "a job well done," increased the trainees' team identity and was instrumental in their motivation and development.

The team changes in the middle of the training program resulted in a temporary chaotic situation. The team-members had adjusted to each others' learning styles and personalities and were involved with their respective projects.

However, having to readjust to, and orientate a new team-mate may have developed the trainee's flexibility.

The role of the graduate student on the team was a controversial issue throughout the training program. Trainees felt the grads were limited in their ability and that they could not "get with it." The grads felt that the trainees could not communicate. The grads expressed a desire to participate in more total-group activities, but the trainees wanted the grads to spend more time with team activities. The two day a week commitment at the institution, plus the grads' school and personal commitments, detracted from their involvement with the program. And between the total-group activities including the grad-students and bringing them up-to-date each week, there was little time left for them to take part in team efforts.

. The role of the team consultant varied from team to team and fluctuated within the same team. Consultants fluctuated from authoritative sources, providers of structure, co-learners, therapists, and observers. At times, consultants rolled up their sleeves and worked side-by-side with the trainees. Other times, they facil-itated the doling out of tasks to the trainees. And, in some cases, teams were left on their own initiative to plan projects and follow them through; using the consultant when necessary. The best method is yet to be determined. One team expressed that they would have benefited from

being given more responsibility and opportunities to make
mistakes on their own. Others have expressed a preference
for a co-learner consultant role. Individuals' learning
styles may be the pivitol factor as to which role is most
appropriate.

As team projects took shape and community placement
became eminent, team priorities over-rode project goals.
This was expressed by the groups general lack of response
and constant criticism of Total Group Evaluation or any
extra total-group activities. A common cliche was "we've
got more important team work to do." This should·be
looked at very closely because in an efficient system all
goals are aligned. This raises important questions; for
example, whose goals are the program goals? -- should pro-
gram goals in effect be team goals or vice-versa? -- and
where do individuals' goals fit in this picture? The
answers to these questions are functions of the basic
philosophy of the training program and should be thought
out carefully before attempting to replicate or expand the
program.

Team Work and Study made up over 50% of the scheduled
training program -- not to mention the frequent extra-
scheduled team work that took place. The majority of this
time was used for team projects. Thus, Team Projects
appear to have been the backbone of the training program
in which a large proportion of trainee development was
realized.

RECOMMENDATIONS

The main goal of team projects should be to develop trainees and give them skills in areas they will need to be effective change agents.

Shorter, more tied down projects would, over a period of time, give trainees a wider opportunity for experience and should develop their confidence and ability to tackle different kinds of situations as they arise; e.g., a team could draw up a proposal, construct an experimental design or model for study, conduct the study (including interviews, data collection, data processing and analysis), write a report of their findings, and present the report to the group for their evaluation.

In the next training model, graduate students should have full time commitments to the program or not be included at all.

Team projects should be a vehicle for self-development. Early in the program, each trainee could evaluate the resources available to him in the training program and the opportunities emerging in the change and development field, set his goals, and undertake his self-development as his main project. After making commitments to the total-group, peer ratings, self-evaluation tests, achievement tests, and personal preferences could be used to systematically evaluate the trainee's progress and determine what areas he needs further development in. In this scheme, team-

members would plan their own projects with the idea that the experience would move them closer to their goals.

Instead of the Project Progress Review outlined in this report, every completed team project should be summarized in a report and presented to the total-group for their evaluation. During these sessions, the group would (a) evaluate the content of the project, (b) evaluate the presentation in areas of pre-planning, team coordination, group leadership, and ability to communicate, (c) discuss the team-members' progress and development in such areas as behavior, attitudes, cooperation, and suitability. The team presenting the report should record the group's discussion and prepare an outline of the essential points covered. This outline could be used for the teams own development as well as a measure of individual and team progress.

TEAM PROJECTS

TEAM PROJECTS

Working with different individuals and groups (i.e., team members, project members, institution staff, outside consultants, representatives of the "Ins" and "Outs"). Working through process problems. Obtaining group involvement, group thinking, and the building on each others ideas. Development of group observational techniques (i.e., note taking techniques, sociograms, etc.).

GROUP SKILLS

Research fundamentals, models and systems, expected to observed method; problem stating, experimental design, cause and effect, establishment of guidelines, variable control. Data collection, processing and evaluation. Research report construction (proper reporting of findings). Hypothesis testing. Descriptive techniques (i.e., charts and graphs). Proper coding of information. Research mathmatics.

RESEARCH SKILLS

Structured interviews (i.e., specific questions or items, such as, Opinion Surveys). Unstructured interviews (i.e., intensive, spontanious discussions around personal feelings and experiences). Rules and techniques of interviewing, where they apply, and where they do not apply (i.e., the asking of yes and no answerable questions).

INTERVIEW SKILLS

Proposal and Report writing. Use of proper note taking techniques. The organisation (systematically) of thoughts and material. The development of a clear, concise, descriptive, and persavsive writing style. Proper composition of written material, including correct use of vocabulary (specific terms and jargon).

WRITING SKILLS

The development of good study habits. Speed, comprehension, and retention of material. Development of vocabulary.

READING SKILLS

The diagnostic study of organizations. Determination of problem inherent in planned change, including identification of forces for and against change. Exploration of feasable alternative approaches in bringing about change

ORGANIZATIONAL DYNAMICS & STRATEGIES FOR PLANNED CHANGE

Learning methods and kinds of learners
Learning through use of own methods and exposure to
the learning methods of others. Learning by performing
actual tasks. Learning through team discussions and the
use of various available resource material. Learning by
using and working with team consultant.

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Developing of skills seen as important and needed in
job performance. Learning for the purpose of gaining
self confidence in performing tasks. Learning for over-
all personal development.

LEARNING
PRINCIPLE
#2

Self-initiated questions
Providing of an atmosphere aimed at the promoting and
stimulization of question asking. Providing of adequate
resources for the finding of answers to questions.

LEARNING
PRINCIPLE
#3

Artistic and game activities
Use of role play techniques as a means of developing
needed skills.

LEARNING
PRINCIPLE
#4

Know thy self
The understanding of one's own learning styles, cap-
abilities and limitations, and thereby better under-
stand the styles of others. Understanding one's
personality and its effect upon others.

LEARNING
PRINCIPLE
#5

Self study of achievement
Study of one's self in relationship to the performance
of tasks.

LEARNING
PRINCIPLE
#6

Group sharing of self study in achievement tasks
Team discussions of team member relationships and
team productivity.

LEARNING
PRINCIPLE
#7

TEAM PROJECT PROGRESS REVIEW

GOAL

There were several purposes concerned in this seg-
ment of the training program. It offered the training
teams experience in working with and before a group. It
provided the opportunity for testing of different types
of formats, as well as an exposure to the use of illus-
trative techniques. Further, it provided the total group
with content for discussion and study.

DESCRIPTION

Each team would use the two hours per week, each of
the three teams making one project review per month,
feeding back their progress, problems, and other points
concerned with their particular team projects. Team #1
had the responsibility of program evaluation, reporting
on their project progress during Total Group Evaluation,
and therefore, was not included in this portion of the
training curriculum as a presenting team. Generally,
part of the two hours devoted to Team Project Progress
Review was used as a total group discussion period cov-
ering points brought out during the team's presentation,
and possible alternatives that could be considered. In
some of these total group sessions, the presenting team
would ask for an evaluation of their presentation. It

was felt that in this way a team could benefit from the group's comments and criticism. In this situation the group would feed back such information as; how it received the presentation, how the team projected, how the team appeared to work together, etc. Some of the teams would prepare, in advance, a written outline of the material to be covered during their presentation, and would distribute this to the group at the time of their presentation. One team was responsible for taking notes during these progress review sessions, which they would write up and supply to the members of the group as soon after the presentation as was possible. This was done on a rotating basis, and was normally the responsibility of the last presenting team.

ANALYSIS

The flexibility of this part of the training program offered several advantages. It provided each member of the group, including staff, a monthly look at each of the three team projects. Thus, it provided the group with a sharing of the problems and successes encountered. Further, it offered the individual teams opportunities to explore different methods of preparing and presenting a report. It thereby allowed a given team to find a method of reporting most suited to their team talent. Coupled with an ability to gather instant feedback on their report, and on their presentation, through group discussion, each team

was afforded a learning experience. This would hold also when the teams had the opportunity to evaluate another team's performance. Obviously, since this portion of the training program was done when staff could be present, it gave the staff an opportunity to see and appraise trainee development, and provided each of the team consultants with points of information.

Many of the discussions produced methods of dealing with various organizations, the resistive and change forces, the formal and informal power structures present, etc., thereby yielding much information as to the dynamics of working with, or within, organizations. This produced experience for the team and the group, in working with different "frames of reference," different types of groups, and different styles of approach. Certainly, it allowed time to be spent learning effective ways of speaking, preparing of reports, presenting such reports verbally to a group, as well as the best utilization of team members.

The Team Project Progress Review was a useful and productive part of the training curriculum, for it blended a team's effort into a group effort. Each project became not just a certain team's project, but one of the total group's. Ideas were exchanged and used by other teams in their projects as each member of the group profited by the information reported and discussed.

These presentations were not without flaws. One of

the largest of these was that the teams did not have the
opportunity to report on their final project reports.
Whether or not this responsibility rested with project
progress review can be debated; still, seminars with out-
side consultants and the heavy emphasis on the completion
of these final reports, plus the final preparations for
parole, near the end of the training session, prevented
this from being included on the schedule. What resulted
was that the group read, never discussing, these final
reports, and thereby missed an opportunity to take advan-
tage of what was the largest concentration of a training
team's effort. Another flaw was that the graduate students
were not included in these sessions. There had been con-
sideration given to having this presentation during the
time that the graduate students would be available, but
this gave way to the fact that the graduate students were
needed for other work during their limited time spent in
the training program. Obviously, since the graduate stu-
dents participated in the team's projects and could not be
present when a review of these projects took place, subtracted
from the total team's growth.

RECOMMENDATIONS

Time should definitely be allotted so that teams will
finish their respective project in time to, not only con-
struct a written report, but verbally present that report

to the total group. Thought should seriously be given to
this necessary portion of training program, and the possi-
bility of a large segment of time set aside for such pre-
sentations. Since the final project reports will show much
as to trainee skill development, this opportunity to eval-
uate and discuss the final reports should not be overlooked.
This would coincide with the inclusion of the graduate
students more into Team Progress Project Review. In fact,
since the consultant is a very big part of the team, they
also should be included in any such review reporting. This
was not done in the last session but could well stand some
thought for the next session. More co-working together on
these reports would do much for promoting team cohesion and
establish better definitions of each member's role. This
was a constant sore spot during the training program.
Better defining of roles leads to better work produced.

One of the better ways to improve these presentations
would be to have each team provide each member of the group
with a written outline of what material they are going to
cover. As was mentioned, this was done to some extent;
however, it was never adhered to really seriously. Along
with providing the group with an insight into the content
of the progress review, it would provide a running record
of each team's project, as well as the progress of these
projects. At the time of a team's project progress review,
an expected of where they will be at the time of their next

review would provide a method of checking how fast they are moving and if they are able to meet their commitments, along with knowledge of whether or not they are able to realistically predict their progress. This certainly would give rise to time planning and maximum use of team talent. This could very well be a discussion point at the end of each team's review, and would thereby add to the group's evaluation of a given team's project and their feasible goals.

Another recommendation that might add greatly to this portion of the training would be to have the teams utilize some of the participants of their project, as part of their report. This would provide the group with an outside view of a team's project. Such questions as: "how is it being received?" -- "what do the subjects think of the project?" -- "how is it effecting them?" could be better answered than relying on team feedback of impressions.

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TEAM PROJECT
PROGRESS REVIEW
PRESENTATIONS

Developing of ability to feedback in-
formation, incorporating the use of
illustrative techniques (i.e., visual
aids), to the group. Team coordin-
ation of group discussions (i.e., con-
trol of process problems), and the
promotion of group members partici-
pation, and the building on each others
ideas. The learning of various group
observational techniques (i.e., notes,
tapes).

GROUP
SKILLS

Exposure to the mechanics of adminis-
trative processes, structures, proto-
cols, and problems (e.g., formal and
informal power structures). Use of
illustrative techniques for outlining
organization procedures, staffing,
etc. The exampling of change strategies
and methods of operating in organiza-
tions.

ORGANIZATIONAL
DYNAMICS &
STRATEGIES FOR
PLANNED CHANGE

Team explanation of experimental de-
sign. Particular use of data collec-
tion, processing and evaluation.

RESEARCH
SKILLS

Preparation of a report. The organiza-
tion of thought and material with a
clear, concise, descriptive, and per-
suasive style. Proper use of outlines
and development of note taking tech-
niques.

WRITING
SKILLS

Effective speaking from notes and pre-
pared material. Effective speaking be-
fore a group with clear, concise ex-
pression of thought

SPEAKING
SKILLS

Learning methods and kinds of learners
Learning through preparation and presentation of mat-
erial. Learning through listening and participating in
discussions.

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Knowledge of social trends and issues, group leadership
skills, and report presentation skill view as important
in future employment and personal development.

LEARNING
PRINCIPLE
#2

Self-initiated questions
Presentations built around team interest. Post discussion
of questions developed as a result of presentation.

LEARNING
PRINCIPLE
#3

CURRENT COMMUNITY PROGRAMS

GOAL

One goal of Current Community Programs presentation
was to familiarize the trainees with social trends and
forces of our times that are creating a need for change
and some alternate approaches for implementing change in
organizations and communities. Another purpose was to give
the trainees experience with research and study skills and
group skills.

DESCRIPTION

Every Saturday one of the four teams made a Current
Community Programs presentation to the total-group; in-
cluding, the eight trainees, three graduate students, and
usually one consultant. The following were the presenta-
tions made: The Economic Opportunity Act, Automation,
Population Explosion, Teen-age Mothers, Education in Three
Countries, New Careers for the Poor, Effects of Incarcera-
tion, Frank Marteniz -- a Youth Employment Aide, Synanon,
Job Corps, and The Free Speech Movement, respectively.

During these meetings, the team making the presenta-
tion would deliver the report verbally to the group and
then lead the group discussion around the ideas and issues
brought out.

Quizzes, questionnaires, and role plays were sometimes

used in these presentations. During one, the group was given a pre-presentation quiz to test their awareness of certain social issues, then the presenting team went about answering and expanding on each of the questions in the quiz. One team, during their presentation on Population Explosion, administered a questionnaire to the group asking for the individual's preference of family size and vacation spot. From this data the projected family size; including children, grand children, and great grand children, in 45 years was calculated assuming that each generation's offspring would marry at the age of 20 and raise the same number of children as did their parents. This figure was multiplied by the estimated number of 20 year-olds in the U.S.A. as of the last census to demonstrate the possible population explosion in this country in the next 45 years. From this data and from information published by the Bureau of National Parks, each group member was told how long his name would have to remain on a waiting list if he decided, in the future, to visit a National Park.

During one presentation, a team assigned hypothetical roles to each member of the group and asked them to try and evaluate the presentation from the various frames of reference implied by their roles. After the report was read the group role played a discussion around how they, as characters defined in the roles, viewed the issues raised in the report. After the role play the group

discussed the different ways people can look at things and some strategies for enabling "outs," social caseworkers, administrators, and social scientists, to communicate more effectively with each other.

The preparation of the presentations involved researching several reference sources; such as newspaper and magazine articles, books and pamphlets, written proposals, and advertising literature. In many cases, interviews were conducted for complementary information. For example, trainees talked with inmates, custody personnel, therapists, and administrators. Graduate students interviewed agency representatives, students, teachers, and people on the street. All this various information had to be integrated into an organized report; thus, team pre-planning was necessary for a coordinated delivery.

ANALYSIS

During these presentations, the group participants had an opportunity to look at several social forces and issues from different points of view, express their own ideas, and do some brain-storming of the implications of, and strategies for, coping with and utilizing these forces in action programs designed to increase the opportunities of the "outs" and increase communication between people at all levels of the "social system." This non-directive atmosphere enabled participants to develop some feeling for social phenomena in general and become familiar with several

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specific social issues in particular. The wide range of
experience brought to these meetings by the professional
consultants, the college graduate students, and the inmate
trainees nurtured a situation where issues were explored
from different frames of reference. Consequently, the
group members were able to form a more comprehensive pic-
ture of each issue and better integrate it with their over-
all picture of society than if they had been a more homo-
geneous group.

During these presentations the presenting team had
an opportunity to develop group leadership skills through
trying to steer and control the behavior of the group. The
other participants acquired experience at group-member
skills by collectively discussing the various issues
brought out and building on each other's ideas.

The teams obtained valuable experience from the team-
work and coordination of the members required to prepare
and deliver their presentations. Each team member, in-
cluding the graduate student, had a role in the research,
preparation, and delivery of the presentations. Of course,
these activities provided the teams with experience at the
basic communication skills (reading, writing, and speaking).

During these presentations, the team members learned
several practical lessons via their mistakes; for example,
the group's involvement is just as good as the presenting
teams cohesiveness in their presentation, don't just "drive
over" suggestions or ideas brought out by group participants,

avoid reading directly from the written report and try to face the group as much as possible, don't quote lengthy or abstract passages from texts or you'll lose the group.

Several good techniques were evolved for catching and holding the group's interest; for example, use of 5 x 8 cards to expedite group thinking, pre-presentation quizzes and questionnaires, role plays including group members, guest speakers, use of visual aids.

There appeared to be quite a lot of prestige associated with these presentations. The presenting team generally did a thorough job and there was a competitive attitude toward this activity. The fact that the total New Careers Development Project personnel was present at many of these meetings, plus the fact that the good presentations were rewarded with much praise from staff, probably added to the team-members' motivation to deliver a good show during Current Community Programs.

RECOMMENDATIONS

Good ideas were invariably brought out spontaneously during the presentations, but they were very often missed in the review of the meeting. There should be some structured format to insure that these ideas are recorded (see Presentation Evaluation).

There was no attempt to determine if the content of these presentations was understood by everyone or retained by anyone. A quiz could be prepared by the presenting team

on some of the more essential points covered during the presentation. The quiz could be administered to the total group a few days after the presentation.

Even with the broad differences in backgrounds between the members of the New Careers Development Project there were few individuals with actual experience with the real problems of the poor. Seminars could be held with "outs" from the community or the institution in which the group could discuss such topics as: State Welfare practices, schools and education, delinquency, civil rights, and other issues to increase the frame of reference of the project personnel. Study-groups could be formed including the project personnel and representatives from community action programs. For example, representatives from the State Agency Survey and members of the N.C.D.P. could meet at the institution and study various aspects of the survey. This would be useful in the achievement of the survey as well as provide meaningful content for the trainees within the institution to work with.

These sessions usually turned out to be learning experiences for all those who participated. If total staff were present at these meetings it should enhance the experience.

ORGANIZATIONAL ROLE PLAY

GOAL

There were several objectives involved with this part
of the training curriculum. One of the first was that of
allowing the trainee to become comfortable in working with
a group. Secondly, to offer the opportunity to explore the
differences between "therapeutic" and "task" groups, with
the majority of emphasis on the latter. Third, to provide
a training ground where investigation and trial of various
theories, and approaches to group work, may be advanced.
Further, it was a goal of role play to offer time to de-
velop different styles of interviewing, and to promote
group involvement and group discussion.

DESCRIPTION

This part of the training program originally began
entitled "Principles of Organizational Change." However,
after it became evident that role playing situations would
yield better understanding of these principles, it was
changed into Organizational Role Play. This session was
a three hour portion of the training week until March 17th,
when it became a two hour session. Mainly, this was due
to the feeling that three hours, at one sitting, destroyed
some of the effect of the sessions; that it became a series
of just repeating material, and that a shorter session
would do much to relieve this condition. During the last

three weeks of the training program Role Play was not
scheduled due to visits from outside consultants, and the
heavy emphasis on the time needed to complete the final
team project reports.

Role play is the simulation of a real, or"possibly
real" situation. It provides ways of testing theories,
methods, concepts, principles, etc., and of finding alter-
nate approaches to the handling of various situations
involved with groups. New Careers used this technique
primarily as a means of better understanding the problems,
language, and actions of indigent people. Mock situations
were set up by the presenting team in which both staff and
trainees were assigned roles. Situations could then be
acted out for the purpose of gaining insight into the prob-
lems of indigent people involved in community action pro-
grams, working as aides, or school drop-outs, etc. It gave
the trainees training towards working with group, including
the different phases of group development, and the establish-
ment of group guidelines.

The presenting · team would normally assign roles to
the members of the group and spend some time in a pre-
discussion, setting the theme and climate to be used in the
role play session (e.g., a meeting that included represen-
tatives of different aide positions like a probation aide,
a child care center aide, a police department aide, a
welfare aide, a recreation department aide, a teaching
aide, maybe one un-wed mother, a member or two representing

school drop-outs not employed, and two change agents. The
climate of the meeting being that they are all meeting
together for the first time, but most of the indigent
people know each other. The theme of this meeting could
be that the two change agents are interested in gathering
information that will coincide with a study they are making
of different aide positions; what effect being an aide has
on the individual, how they might be viewed by their com-
munity, how they feel they are being viewed on the job, etc.
What the change agents want to do is try to get the group
talking about "being an aide" without getting hung-up in
personal problems that would block the group.) The group
would then role play the situation for a matter of several
minutes, the time varied depending on the presenting team,
and would normally post-discuss what went on during the role
play, giving thought to the way the change agents introduced
themselves and conducted the meeting that was just role
played. Then, and again depending on the presenting team,
the situation might be done again, taking advantage this
time of the points brought out in the post-discussion.
During most of the role play sessions a tape recorder was
used with a play-back technique, consisting of the taping
of a session and then playing back parts of the session to
stimulate group discussion during the post-discussion,
employed.

Each team was responsible for one role play session per
month. This was done on a rotation basis, one per week by a

pre-scheduled team, with another team assigned the responsibility of taking notes and preparing a summary of the session for later distribution to the group. At three different role play sessions an attempt was made by Team #1 to evaluate the role play period. Three questions were asked:

(1) list three mistakes made during tonight's role play session,

(2) list three things you learned from tonight's role play session, and

(3) what other comments can you make regarding tonight's role play.

Also, at these same three sessions, the members of the group were asked to rate the members who role played the parts of change agents. Six questions were asked with a rating scale of eight points available; eight being perfect, one being poor. The members had this range in which to judge the effectiveness of the change agents on the questions of:

(1) used "understandable" vocabulary,

(2) avoided "yes and no" answerable questions,

(3) produced group involvement,

(4) avoided "lecturing,"

(5) kept group in "study" concept as opposed to action or problem solving, and

(6) appeared to understand role of "change agent."

At some of the other sessions, the blackboard was employed as a method to capture and explore different concepts or principles being developed in the role play sessions.

ANALYSIS

Organizational Role Play became a fairly controversial portion of the training program since several techniques were used before the group decided that a short role play session, 5 to 10 minutes in length, should be standard procedure, followed by a tape re-play of the session and a discussion of alternatives before re-role playing, or going on to another situation. This proved to be somewhat satisfactory and did provide the group with a certain amount of group skills. However, this would be very difficult to specifically document and, therefore, is a highly subjective view. This "non-ability" to document points up a large flaw in these sessions; that of not having any substantial measurement from which to judge the value of these sessions, or answer a repeated question of whether we were producing better change agents or better actors by role play. Another item that adds to -- and points up a need for thought given to improve the role play portion -- is that whenever time was needed for team projects, or some special group session, role play was the curriculum activity that was usually deleted from the schedule.

At the same time, it was felt that there was a benefit derived from the role play sessions, which seems to be in the previously mentioned area of group skills. Some very good experience in the handling of group process problems stemmed from the role play sessions. One trainee constructed

a paper on this very subject which was not only well received but beneficial in such sessions as the Living Group when process problems entered the picture. But here again much more work could have been done had some measurement been devised to capture group movement and individual improvement.

Another area of some concern was that most of the teams stayed with the same type of role play situations. There was very little variety, and not too much variation in the type of roles that were being assigned. Most of the teams stayed with the "aide meeting" sessions and thereby might have missed considerable opportunity to explore the possibilities of role play inclusion in a training program. This is quite evident in looking at the tapes of the different role play sessions. Role play is a fine learning experience; the trick is to make it meaningful and record it.

The ratings and questions that were injected by Team #1 proved to be rather worthless. Almost everyone rated the participants the same, usually a rating of six, and for the most part the same answers appeared on each of the three sessions. It was obvious that the measure was not tied down enough to relay any data conducive to evaluation. This is a very critical area and one that will need a great deal of consideration in the next program training phase. Some type of quality control measure, or random moment sample could have well shown trainee and group movement, and could have

served as guidelines in the establishment of proper role play techniques that proved successful in the training session.

RECOMMENDATIONS

There are several recommendations that should be considered concerning the role play. Some were mentioned in the description, but there are some that should be expressed here. One possible means to improve the role play sessions would be to increase the scope of these sessions; not just role play the same type of situation at every meeting. More variety should be employed and possibly some research could and should be done to bring forth some alternatives. As was mentioned, much thought must be given to methods of measuring these sessions. Role play is one of the more flexible parts of the training curriculum and it should not be wasted.

Another area that could be expanded is that a role be assigned and acted out. This gives an indication of how an individual perceives the kind of person he is role playing, and this would tend to suggest an individual's frame of reference and could well produce valuable information as to flexibility, tolerance, and understanding the individual may possess. This could be of particular importance in later job placement as it would indicate possible reasons for, or against, a trainee working with different types of

groups. Further, it would point out areas wherein each trainee, graduate, or staff member could spend effort improving his knowledge and understanding of his personal values.

One more possible improvement that should be considered in this portion of the training program would have been the inclusion of the graduate students. Since these role play sessions can be developed to feed back much valuable information, the graduate students certainly would find benefit from being a part of role play.

ORGANIZATIONAL
ROLE PLAY
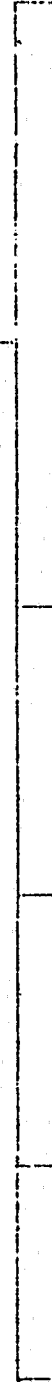
Learning, through simulation, to work
with groups of "Ins" and "Outs". Dis-
cussions to recognize theme and climate
of groups. Learning to recognize games
and power structures present within
groups (i.e., sub-groups, authority).
Developing ability to draw people out
within the group, to listen and under-
stand what is being said. Gaining ab-
ility to define group tasks clearly,
to establish trust and understanding
within a group, and ability to deter-
mine group movement (phase to phase).
Team learning of cordination of task
type groups. Exploration of alternate
ways of handling and using feedback,
including value and cost to the group.
Understanding of group interaction
and process problems through simula-
tion, and how to work with it. Estab-
lishment of group working principles.

```
GROUP
SKILLS
```

Establishing of plausible strategies
in trying to involve the group in
thinking, planning, and building on
each others ideas. Use of simulation
as means of setting up hypothetical
situations, or problems, that could
arise within organizations or groups,
to better understand the dynamics of
these organizations or groups.

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ORGANIZATIONAL
DYNAMICS &
STRATEGIES FOR
PLANNED CHANGE
```

Discussions concerning program de-
signed to aid the poor. Investigation
of the effects of social trends and
issues on the individual, community,
and organizations, and how to cope
with them.

```
SOCIAL TRENDS
AND ISSUES
```

Becoming aware of effective modes of
behavior, expanding of role flexibil-
ity, and ability to empathize with
individuals with different "frames of
references".

```
SELF
AWARENESS
```

Ability to relate well with others
including proper use of vocabulary.
Communicate ideas through organization
of thoughts and material.

```
SPEAKING
SKILLS
```

Learning methods and kinds of learners
Learning through performing in hypothetical situations.
Learning through discussions.

LEARNING PRINCIPLE #1

Purposeful activity perceived as important
Role play sessions view as an important means in acquiring
skills seen as necessary in job performance.

LEARNING PRINCIPLE #2

Self-initiated questions
Discussion of appropiate methods for conducting study
groups and the stratogies for the coping of inherent
problems in groups. Environment for the asking of
questions. The trying of different approaches to handle
various situations.

LEARNING PRINCIPLE #3

Artistic and game activities
Trying of new ideas and new approaches without fear of
making mistakes. Experimenting with different methods
available in handling situations through simulation.

LEARNING PRINCIPLE #4

Self-study of achievement
Individual study of methods and their effectiveness.

LEARNING PRINCIPLE #6

Group sharing of self study in achievement tasks
Group studying of methods used in role play and their
effectiveness.

LEARNING PRINCIPLE #7

TEAM PRESENTATION EVALUATION

GOAL

The goal of the Team Presentation Evaluation Report
was to establish a critical check-point for the presenting
team's improvement that documented team progress, and record-
ed team experience in observing groups, taking notes, or-
ganizing material and writing reports.

DESCRIPTION

During the team presentations which consisted of Cur-
rent Community Programs, Organizational Role Play, and
Project Progress Review the team next in numerical order
had the tasks of recording the presentation and discussion
and writing a Presentation Evaluation Report. This report
covered such areas as observations on style and delivery,
general subject matter, questions and issues brought out
by the group, criticism, and suggestions for future pre-
sentations.

ANALYSIS

The Presentation Reports varied from exhaustive through
token attempts. There was no standardized format and the
majority of the reports heavily emphasized a few aspects
at the expense of others, and because the team-mates al-
ternated with each other responsitility for observing,

note-taking and preparing the reports, there was little team-work involved.

The trainees were learning by doing. Presentation evaluation tapped areas of learning but, there were no quality controls or structure to insure that trainees would develop effective work habits in these areas. Some trainees may not have improved.

Few reports were comprehensive enough to be measures of team progress. This task may have been unfruitful because it was considered just another chore.

An attempt was made on a post-meeting questionnaire to evaluate trainees in various areas but the questions were not of much use.

RECOMMENDATIONS

Structure or format would be beneficial. Specific areas to look for while observing use of a standard report outline of specific aspects of the meeting, use of a tape recorder to analyse critical incidents are suggested recommendations.

Team-mates could share note-taking responsibility watching for differences; for example, subject content, verbal messages, non-verbal messages, implicit messages, seating arrangement. Both team members would integrate their notes in a final report adding to their experience in team thinking and providing a greater array of techniques.

- 46 -

This process would also get at the problem of reliability
of observations.

Submittal reports could be corrected using consultants
and texts as references.

A much needed team project could be constructing a
group observation manual.

A post-meeting questionnaire would tap and measure
team and individual achievement.

TEAM PRESENTATION
EVALUATION

Development of group observational
techniques (i.e., verbal and non-
verbal communications). Developing
ability to listen objectively, with-
out personal involvement, to content
of a group. Learning group note taking
techniques, use of tape recorder with-
in a group, Team discussions and com-
paring of notes and impressions of
groups.

GROUP
SKILLS

Organization of material and perpar-
ing of written feedback to group.
Developing descriptive, expository
style. Learning proper use of vocab-
ulary (terms and jargon). Use of
writing consultant.

WRITING
SKILLS

Learning methods and kinds of learners
Learning by observing group and preparing evaluations.

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Preparation of reports, observing groups, and evaluating
techniques seen as important and necessary skills.

LEARNING
PRINCIPLE
#2

INDIVIDUAL AND TEAM EXPECTED-TO-OBSERVED

GOAL

The goal of the Individual and Team Expected-To-Observed procedure was to provide the trainees the opportunities to systematically study themselves as individuals, as a team and the training program.

DESCRIPTION

Every week each trainee, graduate student, and staff member, made written commitments and predictions on an "Expected-To-Observed" form. These commitements and predictions were classified into three categories.* The three catagories were as follows: (1) "What each individual expected to accomplish in a week's time," (2) "What each teach expected to accomplish in a week's time," and (3) "What each individual believed would happen in the training program in a week's time."

Individual commitments were made to the team members. Team commitments and individual predictions concerning the training program were made to no one except perhaps to team members. At the end of the week the trainees, graduate students, and staff recorded what the outcome of their predictions

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*At one time a category for "new ideas" was included on the forms. After a short period of time the group suggested that the "new ideas" category be omitted. A blank sheet of paper was placed on the bulletin board on which to write new ideas. They were then presented to the group during Total Group Evaluation meetings.

were and wrote down the reasons they believed the predictions
came out as they did. Some times discrepancies between pre-
dictions and outcomes were discussed within the teams. The
"Expected-To-Observed" forms were then collected, briefly
analyzed, and placed on file by Team #1.

ANALYSIS

. The "Expected-To-Observed" activity never really became
an integral part of the training program. The group never
fully grasped the "expected concept" in spite of continuous
explanations regarding the kind of commitments and predic-
tions required to make it meaningful. This was evident by
the many changes made in the terminology of the various
categories. It was evidenced by the irregularity in which
the forms were submitted. Further, it was evidenced by
the team members reluctancy to discuss within the team and
the total group what the outcomes of predictions implied
when they were inconsistent.

A number of the expected forms were collected, but
as a result of not having the team commitments made to
the total group very little discussion occurred around the
discrepancies. The information collected concerning the
program was not systematically presented back to the indi-
vidual or the teams because of the following reasons. One
was, some trainees did not make predictions. Also, having
each individual trainee make seperate predictions regarding

the training program made the procedure too fragmented. Finally, Team #1 never devised a method that would systematize the "Expected-To-Observed" activity. Consequently, the "Individual and Team Expected-To-Observed" curriculum activity very subtly vanished from the training program.

Since the "Expected-To-Observed" activity was left to the discipline of the individual it is difficult to document even subjectively the positive effects to which it can be contributed. The records indicate that at the beginning of the training program a number of trainees did submit their forms. This implies that some consideration in records do not indicate what degree of consideration or what influence the self-study had on the trainees.

RECOMMENDATIONS

The category for "feelings about the program" should be removed from the form. The individual and team commitments should be made in written form to the total group. Each team should be scheduled to discuss their individual and team expecteds with the total group every other week. By forming four teams the total group would be able to have individual and team self-study meetings twice a week. A group recorder would record a new set of commitments for the team's next scheduled time. Group discussion would center around the lack of discrepancies as well as goals which are not achieved. This would focus on the possibility of setting

goals that require little or no effort to achieve and goals
that are set but can not possibly be achieved in two weeks
time.

goals

eeks

INDIVIDUAL AND
TEAM EXPECTED
TO OBSERVEDS

Self direction through systematic
self study. Team discussions around
interpersonal relationships and
individual behavior; potential pro-
blem areas, motivations, feelings,
learning methods, etc., that contri-
bute to similarities and discrepancies
between expecteds and observeds, or
that can possibly interfere with the
achievement of goals. Achieving of
mutual sensitivity to the needs,
styles, and problem areas of each
team, and project member.

SELF
AWARENESS

Learning methods and kinds of learners
Understanding which learning methods are appropiate for
the individual and the team, and which methods are not
appropiate.

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LEARNING
PRINCIPLE
#1
```

Purposeful activity perceived as important
Continuous evaluation of individuals and team seen as
important in keeping aligned with goals. Self growth
viewed as very important in realizing any goals.

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LEARNING
PRINCIPLE
#2
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Self-initiated questions
Self-initiated questions as to why achievement tasks
were or were not completed.

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LEARNING
PRINCIPLE
#3
```

Know thy self
Investigation to better understand one's self and
others, and their impact upon one another.

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LEARNING
PRINCIPLE
#5
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Self study of achievement
Discussions around differences in individual achieve-
ment and goals.

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LEARNING
PRINCIPLE
#6
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Group sharing of self study in achievement tasks
Discussions around achievements in relationship to
pre-set goals and the occurring differences which can
be studied as a learning experience.

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LEARNING
PRINCIPLE
#7
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LIVING GROUP

GOAL

The goals of living group sessions were to provide a setting where the trainees could work with their personal problems that prevented them from acquiring and using the skills needed to become effective agents of change. These included interpersonal problems that came about as a result of living together and other personal concerns.

DESCRIPTION

Three special living group meetings were held during the first phase of training. Two marathon sessions which the inmates trainees initiated themselves and one which three visiting graduate students from the University of California at Riverside requested.* Regular living group sessions were held three times a week on a hourly basis. Two of the sessions were held with the eight inmate trainees and the training supervisor. The third session included other project staff, graduate students, and inmate trainees. Subjects discussed in the living group varied from how individual trainees were viewed in the program by the rest of the group to possible problems the trainees could encounter when placed on internship in the community.

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* SEE "Some Other Activities" p.

On several occasions the trainees and the training
supervisor used the last fifteen minutes to analyze the pro-
cesses it went through the first forty-five minutes and
establish group themes.

ANALYSIS

Because of the subjective nature of the meetings it is
difficult to document the development of the trainees result-
ing from living groups. The purpose of the living group
meetings was never defined. As a result limitations could
not be used as guidelines. If a definition was formed as
a central theme of the groups, it possibly could have been
the following: "where are you going?" "what may prevent you
from getting there?" and "what do you intend to do about it?"
This was especially true in the discussions held in the
special living groups.

During the living group sessions a number of the train-
ees were reluctant to participate because they felt, as a
result of their prior experience in therapeutic community
programs, they had grown beyond the need to discuss personal
concerns. Other trainees felt the time could have been used
more advantageously on team projects. Hence, at times the
living groups were somewhat less than welcomed because of the
regularity with which they were held.

A number of group skills were developed by the trainees.
These skills were in recognizing "games" and power structures

within the group, (e.g., one-upmanship, evasiveness, and sub-groups). Skills were developed working with and through group process problems. What is more, the group learned the value of post-group for determining group themes. As a result of consistent exposure to the living group atmosphere the trainees experienced some growth in dealing with themselves and others.

RECOMMENDATIONS

#1 Living group meetings should be held three times a week. These meetings should last for an hour and include inmate trainees, graduate students, and project staff. Discussions would consist of problems that arise from day to day and problems that could arise during internship in the community. These meetings combined with the regular two-individual and Team Expected-To-Observed meetings should lend to the development of coping skills in learning content and personal relations.

#2 A three day sensitivity group should be held at the beginning of the next institution training phase. Participants should include all of the "older" inmate trainees and graduate students, the new inmate trainees and graduate students, and project staff. The olders could acquaint the new trainees with the pilot phase including the internship training in the community. The sensitivity

group should be equivalent to at least two weeks general orientation. This would facilitate a more ready response to specific training by the new trainees.

In addition the NCDP's goals and development methods to the sensitivity group could be used to focus on and work with interpersonal concerns of group members. Starting with the first sensitivity group sociometric measures could be used to illustrate how each member of the group is seen by their peers. Prior to the next scheduled sensitivity group sociometric measures could be given again, and the difference between the first measures and the second measures would be content for discussions. The sociometric process could be duplicated for the next scheduled meeting.
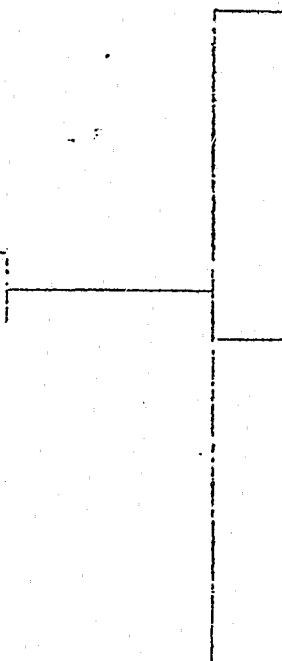
These meetings should be held approximately four times during the institution training phase, and could be spaced over an equal amount of time and last for a full day. The length of time between meetings would allow for significant changes to be observed by the group, and the length of meetings would allow all of the subjects to be discussed.

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                              │LIVING GROUPS├─────────┤
                              └─────────┘ │         ┌───
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```

Group discussions around personal
values, problems, and interpersonal
relationships, that impair functions
and create blocks to the achievement
of goals. Becoming sensitive to the
needs and values of others, and their
effect on own needs and values.

> SELF
> AWARENESS

Discussions to gain ability to recog-
nize theme of group, and to set the
climate of the group. Learning to
recognize games and power structures
present within groups, and how they
effect the group (i.e., sub-groups,
authority). Development of ability
to draw people out in groups. To de-
velop ability to listen and understand
what is being said in a group.

> GROUP
> SKILLS

Ability to relate to others. To com-
pose and deliver effectively in a
group. To organize thoughts and mat-
erial and communicate them to others.

> SPEAKING
> SKILLS

Learning methods and kinds of learners
Learning ideas, attitudes, and values of others through
discussion of personal experiences and interactions.

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Learning to relate inter-personally seen as important
in job performance and personal development

LEARNING
PRINCIPLE
#2

Self-initiated questions
Environment suitable to pose questions about self and
others.

LEARNING
PRINCIPLE
#3

Know thy self
Learning about one's self through discussion of own
values, attitudes, and behavior, and how they are seen
by others.

LEARNING
PRINCIPLE
#5

Self-study of achievement
Individual study of problem areas that impede achieve-
ment of goals.

LEARNING
PRINCIPLE
#6

Group sharing of self-study in achievement tasks
Group discussion of problem areas (inter-personal relat-
ionships, personal behavior, learning styles, etc.,) that
hinder achievement of goals.

LEARNING
PRINCIPLE
#7

GOAL

The goals of the research orientation were to acquaint the trainees with the role of scientific research in, and how it could be applied to systematic studies of change. These goals included the characteristics and limitations of statistical methods.

DESCRIPTION

During the initial orientation period of the NCDP research orientation was allotted four days a week. Two hour periods for about two weeks included a tour of the instituion's Research Service Center; a brief explanation of the mechanics of the machines in the processing room; two other methods were used, one method was a two hour class held twice a week, and the other was team consultation twice a week for two hours.

In the class setting the instructor Kelley Ballard, a statistician from the institution's Research Service Center used current research studies to illustrate survey, and experimental design and why careful planning was needed. He would assign homework to be completed for future classes. On occasion each team would present a homework assignment to the rest of the group in the classes.

The team consultation method required that each team request the assistance of the consultant when needed. Sometimes he would help in planning the best approach to team projects which involved statistical elements, and at other times he would consult with the teams as they encountered statistical problems while working on their team projects.

ANALYSIS

The research classes lack of productivity was evidenced by the many times the instructor had to hold discussions with the group regarding the purpose of the time he had scheduled with the trainees. It was further evidenced by lack of response on the part of the trainees to the research concepts the instructor was illustrating.

The lack of response on the part of the majority of the trainees can be contributed to a number of factors. One, prior to the training program the majority of the trainees had had no experience with research and questioned whether or not they could grasp it. Another, what individual trainees did grasp was of dubious quality. Incorrect interpretation exposed was, personally catastrophic. Finally, clarification of concepts was not asked by some of the trainees for fear they would become further confused. Incorrect homework combined with the lack of clarification responses from the trainees brought the formal instruction to an end, and as a result a team consultation method was devised. If a team was training

on a team project which did not require consultation the
team had two alternatives; to sit-in with the team that was
receiving research consultation or to do without it.

The ability to use comfortably research techniques was
one of the goals which the trainees were striving to achieve.
Limited development was indicated by the correct response the
instructor received during the classes and in the correct
homework which was submitted and it was further reflected
by the team project final reports.

Listed below are the kinds of research characteristics
illustrated by the instructor during classes and team con-
sultations:

A. Research Fundamentals (models and systems)

B. Systematic Study Method (expected-to-observed)

C. Problem Stating (hypothesis forming, cause and
effect, experimental designs,
establishing guidelines, and
controlling variables)

D. Data Collection (observations, questionnaire
construction, construction,
sample selections, record keep-
ing, reference sources, and use
of consultants)

E. Information Coding (data categorizing, data pro-
cessing, and data evaluation)

F. Descriptive Techniques (charts, graphs, etc.)

G. Hypothesis Testing

H. Elementary Statistics

I. Research Report Construction

RECOMMENDATIONS

The class approach should be re-established for the first four weeks of the next institution training phase. It is felt to be necessary that the fundamentals should be acquired. It seems reasonable to assume that the fundamentals will have to be understood before anything more can be understood. After a four week period of class instruction the team consultation method should be resumed.

PROPOSAL AND REPORT WRITING SEMINARS

GOAL

The objective of these seminars was to better acquaint the trainees with proper grammar, punctuation, spelling and vocabulary, use of outlines, report preparing, use of reference material, and the development of writing clearly, concisely, and persuasively.

DESCRIPTION

Knowing that much of the trainees work during, and quite possibly after, the training session was centered around writing, this seminar was introduced on March 12, 1965. It was conducted by an inmate of the Research Service Center here at C.M.F. Four hours weekly were allotted to these seminars. Originally the sessions were set up for Friday eveings 6 P.M. to 8 p.m. and, Sunday afternoons 12 p.m. to 2 p.m. After two such sessions and some difficulty finding a suitable meeting place, due to the fact that our offices were secured on weekends, the seminars were changed to Wednesday and Friday evenings, 6 p.m. to 8 p.m. and were held in the main project office in R-Wing.

In the beginning, the seminars were conducted much like any traditional class. Dittoed sheets of information covering a review of basic composition, were provided and, supplemented these by short lectures. After several such

classes the trainees felt that it would be more profitable
to use the service as a consultant by teams rather than as
a total group. Staff was so informed and the schedule was
changed. The four hours remained with the teams each having
the services of the consultant one hour per week. At first
the consultant used as reference material for instruction
the report and other written material previously done by the
trainees, but after the teams began to utilize the service
one hour per week most of the time was taken up with mater-
ial currently being prepared.

ANALYSIS

It should be noted that these seminars began at a point
more than half way through the training program, and at a
time when all of the teams were well into their respective
projects. Much help was given to the trainees in these sem-
inars. This is very much in evidence when comparing material,
produced before and after the introduction of these seminars.
Probably the value of the inmate consultant can best be
illustrated by the fact that in every team project final
report appreciation of his help was acknowledged.

One possible explanation of the development of the
trainees skill in writing of this could have been that the
inmate was an ecologic peer to the trainees. This allowed
a great deal of personal interaction because the trainees

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                                              ┌─────────────┐
                                              ┊ LEARNING    ┊
                                           ┌─┄┊ PRINCIPLE   ┊
                                           │  ┊    #1       ┊
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          ┌─────────────┐   ┌────────────┐ │  ┌─────────────┐
          ┊             ┊   ┊ RESEARCH   ┊─┤  ┊ LEARNING    ┊
  RESEARCH METHODS ┊┄┄┄┄┄┄┄┄┄┄┄ SKILLS   ┊─┼─┄┊ PRINCIPLE   ┊
          ┊             ┊   └────────────┘ │  ┊    #2       ┊
          └─────────────┘                  │  └─────────────┘
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                                           │  ┊ LEARNING    ┊
                                           └─┄┊ PRINCIPLE   ┊
                                              ┊    #3       ┊
                                              └─────────────┘
```

Lectures and homework assignments.
Research fundamentals, models and
systems, systematic study, expected
to observed methods, problem stating
(hypothesis forming), cause and effect,
experimental design, establishing of
guidelines, controling of variables.
Data collection (observations, quest-
ionnaire construction, sample selec-
tion, records keeping and filing,
reference sources), data processing
(categorizing and coding of data),
data evaluation and conclusions of
findings. Hypothesis testing. Use
of descriptive techniques (charts &
graphs). Statiatical methodology and
nathmatics of research. Research
report construction.

RESEARCH SKILLS

LEARNING PRINCIPLE #1

LEARNING PRINCIPLE #2

LEARNING PRINCIPLE #3

Learning methods and kinds of learners
Learning by traditional methods, i.e., lectures and
homework assignments. Learning through team discussions.
Learning by performing tasks and using of outside con-
sultant.

| LEARNING |
| PRINCIPLE |
| #1 |

Purposeful activity perceived as important
Research skill seen as important in future job functions.

| LEARNING |
| PRINCIPLE |
| #2 |

Self-initiated questions
Freedom to ask questions without fear of making mistakes
or of being wrong. Ability to experiment with various
research methods in different settings.

| LEARNING |
| PRINCIPLE |
| #3 |

felt that he understood their particular problems.

RECOMMENDATIONS

There are several suggestions for improvement open for the use of this type of service in a training program. The first of these would have to be earlier introduction of such material. It can be argued that if progress was shown, which it was, then earlier application of a Writing Seminar would have greater benefit for the trainees. They would simply have more time available to develop this skill. Another possible improvement would be the possibility of testing the trainees at the onset of the training program in this skill area and again after service, to indicate points for improvement. The California Achievement Test was given at the beginning of these seminars back in March, but was never followed up; It was found, as a result of this test, that the trainees placed very high on this evaluation measure, but it could have been given again to see if any difference may have occurred.

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                                                        │  LEARNING   │
                                                        │  PRINCIPLE  │
                                                        │     #1      │
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┌──────────────────┐
│  PROPOSAL AND    │                  ┌──────────┐
│ REPORT WRITING   ├──────┐     ┌─────┤ WRITING  ├─────┐
│    SEMINARS      │      │     │     │  SKILLS  │     │
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                                                        └──┤  LEARNING   │
                                                           │  PRINCIPLE  │
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Review of basic sentence elements,
grammatical terms, and punctuation.
Develop ability to use dictionary,
the library, and other references
"areas". Develop communicative writ-
ing, proper use of vocabulary (terms
and jargon). Learning to write with
a clear, concise, descriptive, and
persavsive style. Organizations of
thoughts and material. Develop use
of outlines and note taking techniques.
Learning proper research report writ-
ing. Proper use of footnotes, quotes,
charts and graphs, bibliography, etc.
Examination of, including discussion,
trainee produced written material.

WRITING
SKILLS

LEARNING
PRINCIPLE
#1

LEARNING
PRINCIPLE
#2

Learning methods and kinds of learners
Learning by classroom methods, homework assignments,
team discussions, and utilization of consultant.

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Writing skill seen as important skill.

LEARNING
PRINCIPLE
#2

SEMINARS WITH PROFESSIONAL PEOPLE

GOAL

Seminars with professional people had several goals,
which provided the trainees and graduate students with an
opportunity to better understand, and build, a working know-
ledge of the dynamics of organizations. Seminars offer the
opportunity of interacting with, professional people ("Ins").
These seminars provided the total group with content for study
and discussion, including information on other programs cur-
rently being done, or of interest to New Careers Development.

DESCRIPTION

The seminars varied greatly depending on the visiting
professional; however there were three catagories of seminars:

        A. introductory

        B. teaching

        C. consulting.

During the early phase of the training program at Southern
Conservation Center for the first few weeks at Vacaville,
a number of meetings were held with staff members from the
institution, from the Department of Corrections Central Office,
and the Adult Authority. These meetings offered the trainees
and graduate students an introduction to administrative pro-
cedures and functions. Some of these meetings were pre-

discussed, with thought given to what should be discussed, and what was desired from the meeting. Most of the meeting had a post-discussion period where the trainees, graduate students, and staff, discussed what went on, what was learned, and how it could be applied to New Careers, and how the seminars could have been bettered. The largest concentration of these meetings had been held in the early part of the training program, but there were others spotted throughout the entire training period. These seminars can best be described as Introductory Seminars.

The second type was one of teaching. In these, the professional was utilized as a resource for specific skills. Time involved ranged from a few hours to a day or two. The shorter sessions were a lecture type of meeting, with the professional explaining techniques that he had found to be useful and valuable in performing various tasks. In the longer sessions the professional also lectured, but had the added advantage of performing somewhat the role of a consultant.

In the third category of seminars, the professional served a different role, that of a consultant. Throughout the training program, with special emphasis in the latter stages, the professional people met with the trainees, graduate students, and project staff, to further individual and project development. Most of these seminars were divided in such a

manner as to permit the professional time with the total
group and with each of the four training teams. Professionals,
who are implementing programs for the development of "non-
professionals", consulted with the membership of this project,
to further the training, principles, concepts, etc., where
the members of our project could meet with people represent-
ing other projects and exchange information useful to both.
Here to was the time alotted for the visiting professional
to evaluate our project generally, and the trainees specif-
ically. These seminars also ranged in time from a few hours
to a few days. Near the end of these seminars, time was nor-
mally set aside for the consultant to summarize his visit,
and to feedback what information he deemed valuable. A
written report was usually received from the consultant fol-
lowing the visit.

ANALYSIS

Meetings of the introductory type, provided the trainees
and graduate students, with exposure to the mechanics of ad-
ministrative processes, the structures, protocols, policies,
problems inherent in organizational and administrative pro-
cedures. This time allowed the professional the opportunity
to relate methods of operating within an organization or ad-
ministration; the what, how, and why, that he had found to
be successful, as well as detrimental.

The seminars with institution staff members also involved an exposure to organizational procedures and the personal experiences of the professional. For the most part, these seminars tended to be centered around the individual institution, its policies and protocols. However, most of thse seminars were much in the class of an orientation and did not provide much interaction between the trainees and the professional.

The teaching seminars included professionals like Dr. Elias H. Porter, and Mr. James Robison. Dr. Porter spent two days with the project discussing and showing methods for evaluating a system as a collected total, rather than in its isolated parts. He utilized visual aids during his talks and passed out printed matter he had written. He introduced a technique of using five-by-eight cards in group problem solving sessions. Utilizing this technique the group found it could work on one specific problem or area at a time. This technique is of value when working with groups not normally accustomed to working through different process problems that may interfere with its productivity. New Careers found that this valuable and greatly versatile technique soon became a working tool in the "bag" of all trainees.

Jim Robison described and exampled a technique he had worked with at the Pine Hall Project at Chino, California.

This involved a series of punch cards, sociograms, and socio-
metric ratings. Through the use of these methods it is pos-
sible to gain further insight into groups, and the individ-
uals composing groups, by identifying cliques, hierachies
of leadership, and other social groupings, that may add
or subtract tremendously from the development of the group.
Here the trainees gathered much information in the use of
research techniques pointed at working with and within groups.
The one flaw in this seminar was in the fact the Mr. Robison
was unable to spend sufficient time with the project to
fully explain the uses and implications of his technique.
Hopefully, this will not re-occur in the next training program.

In the third type of seminar, the professional was used
mainly as a consultant. Mr. Art Pearl, Mr. Aaron Schmais,
Dr. Maxwell Jones, Mr. Al Elais brought their knowledge
and experience as a source to expand and improve our project.
In the various meetings with the total group and the indi-
vidual teams, the trainees, graduate students, and project
staff had the opportunity to discuss different strategies
involved in bringing about change and possible methods of
developing and utilizing training programs, to examine the
current program aimed at developing non-professionals, and
the social trends, issues, and policies that are today facing
the overall development of man. The professional was given
the opportunity to evaluate the New Careers Development Project

and its trainees and to offer suggestions as to the improvement of both. The experience of the professional played an important role in serving as guidelines and expansion points in testing theories, concepts, principles, learned and developed by the trainees of this project. One of the "off-shoots" of these seminars was the feeling given the trainees of the limitlessness in a New Careers Development field. The enthusiasm generated in these meetings by trainees, graduate students, project staff, and the consultants added greatly to the success of the discussions.

Dr. Maxwell Jones' seminar is an example of emphasis being placed on individual development and awareness. The intensive sensitivity group created more awareness through exposure by discussion of individual value systems and self images and how they affect others. The examination of the material revealed in these discussions promoted individual growth proportional to the overall growth of the group and of the project. An essential part of any learning system is the better understanding of one's self. As this understanding develops, the understanding of others also develops. Dr. Jones, added greatly to this sensitivity to values, both to one's self, and of others.

In summation, Seminars with Professional People yielded much information that was vital to the training program. Discussions promotes content for future study and the stimuli

for self development. These seminars also afforded the
trainees, graduate students, and project staff a means of
meeting with professional people and thereby, created the
opportunity to better understand the "frames of reference"
of professionals. In all of the situations the seminars
provided the professional with a look at the New Careers
Development Project, a better understanding of the training
goals, and an introduction to the members of the project.
Certainly there was variety and scope to these seminars.
In most of the seminars the longer the session, the more the
opportunity for informal meetings. In these informal sessions
much more feedback, to and from the visiting consultant and
the total group was produced, and for this reason these
seminars seemed to gain the favor of all the trainees. All
were information sources, some were teaching experiences,
and some the learning to work with a consultant. All of
these were sounding boards for the building of a definition
of New Careers and the projected roles of the membership
of this project.

RECOMMENDATIONS

Many of these seminars might have produced greater
benefit to the training program and its membership, had
the techniques of pre-and post-discussions been more spe-
cific. This certainly would have added to an established

learning experience for the trainees and graduate students. Such things as; what was desired, and what was derived from given meeting should have been more refined and promoted. Another feature which could have greatly enhanced these seminars was a written report from the consultant following his visit. Since the project hired a great many of these consultants, it should have been made a part of their visit. This would have produced some "expected-to-observed" material, and could have been a permanent record of the professional's visit. Another recommendation would be that more and longer seminars be utilized in the next program. There is a consensus that visits from professional people should themselves be used more in the next traiing program.

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                                    ┌─────────────────┐
                                    │ ORGANIZATIONAL  │
                                    │  DYNAMICS &     │
                                    │ STRATEGIES FOR  │
                                    │ PLANNED CHANGE  │
                                    └─────────────────┘

                                                          ┌─────────────┐
                                                          │  LEARNING   │
                                                          │  PRINCIPLE  │
                                    ┌─────────────┐        │     #1      │
                                    │   GROUP     │        └─────────────┘
                                    │   SKILLS    │
                                    └─────────────┘
                                                          ┌─────────────┐
                                                          │  LEARNING   │
                                                          │  PRINCIPLE  │
                                                          │     #2      │
                                                          └─────────────┘
  ┌─────────────┐
  │ SEMINARS WITH│                   ┌──────────────┐
  │ PROFESSIONAL │                   │ SOCIAL TRENDS│
  │   PEOPLE     │                   │  AND ISSUES  │
  └─────────────┘                   └──────────────┘
                                                          ┌─────────────┐
                                                          │  LEARNING   │
                                                          │  PRINCIPLE  │
                                                          │     #3      │
                                                          └─────────────┘

                                    ┌─────────────┐
                                    │  RESEARCH   │
                                    │   SKILLS    │
                                    └─────────────┘        ┌─────────────┐
                                                          │  LEARNING   │
                                                          │  PRINCIPLE  │
                                                          │     #4      │
                                                          └─────────────┘

                                    ┌─────────────┐        ┌─────────────┐
                                    │    SELF     │        │  LEARNING   │
                                    │  AWARENESS  │        │  PRINCIPLE  │
                                    └─────────────┘        │     #5      │
                                                          └─────────────┘

                                    ┌─────────────┐
                                    │  SPEAKING   │
                                    │   SKILLS    │
                                    └─────────────┘
```

The structures and dynamics of organ-
izations, formal and informal powers
present, resistive and change forces,
and their relationships within the
organization, and to the community.
The mechanics of administrative pro-
cesses, structures, protocols, and
problems, inherent in organizational
and administrative procedures.

> ORGANIZATIONAL
> DYNAMICS &
> STRATEGIES FOR
> PLANNED CHANGE

Pre-planning of the group for maximum
use of professional people. Learning
to work with representatives of the
"Ins". Information exchange (i.e.,
group thinking, planning, and build-
ing on each others ideas). Ability
to listen and understand what is being
said. The learning to recognize games
and powers. Post-meetings to recognize
theme and climate of the group, and
what could be learned from the visit.

> GROUP
> SKILLS

> LEARNING
> PRINCIPLE
> #1

> LEARNING
> PRINCIPLE
> #2

Discussion and information exchange
concerning current social trends and
issues, and policies. Information
about other programs concerned with
current social problem research.

> SOCIAL TRENDS
> AND ISSUES

> LEARNING
> PRINCIPLE
> #3

System analysis and experimental de-
sign, including simulation techniques.
Discussions of possible quality con-
trol and outcome measures. Methods of
data collecting, processing, and eval-
uating. General orientation to research
projects and reporting.

> RESEARCH
> SKILLS

> LEARNING
> PRINCIPLE
> #4

Interacting with individuals with dif-
ferent value systems to develop role
flexibility. Self study through inten-
sive sensitivity groups; understanding
of own value system, self image, inclu-
ding limitations of knowledge, and how
these effect others.

> SELF
> AWARENESS

> LEARNING
> PRINCIPLE
> #5

Developing the ability to relate to
others. To effectively communicate
ideas through organization of thoughts
and material.

> SPEAKING
> SKILLS

The structures and dynamics of organizations, formal and informal powers present, resistive and change forces, and their relationships within the organization, and to the community. The machanics of administrative processes, structures, protocols, and problems, inherent in organizational and administrative procedures.

ORGANIZATIONAL DYNAMICS & STRATEGIES FOR PLANNED CHANGE

Pre-planning of the group for maximum use of professional people. Learning to work with representatives of the "Ins". Information exchange (i.e., group thinking, planning, and building on each others ideas). Ability to listen and understand what is being said. The learning to recognize games and powers. Post-meetings to recognize theme and climate of the group, and what could be learned from the visit.

GROUP SKILLS

LEARNING PRINCIPLE #1

Discussion and information exchange concerning current social trends and issues, and policies. Information about other programs concerned with current social problem research.

SOCIAL TRENDS AND ISSUES

LEARNING PRINCIPLE #2

System analysis and experimental design, including simulation techniques. Discussions of possible quality control and outcome measures. Methods of data collecting, processing, and evaluating. General orientation to research projects and reporting.

RESEARCH SKILLS

LEARNING PRINCIPLE #3

Interacting with individuals with different value systems to develop role flexibility. Self study through intensive sensitivity groups; understanding of own value system, self image, including limitations of knowledge, and how these effect others.

SELF AWARENESS

LEARNING PRINCIPLE #4

Developing the ability to relate to others. To effectively communicate ideas through organization of thoughts and material.

SPEAKING SKILLS

LEARNING PRINCIPLE #5

Learning methods and kinds of learners
Learning through discussions

LEARNING
PRINCIPLE
#1

Purposeful activity perceived as important
Learning of professional views and approaches seen as
important in performance of job, and in self develop-
ment.

LEARNING
PRINCIPLE
#2

Self-initiated questions
Utilization of professional in consultant role (i.e.,
hiring professional to answer specific questions posed
by the training program and participants.

LEARNING
PRINCIPLE
#3

Artistic and game activities
Learning through the use of role play and simulation
of large organizations and hypothetical situations.

LEARNING
PRINCIPLE
#4

Know thy self
Learning to better understand one's self and how one
is being perceived based on feedback received.

LEARNING
PRINCIPLE
#5

TOTAL GROUP EVALUATION

GOAL

The goals of Total Group Evaluation were twofold.
First, to evaluate on an on-going basis what the training
model and the trainees were doing, in order to make changes
as needed. Secondly, to develop trainees in problem stat-
ing, collecting information, planning accordingly, and
evaluating the effects decisions had on the desired change.

DESCRIPTION

The first ten days of the institution training phase
were used as an orientation period. The inmate trainees
and project staff used part of the orientation period to
design a training curriculum and establish criterion for
the selection of graduate students. Each evening the train-
ees and staff met for three hours to plan and develop a train-
ing program for the remaining fifteen weeks of training.
During these primary program development meetings the train-
ees were encouraged to share the responsibility with each
other and the staff for making decisions as to how the
training model should be designed. After the initial ten
day program development meetings and the selection of two
graduate students then the evening meetings were converted
into weekly Total Group Evaluation meetings.

Team #1 prepares a weekly schedul... ...

two hour total group evaluation peri... ...

uate students, and inmate trainees att...

meetings, and discussions were held al...

ational problems in the training model ...

was viewed by his peer and staff member...

Information concerning the operations of ...

model, including problems and suggestions for ...

changes was collected by Team #1. This inform...

collected in three ways. First, notes were take...

recorder, secondly, five-by-eight cards were use...

the group wrote problems and suggestions, and fl...

predictions made either as a total group or as ...

on a weekly "Expected-To-Observed" form.

Information regarding how individual traine...

ed by their peers was collected by peer evaluat...

One such measure was a prediction on a scale from ...

to eight (low) of "who will be the most effective...

agent" and where each trainee believed the other...

and staff would rate him. Another measure used was...

is the most competent in each of nine skill area...

the trainees again rated each other on a scale of...

to eight on each of nine different skills. Two sca...

scales were used; one to measure peer group influen...

the other to measure personal relationship within...

- 74 -

Project staff and the graduate students, and inmate trainees participatd in all measures and were rated. Staff and students were not measured in the "nine competent skill areas." After the information was collected regarding the training model and peer evaluation, it was processed by Team #1 and presented to the total group at later meetings for further consideration.

ANALYSIS

It appears that the goals of the group evaluation sessions were only partially achieved. During the primary stages the group was reluctant to discuss the implications of positive or negative predictions when the outcomes were contrary. The reluctance to discuss predictions could be contributed in part to the probability that the purposes of the group evaluation sessions, the methods used, and the role that trainees were to assume, were not thoroughly understood at the beginning. This was evidenced by the signigicantly high rating of the trainees to the importance of structure in a change and development training program as indicated by the trainees responses on the questionnaire.

Another factor was the length of time that elapsed between collecting the information and presenting it to the group. By then often the problems under consideration had either been resolved, or had taken on too many new

dimensions, or had yielded to new problems requiring more immediate attention. At times the inmate trainees responded lackadaisically to information presented regarding peer evaluations. The lack of response could have been for the following reasons. A number of times the outcome of the peer evaluation had been previously discussed among the trainees outside of the total group meetings. All of the trainees felt the peer evaluations gave rise to competition among the trainees, but all trainees did not feel that competition had been encouraged. Some trainees had believed the peer evaluations were popularity contests. Still others might have been threatened about being rated low in effectiveness or competence.

Therefore, the peer evaluations were beneficial to some of the trainees and the training program, but not as much as they could have been. All of the trainees gained insight as to how they had been seen by the group. Those who had been concerned about how others saw them and felt there was room for growth within themselves used the information to elicit new responses from the group. Those who had believed they were incorrectly evaluated paid little attention to the peer evaluations except to question its reliability.

Another factor and perhaps the most important was that the total group evaluation sessions had been attempting to evaluate at least two seperate entities(training model and

trainees) at the same time and each at the expense of the other. At times information would be collected concerning the training model. Before considering what changes needed to be made or what effect the changes that had been made had on the problems, attention would be shifted to peer evaluations or some other concern and the process repeated. As a result, concentration in each entity was too sporadic to be as meaningful as it should have been.

Information collected regarding "feeling about the program" from the Expected-To-Observed forms generally was not used. The majority of the trainees felt that the purpose of the category was too vague or not important enough for rigid adherence to the responsibility of making out the forms. Hence, a number of predictions regarding the program were not submitted, not defined explicitly, and not fed-back to the group for further consideration; until finally, information regarding "feelings about the program," collected from the forms, yielded to higher priorities.

At the midway period of the training program the time scheduled for total group evaluation came into conflict with the time scheduled for team work and study. This was due to the time needed for the team projects and may account for the lack of response to the group evaluation sessions by some of the trainees during the midway period.

The trainees did develop a number of insights needed

to effect change and development from the total group evaluation sessions in spite of the incohesive beginning of the group. Several changes of the training model were proposed by the trainees. For example an Organizational Change Dynamics period was converted into an Organizational Role Play period. The group was having difficulties in studying the kind of organizational-change problems inherent in planned organizational-change. As an alternative the group changed to role play methods to acquire skills needed for working with study groups. Another example is, the graduate students were being excluded from total living group sessions to enable them to devote as much time as possible to team projects. In addition, the group found they were spending only half of the time studying content in other total group activities, while the other half was devoted to handling personal problems which were not applicable to the subjects being discussed. Hence, the curriculum was changed to include the students in a living group session and a setting was provided where personal problems would not interfere with other curriculum activities. In making the changes and observing their outcomes the trainees learned some of the mechanics of planned change.

In addition, the trainees developed individually as group members, and collectively as a responsible group. This was evidenced by the group's collecting and using

appropriate process information about itself to set goals
and thinking, planning, and building on each others ideas
to achieve them. On ocassion the group developed some rather
long range goals and were successful in achieving them. For
example, over a period of about three consecutive total
group evaluations sessions the time was spent defining skills
needed to become effective change agents. Mutual sensitivity
to the needs and styles of participation of all members was
achieved. This can be credited to working together for an
extended length of time as a group.

Total Group Evaluation sessions were a component of
Team #1's team project. Hence, Team #1, through working
with the group as a part of their project, acquired skills
in other areas. See "Team Projects".

RECOMMENDATIONS

The structure of the group evaluation sessions should
be changed. The periods used to evaluate the progress and
the lack of progress of the trainees should be changed to a
seperate period of time. This should allow for continuous
consideration of problem units other than peer evaluations
in the training model.

Designating a specific time and limiting it to peer
evaluations would also allow for continuous evaluation of
the trainees. By not crowding the total group evaluation

sessions with interest other than what the goals of the group are, it should be an effective means to its end. When issues under consideration do not become reconciled, the group would have the advantage of exploring the reasons why, without having to turn its attention away from immediate concerns.

In the meetings each team could make predictions with rationales about a concern in the program. For example, "we believe there will be more tension among the trainees in the housing unit." "The tension will occur because the monthly Sensitivity Groups and the evening Expected-To-Observed Groups do not provide the opportunities for discussing day to day issues that arise from sharing the same living quarters, and since these issues are not being discussed they will probably be expressed through other ways in the living unit." These predictions would then be recorded by a coordinating team and presented back to the total group the following week. Rapid feed-back would make the systematic planned change cycle more obvious. The team and the rest of the group could evaluate the outcome of their predictions and make new ones. If two teams thought differently about the same concern they could make different predictions with rationales for the group to evaluate.

Each team could rotate instead of having one specific team conduct all of the total group meetings. This would

give each team the opportunity to learn how to work with

groups. Plus, all teams would get some feeling for what it

is like to face an aloof and cold group.

TOTAL GROUP
EVALUATION

Feeding back of information incor-
porating illustrative techniques
(e.g., peer rating charts). Team co-
ordination of group discussion (i.e.,
control of process problems, involve-
ment of total group). Group member
participation in the thinking, plan-
ning, and the building on each others
ideas. Developing abilities to work
with different sets of values (i.e.,
project staff, graduate students,
and trainees).

```
GROUP
SKILLS
```

New Careers Development Project pro-
gram evaluation and planning. Examin-
ation and systematic study of indivi-
dual, team, and group goals. Strate-
gies for planned change and defini-
tions of roles of change agents, ad-
ministrators, and client system. The
systematic study of the mechanics and
specifics of the training curriculum,
including total group expected to
observeds.

```
ORGANIZATIONAL
DYNAMICS &
STRATEGIES FOR
PLANNED CHANGE
```

Self and peer evaluation measures
with discussion around ratings inclu-
ding discrepancies and misinterpre-
tations. Group discussions of personal
problems and interpersonal relation-
ships that impair functions and goals
to be achieved.

```
SELF
AWARENESS
```

Ability to relate to others. Compose
and deliver effectively. Effective
speaking before, and as a part of, a
group. The development of communica-
ting ideas through organization of
thoughts and material

```
SPEAKING
SKILLS
```

Learning methods and kinds of learners
Learning through group discussions

LEARNING PRINCIPLE #1

Purposeful activity perceived as important
Program evaluation seen as important to better plan
adequate training towards future employment. System-
atic study and evaluation view as necessary in problem
solving skills.

LEARNING PRINCIPLE #2

Self-initiated questions
Setting climate in order to permote the group to ask
questions of itself concerning training problem areas,
skill acquiring, and maximum use of training time.

LEARNING PRINCIPLE #3

Know thy self
Discussions of self and peer ratings.

LEARNING PRINCIPLE #5

Self study of achievement
Individually studying self for the purpose of achiev-
ing better job performance.

LEARNING PRINCIPLE #6

Group sharing of self study in achievement tasks
Group study of ways to improve training program as
imparting necessary skills needed for achieving tasks,
and the study of producing a more efficient training
system.

LEARNING PRINCIPLE #7

TRAINING CURRICULUM HOURS

The following is a breakdown of the hours of training activity as determined from the weekly training schedule. The hours represent a total of 16-plus weeks, 15 weeks of scheduled activity, and a 10 day orientation period at the beginning of the training program.

Listed here are those hours covered by the training schedule, Monday through Friday, 8:00 a.m. to 9:30 p.m., and, Saturday, 9:00 a.m. to 4:00 p.m. There were several Sunday hours which are also included in this breakdown. Not counted in this breakdown are $3\frac{1}{2}$ hours per day spent for meals and attending institution counts, and, those hours spent in "after-hour" study. Since the latter is not a part of the training schedule, and varied from trainee to trainee, it cannot be computed.

```
TEAM WORK AND STUDY............................481 hours
SEMINARS WITH PROFESSIONAL PEOPLE.............124 hours
TOTAL GROUP EVALUATION.........................82 hours
RESEARCH METHODS...............................58 hours
LIVING GROUP...................................52 hours
PROPOSAL AND REPORT WRITING SEMINARS...........35 hours
ORGANIZATIONAL ROLE PLAY.......................30 hours
CURRENT COMMUNITY PROGRAMS.....................24 hours
TEAM PROJECT PROGRESS REVIEW...................20 hours
EXPECTED TO OBSERVED...........................17 hours
```

TOTAL SCHEDULED HOURS.........923 hours
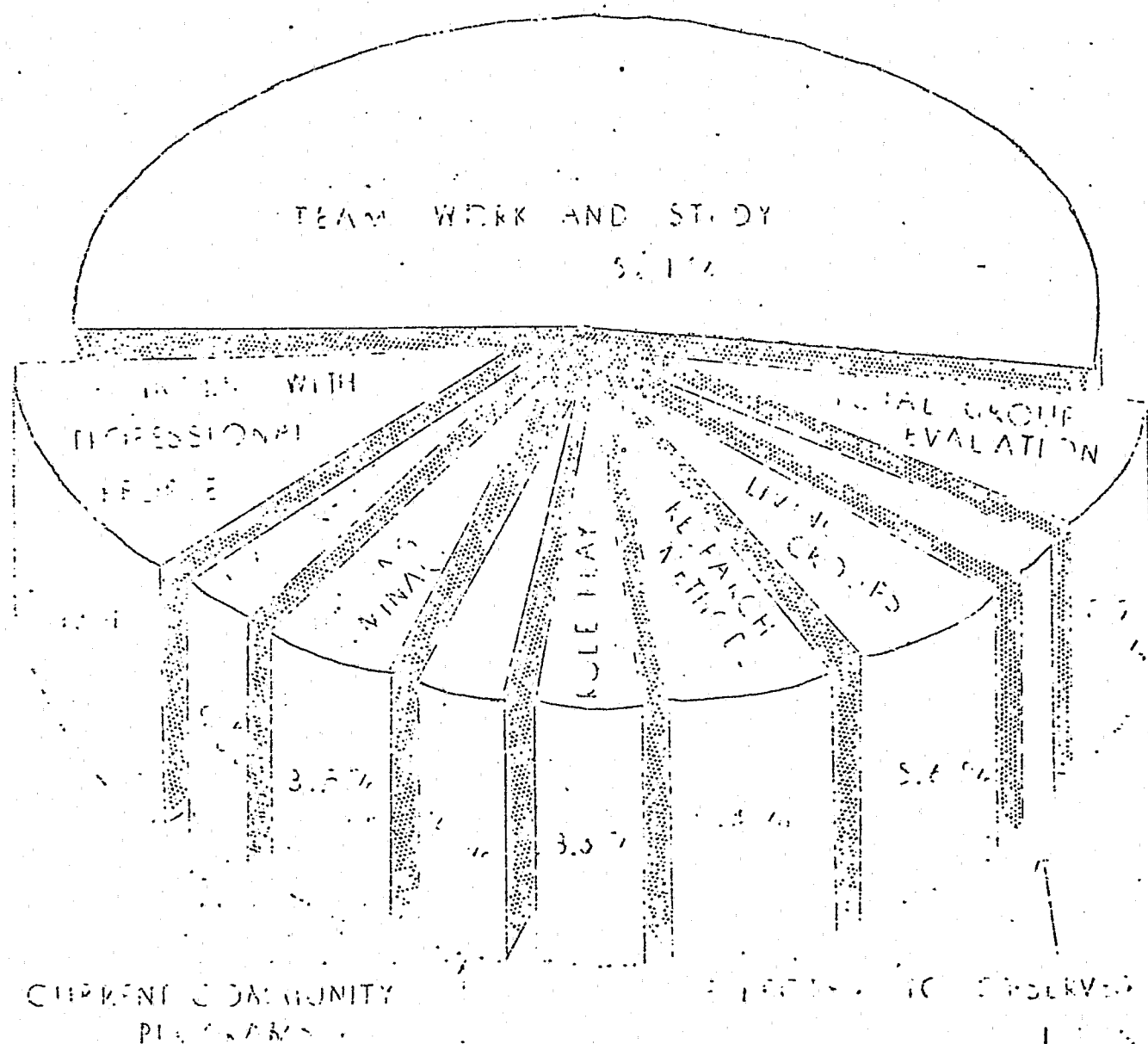
Illustrated above is a breakdown showing approximate percentages of time which was devoted to the training curriculum. The Presentation, Recording, and Evaluation, and Team Project units are included in the Team Work and Study portion of this graph. The time used for team to prepare for total group presentations is also included in the Team Work and Study segment.

NEW CAREERS DEVELOPMENT PROJECT
SAMPLE WEEKLY SCHEDULE
APRIL 5th - APRIL 11th, 1965

MONDAY, APRIL 5th

    8:00 - Team Work & Study
   11:00 - LUNCH
   12:00 - Living Group (Trainee Living Quarters)
    1:00 - Team Project Progress Review (Team #3 Presents -
                       Team #4 Records)
    3:00 - Team Work & Study
    4:00 - SUPPER
    6:00 - Team Work & Study (Team #3 Proposal & Report
                       Writing Seminar, Room 203)
                       (Team #4 Education Seminar,
                       Room 202)
    9:30 - Return to Quarters

TUESDAY, APRIL 6th

    8:00 - Team Work & Study
    9:00 - Total Group Seminar with Mr. Bernard Karr, Survey
                       Staff, New Careers Development
                       Survey for President's Committee
                       on Crime and Delinquency.
    9:45 - Team Seminars with Mr. Karr (Rooms 202,203,204,212)
   11:00 - Post Meeting Seminar and Summation of Mr. Karr's
                       visit. (Room 212)
   11:30 - LUNCH
   12:30 - Team Work & Study
    1:00 - Kelley Ballard, Statistician(Both hours with
                       Team #1, Room 212)
    3:00 - Team Work & Study
    4:00 - SUPPER
    6:00 - Team Work & Study.
    9:30 - Return to Quarters

WEDNESDAY, APRIL 7th

    8:00 - Team Work & Study
   11:30 - LUNCH
   12:30 - Kelley Ballard, Statistician (First hour with
                       Team #2, Room 204)(Second hour
                       with Team #4, Room 202)
    2:30 - Organizational Role Play Session(Team #2 Presents
                       Team #3 Records)
    4:00 - SUPPER

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        6:00 - Team Work & Study (Team #3 Proposal & Report
                                 Writing Seminar, Room 203)
        7:30 - Team Work & Study (Team #2 Proposal & Report
                                 Writing Seminar, Room 204)
        9:30 - Return to Quarters
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THURSDAY, APRIL 8th

```
        8:00 - Team Work & Study
W/G     9:00 - Team Work & Study (Last weeks Expected-To-Obser-
                                  veds and Rationales due before
                                  Lunch)
       11:30 - LUNCH
W/G    12:30 - Total Group Evaluation (Team #1 Presents and
                                  Records, Room 212)
W/G     2:30 - Total Living Group (Room 212)
W/G     3:30 - Team Work & Study
        4:00 - SUPPER
        6:00 - Movie - "The Highfields Story", (Room 212)
        7:30 - Team Work & Study
        9:30 - Return to Quarters
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FRIDAY, APRIL 9th

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        8:00 - Team Work & Study
        9:00 - Total Group Seminar with Dr. Maxwell Jones
       11:30 - LUNCH
       12:30 - Total Group Seminar with Dr. Maxwell Jones
        3:00 - Post Meeting Seminar & Summation of Dr. Jones vis!'
        4:00 - SUPPER
        6:00 - Team Work & Study (Team #1 Proposal & Report
                                 Writing Seminar, Room 212)
        7:00 - Team Work & Study (Team #4 Proposal & Report
                                 Writing Seminar, Room 202)
        9:30 - Return to Quarters
```

SATURDAY, APRIL 10th   (ADMINISTRATION BUILDING-Conference Room)

```
W/G     9:00 - Current Community Program (Team #4 Presents
                                 Team #1 Records)
       11:00 - LUNCH
W/G    12:00 - Team Work & Study
        4:00 - Return to Quarters
```

(Saturday the students from University of California at River-
side will visit the project and be included in the program with
Team #4) Activity location will be in R-Wing offices unless
otherwise specified

W/G - Denotes Graduate Students present.

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J. D. GRANT
Project Director

</div>

LEARNING PRINCIPLES

DISCUSSION

DISCUSSION

The need for disadvantaged youths to have productive roles in our affluent society was addressed in the introduction. Since most of the disadvantaged are unskilled several questions immediately arise. One of which is, "how are the attitudes, values, and skills imparted to those youths who have been unsuccessful in today's traditional education system?"

The NCDP approaches this question from the standpoint of a merger that consists of integrating the acquisition of skills and the personal development of the trainee through the use of seven plausible learning assumptions. These assumptions are based upon research and experience in learning, creativity, and therapy, as well as culture value change.

This discussion looks at the consistency with which the training program's learning principles were applied, and the effects of these principles on the trainee during the institution training phase.

1. There is an interaction between kinds of learning methods and kinds of learners. Learning and problem solving methods that are effective for some kinds of persons are not appropriate for others.

The training model provided at least three different methods of learning. One was the learning by doing on the team projects which each team planned and conducted. The

second was, the team and total group discussions around structured subject matter. The third was the traditional method; which included, class settings, homework assignments, and use of the library.

Team projects involved learning by doing, discussions, and some traditional methods and appeared to be the most compatible activity with the learning styles of the trainees. This reflected in the trainees preference for team projects as compared to the total group discussions and the class settings. It is also reflected in the number of skills the trainees showed evidence of developing as a result of the learning by doing method used in team projects.

The training model was made up of a number of total group meetins around specified content. These total group meetings included Total Group Evaluations, Current Community Program Presentations, Organizational Role Plays, Seminars with Professional People, Project Progress Reviews, and inner-team discussions.

Most of the trainees felt that less time should have been devoted to total group meetings in order to spend more time on team projects; actually less than fifty percent of the training phase time was spent in total group activities. The total group meetings on a whole gave the trainees an opportunity to broaden their scope of learning as the group members fed-in information and exchanged ideas around the content.

The trainees appeared to struggle most with the traditional learning method. Both the Research Method and the Proposal and Report Writing Seminar at one time were formal academic activities. However, both were changed to team consultation methods because of the difficulties the trainees had in understanding the content in the class settings.

The training model, by providing different methods of learning, gave the trainees a framework to refine, expand, and adapt their own styles of learning.

During the pilot study, unfortunately, there was no attempt to determine who learned best by what method. Consequently, inference about the effect of the various learning methods remains subjective. There may have been some learning methods ideally suited, and some others entirely inappropriate for use in the training model. As an integral part of systematic study of the learning principles, self-evaluation measures such as: the Authoritarianism scale, the Dogmatism scale, and other measures could be compared with individuals' growth and development, as measured by periodic achievement and performance tests, to clarify the interaction between learning styles and learning methods within the NCDP's training model. In addition, the trainees could use this information to enhance their self-development. Through expected-to-observeds and other self-study methods aimed at expansion of learning styles the trainees could increase their general capacity to learn.

#2. _Learning, including value and attitude change, is most_
rapid, permanent and usable when it is a vital function
of some purposeful activity, game or system perceived
by the learner as important to himself. Just learning
facts is the hard way, particularly if one does not come
from a culture group engaged in the game of learning for
learning's sake.

The trainees brought with them a degree of career aspir-
ations as well as a desire for a new way of life in choosing
to become members of the NCDP. Hence, it was important to
the trainees to learn to be effective people in the kind of
work they would be doing, and achieve their career aspirations.

The fact that the training program was short in length
probably added to the trainees desire to learn as much as
possible in a short span of time, and left little time for
just learning facts for the sake of learning. Plus, the short
period of training probably prevented a number of trainees
from changing their aspirations as some individuals often do
as a result of long range goals.

Here again team projects were a vital part of the train-
ing model in that they provided the means for the trainees
to develop skills which they would need in the community.
One team had the advantage of beginning on-the-job training
while in the institution. As a result the on-the-job train-
ing made the learning even more purposeful and important.

Another team knew specifically where they would be placed and planned a team project to get at the kind of skills they would need upon placement in the community. In addition they laid out some of the preleminary groundwork for their community project from within the institution. These were purposeful activities and important to the trainees.

By contrast, one team had difficulties in planning their team project because each team member placed importance on different skills and goals, and because they did not know specifically where they would be placed.

As a result of studying an array of social trends and issues the trainees began to see a need for social change, and became acquainted with various programs which are designed to facilitate change. Subsequently, it became apparent to the trainees that if they learned well enough they could help bring about needed social change and development.

The project staff and the group consistently pointed out skills which the trainees needed to acquire to be successful and then provided the setting from which the skills could be obtained. For example, midway through the training period it was discovered that the trainees would do more writing than originally anticipated. As a result, the group created a Proposal and Report Writing Seminar which would give them the writing skills they needed. At the beginning of the report writing activity the majority of

the trainees did not attend. But as the demand for more writing increased the teams were competing for the writing consultants time in order to correctly compile reports.

The administrative policy of the Project was such that all trainees had the right to express how they felt the training model should be designed. This policy contributed to giving the trainees a feeling of responsibility as to the success or lack of success of the training program. To the extent that the trainees felt it was important that the training program gave them the skills which they needed made deciding how they would learn a purposeful activity.

The group permitted and perhaps encouraged competition among the trainees by taking periodic ratings of who would be the most effective change agent in the community. This motivated most of the trainees to learn because it was important to be seen as being effective in the community and during the institution phase of training.

To complement a model of systematic study, measures such as; level of aspiration, social and personal values, self concept, and other self-evaluation tests could be administered. These measures could be compared with the trainee's achievement, flexibility and other developmental measures in order to describe learning principle #2's effect on the subjects in the NCDP.

In selection of trainees for the program priority should

be given to individuals who are not too committed to a way

of life, and who are unsatisfied with themselves or the con-

dition of the social system. These individuals appear able

to become most committed to a cause and very productive if

they can be given direction and motivation.

Throughout the next training program the trainees should

be kept abreast of both local and national activities in

social change and development to enhance their self image

as part of a purposeful movement

The teams that appeared to develop the most during the

training program were those that had concrete community

placement expectations or else were working with on-going or

proposed community action projects. Team projects should

be based on content associated with community activities.

Trainees should be assured ahead of time of the location

and nature of their community placement.

#3. <u>Learning is more effective when it results from the</u>

<u>effort to find answers to self-initiated questions.</u>

The learning setting must give high priority to pro-

viding an opportunity for new ideas and new ways of

perceiving old problems to arise (Moore's "responsive

environment").

The self-initiated question principle was used most

in all of the total group meetings. For example, in the

Total Group Evaluation meetings the trainees were encouraged

to raise questions and suggest solutions regarding problem areas in the training model. Questions were raised and sometimes documented in the form of predictions. On many occasions the trainees were reluctant to explore the reasons why their predictions and outcomes were inconsistent. This procedure was not too successful for a number of reasons. One was, the evaluation session was a part of Team #1's project. Consequently, the other trainees felt that the questions raised were not their problems but the problems of Team #1. In most instances the group members only participated wholeheartedly when they felt very strongly about an issue being considered.

Team projects were another example of self-initiated questions being raised. Some of the teams planned their projects around questions they hoped to answer. At times when teams would make Project Progress Reviews before the group they would ask the group for ideas as to how to conduct certain parts of their projects.

Planning current Community Program Presentations was another activity which was related to self-initiated questions. After the teams decided which social issue they wanted to present, the next step was to collect the appropriate information and organize it for their presentation. Therefore, in collecting the information answers were found concerning the social issue with which the teams were interested.

The Living Groups are other examples of the trainees using total group sessions to find answers to self-initiated questions; particularly the two special Living Group meetings which were called by the trainees outside of the regular curriculum. In these settings questions were often raised as to what to do about intra-group problems that occurred as the result of working and living together.

Perhaps the most significant factor which related to self-initiated questions throughout the training program was the emphasis placed on self-direction. This was done by giving the trainees a minimum amount of direction and placing a maximum amount of resource material at their disposal. Some of the trainees responded positively to self-direction and others responded negatively. Those who responded negatively expressed the desire for more direction from staff and experienced some difficulty in learning on their own initiative.

In a sense the "responsive environment can be viewed from two vantage points. One being the atmosphere which was created by encouraging the trainees to seek out answers concerning themselves and their learning from a self-direction point of view. The other was the assortment of resource material and tools made available to help the trainees answer questions.

As for self direction; all of the trainees at different

times struggled with the conflict between asking questions and appearing as though they were not intelligent.

To some extent this hindered learning because in those instances questions would remain unexplored for the sake of these individuals appearing sophisticated. Some trainees became so deeply involved with their individual ideas and questions that conflicts were created when they felt the group was not showing proper consideration toward their ideas.

As for the resource material point of view; the Project library provided an assortment of literature for the trainees to use in their studies. If a trainee was interested in an aspect and the appropriate material was not available it was quickly obtained and placed in the library.

The group used five-by-eight cards as a tool for conceptualizing problems and solutions. The use of the cards was helpful in learning because it provided the trainees with a new way of perceiving problems. The trainees both individually and collectively used the cards to conceptualize problems and appropriate solutions. This was done by writing the problems under consideration on cards and placing them on the wall where they could be seen by everyone. They were then categorized according to similarities and each category considered seperately for possible solutions.

When the cards were first introduced the procedure
was received with enthusiasm. However, with one exception;
in situations where the five-by-eight procedure appeared
to be the most expedient method of systematically collect-
ing data and conceptualizing problems, after repeated use,
the novelty wore off and the procedure became a drudgery.

In the next training model highest priority should
be given to creating a permissive atmosphere with sufficient
resources and motivation to provide opportunities for self-
initiated questions and ideas. Authoritarian demands or
rigid structure should be used only if absolutely necessary
and if other more permissive solutions will not suffice.
However, some limits are necessary to keep spontaneity from
crossing over into the irrational. In a framework of self-
development through self-study, self-initiated questions
and a responsive environment can be extremely effective in
creating attitudinal and behavioral change. Also, this
framework can increase the subject's feeling of being a
part of the system wherein his ideas and decisions have
some merit.

The following three examples demonstrate the importance
of self-initiated questions in the training program: 1) The
scheduled living group sessions were boringly nonproductive
and several individuals expressed the feeling that "being
forced to sit down and talk about your, and other people's

problems was not very appealing." Yet, on two occasions
special living-groups were called by the trainees themselves
to talk about problems which emerged in the living unit.
These special groups lasted five and six hours and were
very interesting and productive. 2) The general lack of
response during Total Group Evaluations, which were primar-
ily Team #1's show, would tend to demonstrate the critical
need for self-initiated questions. 3) When the group was
asked to help another team conceptualize some problem by the
use of five by eight cards they became extremely non-responsi
and sometimes criticized procedures, defied the group leader,
developed interpersonal conflicts, made gross generalizations,
and split hairs.

During study-groups around team projects or total group
problems many good ideas were expressed; however, they were
often forgotten a few days later. Also, at times study-
groups had so much difficulty keeping on the track that
very little was achieved. Some quality controls of group
procedures would decrease or obviate some of these problems.
For example, the purpose of each meeting should be expli-
citly defined and made visible to the whole group. As new
ideas are brought out they should be documented on the black-
board to decrease restating and repetition, and to keep the
group moving along. The last fifteen minutes of every meeting
should be used to discuss the theme of the meeting and how
effective the group was in its achievement and why.

#4. <u>Artistic and game activities are ways to explore and</u>
<u>learn without having to face the commitments of "real</u>
<u>life."</u>

This principle was used almost exclusively with a role play method, with one exception; which was a simulation of a large organization by the group with the aid of an outside consultant.

The role play method was used by the trainees to acquire interview skills and group skills for working with study groups composed of non-professional people. It was also used spontaneously at times to facilitate the trainee's efforts to communicate ideas in response to various hypothetical situations posed by professionals who were visiting the Project.

The role play method proved to be an effective tool for learning with two exceptions. One was, occasionally the trainees did not view the role play method as a tool for learning and would not respond with naturalness. The other exception was to overact, and pay little attention to the dynamics of the group.

Two teams made tape recordings of interviews using role play methods and re-played them to study their mistakes and these recordings were made of each teams efforts at group leadership. These tapes were played back and the group discussed how the group leadership techniques might be improved.

The teams then tried role playing new approaches. A number of principles for working with study groups were developed by creating hypothetical group situations and exploring the best ways of handling them.

On one occasion with the help of an outside consultant, the group simulated personnel officers in several branches of a large organization. The purpose of this simulation was to demonstrate the problems that can beset large organizations because of faulty communication systems. The group simulated various offices which were making a concerted effort to build a truck. This task was to be accomplished under two conditions. One was, only written communications could be used. The other was, some of the personnel officers were not allowed to communicate with the higher echelon. This proved to be an enjoyable and unique learning experience for the group.

Role play methods were fairly new to everyone in the Project but from the experience gained by exploring different techniques and correcting mistakes, an effective role play method was evolved. With the aid of a tape recorder various interview and study-group situations can be role played. The tapes can be played back paying particular attention to critical incidents and discussing alternate strategies for coping with them. Then, taking-off from a particular critical incident, a new approach can be role

played. Professional "experts" can be used to evaluate recorded interviews or group situations, make constructive criticism, and suggest effective techniques. By systematically repeating the role play -- play back -- evaluation process, the trainee can become considerably skilled in the areas of interviewing and group leadership.

#5. "Know thyself" is still a fundamental principle. The "self" can be viewed as the culture in miniature. Learning to understand ones self becomes a way of learning to understand others and to understand social phenomena in general. "Self-knowledge" is thus not an end in itself but a way of helping the individual develop a coherent and personally satisfying world view.

During the orientation period of the training program the trainees were given self-evaluation tests. These tests measured various personality traits including maturity levels and delinquency potential. In addition, team discussions were held concerning the ways in which the trainees learned and their motives for participating in the NCDP.

Peer ratings of the trainees progress were periodically taken throughout the training program. These ratings were sometimes supplemented by discussions as to why each trainee rated the other as indicated and were helpful in pointing out to them facets of their personality which were unknown. The Total Group Evaluation periods provided the settings

for these discussions and sometimes the trainees discussed personal development in the Living Groups.

Team discussions around the quality and quantity of work which was being produced are other examples of the trainees pointing out to each other their weak and strong areas.

Part of the Project's philosophy was that any situation could be converted into a learning experience. The "know thyself" principle could have been used much more extensively if the group would have focused more on critical incidents around interpersonal behavior and study habits.

The "convict code conflict, which all of the trainees struggled with at one time or another during the training phase, may have contributed to the hesitancy to discuss behavior which was inconsistent with the role of the trainee. Most of the time situations which occurred that typified poor behavior were not overtly focused on because the trainee did not want to put each other in what they believed to be jeopardy in the program. Consequently, many opportunities to make others aware of how they were being perceived were by-passed in lieu of "not rocking the boat."

An all day sensitivity group was held toward the end of the training program. The group members used the sensitivity setting to discuss many issues which had been by-passed during the first three months of training. Dr. Maxwell

Jones, Superintendent, Dingleton Hospital, Melrose, Scotland who lead the sensitivity session created an atmosphere where the group members felt free to express their feelings about each other even if they were negative ones. This kind of setting provided honest feedback and enabled individuals to form a clearer picture of how they were perceived by others. As a result individuals were able to evaluate themselves more objectively.

During the next training program in Living Groups and intensive team discussions, emphasis should be placed on documenting and evaluating critical incidents of behavior. By focusing on specific issues, avoiding generalities, and irrelevant fantasies, trainees should be able to learn more about themselves and their role in the social context.

Periodic self-evaluation tests could be administered to the trainees to keep track of change in attitudes and values. In addition, various types of self-evaluation measures should be made available to the trainee for his own personal self-study and development. These could be used in conjunction with the "expected-to-observed" method and peer ratings to provide trainees with a maximum opportunity for systematic self-study.

An individual's behavior can be greatly influenced by his peers or those with whom he identifies. Peer ratings are one method of motivating an individual to achieve goals

considered to be important by the group. One problem with
the peer ratings used in the pilot study was that they were
vaguely defined and could be interpreted from many frames of
reference. The effect of this was that peer ratings appeared
to be synonymous with the degree of rapport between individuals.
That is, the most popular trainee was the highest rated, re-
gardless of the attribute on which he was rated. One possible
way to avoid the ambiguity of peer ratings is the following;
A rating sheet could be prepared with several lists of from
ten to twelve nick-names. Each list would include a group
of names that are commonly used to typify various patterns
of behavior, e.g., Grumpy, Slick, Toughy, Holier Than Thou,
Sport, Hep Cat, Nice Guy, Leader, Follower, Big Wheel, etc.
The subjects could be asked to describe every member of the
group, including themselves, with the two most like, and
two least like nick names. By looking at group trends indi-
viduals could get an accurate picture of how they are per-
ceived by others.

Whenever the "one shot" peer rating is used (e.g., most
effective, most likely to succeed, etc.) the attribute should
be explicitly defined, to increase the likelihood that most
of the subjects are judging from the same point of view.

#6. <u>Self-Study is more effective and less resisted when it
is part of an achievement rather than a self-curing system.</u>

#7. <u>Group sharing of self-study in achievement tasks generates
powerful forces for enhancing learning as well as providing
social content for study.</u>

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Individual and Team Expected-To-Observed, and Total Group Evaluation meetings were two of the curriculum activities to which learning principles #6 and #7 were applied.

Part of the Individual and Team Expected-To-Observed activity necessitated that each team member record on a form, a number of tasks which he expected to accomplish in a week's time. For example, "I intend to read the Economic Opportunity Act of 1964 and write a summary of its implications." If the trainee did not achieve his expectancy, he and his team would ask, "why not?" To the extent the reason became apparent to the trainee constituted development. In this way the trainee was able to gain insight into himself.

In addition, the team as a whole would record the progress they expected to make in a week's time. Team discussions were then held around the reasons the individual team members and the team as a whole did or did not reach their achievement goals. These discussions were kinds of group sharing of self-study around achievement task settings. Occasionally in the Living Group meetings the trainees would voluntarily bring out difficulties they were experiencing while trying to learn.

The group as a whole used the Total Group Evaluation meetings to continuously study the training model, its functions, and its goals. The group members, both individually and collectively, made predictions about what they expected

to happen in the training program in a week's time. Individual predictions were usually made on the Individual and Team Expected-To-Observed form under a category entitled "Feelings About the Program." These forms were then collected by Team #.

In the Total Group Evaluation sessions the group members made predictions concerning some expectancy in the training program. In the following meeting the group members would observe the outcome of their predictions and discuss why they were either right or wrong.

Both the Individual and Team Expected-To-Observed and the Total Group Evaluation self-study in achievement tasks procedures were not as effective as they could have been. Most of the group members did not understand the purpose of the activities when they were first introduced.

In the team self-study activity some rather effortless predictions were made. That is, what they individually and collectively, proposed to achieve could be accomplished with little or no effort. Hence, discussions of discrepancies between predictions and outcomes were of little value.

Two other factors contributed to the lack of effect of the team self-study activity. One was the short period of time given the activity. The other was, some of the trainees believed that self-study was not necessary because of their "therapeutic community living" experiences.

Most of the meaningful team self-study discussions

around achievement tasks were held outside of the designated curriculum activity because of necessities. That is, the team found it necessary to explore the reasons why their tasks were not completed on target dates. However, this necessity was not faced when the trainees were fearful that calling attention to an unproductive team member would result in even less work being completed, or that an undesirable team relationship would develop. Not facing issues was sometimes misinterpreted by the trainees as interpersonal coping skills. When the trainees did spontaneously discuss why they were having difficulties in achieving their tasks it helped direct them and put them more in line with their goals.

Most of the group members believed the "Feelings About the Program" category on the Expected-To-Observed forms were too vague. Consequently, only a few made predictions concerning the program. Some trainees believed the procedure was a waste of time. The forms were usually collected and placed on file without follow-up. This substaniated feelings of the insignificance of the activity.

In some instances the trainees participated with a lack of enthusiasm in the Total Group Evaluation self-study meetings. It is assumed the lack of enthusiasm was because a specific team had the formal responsibility of evaluating the training program. As a result, unless the rest of the trainees had strong feelings about the issues being considered their contributions were token efforts of participation.

The expected-to-observed self-study method is ideally suited to self-development. Early in the next training model the method should be considered as a topic of discussion for an entire meeting. This would help insure that everyone understood its purpose, and how to use it effectively as a tool for self-development. The use of the Expected-To-Observed forms should be discontinued. Individual trainees and the teams should make their achievement commitments to the total group. A total group setting would make the self-study activity an integral part of the training program, and would break through the team members' tendency of not discussing discrepancies between tasks commitments and achievement.

Each team should conduct the Total Group Evaluation meetings on a rotation basis. This would give all of the trainees an opportunity of conducting a study group. In addition, it would make evaluating the training model more of a total group responsibility.

INTROSPECTION

INTROSPECTION

This discussion is a look at some of the aspects of the Project other than those mentioned in the training curriculum. Part of the New Careers Development Project's philosophy is to development of trainees. This means that learning is not confined to skill areas only but to the trainee's over-all personal development as well. The following illustrated experiences are the kinds of day-to-day living experiences that provided the content for study and added to the trainee's development during the institution training phase.

Uncertainty was a major central theme throughout the training phase. It appeared in a variety of forms and on a number of different occasions. One of the very first times it made its presence known was when the training phase first began. May 1st was the day the trainees were to begin internship in the community. Some of the trainees did not have release dates. One man had a release date for the month of August. One man had a release date of May 1st, and two men had dates that had to be extended more than ninety days in order to be eligible for the Project. Questions were: "If I extend my date, will I be able to leave May 1st or will the Parole Board review my file and deny me?" "Will I receive a release date just by virtue of being in the Project?" "Will someone else get a break that I will not get?" "Where will I be placed in the community?", and "Can I grasp the content of the Project?"

. The two men who extended were not called back to the

Parole Board, and were placed in the community May 1st.

The Project did not prove to be a vehicle for a cinch release

date. Two men were denied during the training phase; one was

denied six months, the other twelve months. Early Parole

hearings proved to be possible, but not as a direct result

of being in the Project. The teams that were placed in the

community were more satisfied with their placement and all

trainees discovered there was more than enough breaks to go

around. What is more, it appears that the Project study con-

tent was grasped successfully by one and all. This is evident

by the satisfaction of the trainees present employers.

.   Before the teams were formed a seminar was held with

prospective graduate students. After the seminar the trainees

and project staff selected the students they felt would be

an asset to the Project, and began selecting team-mates..

There was a considerable amount of jockeying among the

trainees for team-mates, and team consultants. All of the

trainees were able to selct their team-mates, except two.

The two trainees who did not want to work together were the

best of friends, but each felt the other was not disciplined

enough to apply himself diligently during training. None of

the other trainees were willing to make a team-mate switch.

Hence the project director gave an ultimatum that the two

trainees would team up in spite of their feelings about

discipline or withdraw from the Project. One of the trainees
was tempted to withdraw from the Project, but stated, "the
formation of his team created more of a challenge for him."
He further stated, "both the formal and informal power
structures (Project Director and Trainees) needed to learn
to deal with each other better in order to get things done
more successfully." Most of the other trainees were satis-
fied with the outcome of the team-mate selection. However,
the authoritarian ultimatum given by the Project Director
caused many trainees to question just how far they should go
in voicing what they really believed.

One of the first working principles which was established
was that the trainees were to share with each other and the
project staff the responsibility of deciding how the training
program should be designed. After ten consecutive program
development meetings which were held during the orientation
to NCDP a training curriculum was conceived and implemented
as a total group creation. A weekly schedule was made and
curriculum total group sessions began. These group settings
were structured around content from which needed skills could
be acquired. Also, each team began to consider appropriate
team projects from which to acquire skills.

One of the first organization-change learning experiences
the group encountered came from an effort to institute a
team project. Two teams combined their ideas and were going

to work on the same project. This project involved teaching inmates and custodial staff in a mixed class at the same time. A number of the institution's staff members thought the project was a good idea, and encouraged the teams to begin immediately. The teams immediately distributed notices of the proposed project and therein the lesson was learned. A member of the institution's administrative staff preferred not to have inmates and custodial staff in a mixed setting. This became an issue between the Project and an administrative officer. A satisfactory compromise was not made and the team project was not instituted.

Some trainees felt that what they had to say was not being considered by the staff. That, in effect, the training program was not unique but like any other phony training program. Further, the project staff did not know what they were doing and would not allow anyone else the right to make mistakes. Some trainees felt they were sticking their necks out by telling the staff exactly what they believed and left hanging out on a limb when some of the other trainees did not express that their feelings were similar. This became an issue among the trainees, and within the total group. A number of the trainees remembered the ultimatum given during the team-mate selection and subsequently did not voice their opinions. Others felt that the staff's actions were consistent with the policy of the Project, but did not feel the

need to voice their opinions. Still others did feel the need
to voice their opinions when they felt staff's actions and
project policies were consistent.

An inner-team conflict began between a team member and
his team consultant. It appeared to come about as the result
of a strategy which the consultant and the Project Director
used in dealing with an institution administrative officer
regarding a team project. A considerable amount of time was
spent within the team and with another team which the consul-
tant was working with trying to resolve the conflict. Team #4
who were working with Team #3 on the project designed to teach
inmates and custodial staff decided to plan a new team project
which did not include Team #3. The conflict still persisted
within Team #3 between the trainee and the consultant with
the other team member being caught between the two of them.
By then a new dimension had been added because Team #3 felt
they were being avoided while the consultant devoted all of
his time to Team #4. This did not help the relationship
between teams three and four.

On a number of occasions both teams three and four found
the majority of their time was being spent working on process
problems. Some times the problems would spill-over into other
scheduled activities of the total group. As a result the
total group found that only half of the time was being devoted
to content study while the other half was being devoted to
group process problems.

On one occasion during a total group evaluation session the inner-team and between-team conflict was brought out. The trainee who was having the disagreement with his consultant apologized to the consultant and the group for being non-productive and for causing the group not to be optimally productive. The consultant's contention was that the trainee had not given a reason for changing. Also, that he felt apologies were fine, but the trainee had made apologies before and his behavior did not change. The consultant stated rather that he believed the trainee was not suitable for the kind of work which a change agent would be doing, and felt regardless of the trainee's intentions he would not be ready for placement in the community by May 1st.

The Project Director chose that time to tell all of the trainees of the reasons why he and the other staff members had sacrificed their positions with former employers to conduct the NCDP. In essence the director said, "I and the other staff members believed that a major shift towards non-professionals was going to be made. Still there was the possibility that the shift would not be made but we are willing to take a chance and bring the trainees in on the gamble. It appears that the pendulum is swinging in the direction of the non-professional movement and a lot of people want to move with it. But those who want to move with the trend do not want kids or punks who are not able to handle themselves. Instead

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we want men who can stand the demands that it takes to make the Project and the Movement a success. Past experience has shown that offenders in sub-professional roles have not failed because of a lack of skills, but in handling themselves in their social life during off the job hours. Enough time has been spent getting organized, establishing trust, and playing games. The time has come to take training seriously or not take it at all."

Another staff member said, "in order to function effectively in the community when faced with administrative problems the teams will have to learn to retreat and plan new approaches." She suggested a method be used to keep tasks and process problems confined to their respective time blocks. Which meant saving personal anxieties which were not applicable to task content for the "living group."

After the director's message regarding the non-professional shift some of the trainees wondered why he had taken so long saying what needed to be said. A number of trainees doubled their aspiration of becoming effective change agents. Team #3 started making plans for a new team project and the whole group began some very hard and serious training.

Two changes were made to facilitate the division-of-tasks-problems and process-problems. A third living group which included inmate trainees, graduate students, and all staff members was added to the curriculum. This was intended

to provide a setting where the total group could express their personal concerns at an appropriate time. The second change involved the total group evaluation activity. While trying to conceptualize problems in the training model too much time was being spent repeating the same problems over and over again in different words. To avoid repetition each new problem was written on the blackboard where it could be seen and attention focused on it if necessary. The blackboard method proved to be helpful and the group began thinking of ways to solve group problems more skillfully. Dr. Elias H. Porter, a former staff member of Systems Development Corporation, Santa Monica, was consulted.

Dr. Porter's two days with the group were helpful in showing them how to observe problems as a total system instead of seperate components unrelated to anything else in the system. He also introduced to the group a technique of using five-by-eight cards in group problem solving. For example, each group member wrote on cards what they believed were problems in the training model. The cards were placed on the wall and the group could see which problems seemed to go together. In this way the group could localize problems instead of complaining about the training program as a whole.

Dr. Porter showed the group what could happen to large organizations through poor middle management and bad communications. The group simulated an Administrative Office, a

planning Office, a Training Center, Employed Non-Professional
Aides, and Change and Development Teams. Personnel included
a Director, a Director of Plans, a Training Coordinator, a
Supervisor of Operation, a Middle Management Officer, Clients,
and two Change and Development Teams.

The task was to build a Tinker Toy Truck without using
verbal communication. The Director could send written messages
to the Director of Plans, the Director of Operations, and the
Training Coordinator. In turn each of the three could
communicate with him through the use of written communications.
In addition, the Director of Operations could only communi-
cate with the Middle Management Office and Clients. The
Training Coordinator and the two Change and Development Teams
could only communicate with each other. Middle Management
and the Clients could not communicate with each other, but
both could send written messages to the Director of Operations.

After a period of about forty-five minutes the group
stopped the simulation and began to analyze what had happened.
The Director of Operations felt that someone in the front
office should be fired. Middle Management felt that they
needed to hire more staff. The Change and Development Teams
believed that each branch was using a different administrative
manual. The Clients had built a neat little "Hot Rod" #X55349.

It was assumed by some that the New Careers training
program had a two system model. One system belonged to the

study area with the project staff, and the other system belonged to the housing area where the trainees were housed. Both trainees and staff believe the others were being manipulated. The staff felt somethings were being discussed in the housing unit which the trainees would not discuss openly in the groups. The trainees feelings were similar in that they felt they were being discussed by staff members and being tested for reactions.

If the two system model did exist then it revolved around another central theme of the training program which was trust. In terms of the issue raised above concerning "trainee communications vs. total group communication," the kind of things which the trainees did not bring out in the total group were, "whether or not some of the trainees were studying as hard as they should," "if individual trainees had voiced how committed they were to the Project," and "whether staff was playing games with them or really interested in their future?"

The staff was concerned about the trainees relationship with the inmates of the general population. "Did the role of the trainee come into conflict with that of the inmate?" If so, "what implications did it have for the program during the institution training?" "If inmate identity could not be lost during the training program, then how would it make itself manifest in the community?"

The reactions of the institution's inmate population

on a whole were somewhat ambivalent. Some believed the trainees were being trained to be snitches on the streets, and some believed they would like to become a part of the program. Very few of the general population knew what the project really entailed.

The trainees spent most of their time studying and training as a group. This had its disadvantages as well as its advantages. Living together made conflicting interests a crucial issue. For example, some trainees would want to watch television, some would want to listen to the radio, and some would want to study. Conflicts were sometimes voiced, sometimes were ignored until something insignificant triggered them off. Several times heated arguments began among the trainees, and one almost lead to a fight and one did.

Three special living group meetings were held. Two were called by the trainees as a result of incidents around the housing area. The third was called by three graduate students from the University of California at Riverside who were visiting the Project. Both of the groups called by the trainees lasted almost all night and none of the staff were present.

One fight almost began between two trainees because of the volume of the television. One trainee would not rise to the challenge. The agressor expressed his apologies and called a special group. It turned out that neither wanted

to fight and the television was not really the reason for the disagreement. Another special group was called concerning a trainee who two other trainees suspected was jeopardizing himself and the training program. This situation was discussed, and issues were raised regarding the behavior of the other trainees and how it related to their success in the community.

The first special group meeting served as a vehicle for trust and understanding among the trainees and perhaps bolstered the staff's confidence in the group. The second special group meeting served as a vehicle for mistrust, apprehension, and anxiety within the total group. Prior to calling the special group meeting concerning the suspicious behavior of one trainee, a staff member was consulted as to how the incident should be handled. He suggested calling a group. One of the questions which was raised by some of the trainees was "why wasn't a special group called without consulting the staff member?" During the meeting several innuendos were made concerning the behavior of all the trainees. This in turn raised questions with the staff. One of which was the meaning of a trainee statement that, "none of us are clean?" The incident was finally discussed in a total group setting with the trainees, one graduate student, and two staff members present. It turned out that there were no repercussions, that the Project stood for development and not retaliation. This

was a deciding factor in the trust theme. At least in that one context.

For a period of time feed-back became the central theme within the group. A number of trainees believed that other trainees were feeding back inaccurate information to their team consultants. Some trainees were saying, "don't tell me anything that you do not want fed-back into the group." The group began using role play sessions to explore ways of handling illegitimate feed-back within study groups. The term illegitimate was used for lack of a better name, what it really meant was that which was considered personal. For example, a role play scene was set where trainees and staff became members in a study group. The study group consisted of non-professional aides in new agency jobs funded by the Office of Economic Opportunity and two Change Agents. The goal of the group was to study how well the funded programs were working by studying the aides experiences on the job. Each aide would feed-in information about what he or she was doing on the job, and sometimes about what other aides were doing. Information concerning a female aide seen in the company of her supervisor after working hours caused great disorder. It was the function of the two change agents to remove illegitimate connotations from the information, restore order and illustrate why and how information of a personal nature was sometimes important. After each scene the group would

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re-play the scene and explore different ways of handling

personal feed-back. Also, they would explore the advantages

and disadvantages for handling information in certain ways.

Some other interesting things were happening in the

system which included trainees, graduate students, and staff

members. A large number of issues had to be dealt with a-

round the study content. At the beginning of the training

phase the inmate trainees on a whole were unresponsive to .

the training program. At least they appeared to be from all

observable signs. This perhaps was due to not knowing what

the Project really meant and what roles they were going to

assume in it. One other factor probably contributed to the

lack of response. This factor was the demand to be creative.

It became frighteningly clear that planned change does not

occur without planning, and planning requires creativity.

Womewhere along the line the trainees were induced to believe

they were the "cream of the crop." One of the unspoken

principles among the trainees at the beginning og the trainin;

phase was, "Tis better to be silent and be thought a fool,

than to speak and leave no room for doubt." It took consid-

erable encouraging before the staff was able to break through

the silence barrier.

The three students from Riverside who were mentioned

earlier were previously selected to assist one of the teams

on a community school demonstration project. The trainees

first became acquainted with them while at the Southern

Conservation Center, Chino, California, awaiting transpor-

tation to the California Medical Facility. The students

asked if they could visit the trainees during the institution

training phase at Vacaville. They made two visits. Their

first visit was after the trainees were in training for

about five weeks. They visited for two days and brought with

them an air of enthusiasm about the training program. They

attended the total group meetings and spent some time with

each team. Before returning to Riverside a total group

meeting was held, and in the total group meeting the students

role-played several short skits indicating how they saw each

trainee's learning style in the program. After the scenes

were played the trainees had the task of matching the learning

styles indicated in the scenes with the appropriate trainee.

Competition had its place within the group. It was

apparent between group members, team members, and teams.

For some it was a learning style for others it was for

personal gain within the project. At times competion was a

catalyst to higher aspirations to the trainees. Other times

it spread mistrust in that it raised the question, "how far

would one go for personal gain?" Which automatically raised

the question of, "what was it that one did not want known?"

About midway through the training phase a number of train-

ees felt the total group sessions were mostly a waste of time

and certainly not worth the time detracted from team project.

Approximately the same time the graduate students began to raise questions. One of which was "what is the role of the graduate student?" Some graduate students felt they were caught in the middle of two opposing currents. They felt the project staff was manipulating them in trying to find out what the trainees were really doing, and the trainees were trying to find out through them what the staff was discussing. Some trainees felt the graduate students were a liability to their teams instead of an asset. Another question that was raised, "whether the students were to assume a supervisory team position or a peer position?" It was felt by the trainees that the students were being developed the same as they, therefore not entitled to a position other than an equal team member. The issues regarding the student were for the most part reconciled within the teams.

Two other events occured during the middle of the training phase which changed the equilibrium of the group. The consultant who was having difficulties working with his team member recommended that the trainee be returned to camp and re-apply when the second group of trainees was selected or extend his A.A. hearing for another six months. This incident occurred about two weeks before the trainee was due to appear before the board.

Simultaneously, the Project Director was asked by the

State Office of Economic Opportunity to conduct a State
Agency Survey. This survey involved exploring the possi-
bilities for employment and organizational-change problems
inherent in employing these non-professionals within the
State Agencies. Two trainees were assigned to help conduct
the survey. In assigning the two trainees to the survey pro-
ject a team-member inter-change was made. The team member
on Team #3 who was having difficulties with his consultant
was transferred to the NCDP Evaluation Project. One trainee
who was working on the NCDP Evaluation Project was trans-
ferred to Team #3. The project director became the consultant
to both teams. Thus separating the trainee and the consultant
who could not work together.

The realization of working on a real project had its
affect upon the whole group. In some instances it raised
the anxiety, the training momentum speeded up, the question
became "where would others be placed and how much salary
would they receive?"

The trainee involved in this disputation made his Board
appearance asked for, and received a six month postponment.
This also had its affect upon the group. To some of the
trainees it was substantiation of what they believed would
happen as a result of being outspoken. To others it was a
tough break, but a necessary action toward preventing what
might have been a misfortune for the total program in the

community. Still to others and to the trainee who asked for the postponment it was "one hell of a raw deal."

Considerable emphasis was placed on trainee self-direction in the project. On the whole it appeared that the trainees preferred more guidance from their team consultants. Each team consultant had different methods of working with the trainees. One consultant spent almost one hundred percent of the time with his team. Another consultant spent approximately two-thirds of the time with her team. Half of the third consultant's time was divided between two teams. Some of the trainees felt that the State Survey team and the team which had a full time consultant were receiving preferential treatment.

One trainee was released thirty days before the completion of the training phase. He was assigned to the State Survey. One of his functions was as liaison between the agency meetings in the community and his team member in the group. This event had its affect upon the whole group. Some felt that the trainee was not ready to be released in that he needed the other thirty days of training. Others felt he was less likely to resume delinquent behavior and therefore very apt to function effectively.

During the Easter holidays two of the students from Riverside made their second visit. The primary purpose for their second visit was to help the school demonstration team

work on the particulars of their project. The first phase of the demonstration project was to begin May 1st and the students were familiar with the locality in which the project was being demonstrated. While the students and the team were working together several differences of opinion occured. The students wanted to discuss the differences and the team suggested that the differences be discussed some other time because the work was more pressing. The day before their return to Riverside the students called a special group meeting. All of the inmate trainees and one regular team graduate student were present. The students from Riverside felt they were working under tension as a result of not having the opportunity to resolve their differences and something should be done about the shift from personal interaction to task orientation. Their impression had been that in most instances whenever misunderstanding arose within the group they should be handled immediately. Now the trainees were suggesting that, personal interactions should be postponed for the sake of completing tasks for target dates. The students conceded that perhaps they were concerned about differences that did not exist.

Toward the end of the training phase the group presentations yielded to time needed for team projects. Almost all of the teams were hurrying to compile reports of their team projects.

During the last two weeks of the institution training phase two outside consultants visited the project to evaluate each individual trainee and the program as a whole. Two trainees were scheduled to have Parole Hearings the last two weeks of the training phase, and one of them was working on the State Survey project. The Project Director made arrangements to sit-in on their Board appearances. To some of the trainees this was proof of preferential treatment in that it was the first time the director had attended Parole Hearings. Others felt he should have been present at the Hearings in December right after the selections. One of the trainees who was working on the State Survey received an immediate parole, and the other received a year denial.

During the week of the Board appearances the second outside evaluator was visiting the Project. His observations concerning the training model were discussed in a total group setting. His compliments concerning the program were well received. His observations, other than complimentary, were vigorously refuted by the trainees. In the evaluation setting there was one theme which was common to all of the trainees. "Why do we feel the need to defend the project?" An attempt to answer this question will be made in the conclusion.

CONCLUSION

CONCLUSION

A sub-goal of the training program was that the train-
ees should become more aware of the relationship of their
abilities and their interpersonal problem areas. This con-
clusion covers some of the general areas developed by the
trainees which would lend to the achievement of this sub-goal.

One of the general areas of trainee development was
self-awareness. A number of trainees discovered they had
capabilities which were unknown. This led to confidence in
tackling new learning content and fostered a degree of re-
sponsibility for some trainees. This was reflected in the
shift from group unresponsiveness to group involvement.

The trainees developed some interpersonal coping skills
through the problems that arose as a result of working and
living together. This was shown in the total group meetings.
A number of trainees learned how not to give vent to per-
sonal anxieties which were not applicable to the subjects
being discussed. The largest amount of coping skills was
received as a result of team members having to complete tasks
together. Many times inner-team conflicts arose. These
conflicts were reconciled within the teams, or else they
were postponed for the sake of completing the tasks. It was
said by some of the team-mates that in order to be an effec-
tive team member, "one needed the constitution of a mule,
the grace of a ballerina, and the patience of Job."

Increased sensitivity was reflected in the ways the
trainees became aware of each others needs and learning
styles, and in the trainees capacity in adapting to the de-
mands and methods of the training program. Something can be
said here regarding increased tolerance for living with un-
certainties. A number of questions raised at the beginning
of the training program were never answered throughout the
entire training phase. To the extent that uncertainties did
not cause conflicts within the group a degree of endurance
was obtained.

One of the advantages of learning in a group setting
is that it produces a climate for creativity. The group
as a whole fluctuated between minimal and optimal group
productivity. Team members in working on team projects
and preparing for total group presentations often pooled
their ideas. Thinking, planning, and building on each
others ideas was to some extent the development and ex-
pression of creativity within the teams.

Prior to coming into the NCDP most of the trainees had
given little thought to the poverty cycle. Less thought had
been given to carving out careers in a highly competitive
society. There is much desire now to make worthwhile con-
tributions. Combined with this desire is a sense of alle-
giance to a movement. This sense of allegiance emerged with
a gradual steadfast insistence and is the composite of a

number of particulars. However, all of the particulars
point in one direction; the nation-wide mobilization of non-
professionals to assist in coping with social problems.
This means that a lot of disadvantaged people will achieve
dignity with the opportunities to perform needed important
tasks.

To the trainees it means they were especially chosen
and developed to play a vital role in the growing non-
professional movement. It means they will be able to help
themselves while helping others at the same time. Only on
this "caper" the credit received will be for doing something
constructive rather than destructive. As a result of strug-
gling together the group created a training program. One
which developed in them the responsibility to assume the
roles and make the contributions they had envisioned. Perhaps
this is why the loopholes in the training model were so
vigorously rationalized.

By contrast there could have been another reason for
the trainees refusal to acknowledge the validity of the
loopholes. The trainees were products of the training pro-
gram. To acknowledge that the training curriculum was not
up to par, meant acknowledging that they themselves were not.
If, and only if, this is true then it implies that some degree
of development is still needed around recognizing problem
areas--even if it means admitting that one is not fully

qualified to perform needed tasks. However, in the final

analysis the people who the trainees will assist in the

community are the ones to determine whether or not the

New Careers Development Project's Change Agents have

achieved the development necessary to be considered function-

al in this "new career."

LOOKING FORWARD

LOOKING FORWARD

This training model served as a pilot study to develop training procedures. There was no control group with which to compare trainee progress and although the training procedures were planned with several principles in mind there were no quality contols to insure that the procedures were consistent with them. In effect this was an exploratory model to gain experience.

The next training model will be more sophisticated from the research aspect. There will be a control group for periodic comparison with the experimental group and both groups will have similar parole dates.. Both groups will be followed for the first sixteen months after parole, and they will be compared in terms of (a) amount and kind of delinquent behavior, (b) stability of job history, and (c) type of job performed.

The experimental model will be evaluated periodically by trainees, staff, and outside consultants. Systematic evaluations will be made of trainee progress by peer ratings, self-evaluation tests, achievement tests, and task performance tests. In addition concrete goals will be set before the start of the program and working principles derived from them. A set of learning principles will be used as guidelines in planning the particulars of the model. Then, quality controls will be built into procedures to insure

that they remain consistent with the primary goals. These
include such techniques as random moment sampling, expected-
to-observed method, structured procedures of study groups,
and other self study measures.

The particulars of the experimental model have not been
determined yet, however, there are several givens and numer-
ous ideas born of the pilot study experience.

Sometime around 1 October 65 eight new trainees will be
transferred to California Medical Facility for four months
training within the institution. In addition, there will
be: three half time professional consultants, eight full-
time graduate students, three older trainees with nine months
experience, an institution research statistician part time,
an English professor part time, the project library including
access to the institution-staff and State libraries, various
programmed lesson blocks, material from the on-going field
projects, and educational films and tape recordings. Through-
out the training program outside consultants will be used;
for example, agency or institution administrators, psycho-
logists, other specialists or representatives from other
training programs.

The older trainees will have quite a bit of influence
on the new trainees -- living and working with them. The
"olders" example will serve as both limits and guides for the
new group. This will be an ideal chance for the "olders"
to demonstrate commitment, work and study habits, communi-
cation with staff and peers, and an overall philosophy of

self-study and direction.

The issue of structure must be reckoned with in the next training phase. Too much structure in a program can hinder a trainee's ability to become involved with content. But on the other hand can the trainee be expected, without structure or external motivation, to pick the ball up on his own and become involved in learning and development? The ideal model should be conducive to trainee development in the areas of team-work, group leadership, decision-making, and self direction.

Another issue is whether emphasis should be placed on general principles or specific content. If the trainee can acquire a set of fundamental principles and the ability to apply them to various situations he should pick up the specific knowledge as the need arises. But how do you impart this ability to the trainee without repetition and specific examples?

Our present thinking leans toward a model where emphasis is placed on self-direction through self-study. In this context the trainee would set his future goals (with the help of staff, peers, and his personal preference) based on the training resources available to him in the program and the opportunities for employment in the change and development field. He would periodically make short term commitments to the group, based on his goals, then go about meeting them. Through systematic self-study and peer evaluations the

trainee would continually look at why he either is or isn't meeting his commitments. Are they realistic? What areas is he lacking in? How can he improve? By systematically evaluating his progress in this way the trainee should become more aware of himself and confident in his ability to set and achieve goals.

Simulation will be used quite a bit next time. For example, trainees will role play interviews and group situations to, in a sense, get on the job training in a permissive environment. Group simulation of organizations, community situations, or other systems will be conducted to explore their dynamics and give the trainee some feeling for how they work.

Major emphasis will be placed on developing the trainee's ability to function as a group expeditor or enabler; i. e., his ability to help task or study-groups plan and think through problems without getting bogged down. This means he must be able to recognize and cope with group process problems, collect pertinent data, and feed it back to the group at the right time to keep them moving toward their goals.

Another important skill is interviewing. This is a major source of data collection for a change agent; Trainee development in this area will be emphasized.

Periodically throughout the program interpersonal problems emerged within the group. In the early phases of training a great amount of time was consumed working through personality

clashes and other interpersonal problems but as the program

progressed we were able to spend more and more time on pro-

jects and learning. Although we never really reached an

ideal, we did reach a level where we could cooperate and

work together on teams somewhat effectively. It appears

as if at least a minimum amount of trust and understanding

is necessary between between members of a group before they

can communicate with each other effectively. Very early in

the next program, possibly the first three days, an intensive

sensitivity-group, including all of the members of the New

Careers Development Project, would be instrumental in breaking

through this initial communication barrier and would soon

allow more time for development of skills and other areas.

　　　With the push toward the Great Society and the increasing

demands for civil rights and community change, opportunities

in the change and development field are increasing faster than

personnel can be trained. New Careers Development Project now

has five change agents employed in community action programs.

Three of whom are conducting a survey of State agencies to ex-

plore the feasibility of implementing non-professional aids.

Two trainees are conducting a summer-school demonstration

project in Val Verde, California. Two of the trainees have

already received employment offers from other agencies; one

trainee is working in his off-time as a consultant to a mental

institution in their group psychotherapy program. The other

has been offered a job with the State Office of Economic Opportunity.

With the increasing demand for specially trained people to cope with the problems of change and with the increasing emphasis on manpower development the individual experienced with change and development will have unlimited opportunities. To rise to the demand requires hard work and much training but for those who can meet the challenge an exciting career lies ahead.

Between the Office of Economic Opportunity and the recent Aid to Education Bill one can expect the trend toward community action and organizational change to increase but will there be enough specially trained agents to meet the demand. The New Careers Development Project has chosen to develop offenders in these areas for two reasons. One, to demonstrate that the philosophy of punishment and isolation is not an effective means of rehabilitation and two, the offender's dissatisfaction with the status quo and his ability to become involved with a way of life, if channeled in the right direction, can become a constructive force both to shape his character and move society closer toward an ideal.

APPENDIX C

NONPROFESSIONAL FUNCTIONS SURVEY:

A REPORT ON THE USE OF NONPROFESSIONAL PAROLE AIDES

Report of a Phase 2 team project

NEW CAREERS DEVELOPMENT PROJECT
Suite 605 . Crocker-Citizens Bank Building
. Sacramento, California 95814

TO: All Concerned Departments   DATE: February 1, 1966

FROM: New Careers Development Project   SUBJ: The   Parole Aide

    A survey was conducted by the New Careers Development Project to
determine how the services of paroles could be expanded to delinquent
communities, and as part   of that survey a meeting   was held with in-
mates and   Parole   Representatives   from the   Sacramento   Parole and
Community   Services   Division   on January 19,   1966 at the California
Medical Facility at Vacaville, California.

    Attached is the report   on the findings of the survey which con-
tains ideas and   suggestions from ex - parolees, representatives from
the Sacramento Parole and Community Services Division, and the survey
staff. This copy of the report is being forwarded to you for comments
or additional ideas and suggestions.

                                                    Respectfully,

                                    New Careers Development Project

CONTENTS

Summary

This survey was conducted at the California Medical Facility a state prison, by members of the New Careers Development Project for a number of reasons. One was due to the interest that the New Careers Development Project has in developing nonprofessional programs in various helping services fields. Another reason was to collect information for the Sacramento Parole Work Unit which is interested in the mechanics of nonprofessional programs. A final reason was to give trainees in the New Careers Development Project who are nonprofessionals themselves an opportunity to develop through on-the-job training.

This report contains suggestions from the inmates who participated in the survey, parole representatives from the Sacramento Parole Unit, NCDP staff members, and the survey staff who conducted the survey, as to how they believe the effectiveness of parole could be increased. Some suggestions relate to causes of crime and delinquency in delinquent communities. Others relate to possible functions that the nonprofessional could perform, and suggested innovations for the communities. Finally, feasible agency procedural changes, selection & advancement criteria, and necessary training needs are considered.

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Acknowledgements

The New Careers Nonprofessional Functions Survey wishes to express its appreciation to Robert Burkhart, Program Planning and Development Division of the California Department of Corrections; Victor Bluestein, Regional Administrator of Region I: Jim Painter, Wilmer Leon, E. J. Patterson; other parole representatives of the Sacramento Parole and Community Services Division, Unit I: Joe Crowe from the Modesto Parole Division; and Mr. Clay Wilson, Educational Psychologist from Modesto for their ideas and suggestions.

We also wish to thank all the survey participants at the California Medical Facility who gave generous contributions of their time to further the survey aims.

Appreciation is also expressed to Larry Dye and Ken Jackson, graduates of the New Careers Development Project's Training Program, who are presently working with the Los Angeles Parole and Community Services Division helping to organize community committees in the East Los Angeles Half Way House. Their invaluable suggestions based on observations of the Nonprofessional Probation Aide Program in the Los Angeles County Probation Department, stimulated and guided the thinking of the survey team.

The survey team is particularly indebted to the survey consultants, J. Douglas Grant and Joan Grant, without whose guidance and contributions this Survey would not have been possible.

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Thanks is also expressed to the New Careers Development Project's trainees for their valuable contributions and Reuben Stromme, writing consultant, for his patience and understanding in the preparation of this report.

<div align="right">
Survey Staff

Team - Five
</div>

Introduction

Many inter-related factors contribute to the current problems of parole agencies. The number of people on parole and an insufficient increase of professional personnel to handle the offender population growth has resulted in a shortage of parole officers and has led to a reduction in entry requirements. The shortage of professional manpower is not unique to paroles. In fact, there is increasing competition for an adequate number of qualified professional workers in many of the human service's fields. The third factor is that present funding conditions do not provide enough money to allow hiring a sufficient number of qualified parole agents.

Since parole agents have large caseloads, insufficient time is spent in giving attention to the parolee who appears to be making a satisfactory adjustment. Neither can enough time be given to the parolee who indicates he is having problems. Instead, the agent has to spend too much time in handling emergencies which, combined with the paperwork that the agent has to perform, prevents him from spending time with each parolee and joining the efforts of parole agencies with those of the community which could help the parolee. As a result little is done to bring the community and paroles together in a concentrated effort toward reducing recidivism.

Past experience indicated that a possible solution might have been smaller caseloads for the parole agent, but the entire answer is not in reducing caseloads alone. What might help the effectiveness of paroles is a closer contact with the community served. This need for closer contact would be especially true for communities with a high incidence of crime and delinquency, communities in which unemployment prevails, and communities where the parole agent finds himself alienated.

There are other possible solutions. One would be to find effective ways to use the available personnel. Another possible solution would be to find ways of creating opportunities for parolees to take more active role in their own rehabilitation. A third solution would be to create opportunities for untrained youths of delinquent communities to find purposeful employment that will at the same time serve the needs of the community.

It is conceivable that with the amount of money allotted in the present parole budget the use of nonprofessionals could free parole agents to make optimal use of their professional educations, could help reduce the alienation problem between paroles and delinquent communities, and could create opportunities for unemployed youths to find meaningful careers.

New Careers Development Project

Purpose

The purpose of this survey was to identify methods of increasing
the effectiveness of available parole agent manpower, through working
in harmony with the community in which the parolee lives and works.
Specific objectives were to identify the following:

A. <u>forces</u> within various communities which contribute to recidivism,

B. <u>advantages</u> in utilizing nonprofessionals from communities with a high delinquency rate to cope with recidivism,

C. <u>duties</u> the parole agent is performing or is unable to perform that could effectively be assumed by nonprofessionals,

D. possible <u>innovations</u> that the communities could make to assist the parole agent and the parolee, <u>and</u>

E. <u>procedural changes</u> and training needs for implementing a nonprofessional program into parole agencies.

Methods and Data Collection Procedures

During the first and third weeks of November 1965, a total of fifty-nine inmates at the California Medical Facility, having had both successful and unsuccessful experience on adult parole in California were interviewed to determine possible functions a nonprofessional could perform to effectively assist the parole agent in reducing the recidivism rate. Seven of the inmates interviewed were selected directly from the Reception Guidance Center because of the recency of their parole experiences. All of the interviewees were from areas of high recidivism, as defined by the Parole and Community Services Division. Seven of the interviewees, excluding those from the Reception Guidance Center were randomly selected for participation in three study group meetings during the fourth week of November to further defind and explore new ways of increasing the effectiveness of parole services.

Interviews

Each survey team member conducted an equal number of recorded interviews which lasted from thirty to forty minutes. Upon completion of the interviews the survey team met, went over the recordings and after an agreement on what the interviewees said, the information was transferred to 5x8 cards for further clarification in study-group meetings. Questions asked to delineate specific objectives were as follows:

1. What could be the advantage in hiring nonprofessionals, including ex-offenders, to assist the parole agent?

2. What can the community from which you came do to assist parolees?

3. What functions did your parole agent perform that you feel you could do better?

4. What factors in the community from which you came from do you feel contributed to your returning to prison?

5. When does the parolee most need support from outside sources?

6. What can the parolee do to help himself?

7. What can people in the community do to assist parolees?

8. What could possibly be done in the neighborhood where the parolees live to stimulate them to assist other parolees (using your neighborhood as a reference)?

9. What kinds of information would be helpful for parolees prior to their release?

10. What can an ex-offender from an impoverished area do to help other parolees?

Questions were not necessarily asked in the above order.

Study Group Meetings

During the study-group meetings, one team member acted as expediter, one as an observer, while the third member took an active part in the group. The team rotated roles in each study-group, giving each of the members experience in all the roles. The methods used in the study-groups is commonly known as the 5x8 system[1]. Each participant was given 5x8 cards and crayons and asked to write a specific function on it. The expediter mounted these cards on the wall and discussed with the group which of these functions they felt could be performed by a nonprofessional. The suggestions were recorded again on cards given them. The expediter taped them on the wall beneath the specific area. The team member in the first group recorded his suggestions; however, this happened only in the first meeting to give the group an idea of how the system worked. When all the ideas of the group were in view, the expediter reviewed the cards, reading them to the group for clarification. In the third meeting, the participants reviewed all the information obtained from the interviews and made modifications. Each of these study-group meetings were held during the fourth week of November lasing from 6:00 P. M. until 9:00 P. M.

The data for each of the job functions in section "C" and all other sections in this report, except the assumptions of the survey team, were taken directly from the orginal 5x8 cards, after they were analyzed by both the study - group members and the survey team. The findings of the interviews and the study-group meetings are listed on the following pages.

[1] System was introduced to training program during our last training phase by Dr. Elias Porter, Psychologist.

Section "A"

FORCES WITHIN THE COMMUNITY CONTRIBUTING TO RECIDIVISM

The majority of the interviewees cited crime and delinquency in the community as the contributing factor to recidivism; however, the interviewees felt that the crime and delinquency rate was high because of (1) unemployment. Other causes listed according to the number of times mentioned were lack of (2) recreational and other social facilities, (3) decent housing, and (4) communications with society outside the community.

Section "3"

ADVANTAGES OF UTILIZING THE NONPROFESSIONAL INCLUDING
EX-OFFENDERS FROM DELINQUENT COMMUNITIES

In many delinquent communities throughout the state, parolees
and their families have a problem in communicating with authority
figures which limits the effectiveness of the parole agent and the
chances of the parolee, who lives in these communities, successfully
completing his parole.

The principle of using the product of a social problem to cope
with the problem suggests that people directly connected with the
problem will have a unique understanding of its cause and could
therefore be effective in suggesting vital solutions to people having
had experience with the problem.

The major advantage in utilizing people, including ex-offenders
delinquent communities who are being trained for the task they
expected to perform, is creating an additional resource for
understanding the problems of the parolees in the communities. Non-
professionals could serve as linkers between the parolees and the pa-
agent and between the community and the parole agency.

Section "C"

DUTIES THE PAROLE AGENT IS PERFORMING OR IS UNABLE TO PERFORM
THAT COULD EFFECTIVELY BE ASSUMED BY NONPROFESSIONALS

The ways in which the following duties can be implemented are to assign an aide to each of the various job functions, to combine two or more of these functions and assign an aide to each, and to form committees of parolees to perform job functions with an aide acting in an advisory capacity.

The implementation of the latter would be more effective in reducing recidivism because it gives the parolees an opportunity to help themselves. In each of the functions the parolees would gradually be given the chance to help other parolees, with the parolee not only helping himself but other parolees as well, through performing services to others. All the study-group participants believed the parolee would willingly take up the reins if given the opportunity.

Although quite a few of the functions mentioned on the following pages may appear irrelevant and superfluous, they were very real problems in the eyes of the ex-parolees who were interviewed.

Assuming that some agencies are overburdened, due to the effect of functions constantly evolving, we suggest the implementation of a program similar to the one mentioned in the following pages as a way of supporting the parole agent and giving him more time for professional duties such as:

1. analyzing, through closer supervision, those individuals in his caseload who are considered poor parole risks,

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2. investigating those individuals incarcerated awaiting A. A. Action,

3. keeping closer supervision over those individuals that indicate regression to a pattern leading to the commission of a crime or other conduct leading to violation,

4. spending more time with individuals making good adjustment, encouraging them and evaluating this type of adjustment, and

5. counselling.

EDUCATION

Under supervision an aide could assist in:

1. tracking down parolees school records and credits,

2. enrolling parolees in vocational and academic schools,

3. identifying and organizing parolees who are ex-teachers to tutor parolees and conduct classes in their spare time,

4. making arrangements for parolees to speak to social science classes at local universities and colleges,

5. encouraging employed paroless to attend night school,

6. directing parolees to avenues offering financial aide for education,

7. compiling lists of various educational facilities, available courses and cost for referral purposes for parolees, and

8. keeping-up-to-date records of the parolees who are using the educational opportunities.

Explanation of Education

Education was cited as one of the most important factors in successful parole adjustment because it plays an important part in job placement and advancement. The study-group participants expressed emphatically that they would be more then willing to continue their education upon release, especially in vocational trades. They stated, one problem was lack of information about educational procedures and resources. The participants said that in most cases their working hours were usually from eight to five which limited them from investigating the possibilities of courses they might need to enhance their education and maintain their jobs. They felt that an aide assigned to the services listed in the educational section of this report would help parolees to become more aware of available educational opportunities. Educational aides should have the time to assess parolees educational needs prior to their release, under the supervision of the parole agent, and have all the needed information available for parolees immediately upon their release.

The survey staff believes this function could play a vital role providing an outlet for some of the boredom that parolees face when they are released, as well as providing an excellent opportunity parolees to meet people that would probably be a positive influence to their parole adjustment.

EMPLOYMENT

Under supervision an aide could assist in:

1. compiling and keeping up-to-date records of all available jobs in the area and needed qualifications for parolees,

2. interviewing parolees prior to their release to determine job qualifications,

3. placing parolees in jobs they were capable of performing,

4. locating employment with on-the-job training opportunities for parolees without skills,

5. taking inmates (with permission of the parole agent) who are still in prison with a release date of ninety days or less to interviews with prospective employers,

6. acquiring union information for parolees if necessary,

7. verifying employment placements for the parole agent twenty-four hours prior to parolees release,

8. taking parolees to initial employment site and introducing them to their employers,

9. informing employers of vocational and academic talents of parolees,

10. securing tools of parolees trades if needed,

11. maintaining contact with parolees on their jobs to ascertain how they are doing,

12. solving minor problems parolees are experiencing on the job and informing parole agent of any major problems they are having,

13. acting as a mediator between employers and parolees when necessary,

14. keeping up-to-date records of the frequency with which parolees changes jobs,

15. checking on unemployed parolees to determine if they are seriously seeking employment, and

16. *informing future parolees of job opportunities in the areas they are planning to be paroled, so they can take necessary trades in prison.

* A possible explanation as to how this could be done on following page.

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An aide could prepare a monthly newsletter concerning available jobs in his area and mail it to all state institutions, thus suppling up-to-date information on available jobs and skills needed in a particular locality. The newsletter would be made available to the inmates on arrival at assigned institutions, or even before they select their trades. The areas could be checked to ascertain if the trade the parolees were planning to follow would be available in these areas. If not the parolee would have an opportunity to direct his efforts toward a new trade he could follow after release.

If possible, the aide would visit local penal institutions and hold meetings with all the inmates planning on being paroled to the aide's area and inform them of job conditions, and give them advice concerning particular trades in demand in the area.

There are, of course, numerous ways in which this function could be done. It is not suggested that implementation necessarily should follow this example, but this function could be an important part reducing recidivism and, utilimately, crime and delinquency.

EVALUATION and COORDINATION

Under supervision an aide could assist in:

1. coordinating deployment of aides according to community needs, sub-cultural areas, high delinquency, etc,

2. evaluating the operation of the aide program to determine if the program is operating according to design, and presenting the findings to supervisors, and

3. evaluating the effect of the aide parogram on the recidivism rate.

HOUSING

Under supervision an aide could assist in:

1. <u>locating</u> <u>housing</u>

    in new environments away from old neighborhoods if
    deemed necessary,

    where paroless can meet new and differents types
    of people,

    for parolees that is conducive to the desire to do
    better,

    that is compatible with the personalities of parolees
    if possible, <u>and</u>

2. <u>meeting</u> with parolees before their release and determin-
   ing housing needs;

3. <u>confirming</u> housing twenty-four hours before parolees are
   <u>released</u>;

4. <u>supplying</u> information about the neighborhoods where hous-
   ing is located to make adjustments easier for parolees;

5. <u>keeping</u> up-to-date listings on rent prices, opportunities
   for rooms, and economic situations of various neighbor-
   hoods for parolees; <u>and</u>

6. <u>keeping</u> up-to-date records on the frequency with which pa-
   rolees move.

NEIGHBORHOOD RELATIONS

Under supervision an aide could assist in:

1. educating various community organizations and residents about the rehabilitative efforts made on behalf of parolees through meetings and monthly newsletters,

2. informing the residents in delinquent communities of the factors within the community that contribute to delinquency and encourage them to actively participate in community development,

3. establishing closer communications with industries, social organizations, and law enforcement agencies and providing them with information pertaining to parole services and to parolees,

4. arranging weekly tours to local institutions for juvenile delinquents and their parents with parolees acting as guides,

5. arranging for juvenile delinquents to accompany local police units on their patrols,

6. showing movies and giving lectures to juvenile delinquents and their parents using parolees as possible principal speakers,

7. making contacts with employers, families, and parole agent for arrested parolees checking local jails periodically to determine if parolees are being detained for parole agent,

8. investigating misdemeanor non-support charges filed against parolees, and

9. compiling records of suggestions made by community representatives as to how better neighborhood relations could be established and maintained between the community and the parole agency.

PRE-PAROLE CLASS

Under supervision an aide could assist in:

1. informing parolees how to obtain their civil rights;

2. informing parolees how to obtain their drivers license, including special narcotic stipulations;

3. informing parolees of

   limitations and procedures regarding installment buying,

   what to expect from parole agent and police department,

   the various areas within the community that have high incidents of delinquent activities,

   available financial aid in areas where assistance exist, e.g., transportation, housing and schooling,

   the stipulations regarding out-of-state business, and

   the stipulations regarding the establishment of business concerns, and the kind of job opportunities in the communities;

4. informing concerned parolees of the procedures employed by the Walling Center,

5. making personal contact with the families of parolees if requested by parolees, and

6. keeping up-to-date records on the kinds of information requested most frequently.

If the "Aide Program" has been implemented the functions, and the position of the aide could be explained to the parolees during pre-parole class. Also parolees could be encouraged at this time to participate in the program. The aide could also serve as a linker for other aide positions at the meeting by collecting necessary information like recreation and education interests and passing it to appropriate office.

RECREATION

Under supervision an aide could assist in:

1. forming teams of parolees for the purpose of entering them into various leagues,

2. building inroads into established recreational associations and explore possibilities of parolees joining sectional softball, baseball, and handball teams,

3. building inroads into established hobby and social clubs in the community,

4. compiling lists for parolees of available community recreational activities,

5. contacting coaches at various parks and playgrounds about parolees getting into various leagues,

6. determining interests of parolees before release and directing them to recreational activities in which they enjoy paricipating,

7. organizing community groups for special events, plays, concerts, and dances,

8. informing parolees of local gyms, YMCA's, bowling halls, and golf memberships having moderate rates, that do not discriminate against parolees,

9. forming bridge and hobby clubs for parolees, their wives, and other residents of the community,

10. forming local community groups, including parolees for outing to professional games, e.g., baseball, basketball, football, and hockey,

11. informing parolees where officiating, and Little League management opportunities exist, and

12. keeping up-to-date records of the parolees who participate in community recreational activities.

TRANSPORTATION

Under supervision an aide could assist in:

1. taking parolees in search of employment possibilities,

2. meeting parolees upon release, at bus or train stations or airports and provide them with transportation to the parole office and to living establishments,

3. informing parolees of the procedures of public transportation vehicles,

4. directing parolees to reliable and reasonable car dealers when they are given permission to purchase them by parole agent,

5. providing mobility

   for parolees when moving in none is available,

   to and from the job if necessary, and

   to parolees when they are stranded, or when they become to intoxicated to drive their own cars,

6. providing emergency mobility to parolees, and their families, e.g., hospitals, etc,

7. helping parolees to obtain their driver's licenses,

8. performing other routine transportation tasks as deemed necessary by the parole agent or agency, and

9. keeping up-to-date records on the frequency with which parolees used transportation assistance

Counselling is such a professionalized function that it is difficult to seperate tasks which the aide could perform. However, this list of suggestions are submitted because participants in the survey say special benefits in using the aide in the area of counselling. They believed that because of the shared background between the aide and the parolee, relationship and communications would be established much easier. Suggestions offered were as follows:

COUNSELLING

Under supervision an aide could assist as Co-Group Leader in:

1. sitting in on groups conducted by parole agents and taking part in the discussion,

2. conducting voluntary groups for interested parolees, their wives and their friends,

3. directing parolees to parole agents for counselling regarding designated concerns, e.g., marriage, employment, ect,

4. conducting regular groups for juvenile delinquents and their parents in the community, using other parolees as speakers,

5. making available a twenty-four hour counselling service for parolees,

6. visiting parolees who do not have close family ties in the community,

7. communicating to parolees the philosophies and goals of the parole agency,

8. conducting groups for parolees in county jail, and

9. keeping up-to-date records on the nature and the frequency of counselling given to parolees.

Section "D"

POSSIBLE INNOVATIONS THAT THE COMMUNITY COULD MAKE

TO ASSIST THE PAROLE AGENT AND THE PAROLEE

The ideas expressed, which are those of the survey participants
and the team that conducted the survey (1) suggest nonprofessionally
staffed parole and community service's centers, (2) the establishment
of an organization similar to the Alcohol Anonymous, Inc., and (3)
the establishment of an employment agency that is staffed and oper -
ated by parolees.

PAROLE AND COMMUNITY SERVICE'S CENTER

Parole and community service's centers located in the heart of the community could provide services to the parolee, his family, and the community. Under supervision of one parole agent each center would be staffed by nonprofessionals, including ex-offenders from the community. Nonprofessionals would functions as aides to the parole agent in the areas of counselling, education, employment, housing, neighborhood relations, pre-parole classes, recreation, and transportation. Referral services such as, welfare, medical and legal agencies and counselling could be extended to the family.

In addition to the nonprofessional's regular duties suggested in the aide function section, the nonprofessional would have community action responsibilities. For example, to form a committee made up of volunteers from the community, including parolees, which would have the following goals.

    a. assessing and documenting the general problems of the community, and

    b. designing and operation a specific program for juveniles aimed at reducing delinquency.

Programs designed for juveniles might include working with the parents of delinquents and touring county and city jails. Representatives from each community action committee would meet at the center weekly. Professional consultants who have had experience with community action work could attend committee meetings to inform the com-

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mittee members of the available resources to cope with the varied problems.

The impact of the nonprofessional staffed center would be noted in many ways. It would allow the existing parole agent to devote a maximum amount of time to professional duties, with nonprofessionals performing routine tasks. In-service training would prepare nonprofessionals over a period of time, to handle more responsible functions, and another resource from which to draw parole agents would be created. Many people who normally use services provided by agencies are reluctant to travel long distances because the life outside of their immediate areas is foreign, and they are often intimidated by travel outside of familiar areas. These people, who have requested services from agencies, have often been greatly disappointed, and they have little trust in servicing agencies. While the community center would provide a limited number of services, it could help some of the disadvantaged to cope with those symptoms of our rapidly paced society. As services are rendered to the community people would begin to view parolees as an ally instead of an enemy. As a result, community relations would be improved between parolees and the community.

People living in delinquent communities could serve as invaluable linkers between the parolee and parole agent since their familiarity with the problems of the parolee suggests they may know what makes successful parole adjustment. Also this familiarity will help

each "volunteer committee" identify those problems on which to take immediate action. In addition to providing career opportunities to those people living in the community, the parole agency will increase its services and promote community development.

PAROLEES ANONYMOUS

The survey participants said that many of the parolees that are paroled, go into society not knowing anyone, or having any idea of where to go and are, consequently, very lonely. They usually end up in bars or other comparable establishments because these are the only places left to go. A Parolees Anonymous could also be implemented in various penal institutions throughout the state for interested inmates.

This would, of course, conflict with the non-association rule; however, the survey participants felt that this rule only prevents those parolees from getting together that might want to do something constructive, because in most cases when parolees got together to do something wrong the non-association rule was the least of their worry.

EMPLOYMENT AGENCY

An employment agency staffed and operated by parolees, under the supervision of the parole agency and the parole aide, that would deal exclusively with locating jobs for men on parole or soon to be released was a suggestions made in a study group that has implications for successful parole adjustment.

Section "E"
Procedural Changes

The following section deals with procedural changes which would
enable a nonprofessional to be phased into the professional position.
It shows how an aide, through combined on-the-job-training and formal
education, could with a proscribed time be in the role of the pro-
fessional. Through phasing, academic development, and practical ex-
perience the nonprofessional upon reaching Level IV would not only
be a professional in name but would have earned the title of profes-
sional.

Level I

PAROLE AIDE I

A. Level One combines housing, recreation, and transportation The initial entry level could be designated Parole Aide I, and the criteria for this level should be flexible enough to admit an individual with only an eighth grade education, but who may show a high capability for job performance. Suggested criteria for Level I is:

1. a minimum age of 21 years old;

2. must be from a poverty family,

3. from the community in which he will work,

4. in good physical health,

5. must be in possesion of a valid motor vehicle operator's license,

6. must have completed the eighth grade, or passed a test equivalent to an eighth grade education,

7. if formerlly convicted of a narcotic violation, he must submit himself to a periodic anti - narcotic test at an established testing center,

8. he must have at least one year conviction free record, and

9. if recently released from a prison, he must have one year's clean record before released and one or more recommendations for the job from counselors from the institution he left.

B. Having met these criteria, he would appear before a board comprised of one agent and, at least, two aides from the unit in which he is to be employed. This oral examination would pay particu- attention to the individual's willingness and ability to:

1. relate (explain a situation, talk, give a reasonably clear word picture),

2. get along with all types of people,

3. control his temperament under pressure,

4. work to insure success in his position, and

5. accept the job under six-month's probationary contract.

A knowledge that any indication of lawlessness, such as the illegal use of a narcotic or other law violations which tend to bring negative community relations to the parole agency, would be cause for suspension or dismissal, dependent upon a review board's recommendations is an important first concern.

C. Upon completion of the six months probationary period, he would again appear before the oral board for evaluation and consideration. Satisfactory job performance, and satisfactory evaluation of abilities, would mean an additional six month contract. This board would be the same as the oral board.

D. All levels should provide horizontal movement from position to position within the level to assure that all positions are covered by the nonprofessionals with the goal of advancement to a higher level. (See figure #1)

Level II

PAROLE AIDE II

A. This level could incorporate education, employment, and pre-parole, and could be designated as Parole Aide II. Initial entry criteria for this level would include the total criteria designated for Level I, with the exception that the minimum education level would be the equivalent of a tenth grade education. Since this level could be incorporating quality criteria and more responsibility involving task performance, any indication or irresponsibility such as outlined in Level I, would be grounds for dismissal.

B. Advancement criteria would be those previously outlined with the exception of education, which would be ninth grade equivalent and one year's experience in Level I with demonstrated abilities of job performance. This allowance would be with the stipulation that a tenth grade education would be required within one year of entry into Level II. In this manner there would be a constant demand for individual self-improvement.

C. Advancement applicants should take precedence over initial entry applicants beginning with this level and continuing through Levels III and IV.

Level III

PAROLE AIDE III

A. This level could consist of two aide positions, neighborhood relations and evaluation and coordination and could be designated as Parole Aide III. Level III could consist of a team or a single position depending on the unit or regional needs. Criteria for this level could include the total criteria designated for Level I, with the exception of the minimum education level, which would be the equivalent of a high school diploma. This would be determined through testing. This level would also require demonstrated abilities in regards to responsibility with the consequences for demonstrated irresponsibility being similiar to those mentioned in level II.

B. Advancement criteria from Level II to Level III would include the above with the exception of education. This level would require an eleventh grade education and one year in Level II with demonstrated ability of job performance. This allowance would be with the stipulation that a high school diploma would be required within one year of entry into Level III.

C. Level III should require at least two years of conviction-free record for those who have not been in prison, and for ex-inmates at least one year out and a clean prison record, and a recommendation for the position from at least two counselors who have had contact with the individual during his incarceration.

Level IV

PAROLE AIDE IV

A. This level could include the position of assistant to the parole agent and counselling. It could incorporate the designated Parole Aide IV. Entry criteria for this level could be:

1. All the entry criteria for Level III except education and the review board. Education in this level would be a minimum of two years of college studies related to the parole field. The oral board would be comprised of one supervisorial agent and two or more field agents. This board would function in initial entry considerations and make judgements of acceptability into level IV. Upon completion of one year's probation the oral board would determine appropriate action. It would also determine appropriate action regarding infractions of rules or irresponsibilities.

2. One year's orientation, probation period, divided equally into each level and into each aide position within each level. For the new aide it would be a supervisory position together with a functional training process; the training specifically aimed at teaching him supervisory procedures, aide functions, and testing his supervisory qualities.

B. Advancement criteria from a lesser level would include:

1. All the entry criteria for Level III except education which would require one year of related studies in college and one year in level III, with the stipulation that education would continue until two years of college in related fields is acquired.

2. If an ex-felon, a criterion for entry and advancement would be a certificate of rehabilitation.

3. The oral board would examine applicants for advancement and determined supervisorial qualifications, ability to perform all aide functions. Ability would be determine through past performance job records.

C. Further criteria for this level should be determined in conjunction with the State Personnel Board with two possible goals:

1. entry into Civil Service, AND

2. phasing from level IV into parole agent position or other human services fields for which the aide might qualify.
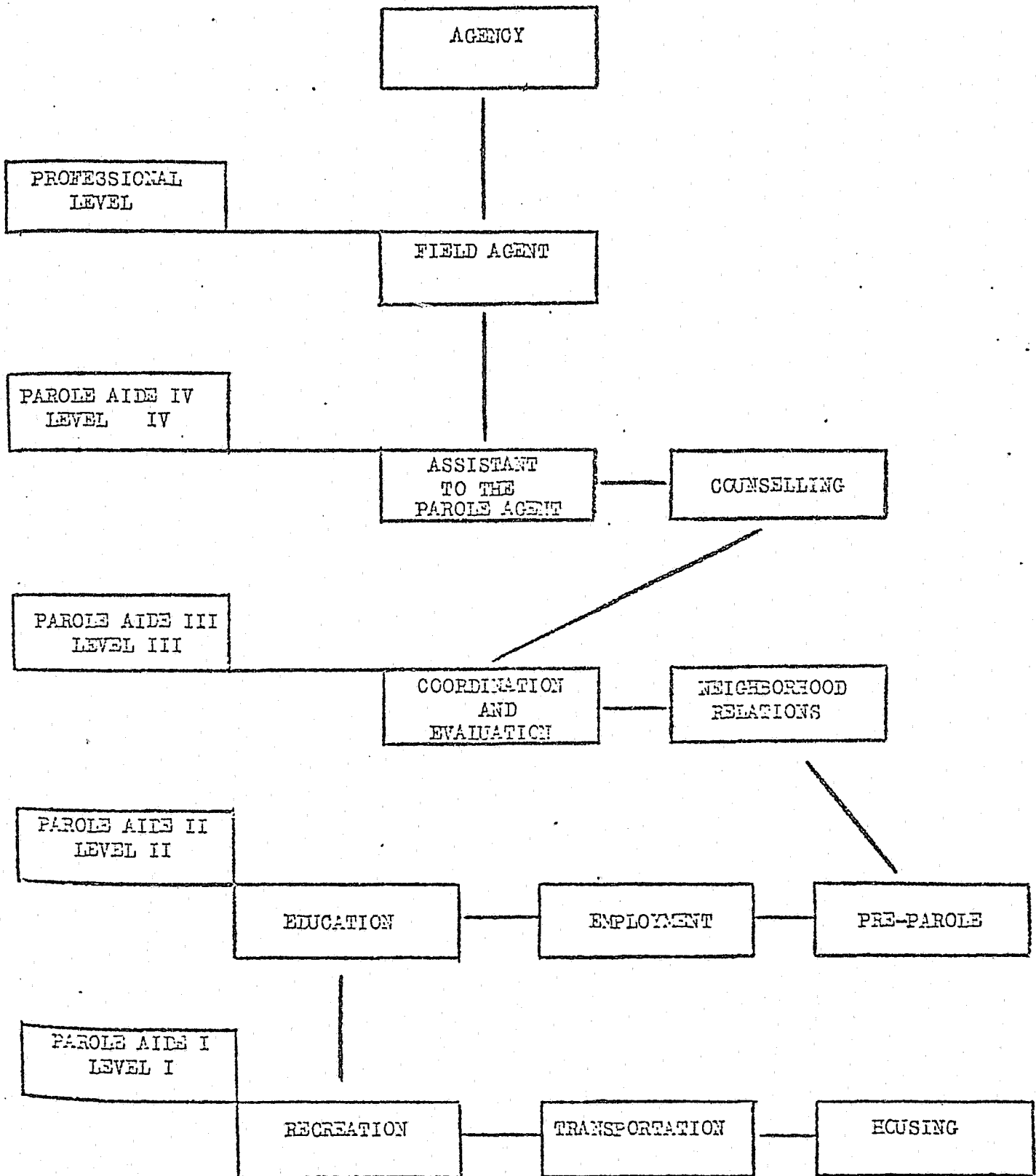
ORGANIZATIONAL CHART

AGENCY

PROFESSIONAL
LEVEL

FIELD AGENT

PAROLE AIDE IV
LEVEL   IV

ASSISTANT
TO THE
PAROLE AGENT

COUNSELLING

PAROLE AIDE III
LEVEL III

COORDINATION
AND
EVALUATION

NEIGHBORHOOD
RELATIONS

PAROLE AIDE II
LEVEL II

EDUCATION

EMPLOYMENT

PRE-PAROLE

PAROLE AIDE I
LEVEL I

RECREATION

TRANSPORTATION

HOUSING

Figure #1

TRAINING NEEDS

In identifying training needs consistent with our model, initial entries would be required to take a general orientation course comprised of the following:

1. Initial orientation training;

   a. studying the program of the parole agency, its goals, methods, time-table, underlying rationale, concepts and policies, and

   b. reporting methods and record keeping. The aide must be trained to appreciate the significance of records and be shown how to maintain appropriate records of his activities,

2. On the job training;

   a. weekly seminars for evaluation and revision, plus discussions in which the aides analyze concerns that occur in the performance of their duties, and interpersonal problems that arise in working relationships with professional personnel and others, and

   b. training experience in the performance of their duties. However, this and academic education in related fields would be the ideal type training,

3. Training assistant;

   a. utilization in a supervisory capacity within the level they demonstrate the highest compatibility by those non-professionals who demonstrate capabilities of performing effectively on one level but fail to demonstrate abilities for advancement to a higher level,

RECOMMENDATIONS

The results of this survey suggest several ways in which a parole agency and delinquent community can work in a concerted effort toward reducing recidivism. One suggestion is utilizing people from the delinquent communities as aides. To help meet the acute manpower shortage and to bridge the communication gap between paroles and the community.

Another suggestion is to encourage and create opportunities for people in the communities to become involved in preventing delinquency by forming committees for the purpose of improving community development.

Responses in the study-groups indicate a willingness on the part of the parolees to take a more active role in participating in self-help programs by working with various community committees, and assisting other parolees to make adjustments in the community upon release. Perhaps a model could include an aide to live in a halfway house or community center, or possibly two aides, one to act as assistant administrator, and the other as assistant group leader. To reduce costs, parolees could be hired as cooks and custodians.

In addition to the knowledge of delinquent communities that the aide brings into the parole system, he could perform services which in spite of seeming insignificant, were services seen by the survey participants as helpful in areas where real problems had been experi-

enced. This was especially true in the area of empathic counselling, a most difficult area to define, but interviewees felt this was an area for real effectiveness.

The effectiveness of a parole agency can be increased through more interaction with delinquent communities. The "payoff" would be in establishing a type of departmental branch in the delinquent community itself and in employing people from the immediate area, creating needed career opportunities and could ultimately reduce crime and delinquency.

A measuring device will have to be employed to determine the degree to which the aide program is effective. A program development team from New Careers Development could design and operate such a systematic self-study procedure. One of continous evaluation and suggested modifications of the services rendered, and including controls for determining the effect of the aide program on recidivism.

New Careers Development Project

APPENDIX D

FINAL EVALUATION MEASURES

USED IN PHASE 2 STUDY GROUPS

ORGANIZATIONAL-CHANGE STUDY GROUP
POST-EVALUATION[1]

A team from the New Careers Development Center has been
contracted for six months to establish a nonprofessional
program within the State Department of Employment. The
Director of this State Department, Mr. John Jones, has been
requested by Dr. Thomas Smith, Director, State Office of
Economic Opportunity, to cooperate with NCD staff. Mr.
Jones expressed his willingness to cooperate with NCD staff,
but reminded the OEO Director that the majority of employees
of the Department of Employment were unsymphathetic to the
nonprofessional movement; and have on numerous occasions
stated, "they saw no real need to change the Department's
way of operating." Dr. Smith assured Mr. Jones that NCD
staff could competently handle any complications which might
arise including possible problems concerning advancement and
accreditation, availability of funds, job descriptions,
professional cooperation, selection and recruitment, super-
vision, and training.

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[1]This evaluation has been prepared to measure trainee
development in NCDP's Organizational-Change Study-group. The
statements contained in this evaluation are made for the
purpose of establishing a work-benchmark and do not represent
a total program.

QUESTION: How does the team get the Department of
            Employment's personnel to recognize the
            need for change?

Assuming by now, employees of the Department of Employment

have recognized the need for change; in what order will the

problem areas identified by Dr. Smith present themselves?

    1.
    2.
    3.
    4.
    5.
    6.
    7.

QUESTION: What are the issues that will arise under
            each problem area?

Stated as explicitly as possible, what will an over-all
strategy, designed to deal with all of the issues identified
above, consist of?

RESEARCH STUDY GROUP

POST-EVALUATION[1]

The California Medical Facility, in conjunction with the
Upper Solano Association for Retarded Children, is going to
implement a program of inmates working as aides in a school
for mentally and physically handicapped children. The
purpose of this school is to provide care, and the social
and educational development of handicapped children. The
school will include such services as special educational
classes, physical therapy, recreational activities, and
counseling to handicapped children. The school will be
open to children from the ages of 5 to 15 years. The school
will have facilities to service 50 children and will be a
day care school (no children will be living at the school).
The school will also offer a baby sitting service where
people with handicapped children can leave their children
during the evening hours. In this way parents can be
allowed time away from the constant attention to be given
to a handicapped child.

The school will be located on property at the California
Medical Facility, directly across the highway from the main
gate of the institution. The school building will be ready
for use on September 1, 1966, and staff selections will be
completed by July 1, 1966. Staff will be composed of two
certified teachers, one physical therapist, consulting
physicians, one custody staff member from CMF, a director,
a secretary, and a Program Development Assistant. The two
certified teachers and the physical therapist have already
been selected and hired, and are available for attending
meetings.

You have been hired to set up a training program for the
inmate aides. You have the responsibility to propose a
selection method, design a training program, set up evalua-
tions for the training, and devise evaluation methods for

_____

[1]This evaluation has been prepared to measure trainee
development in NCDP's Research Study Group. The statements
contained in this evaluation are made for the purpose of
establishing a working benchmark and do not represent a
total existing program......................................

determining the effectiveness of the aides on the job. The inmates will be selected from the population at CMF. Only men who are incarcerated will be working as aides in this program. When a man is paroled he will not return to work at the school as free personnel. The aide program will not utilize a control group.

CMF personnel, representatives from the Upper Solano Association for Retarded Children, New Careers Development, and existing staff of the school have met and defined the aide positions as:

TEACHING AIDE - (3 aides)

Purpose - to help develop the child's education.
to provide opportunities for the child
to participate and contribute in purposeful activities.
to help the child to develop his own interests.
to stimulate relations of the child with others.

Duties - to assist the certified teachers in the teaching of reading, writing, speaking, arithmetic, art (drawing and painting).
to operate movie projector and show education films.
to encourage the children to participate in educational activities.
to maintain classroom areas.

BABY SITTING AIDE - (3 aides)

Purpose - to allow parents with handicapped children some amount of relief and freedom (evenings) from the constant problem of caring for the retarded child.
to provide adequate care to handicapped children.

Duties - to conduct evening activities which will entertain and occupy the child's time.
to change diapers and feed those who are incapable of performing these necessities.
to organize and provide indoor games.
to read to children

(Duties cont.)

> to operate movie projector, slide projector, and television.
> to maintain supervision over children (stop fights, etc.)
> to maintain area.

PHYSIO-THERAPY AIDE - (3 aides)

Purpose - to help develop the physical (muscle). control and development of the child.
to help develop confidence.

Duties - to assist the physio-therapist in muscle massaging, whirlpool bath treatments.
to assist the child in developing muscle control (walking the child, exercising those limbs which are affected, etc.)
to keep records of treatment.
to maintain physical treatment area.

RECREATION AIDE - (3 aides)

Purpose - to provide ways for the child to participate and contribute both as an individual and as a part of a team in different activities.
to help in the child's physical health development.
to help the child learn to play and interact with other children.

Duties - to schedule and supervise recreational games.
to maintain a supply of toys and keep them in operative condition.
to maintain a supply of recreational equipment.
to operate movie projector and show entertainment films.
to maintain play area.

SELECT ONE of the four aide positions and answer the following
questions in terms of this one position. Please answer all
questions as explicitly as possible. If you have any further
questions please ask for clarification. Number and answer
the questions on the paper provided. Place your name and
the date in the upper right hand corner of each answer page
you use.

Assume that all records and information are available to you.

QUESTIONS....................

Selection of Aides -

1. What issues need to be considered in selecting
inmates as aides? Why?

2. Describe your selection criteria.

Training of Aides -

3. What issues should be considered and what are the
givens in setting up the training program for aides?
Why?

4. Describe what training you are going to give the
aides. Why?

Study of Training Process -

5. How are you going to build self-study into the
training you have described?

6. State your hypothesis and how you are going to test
it.

Evaluation of Training Process -

7. How are you going to know if the aides learned what you tried to teach them.

8. What kinds of devices are you going to employ in evaluating the training process? (define and describe) State your hypothesis and how you are going to test it.

Evaluation of on-going Process -

9. How are you going to know whether or not the aides and the professionals (teachers, physio-therapists, etc.) become a team?

10. State your hypothesis and how you are going to test it.

Relationship to Goals -

11. How are you going to know if the school program, in the area you've selected for discussion, is fulfilling its purpose?

12. State your hypothesis and how you are going to test it.

INTERVIEW STUDY GROUP

POST-EVALUATION

(Each trainee conducted a tape recorded interview
with a non-project inmate respondent. The evaluation
consisted of ratings made by the other trainees on the
rating scale given on the following page.)

INTENSIVE INTERVIEW RATING

1) HOW WELL DID THE INTERVIEWER ESTABLISH RAPPORT WITH THE RESPONDENT?

VERY POOR / POOR / AVERAGE / GOOD / VERY GOOD

---

2) HOW WELL DID THE INTERVIEWER STATE THE PURPOSE OF THE INTERVIEW?

NOT AT ALL / VAGUELY / GENERALLY / SOME DETAIL / MADE GOALS AND
OBJECTIVES EXPLICIT
AND UNDERSTANDABLE

---

3) HOW WELL DID THE INTERVIEWER MAKE CONTACT? (SUBJECT RESPONDING DIRECTLY TO
QUESTIONS - RELATIVELY AT EASE - INTERVIEWER HAS SOME CUE AND KEY WORDS)

VERY POOR / POOR / AVERAGE / GOOD / VERY GOOD

---

4) AFTER MOVING INTO THE INTENSIVE PHASE OF THE INTERVIEW -- DID THE INTERVIEWER'S
PROBES KEEP NEW INFORMATION COMING?

VERY POOR / POOR / AVERAGE / GOOD / VERY GOOD

---

5) DID THE INTERVIEWER ASK TERMINATING OR LEADING QUESTIONS?

MOSTLY / QUITE A FEW / SOME / A FEW / NONE AT ALL

---

6) DID THE INTERVIEWER USE ANY CUE WORDS? HOW MANY _____ (ESTIMATE)

---

7) WHEN PROBING -- DID THE INTERVIEWER USE ANY KEY WORDS? HOW MANY _____

---

8) DURING THE INTENSIVE PHASE OF THE INTERVIEW -- DID THE INTERVIEWER TRY TO
COMFORT OR GIVE SUPPORT TO THE RESPONDENT?

CONTINUALLY / OFTEN / SOME / A FEW TIMES / NOT AT ALL

---

9) DID THE INTERVIEWER'S PROBES KEEP THE RESPONDENT FROM INTELLECTUALIZING,
GENERALIZING, AND FROM STAYING ON SURFACE LEVEL INFORMATION?

NOT AT ALL / HAD LITTLE EFFECT / HAD SOME EFFECT / EFFECTIVE / EXCELLENT

---

10) HOW MUCH TALKING DID THE INTERVIEWER DO?

MOST OF IT / SAME AS RESPONDENT / ½ AS RESPONDENT / NOT MUCH / JUST ENOUGH TO
GET INFORMATION

---

11) IF AND WHEN CONTACT WAS LOST (RESPONDENT NOT ANSWERING DIRECTLY) -- DID THE INTERVIEWER GO BACK AND TRY AND RE-ESTABLISH IT?

VERY POOR / POOR / AVERAGE / GOOD / VERY GOOD

12) HOW WELL DID THE INTERVIEWER ACHIEVE THE GOAL OF THE INTERVIEW?

NOT AT ALL / VERY LITTLE / FAIR / WELL / COMPLETELY

GROUP DYNAMICS STUDY GROUP

POST-EVALUATION

(Sub-groups of the trainees role-played three different types of group meetings. The other trainees observed, took notes, and indicated what feedback they would give to the group. The evaluation consisted of ratings made independently by one of the study group leaders, an older, and a staff member on whether the notes and feedback were judgmental or nonjudgmental.)

APPENDIX E

PUBLICATIONS

Publications based on work done in trainee job placements.
(Listed in order of date.)

New careers for non-professionals in education. Final report,
Office of Economic Opportunity Research and Demonstration Pro-
ject (CAL CAP C96-1); University of California at Riverside,
August 1965. (Val Verde Project.)

Grant, J.D., Cosby, J., Dye, L., Manion, D., McDonald, D., and
Viohl, Martha. Job and career development for the poor. Report
prepared by New Careers Development for the California Office
of Economic Opportunity, October 1, 1965. (Mimeo.)

Cosby, J. and McDonald, D. Reference catalogue and class-
ifications of occupational titles and job descriptions for sub
and non-professionals. Report prepared by New Careers Develop-
ment for the California Office of Economic Opportunity, Octo-
ber 1, 1965. (Mimeo)

Grant, J.D., Briggs, D., Dye, L., and Jackson, K. Job and
career development for the poor in the Los Angeles area. Re-
port prepared by New Careers Development for the Los Angeles
Economic and Youth Opportunities Agency, March 1, 1966.
(Mimeo)

Grant, Joan. A strategy for California's use of training re-
sources in the development of new careers for the poor. Re-
port prepared by New Careers Development for the California
Office of Economic Opportunity, March 21, 1966. (Mimeo)

Manion, D., Manion, Jan, and Griggers, D. Patient training
feasibility study. Mendocino State Hospital, July 1966.
(Mimeo)

The offender as a correctional manpower resource. A collection
of nonprofessional writing in which the products of a social
problem indicate guidelines on how to cope with the problem.
Report prepared by New Careers Development, August 1966.(Mimeo)

Cosby, J. and Jackson, C. Personnel policies and procedures
for Community Action Programs in Sacramento County. Neighbor-
hood Conservation Project, Sacramento Area Economic Opportunity
Council, December 15, 1965. (Mimeo)

Jackson, C. Final report, Neighborhood Conservation Project
training program. Sacramento Area Economic Opportunity Council,
December 27, 1966. (Mimeo)

Griggers, D., Manion, D., Manion, Jan, Morse, J., Preston, J.,
and Watkins, Bettye. Retrospective analysis of New Careers-OEO

Publications cont'd

Training Program. Mendocino State Hospital, December 1966.
(Mimeo)

Dye, L., Hicks, D., Hunnicutt, W., Mitchell, C., Rodriguez, M.,
and Grant, J.D. Soft money training for hard money jobs. Re-
port prepared by New Carrers Development for the California
Office of Economic Opportunity, March 15, 1967. (Mimeo)

Job Training and development survey for Sacramento County. Re-
port prepared by New Careers Development for the Sacramento Area
Economic Opportunity Council, June 1967. (Mimeo)

Manion, D. Research training program - Western Addition Pro-
ject. Report prepared for Family Service Agency of San Fran-
cisco, August 1967. (Mimeo)

Publications describing the New Careers Project and/or related theroretical issues.

Grant, J.D. Changing times and our institutions: or participants, not recipients. In: Readings in Correctional Change, Southwest Center for Law and the Behavioral Sciences, University of Texas School of Law.

Grant, J.D. New careers development in the change agent field. In: Schasre, R. and Wallach, J. (eds.), Readings in planned change, Training Series for Social Agencies, Vol. VIII, Youth Studies Center, University of Southern California, July 1965, 102-110. Also reprinted in: Journal of the California Probation, Parole and Correctional Association, 1966, 3, 18-22.

Grant, J.D. The changing professional role in manpower utilization. Paper presented at the Seventh Annual Institute for Social Workers, Los Angeles, May 9, 1967. (Mimeo)

Grant, J.D. The offender as a correctional manpower resource. Paper presented at the First National Symposium on Law Enforcement Science and Technology, Illinois Institute of Technology, Chicago, March 9, 1967. (Mimeo)

Grant, J.D. The offender as participant, not recipient, in the correctional process. Canadian Journal of Corrections, 1967, 9, 234-242.

Grant, J.D. The psychologist as an agent for scientific approaches to social change. IN: Abt, L. and Riess, T. (eds.), Progress in Clinical Psychology, New York: Grune and Stratton, 1966, pp. 29-46.

Grant, J.D. and Grant, Joan. Staff and client participation: a new approach to correctional research. Nebraska Law Review, 1966, 45, 702-716.

The offender: an answer to the correctional manpower crisis, implementation issues. Proceedings of an NIMH workshop on "The offender as a correctional manpower resource: its implementation," Asilomar, California, September 8-10, 1966.