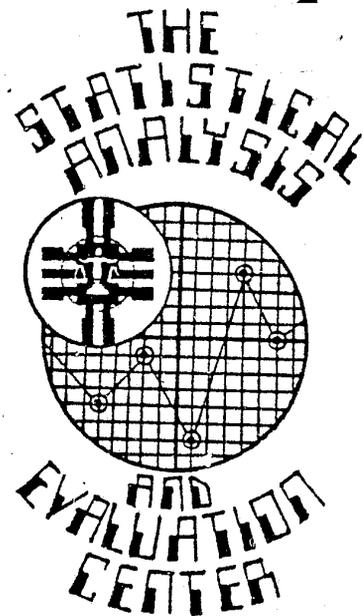


TRANSITIONAL EMPLOYMENT OPPORTUNITY PROGRAM  
EVALUATION  
FINAL REPORT



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59261

A REPORT FROM  
STATISTICAL ANALYSIS & EVALUATION CENTER

T.E.O.P.  
EVALUATION STUDY  
FINAL REPORT  
MAY 1979

NCJRS

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## ACKNOWLEDGEMENTS

The Statistical Analysis and Evaluation Center wishes to express its appreciation to those who have helped and cooperated in this endeavor. The list of individuals exceeds the space available. Dr. Charles E. Becknell, who runs a professional organization in which decision-making is based on utilizing sound information, set the stage for evaluation research in the Department and allowed us to pursue the T.E.O.P. analysis with autonomy. Jackie Ortega, Bureau Chief, Juvenile Institutions and Santos Quintana, Bureau Chief, Field Services provided guidance and cooperated fully. We learned a great deal from them. Ed Lucero, T.E.O.P. Coordinator, was willing at any time to give us a hand and answer any questions. Frank Garcia, Deputy Chief, Field Services allowed us to intrude at the Baca Street Parole Office for several weeks and permitted complete access to the files. Special appreciation is also expressed to the staff at the Baca Street Office who helped us understand the system and track down files and other records. Parole officers and employers throughout the State deserve acknowledgement for participating so openly and candidly in the evaluation. Hazel Romero, a student intern, devoted seemingly endless hours collecting and verifying data which served as the basis of the evaluation. Carolyn Flemins demonstrated enormous patience and skill typing and perfecting the manuscript, no task was too small or too great for her to handle with competence. Finally, special thanks are due Mary Ann Shaening, Consultant, who contributed time, energy and talent far beyond her role and that generally provided. Her assistance was invaluable.

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## FINDINGS AND RECOMMENDATIONS

The evaluation of T.E.O.P. was conducted by the Statistical Analysis and Evaluation Center of the Criminal Justice Department. This report describes from the available data the program's accomplishments in terms of its goals.

The primary research design was a one group only type. The reasons for using this design are explained in the text. A comparison with programs in other states was used in the recidivism study to place T.E.O.P.'s performance in a context for review. The findings and recommendations that are contained in the text are listed below.

### FINDINGS ARE:

Recidivism: Evidence indicates a low recidivism rate among participants and the program achieved a considerably lower recidivism rate than other reintegration programs reviewed on the recidivism measure (pp. 30-41).

Client Characteristics: Correlational study of 21 variables showed no significant differences between program completers and non-completers. It appears that these variables would not be helpful as a screening device for program participation. Frequency analysis, however, showed that non-completers were younger at first offense and were likely to have a higher prior offense rating (p. 75, Appendix C, Phase I Report)

Client Participation: T.E.O.P. experienced a relatively high non-completion rate (62%), however, not all of these non-completers dropped out for program related reasons (p. 64, Appendix C, Phase I Report).

Employer Assessment: Employers thought highly of T.E.O.P. clients. They felt the program to be a good means to help offenders become contributing members of their communities and learn basic job skills with some modifications. Most employers indicated they would train more T.E.O.P. clients (pp. 12-16).

Parole Officers' Client Assessment: Parole Officers indicated that the majority of clients improved their attitudes about work, learned basic job skills and were generally helped by their placement in T.E.O.P. (pp. 23-26).

Parole Officers' Program Assessment: Parole officers rated the program useful in providing basic job skills and suggested the program be expanded to others (pp. 23-26).

Employment Effectiveness: Data to measure the effect of the program on client employability was generally not available (pp. 27-29).

RECOMMENDATIONS ARE:

Continue the program but additional data on employment variables should be collected and arrangement should be made with S.A.E.C. for a more rigorous evaluation design to determine the program's effectiveness in improving post release success in obtaining employment. This additional data need is sited throughout the report.

- Consider making funds available for a position in which the primary designated responsibility would be T.E.O.P. coordination (pp. 45-46).
- Provide a short pre-training orientation which would include testing of aptitude and interest (pp. 42-44).
- Increase the training period for skilled jobs (pp. 44-45).
- Increase contact with the parole officer during the training program through regular meetings between parole officer, employer and client to discuss progress, problems and achievements related to the training (p. 46).
- Give periodic "seminars" about the program to staff at the institutions (p. 44).
- Review other manpower training programs offered through the Department of Education to better determine the appropriate length of placement for various skilled jobs, and to possibly improve work/training plans for clients (p. 29 and pp. 44-45).
- Utilize the T.E.O.P. contract not only as a fiscal management tool but also as a work training plan governing participation (p. 24).

## INTRODUCTION

### Program Theory

Offenders, particularly those who have been incarcerated, have a difficult time readjusting to life in their communities. One problem faced by some offenders is idle time because they are not employed or otherwise engaged in activities that lead to legitimate forms of self-sufficiency. Many of these offenders do not possess marketable job skills and do not meet the criteria for placement in existing manpower training programs. This problem is exacerbated by the fact that employers are oftentimes reluctant to hire ex-offenders. Unemployment is considered a major factor in poor parole or probation adjustment and criminal behavior.<sup>1</sup> Previous research suggests that young offenders, property rather than personal offenders, parolees with many prior convictions and those individuals with histories of drug and alcohol abuse are poor parole risks. These individuals have a more difficult time obtaining legitimate employment and are more likely to commit crime as a source of income.<sup>2</sup> In statistics recently released by the Justice

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<sup>1</sup>Daniel Glaser and Kent Rice, "Crime, Age and Unemployment", American Sociological Review, (October, 1975), p. 679-686; George H. Cox and Timothy S. Carr, Unemployment and Prison Population, Trends in Georgia: 1967-1974, (Atlanta, March, 1975); George A. Pownall, Employment Problems of Released Prisoners, (Washington, D. C.: 1976), p. 2; Jack L. Stephens and Lois W. Sanders, Transitional Aid for Ex-Offenders: An Experimental Study in Georgia, (Atlanta, July, 1978), p. 98; Barbara Becnell, "The Crime-Unemployment Cycle", Congressional Record, (February 9, 1979), p. D1598-S1500.

<sup>2</sup>M. R. Gottfredson, M. G. Neithercutt, P. S. Venesia and E. A. Wenk, A National Uniform Parole Reporting System, (Davis, California, 1979), p. 88-89.

Department, 45 percent of the nation's offenders were unemployed and 80 percent earned below the poverty level at the time of their arrest.<sup>3</sup>

Because of the lack of job skills, education, good work habits, and employer resistance to the hiring of ex-offenders and other personal and environmental factors, unemployment is particularly high among juveniles and young adults. A one percent increase in a state's unemployment rate can cause 266 more serious crimes per 100,000 population.<sup>4</sup> A Rand Study on habitual criminals indicated that those offenders who reported better employment performance after prison committed fewer and less serious crimes. This study recommended vocational training as a possible mechanism to reduce recidivism among habitual offenders.<sup>5</sup>

Recognizing the distressed economic conditions of ex-offenders and the link among employment, economic conditions and crime, the Corrections Division developed the Transitional Employment Opportunity Program (T.E.O.P.) to meet the needs of the so-called "bottom of the line" offenders - those with little or no history of employment or job stability. T.E.O.P. offers paid on-the-job vocational training in the participant's community. Having this training

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<sup>3</sup>D. Osa D. Coffey, "Inmates Receive Employment Training", Corrections Digest, p. 3.

<sup>4</sup>Professor Jack Nagel, University of Pennsylvania, Testimony Before House Judiciary Subcommittee on Crime, Corrections Digest, (October 28, 1977), Vol. 8, No. 22.

<sup>5</sup>\_\_\_\_\_, "Criminal Careers of Habitual Felons", Rand Corporation Study, Corrections Digest, (September 14, 1977), Vol. 8, No. 19.

take place in the participant's community better ensures that the job skills learned will be relevant to the jobs available and provides to the participant a chance to assume a positive role in the community. It is by providing this opportunity to learn basic job skills that T.E.O.P. aims to increase the ability of a participant to obtain or continue employment after release and to reduce the participant's chances of recidivism.

### Program History

On July 1, 1975, LEAA and the Corrections Division of the Criminal Justice Department (formerly the Corrections Department) began funding the Transitional Employment Opportunity Program to provide vocational on-the-job training for juvenile parolees. In October, 1976, the program was revised to include young adult parolees between the ages of 18-25 and finally, in April, 1977, young adult probationers were added to the program; it was at this time that the program established itself as it exists today. To reach the clients with the greatest needs, placement criteria have changed since the inception of the program. Currently, participants are selected on the basis of the following criteria: age (16-26), low job skill level and the desire to learn a trade. The program accepts approximately 30 clients per year on a first-come, first-serve basis.

### Program Process

T.E.O.P. itself does not offer the vocational training; instead, parole officers recruit employers to train clients in basic job skills. The Criminal Justice Department pays the salary of the client during the training period and if required by the employer will pay a monthly training stipend to the employer. The employer is not required to hire the client after the training program.

## Referral

Original client referral to the program can be initiated either by institutional or field personnel. If the potential placement meets the selection criteria, the parole officer seeks job training in one of the areas requested by the client. Upon locating a possible job, the potential placement accompanied by his/her parole officer has an interview with the employer. If the placement and the employer reach a satisfactory agreement, the parole officer sends supporting background documentation regarding the client and job training program to the T.E.O.P. Coordinator for review. If the client meets the criteria and the program is accepting placements, the coordinator sends a training contract to the client's parole officer who obtains the signature of the employer (Appendix A). The training period can last a maximum of four months. A two-month extension will be granted with proper justification. Neither the employer nor employee is bound by the contract to remain in the program and participation in the program is not a condition of parole or probation. Halfway through and at termination from the program, the parole officer submits to the T.E.O.P. Coordinator a report summarizing the client's activities.

## EVALUATION PLAN

The goal of the evaluation study is to provide the Corrections Division of the Criminal Justice Department with information on T.E.O.P.'s effectiveness in meeting the following program goals:

1. T.E.O.P. participants will have fundamental job skills upon leaving the custody of the Criminal Justice Department (fundamental job skills are defined as a knowledge of good work habits and procedures and the job skills necessary to obtain an entry level position).
2. T.E.O.P. participants will have improved post-release success in obtaining employment through on-the-job training.
3. Participation in T.E.O.P. will result in a reduction in recidivism and adjustment problems associated with parole or probation (recidivism is defined as return to the criminal justice system through commission of a new offense or parole or probation revocation; adjustment problems are defined as violations of the conditions of parole or probation).

The Corrections Division views these goals as consecutive steps on the individual client level: accomplishment of goal 1 leads to goal 2, accomplishment of goals 1 and 2 leads to goal 3.

The original intent of the evaluation was to measure T.E.O.P.'s effects on three levels:

- I. Program completion as a function of participant characteristics: Participants are studied to determine whether there are certain characteristics that predispose a participant to success in the program (goals 1, 2 and 3).
- II. Survey of parole officers and employers: Parole officer and employer assessment of both the program and individual participants are analyzed to determine how the program has affected the participant's behavior, attitude toward work responsibilities and acquisition of basic job skills, and how the program itself might be improved (goals 1 and 2).
- III. Post Program Analysis: The program's impact on participant post program employment and involvement with the criminal justice system is studied (goals 2 and 3).

### Evaluation Plan Modifications

In collecting data to assess T.E.O.P.'s success in meeting client training needs and program goals, a not uncommon problem in evaluation studies arose. Insufficient data on post program employment patterns prevented the analysis of T.E.O.P.'s ability to improve client success in obtaining post release employment. This, in turn, prevented the evaluation staff from converting program effectiveness variables - income levels, amounts of welfare payments and advancement opportunities, etc. - to cost figures for a cost-effectiveness analysis. Likewise, an analysis of post release performance and training characteristics was not possible because of this information paucity.

### Research Design Limitations

Programs which have been operational for some time place constraints on the type of research design which may be applied in an evaluation. Because a methodologically acceptable comparison group was not available for T.E.O.P. evaluation, it was necessary to use a retrospective one-group-only design which means that data analysis involved only those clients who participated in the program. The inherent weakness in this design is that it fails to control for rival explanations (that observed outcomes were caused by something other than the program, for instance, motivation of a client, general employment and training opportunities at the time of participation could be interpreted as primarily responsible for outcomes and not the program). This is not to say that a one-group-only design is useless for it can provide enormous detail on program activities and clients, and rich imagery and insight into programming.<sup>6</sup> In order to place T.E.O.P. in perspective, at least

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<sup>6</sup>Carol A. Weiss, Evaluation Research: Methods of Assessing Program Effectiveness, Englewood Cliffs, New Jersey, 1972, p. 60-91.

on the recidivism variable, a standard was sought through comparison to other reintegration programs. Restrictions on the use of this methodology are discussed in the recidivism section.

### Methodology

The first phase of the evaluation of T.E.O.P. required three sequential steps and dealt with Level I of the Evaluation Plan. First, a description of the T.E.O.P. participant was obtained to define the type of person placed in the program. Second, a comparison of program completer with program non-completer was made to identify differences between the two groups in demographic characteristics. Third, using a computer-based multiple regression analysis, a number of characteristics were analyzed to see how they were related to program outcome. In the second and final phase of the evaluation, information that was not available in the Central Records file was sought through the use of survey instruments for further goal analysis. The data so obtained was used in conjunction with that derived in the first phase of the evaluation to address Levels II and III of the evaluation plan. Parole officers and employers were surveyed about clients they either trained or placed in the program and, in addition, all parole officers were surveyed regarding program operation and thrust. This information was correlated with participant characteristics to identify relationships and trends and frequencies of occurrence were tabulated. Finally, other transitional and reintegration programs operating in the United States were used as a comparison to see where T.E.O.P. stood in relation to affecting recidivism.

### Data Collection

Data collection was carried out by the evaluation staff and consisted of manual data retrieval from central files. The

surveys were administered through a mailed questionnaire and completed by the appropriate parole officer or employer. All codifiable information was entered in a computer to aid in data analysis.

### Survey Instruments

Survey research is used to obtain an accurate assessment of the characteristics of a group, in this instance employer and parole officer assessments of T.E.O.P. and T.E.O.P. participants. The information acquired enabled the evaluation staff to determine the incidence, distribution and interrelationships among variables important in the T.E.O.P. analysis. Copies of the survey instruments can be found in Appendix G.

EMPLOYER: Rather than randomly sampling employers from the very inception of the program, all employers who trained participants entering the program after March 31, 1977, and completing or otherwise terminating the program by December 31, 1978 were surveyed. The reasoning behind this sampling procedure was two-fold: first, memory decay over a three-year period is great; second, the program underwent changes in thrust and operation and it was not until April, 1977 that the program established itself as it exists today. The proportion of the number of completers has remained relatively constant over this period. Questionnaires were mailed to the 42 employers who trained 56 participants. Thirty-seven employers (88%) responded at the time of analysis.

PAROLE OFFICERS: Two separate surveys of parole officers were conducted. Neither survey of parole officers was made on a sample basis. One survey included all those parole officers who placed clients into T.E.O.P. from October, 1975 to termination by December 31, 1978. This survey dealt with an assessment of clients placed. The other survey was sent to all parole officers employed

by the Field Services-Bureau to assess program operations.

### Participant Profile

The participant analysis consists of all 100 T.E.O.P. participants who completed or otherwise terminated the program between October 12, 1975 (the date of the first T.E.O.P. placement) and December 31, 1978. To describe the clientele served by T.E.O.P., twenty-one variables were derived from Departmental files maintained on each T.E.O.P. participant, additional variables were obtained from parole officers and employers. A listing of the major variables can be found in Appendix B.

For purposes of this study, persons who complete the program are referred to as "program completers" and those who terminated the program are referred to as "program non-completers". Program completion means remaining in the program until the training contract expires. Program non-completion means one of the following: fired, job dissatisfaction, employment elsewhere, moved, parole/probation revoked or other. Program termination, therefore, does not necessarily indicate unsatisfactory adjustment to the program but could indicate other causal factors impinging on the client which resulted in program non-completion and, therefore, should not be considered indicative of program failure in all cases. When appropriate, the research findings will specify reasons for non-completion.

## DESCRIPTION OF T.E.O.P. CLIENTELE<sup>7</sup>

### Program Outcome

One-hundred (100) clients participated in T.E.O.P. spending from one week to 24 weeks in the program. Of these 100 participants, 38 were "program completers". Of the remaining 62 who did not complete the program: 28 were fired, 15 left for non-program related reasons (another job, school, etc.), 9 left because of job dissatisfaction.<sup>8</sup> The reasons for termination of 10 clients are not known. No participant was terminated because of parole or probation revocation.

### Typical T.E.O.P. Participant

The characteristics of a typical participant are described below. The profile was derived by selecting the category having the greatest frequency of occurrence, unless indicated otherwise, among the one-hundred participants and is not necessarily representative of any specific participant in the program.

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<sup>7</sup>For a complete analysis of participants as they existed in the program, see Appendix B, T.E.O.P. Evaluation Report, Phase I.

<sup>8</sup>In the Phase I T.E.O.P. Report, the number of program completers was found to be 36, however, in the parole officer assessment 2 additional clients were identified as program completers. Discussions with these parole officers indicated that these clients' parole had terminated and, therefore, the officers considered them successful T.E.O.P. completers. It is the feeling of SAEC that under the circumstances of their termination, they should be considered program completers.

The typical participant:

1. Is 17 years old
2. Is male
3. Is single
4. Lives with one (26%) or both parents (41%)
5. Resides in an urban area
6. Has no dependents
7. Has some high school education
8. Has not had vocational training in the area of his T.E.O.P. job
9. Has some history of drug or alcohol abuse
10. Has a present offense rating of 8
11. Committed his first offense at 15 or 16
12. Has no prior criminal record (this is the most frequently occurring case, however, many clients have at least a minimal criminal history)
13. Was a juvenile parolee
14. Was on parole 25.2 weeks prior to employment in T.E.O.P. (mean average)
15. Received training in a skilled area
16. Stayed in the program 10.8 weeks (mean average)
17. Did not complete the program

Differentiating this typical client into "program completer" and "program non-completer" shows differences in only two variables. The typical program completer was 17 years old when he committed his first offense; the non-completer was 15 years old when he committed his first offense. A program non-completer stayed in the program an average of 6.5 weeks before terminating as opposed to the program completer who was in the program 18.4 weeks.

## EMPLOYER ASSESSMENT

A survey of employers was undertaken to ascertain: (1) a rating of employee job performance, attitude and abilities; and (2) an employer assessment of the T.E.O.P. program in general. The survey instrument was a questionnaire which was mailed to the 42 employers of the 56 T.E.O.P. participants who entered the program after March 31, 1977 and completed or otherwise terminated the program by December 31, 1978. Thirty-five (35) employers responded about 37 placements. Nineteen (19) of these placements were program completers and 18 were non-completers. In extrapolating these findings to the entire group of 100 participants, a caution is in order. The entire group had 38 program completers and 62 non-completers, not the almost balanced grouping of program completers and non-completers that resulted from the questionnaire response. This equalizing of cases may depict a more positive picture than would have been obtained had the responses more nearly represented the actual proportions of completers and non-completers.

The results from these questionnaires are summarized in Table 1 and Figure 1. Examination of these responses reveals that the employers thought quite highly of the T.E.O.P. program and employees giving generally favorable ratings in all categories. Percentages were derived from the total number of responses for each question.

Regardless of whether a client completed the program or not, employers felt that most T.E.O.P. employees seemed to like the work they were doing and had adequate educational training to handle the responsibilities of their jobs. This seems to indicate from the employer's perspective good matching of the client with his job. Further, most employers felt T.E.O.P. placements to be generally good employees - dependable, trustworthy and cooperative

TABLE 1

Responses of 35 Employers  
for 37 ClientsT.E.O.P. Employer  
Assessment

Questions on Job Performance, Attitude and Abilities	% Favorable Response (Not Applicable and Don't Know responses deleted)
Did your T.E.O.P. employee seem to like his/her work? 27 YES 4 NO 6 DON'T KNOW	87%
Was your T.E.O.P. employee dependable? 12 ALWAYS 17 USUALLY 7 NEVER 1 NOT APPLICABLE	81%
Do you feel your T.E.O.P. employee was trustworthy? 18 ALWAYS 9 USUALLY 9 NEVER 1 NOT APPLICABLE	75%
Did your T.E.O.P. employee voluntarily assume responsibility? 7 ALWAYS 15 USUALLY 11 NEVER 4 NOT APPLICABLE	67%
Did your T.E.O.P. employee cooperate with co-workers? 13 ALWAYS 17 USUALLY 2 NEVER 5 NOT APPLICABLE	94%
On the whole, do you feel your T.E.O.P. employee was accepted by co-workers? 15 ALWAYS 14 USUALLY 3 NEVER 5 NOT APPLICABLE	91%
Did your T.E.O.P. employee relate well to customers? 11 ALWAYS 8 USUALLY 3 NEVER 15 NOT APPLICABLE	86%
Did your T.E.O.P. employee try to avoid mistakes in her/her work when they were pointed out? 16 ALWAYS 14 USUALLY 3 NEVER 3 NOT APPLICABLE 1 UNKNOWN	91%
Did your T.E.O.P. employee begin work immediately upon arrival and continue until it was time to stop? 18 ALWAYS 14 USUALLY 2 NEVER 2 NOT APPLICABLE 1 UNKNOWN	94%
Overall, to what extent did your T.E.O.P. employee's work performance improve while in the program? 6 GREATLY IMPROVED 14 SOMEWHAT IMPROVED 10 IMPROVED 6 NO IMPROVEMENT 1 UNKNOWN	83%
How did your T.E.O.P. employee's work performance compare with non-T.E.O.P. employees you have hired? 2 MUCH BETTER 7 BETTER 16 SAME 7 WORSE 1 MUCH WORSE 4 UNKNOWN	76%
How well did your T.E.O.P. employee learn the basic job skills necessary to assume the duties of an entry level position? 6 MORE THAN ADEQUATE 20 ADEQUATE 10 LESS THAN ADEQUATE 1 UNKNOWN	72%
Do you feel your T.E.O.P. employee had an adequate educational background for the training he/she received? 2 MORE THAN ADEQUATE 25 ADEQUATE 10 LESS THAN ADEQUATE	73%
Do you feel your T.E.O.P. employee had adequate vocational preparation for the training he/she received? 13 YES 9 NO 15 DON'T KNOW	59%

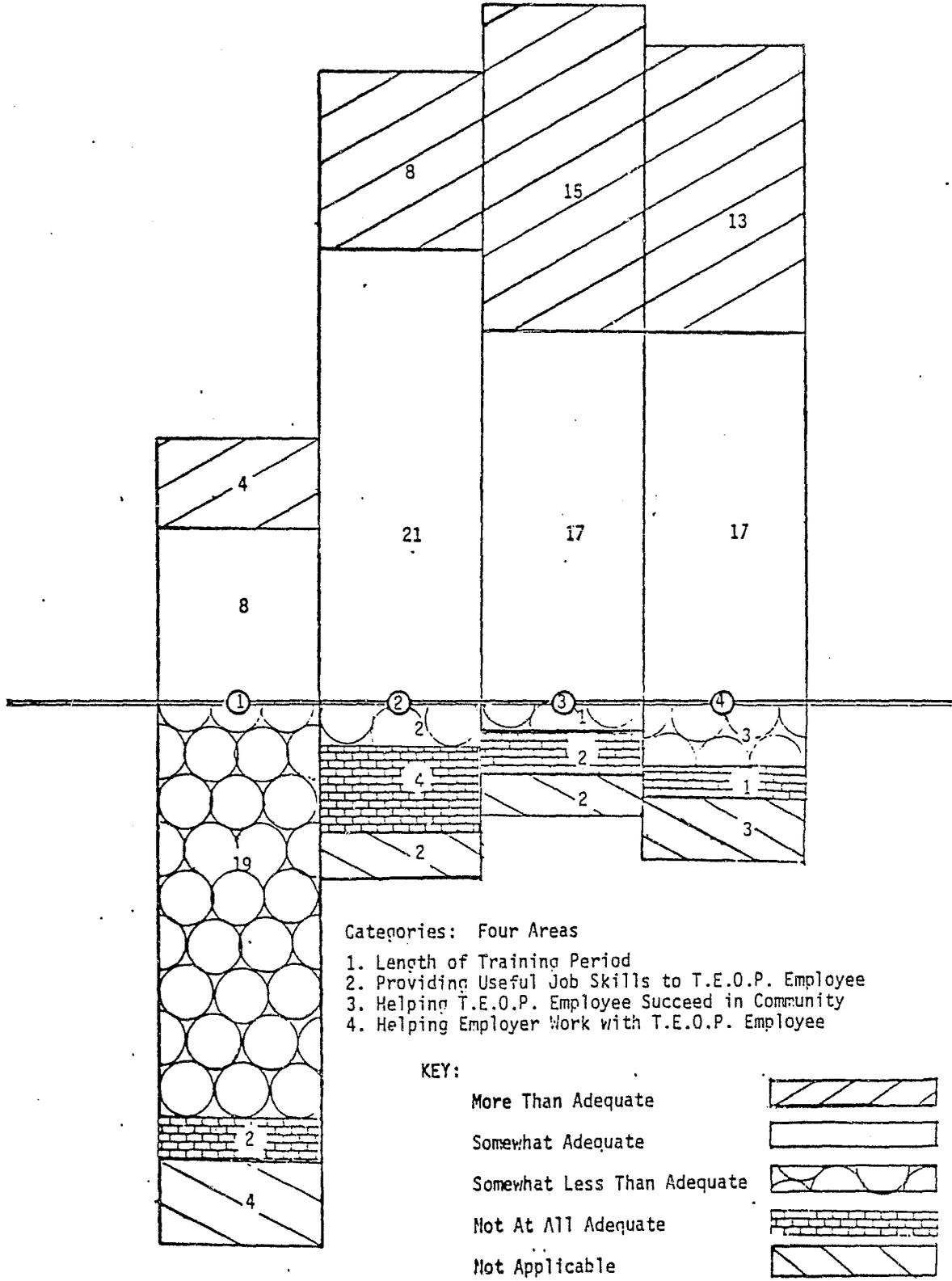
with fellow employees and customers. Over three quarters of the T.E.O.P. employees' work performance was judged the same or better than non-T.E.O.P. employees; 30 (81%) of the T.E.O.P. employees in this survey always or usually avoided mistakes when they were pointed out which shows the development of a sense of commitment and responsibility; and 32 (94%) employees began work immediately upon arrival and continued until it was time to stop. These responses suggest that T.E.O.P. participants are acquiring acceptable work habits and if they complete the program, should have a good knowledge of work habits and procedures. Further, the employers felt that most T.E.O.P. employees had learned or were learning the basic job skills which would enable these placements to assume the duties of an entry level position.

In assessing the program in general, as indicated in Figure 1, 29 (83%) of the employers viewed the program as a somewhat adequate or more than adequate mechanism to provide useful job skills to clients; however, in terms of the actual transmission of good work habits and basic job skills to clients through the program, almost two-thirds of the employers felt the length of the training was at best somewhat less than adequate. This response was particularly prevalent among those employers who were training T.E.O.P. participants in skilled areas. Thirty-two (91%) felt that T.E.O.P. helped these Field Services Bureau clients succeed in their respective communities. The Bureau was viewed by most employers as somewhat adequate or more than adequate in helping them work with the T.E.O.P. employee. Seventeen (50%) of these employers, however, responded in the somewhat adequate category indicating that greater intervention on the part of the parole officer might be warranted.

In assessing how the Department could have better prepared T.E.O.P. placements, three themes became apparent: first, better mental preparedness for taking on a job, second, better skill

FIGURE 1

Employer Responses to Adequacies of the T.E.O.P. Program  
As Judged in Four Areas



evaluation of the client, and third, pre-employment training (see Appendix D for complete listing of responses).

The strengths of the program were overwhelmingly its ability to provide clients - ex-offenders - a second chance at life through an opportunity to learn job skills and to assume responsibility and purpose in society. (See Appendix D for a complete listing of responses.)

Weaknesses of the program revolve around both perceived client deficiencies and program deficiencies. Motivational problems and mental preparedness were the primary client weaknesses. Better screening for skills in specific job placements and a longer training program were the areas most commented on as program weaknesses. (See Appendix D for a complete listing of responses.)

Overall, T.E.O.P. appears to be focused in the proper direction to accomplish its first two goals and the findings suggest that T.E.O.P. has had and would continue to have a positive effect on T.E.O.P. employees and employers alike. Thirty or more than three-quarters of the employers said they would probably or definitely train another T.E.O.P. participant.

PAROLE OFFICER ASSESSMENT  
OF T.E.O.P. CLIENTS

To ascertain the effects of T.E.O.P. on clients placed in the program, a questionnaire was mailed to all parole officers who had placed clients in T.E.O.P. since the beginning of the program. This included all one-hundred clients and thirty-six parole officers. Ninety-five of the questionnaires were returned, although four of these were not completed. Five others were not returned. Follow-up requests revealed that some of the parole officers were no longer employed with the Department. This information was available for ninety-one (91) clients from thirty-two (32) officers. The questionnaire was designed to gather information on how the various parole officers felt about the program, as well as their judgment of client performance. A detailed tabulation of question responses and a summary of the comments made by these respondents is included in Appendix E.

The analysis of this data indicates that a majority of the parole officers felt the program was beneficial for most clients and that individual clients performed well during the program. The clients who completed the program were rated higher than the ones not completing the program. The following analysis will discuss some of the more significant findings based on the responses to the questionnaire .

In terms of being of assistance in the supervision of clients, the parole officers rated the program fairly high. As can be seen in Table 2, fifteen clients required more supervision due to the program and twenty-four required less. The parole officers indicated when there was a difference in supervision, the program was more likely than the client to be the cause, but usually this resulted in less supervision being required. When more supervision was required, the client was usually cited as the reason.

The parole officers felt completers, generally, required less supervision than non-completers.

TABLE 2  
 Level of Supervision Required  
 Due to Client or Program

LEVEL OF SUPERVISION	DUE TO			
	CLIENT	PROGRAM	PROGRAM/ CLIENT	NOT/ APPLICABLE
MORE/MUCH MORE				
Completer	3	5	0	0
Non-Completer	20	10	0	2
Total	23	15	0	2
-----				
LESS/MUCH LESS				
Completer	3	15	3	0
Non-Completer	2	9	2	1
Total	5	24	5	1
-----				
NO DIFFERENCE				
Completer	1	1	0	4
Non-Completer	2	0	0	8
Total	3	1	0	12
-----				

When asked to rate their clients' attitudes toward work before, during and after the program, the parole officers indicated that most clients' attitudes improved significantly during the program but after the program there was a decline. A comparison of the before program attitudes to post program attitudes towards work showed some improvement.

The completers were rated higher than non-completers before, during and after the program on work attitude. It is important to note, however, that although the non-completers attitude toward work did decline somewhat after the program, their attitude as a group showed an 11.4% improvement over the rating given prior to entering the program. This response indicates some positive program related benefits on the T.E.O.P. clients.

Seventy-two (72) of the ninety-one clients had learned basic job skills according to the survey. Over 97% of the completers and 74% of the non-completers were felt to have learned basic job skills.

When asked to rate their clients' overall performance in T.E.O.P., it appears the parole officers felt that all completers performed at an average or above level. Of the non-completers, over half were rated as average or above in overall performance.

The high rating for clients actually learning basic job skills of 87% and an overall performance rating of 72% suggests that the clients are being benefited by T.E.O.P. The overall performance rating of 100% for completers doing average or better in the program and 53% for non-completers suggests that program completion is considered to be an important success criterion by most respondents.

When asked whether participation in the program improved their clients self-concept, the respondents indicated that 60% of the clients showed improvement. Thirty-one (31) completers or 84% were rated as improving in self-concept while less than half of the non-completers (43%) showed any improvement. Similar ratings for "success in his community" revealed a 49% overall rating with less than a third of the non-completers and over 70% of the completers showing improvement related to success in the community.

The lowest rating of 41% was obtained for improved family relationships, where fourteen of the non-completers and twenty-three of the completers were rated as improved or much improved. Thus, it appears that the program is generally more effective in improving self-concept than success in the community or family interrelationships, but the program did have some impact on all three variables.

It is interesting to note that forty-one of the clients used his/her income to support his/her family. These clients are composed of nineteen (40%) non-completers and twenty-two (76%) completers. Of the forty-one clients supporting their families, twenty-four did so with one-half or more of their income.

When asked if T.E.O.P. helped their clients or not, the parole officers indicated that T.E.O.P. was helpful for thirty-two (94%) of the thirty-seven completers and twenty-four (47%) of the non-completers. Overall, the program was considered of some help to fifty-six (66%) of the eighty-five clients for which a response was available. It is important to note that almost half of the non-completers were helped by the program. The respondents indicated that when the client received "no help" from the program this was usually attributed to the client rather than the program. (See Appendix E for a complete list of responses.)

Although information on a client's employment history was requested, only about twenty-five of the responses were adequate. This was due in part to many of the clients being discharged prior to the mailing of this questionnaire. Where possible, this information was combined with employment data from client files and has been analyzed on pages 24 through 30 of this report.

The parole officers indicated by their responses that the employer commitment to the program was quite high with an overall rating of

96% for medium to high commitment. Only four (4) employers were rated as having a low commitment to the program. This suggests a serious commitment on the part of employers to transfer job skills to the T.E.O.P. clients.

The parole officers indicated that over three-fourths of their clients' type of job training offered the opportunity to advance. It is interesting to note that there is little difference between non-completers and completers in terms of job opportunity, 76% and 82%, respectively. Thus, it would seem from the available information that future job opportunity has little relation to whether a client is likely to finish the program. Unfortunately, no comparison could be made between opportunity to advance and post-program employment which would be a significantly stronger indication of the relationship between advancement opportunities and employee job commitment.

General comments regarding the program and clients were obtained from about half of the parole officers. Some comments are worth noting here. The parole officers generally viewed the program as favorable, although two expressed concern over timely payments to clients. These concerns are discussed in more detail in the section analyzing the "Parole Officer Assessment of T.E.O.P". One parole officer noted that due to the generally healthy local economy, a client could earn more by getting a job on his own than through the program. Since T.E.O.P. is designed to provide assistance to clients who need help during transition and who lack basic job skills, it is not for all clients and may not be of use in all areas of the State. (For a complete listing of these comments, see Appendix E.)

The Department of Human Services, Employment Division provides data on present employment by county and statewide for major employers, as well as projections on future employment possibilities

by trade area. This data is available in the following publications and current copies are available in the S.A.E.C.: (1) New Mexico Labor Market Review (this is a monthly publication), (2) Large Employers by County in New Mexico (March, 1979 data), (3) Large Employers in the Albuquerque Area, (4) Annual Occupational Analysis of Labor Supply and Demand, (5) New Mexico Occupational Manpower Needs to 1985, (May, 1977) and New Mexico Business, Bureau of Business and Economic Research, University of New Mexico. All of these materials could be of use to program managers and parole officers in determining the areas and occupations where T.E.O.P. placements are likely to be needed and of the most benefit to the client.

In summary, over half of the clients were thought to have experienced an improvement in self-concept, while almost half showed improved success in their community and in family interrelationships. As a group, the clients were rated fairly high on overall performance. Client attitude toward work responsibilities improved sixteen percent overall, from entry to post-program, and twenty-five percent during the program. The T.E.O.P. employers were rated very high on commitment to the program (96%). Over half of the clients helped support their families with at least one-quarter of their program earnings. The program helped over sixty-five percent of the clients in some way, according to the survey responses.

PAROLE OFFICER ASSESSMENT OF T.E.O.P.

A questionnaire was mailed to all fifty-six parole officers in the Field Services Bureau to obtain their perceptions of program operations. Forty (40) or about 71% of the questionnaires were returned. Twenty-four or two-thirds of those responding had placed clients in the T.E.O.P. program. The complete results are listed in Appendix F.

Seventeen of the respondents indicated that for a client to be considered a T.E.O.P. "success", the person must have matured, improved in attitude, gained experience or become more responsible, learned job skills or become more employable, without necessarily completing the program. Thirteen parole officers felt program completion was necessary for success. Of these, eight felt that continued employment was also a necessary criteria. See Appendix F for a complete listing of responses.

Most of the parole officers felt that T.E.O.P. was beneficial, both for clients and employers. The most commonly reported strength of the program was that the program "provides training and jobs for clients with poor work records and few skills." The most commonly cited weaknesses of the program were "too much paperwork" and "late checks". The evaluation staff after analyzing the data feels that many of the parole officers who cited the lack of timely paychecks as a problem may not have had clients in the program recently. Many comments were also directed at the length of the contract, and the time it takes to obtain approval for client placement. In discussions with the T.E.O.P. coordinator, it was indicated that a ten-day lead time is usually required for all clients, and those contracts which involve payments to employers require more extensive review than those not involving employer payments. Since no funds can be paid to clients or employers until the contract is approved, this seems to be the cause of much

of the delay. In addition, employee time sheets and evaluation forms may be partially responsible for the delays in payments once the program begins.

The present contract has been reviewed and is considered to be of appropriate content (see Appendix A for a copy of the contract).<sup>9</sup> One suggestion which might be of help to the program coordinator, clients and employers is to include a time frame for payment of funds in the SCOPE OF THE WORK portion of the contract. This action would enable the employee, the employer and the coordinator to know specifically when an employee is to receive his first pay-check and all subsequent wages. This would require the Department to insure that payment is, in fact as agreed, contingent upon employer and employee performance.

The contract is required for fiscal management purposes, but it should be stressed that it is also designed to assist in program management. The parole officers' comments indicate that the contract is often viewed as red tape or as bureaucratic paperwork. However, if field officers are urged to develop the work plan part of the contract to set up clear training goals with specific skills to be acquired, this could go far to improve both the utility and acceptability of the contract procedures. This action might also assist the client by letting him/her know what is to be learned in a specific time.

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<sup>9</sup>The contract was reviewed by Howard Everidge of the Administrative Services Division and the comments and recommendations made here are based mainly on his suggestions.

The bi-weekly employer evaluation of client performance (submitted with client time sheets) may be useful but a more direct on-site meeting between the parole officer, client and employer might be of more benefit to all concerned. The employer evaluations might be simplified to merely providing a space where specific problems could be stated. The combination of specifying when payments are to be made, a more detailed work plan, on-site visits by parole officers and a shortened client evaluation may be more useful in identifying potential problems, improving training, reducing some of the paperwork and insuring that clients are paid in a timely manner.

Despite the noted weaknesses, most parole officers feel the program should be expanded to allow for more placements. Four officers felt the program was not long enough for placement in some jobs. (For specific comments, see Appendix F.)

Thirty-three parole officers felt the criteria for client placement, as established by the Department, were clear and understandable. One officer felt the criteria were not clear. When asked about the appropriateness of the current selection criteria, again thirty-three responded that these were adequate, three thought the criteria were "too restrictive" and one felt they were "too lenient". The remaining six did not respond.

Only sixteen of the forty parole officers responding made suggestions as to other selection criteria which should be applied. The comments varied widely but mostly related to opening up the program to all probationers and parolees, regardless of age or whether in- or out-of-state clients. Several parole officers commented on the need to screen clients for willingness and ability to work. This may indicate a need for some pre-testing of clients on their ability to perform in certain fields as a guide in job placement. Willingness to work, however, is a fairly subjective

judgment, and if a client expresses a desire to work, it would be difficult, though not impossible, to test for motivation (for complete responses, see Appendix F.)

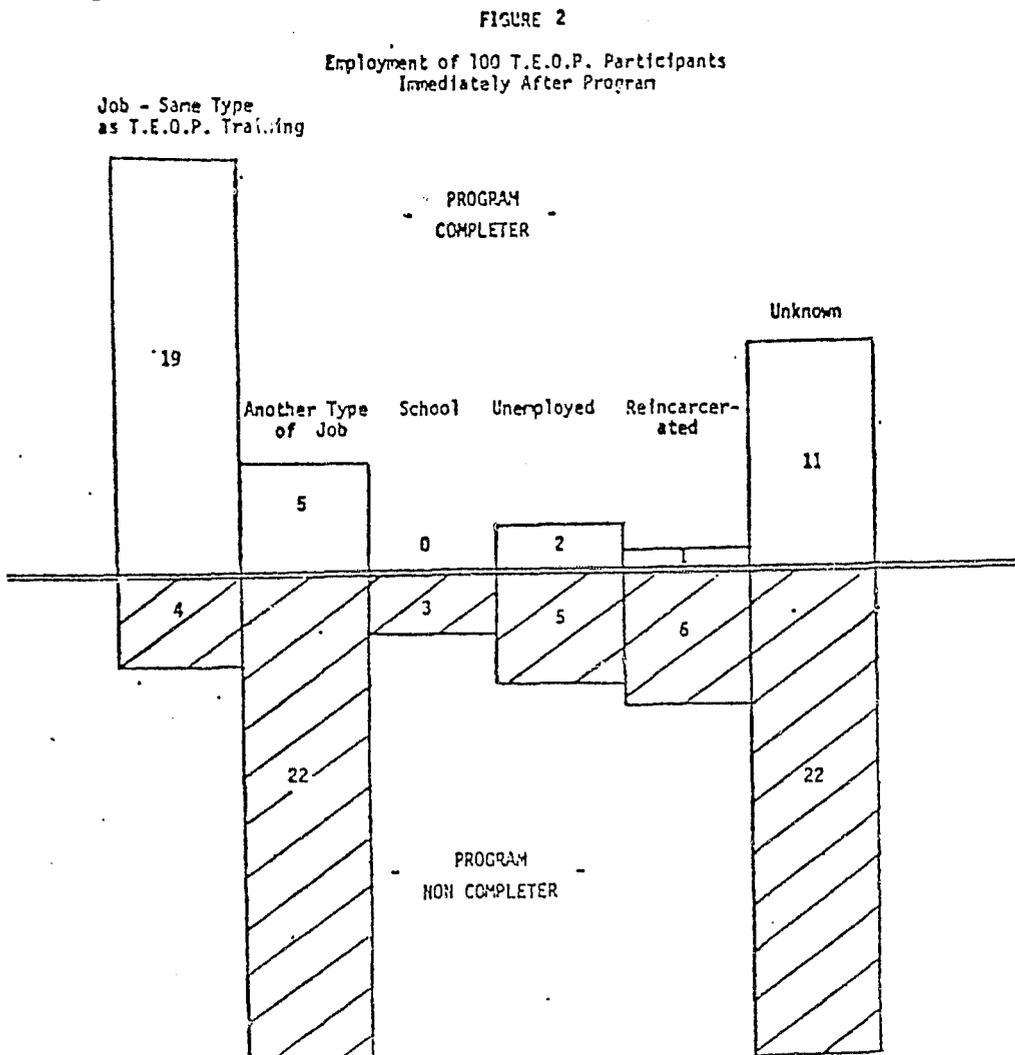
The parole officers generally indicated that a client should be placed in the program as soon as possible after release or even before leaving the institution or when placed on probation. Other responses varied from "there is no best time" to "anytime the client needs money."

In summary, the forty respondents indicated that the program was useful, that it provides clients with an opportunity to improve their work skills and that the program should be expanded in terms of increasing the number of placements. Although many comments were made about administrative paperwork, the present procedures seem necessary for both fiscal control and program management. More emphasis could be placed on informing clients and employers about the need for the contract. Parole officers and program managers may need to emphasize the use of the work plan as a training and progress assessment tool.

POST TRAINING EMPLOYMENT

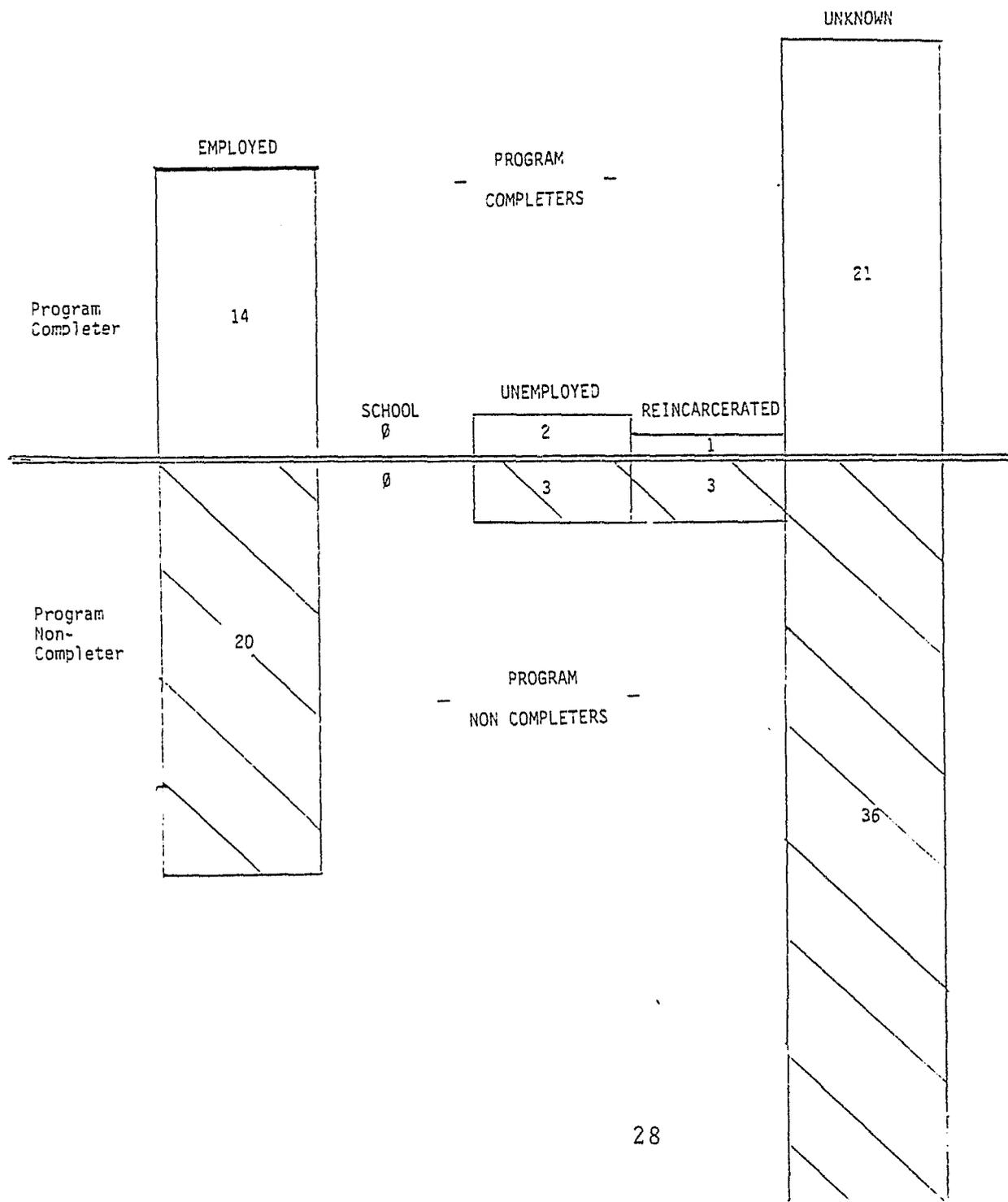
Available information on the employment history of participants in the program is insufficient to perform an impact analysis of the program on future employment potential. The information that was available is summarized in the narrative and figures to provide a general albeit rough indication of employability.

Immediately after terminating or completing the program, 23 participants either continued to work with their employer or worked in a job similar to the one they had been trained in, and another 27 participants were employed but in jobs different from their training.



Thirty-four participants are currently employed and five participants are unemployed. The current employment status of 57 participants, however, is unknown.

FIGURE 3  
Current Employment Status  
of 100 T.E.O.P. Participants



The ability of the program to transfer skills to participants, therefore, cannot be judged on the hard information of actual employment patterns; however, the comments of parole officers and employers concerning the adequacy of the length of the training program raise questions on post-training employability. One of the program goals is to provide clients with "fundamental job skills upon completion of the program" by offering the opportunity to acquire basic skills through on-the-job training. Given this goal one must ask how much training is needed to bring a client's job skills to a level sufficient to perform the duties of an entry-level position.

To answer this question staff researched entry level job specifications for State Government employment. Generally the minimum requirements were well beyond the four month training period provided in the T.E.O.P. program. Staff discussed the appropriate levels of training with Mr. Douglas Richardson of the Department of Education's Trades, Industrial and Technical Office. His comments indicated that the amount of training required in their programs may vary but the minimum requirement is 900 hours. Of course, this level is a standard that is established to meet specific skill/knowledge criteria that would bring a client to the entry level for a skilled position, such as, automobile mechanic or welder. The skill level may not be as high for less skilled jobs. This information does not resolve the definitional problem of what job skills are needed; it does, however, support the contention that the present training period may be inadequate for skilled jobs. The T.E.O.P. coordinator should explore this issue and discuss the length and content of training for various job skills with the Trades, Industrial and Technical Education Office of the Department of Education.

## PAROLE/PROBATION ADJUSTMENT AND RECIDIVISM

A review of the literature shows recidivism, the tendency to relapse into a former pattern of behavior, in this case criminal behavior, to be a concept difficult to operationalize for measurement purposes. Many different standards and criteria can be used to measure success or failure. Generally, if a person does not return to the criminal justice system, he is considered a system success; if he does recidivate, he is considered a rehabilitation failure. Glaser points out, however, that it is more realistic in assessing programs and individuals to look at recidivism outcomes on different levels according to the offender's degree of legitimate or illegitimate activities.<sup>10</sup> Analyzing offenders in this manner has its problems too because offenders often maintain a precarious position between the criminal and non-criminal world, contact with the criminal justice system often resting on environmental factors operating at the time. Historically, most ex-offenders have been unable to provide for their basic needs - housing, food, jobs, etc. - and support mechanisms from family and friends have been likewise absent. Consequently, even those with every intention of staying straight may feel that the only means for survival is a return to crime. Despite these problems in developing a recidivism measure, however, corrections research requires the classification of offenders as either successes or failures, recidivists or non-recidivists.

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<sup>10</sup>Daniel Glaser, The Effectiveness of a Prison and Parole System - Abridged Edition (New York, 1969) p. 31-32.

Because the typical rehabilitation process for offenders is gradual, T.E.O.P. success and failure criteria for recidivism have been defined according to the degree of contact with the criminal justice system over given periods of time, and according to technical violations of parole or probation, and conviction for new offenses. Technical violations are any activities which result in the filing of a technical violation report by the client's parole/probation officer. For the purposes of this study, technical violations are indicative of adjustment problems. New offenses are defined as convictions for offenses delineated in the New Mexico Criminal Code. It is hoped that this means to establish the recidivism pattern will dissipate some of the controversy generally associated with recidivism measures.

#### TECHNICAL VIOLATION CATEGORY

Technical offenses can be violations of the conditions of parole or probation and/or an alleged commission of an offense against the criminal code. (In only one case did a technical violation later become coded as a new offense.)

#### In Program

While in the program, six participants committed a total of ten technical violations of parole/probation (all having been charged with misdemeanors or violations of the conditions of parole). Three of these participants completed the program and only one of the six went on to commit a new offense. This individual did not complete the program.

Three (8%) of the 38 clients who eventually completed the program committed a total of five technical violations, 1.7 violations per technical offender. Three (4%) of the 62 program non-completers committed a total of seven technical violations, 2.3 violations

per technical offender.

TABLE 3

Technical Offenses in Program

	Parole Violation	Misdemeanor	Total
Juvenile Parolee	2	1	3
Adult Parolee		2	2
Adult Probationer		1	1
TOTAL	2	4	6

Post Program

One program completer out of 38 completers (3% program completers) committed a technical offense post program. This participant committed two technical violations. Of the 62 program non-completers, 18 participants (29%) committed a total of 40 technical violations, a rate of 2.22 violations per participant committing violations.

TABLE 4

Technical Offenses - Post Program

	Parole Condi- tion Violation	Misdemeanor	Non-Violent Felony	Total
Juvenile Parolee	5	2		7
Adult Parolee	6	4	1	11
Adult Probationer		1		1
TOTAL	11	7	1	19

NEW OFFENSE RECIDIVISM

A total of 29 new offenses were committed by 19 clients during and after the program. Seventeen or fifty-nine percent (59%) of these offenses were felony crimes with property crimes composing over three-quarters of these felony offenses.

In Program

Only one individual committed a new offense during the time he was in T.E.O.P. This individual was convicted of possession of marijuana and was sentenced to 15 days of community service. Since that time he completed the program, received a satisfactory discharge from parole and has been out of the program for 20 months with no further contact with the criminal justice system.

TABLE 5

Occurrences of Recidivism by Offense:  
In and After Program

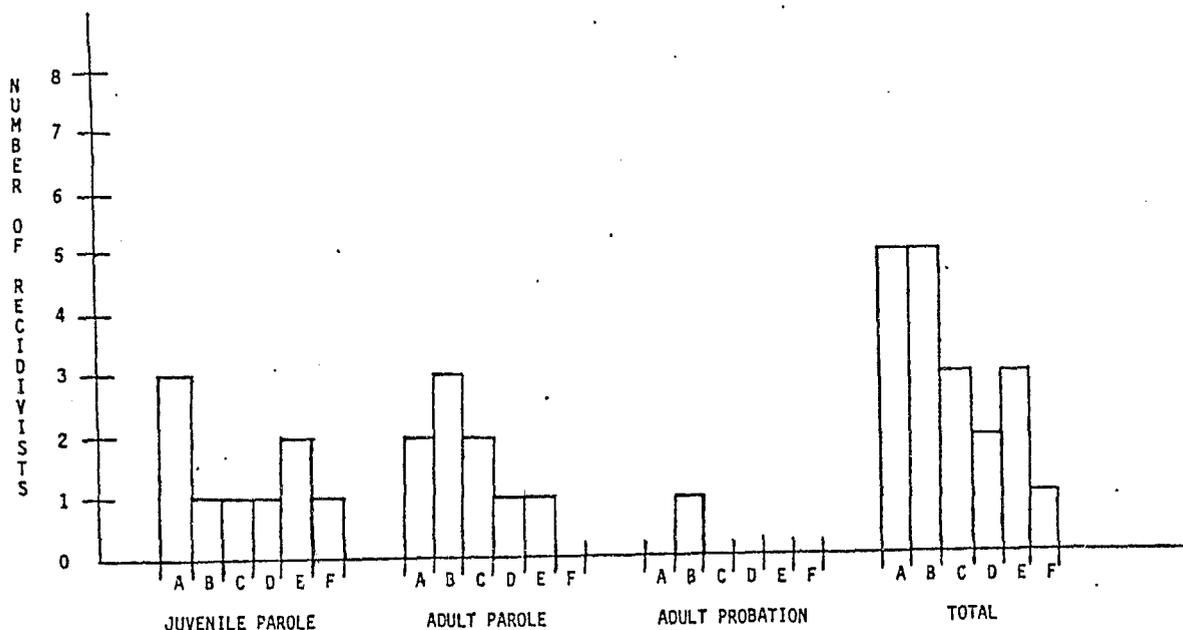
(Can represent individuals committing more than one offense)

	Status Offense	Petty Misde- meanor	Misde- meanor	Non- Violent Felony	Violent Felony	Total
Juvenile Parolee	2	2	3	7	1	15
Adult Parolee			5	5	3	13
Adult Probation				1		1
TOTAL	2	2	8	13	4	29

Post Program

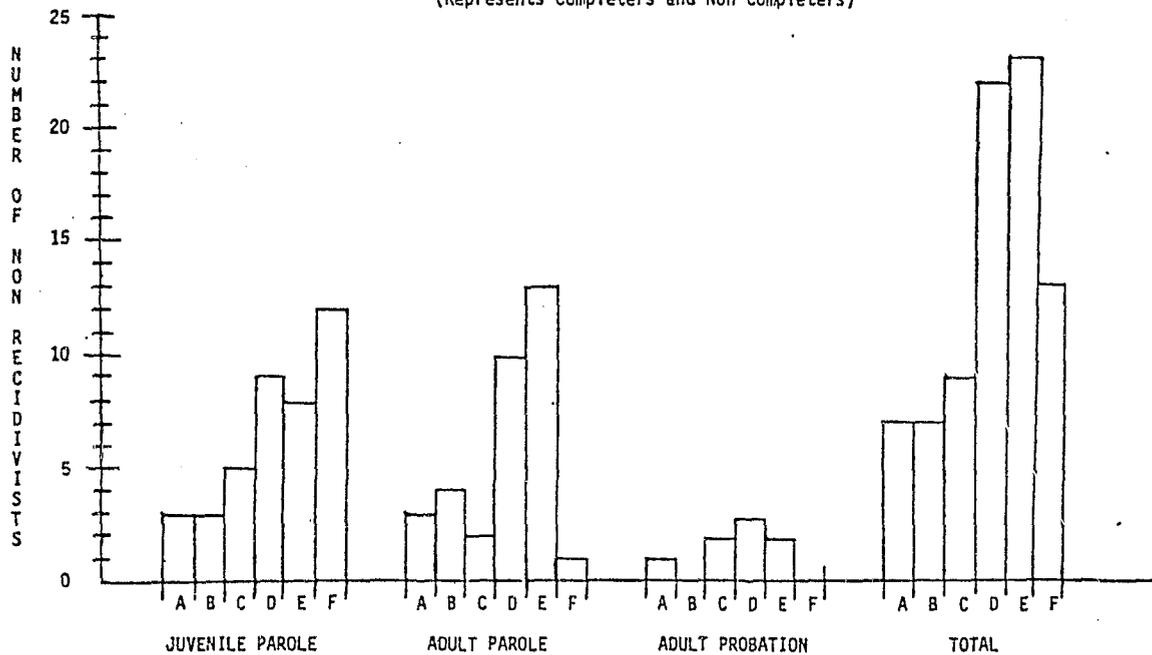
After leaving the program, 18 individuals committed a total of 28 offenses. Only one program completer committed a new offense. This was a violent felony resulting in a commitment to PNM for 15 - 50 years. Thirteen (13) of these participants recidivated within one year. It should be noted that of the 81 non-recidivists, 58 or 72% have been out of the program for more than one year, 13 for longer than two years.

FIGURE 4  
 RECIDIVISM: ALL PARTICIPANTS  
 COMMITTING NEW OFFENSES



KEY:			
Character	Months	Character	Months
A	0 - 4	D	13 - 18
B	5 - 8	E	19 - 24
C	9 - 12	F	25 +

FIGURE 5  
 NON-RECIDIVISTS: TIME OUT OF PROGRAM  
 (Represents Completers and Non Completers)



KEY:			
Character	Months	Character	Months
A	0 - 4	D	13 - 18
B	5 - 8	E	19 - 24
C	9 - 12	F	25 +

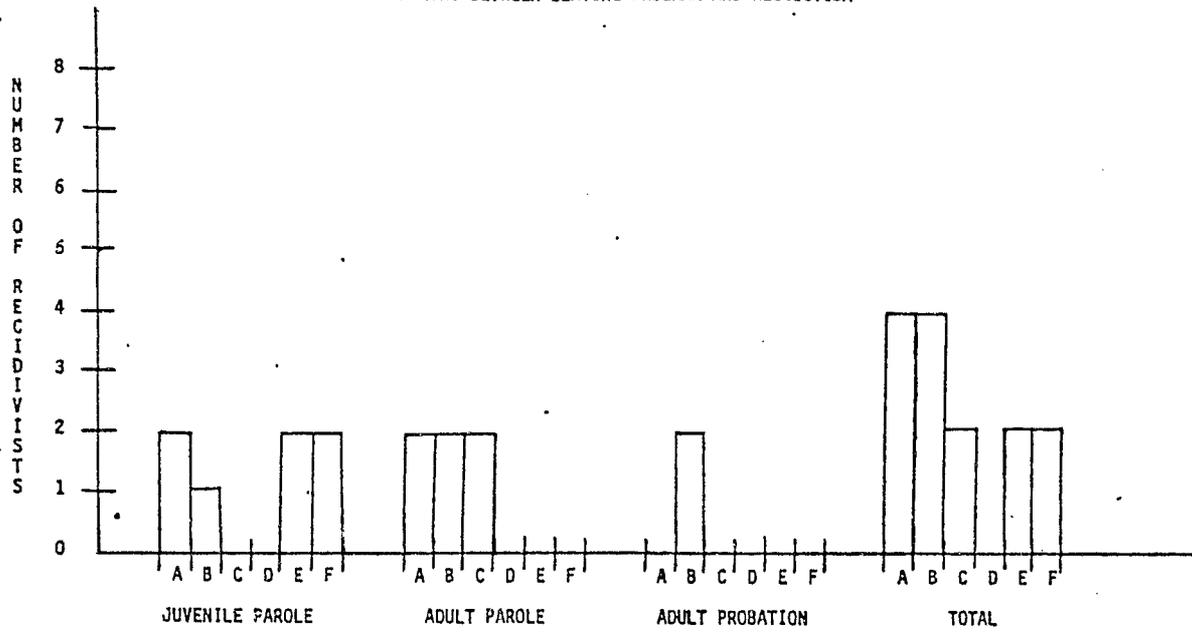
Some offenses committed by participants did not affect a change in the parolee's or probationer's status in the Department. Thirteen of the 19 offenders committed new offenses which resulted in a change in their status: incarcerated while under supervision/new offense; extended parole/probation supervision for new offense; incarcerated after discharge for a new offense. Ten (10) of these participants' offenses resulted in their incarceration in a state institution. Figures 6 through 8 break this recidivism pattern down into the following categories: months before recidivating, job training classification, parole/probation classification and non-completion.

The five (5) skilled recidivists represent 17% of the non-completers in this job category; the four semi-skilled job trainees represent 16% of all non-completers in this category; and the three unskilled recidivists make up 33% of the non-completers in the unskilled category (see Appendix B, Phase I Report, p. 65). This seems to indicate that those in the semi-skilled and skilled areas are less likely to recidivate than those placed in a training program for an unskilled job; however, this finding may be the result of other intervening factors such as intellectual capability or prior work experience and not a result of the program placement. The number of clients in these categories is too small to provide direct evidence for this relationship.

To find out why these placements in semi-skilled and skilled areas are less likely to recidivate, it would be necessary for the Field Services Bureau to collect additional data, particularly in the area of employment: income, job stability, length of employment, etc. If the Bureau maintained a list of clients recommended to the program but not placed because of the unavailability of space, these clients could serve as a reasonable comparison group which would provide more definitive information on the program's impact.

FIGURE 6

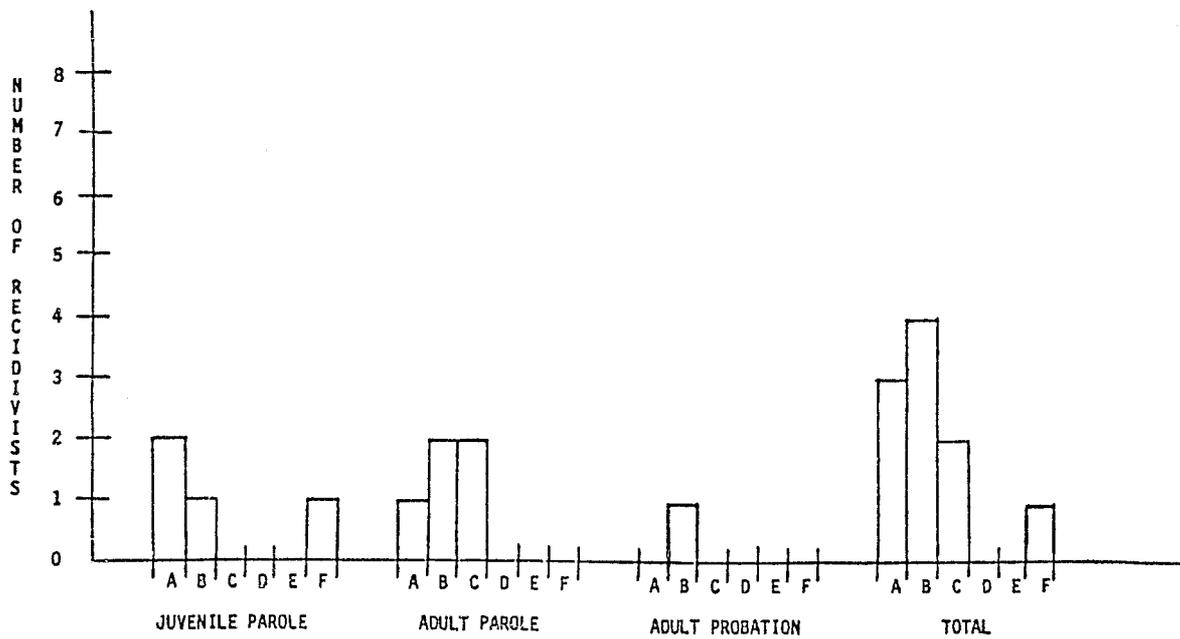
RECIDIVISTS EXPERIENCING A CHANGE IN PROBATION/PAROLE STATUS BY MONTHS BETWEEN LEAVING PROGRAM AND RECIDIVISM



KEY:			
Character	Months	Character	Months
A	0 - 4	D	13 - 18
B	5 - 8	E	19 - 24
C	9 - 12	F	25 +

FIGURE 7

INDIVIDUAL RECIDIVISM WHICH RESULTED IN INCARCERATION BY MONTHS BETWEEN LEAVING PROGRAM AND RECIDIVISM

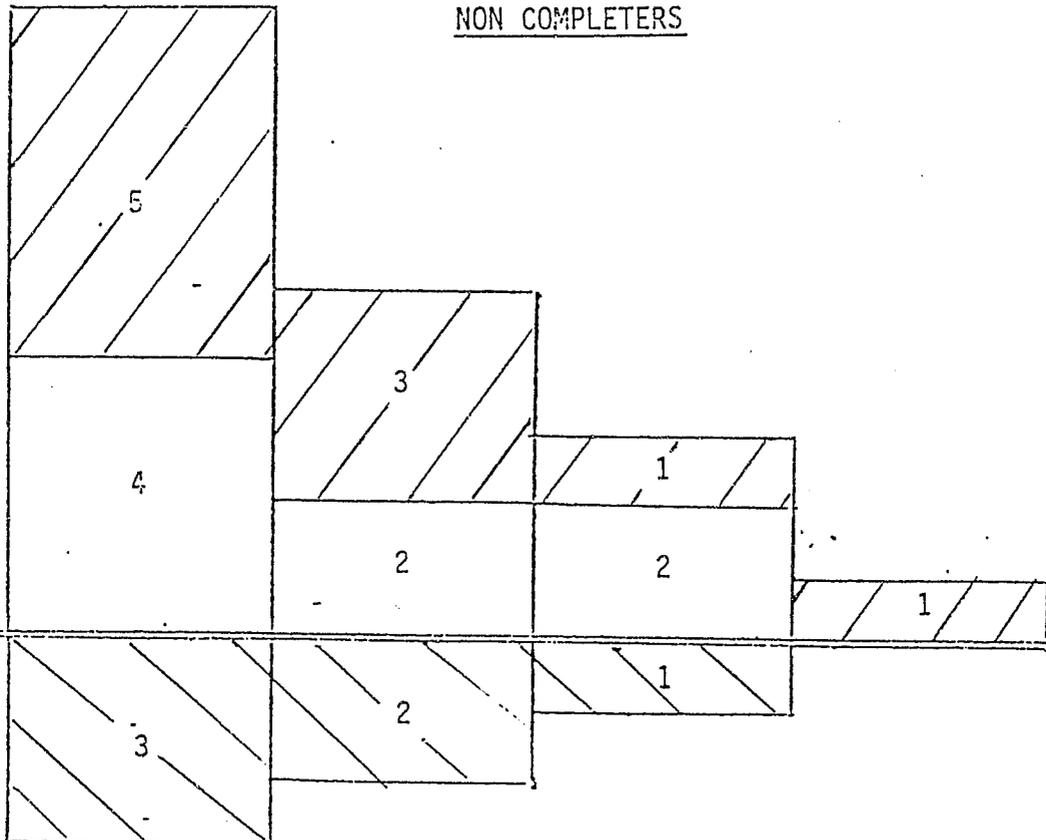


KEY:			
Character	Months	Character	Months
A	0 - 4	D	13 - 18
B	5 - 8	E	19 - 24
C	9 - 12	F	25 +

FIGURE 8

Recidivists Experiencing a Change in  
 Probation/Parole Status by  
 Job and Parole/Probation Classification

NON COMPLETERS



Total Group

(12)

Juvenile

(7)

Adult  
Parole

(4)

Adult  
Probation

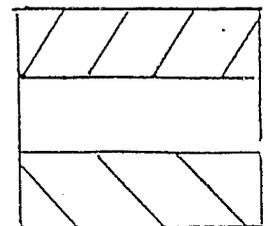
(1)

KEY:

Skilled

Semi Skilled

Unskilled



Given the type of client in T.E.O.P., the Field Services Bureau felt that if a person committed no more than one technical violation of parole from enrollment in the program to one year after the program, the client can be considered to have adjusted well to parole or probation. A 10 percent or less recidivism rate occurring within one year of the program among all T.E.O.P. participants would indicate program success. Using these figures as the parameters of program success, T.E.O.P. can be said to have played a part in alleviating the adjustment problems of most participants and came close with a 13 percent one-year recidivism rate to meeting its maximum 10 percent rate. For the 38 program completers, whom one would expect to be most influenced by the program, the recidivism rate was a low 3 percent.

Simple and multiple correlational analysis with recidivism as the outcome measure, however, showed no significant relationships that would identify those most likely to recidivate. It appears that these variables would not be helpful to use as a screening procedure.

#### Comparison to Other Programs on Recidivism

The philosophy of space available open access to the program to those meeting the criteria, and the operation/management pattern were among the factors precluding the use of a more rigorous random allocation research design. It was felt, however, that the mere reporting of the amount and type of recidivism encountered would not be sufficient and T.E.O.P.'s effects must be placed in some comparison context for review. Other corrections' programs operating in the United States were studied for this purpose. The evaluation staff was unable to locate other programs similar to T.E.O.P. in thrust and operation. The programs abstracted offer generally more comprehensive services than are provided by T.E.O.P.; therefore, several methodological limitations to asses-

sing the comparisons as definitive or "hard" are present. Among these limitations are the unique cultural character of New Mexico, the generally rural nature of New Mexico, the age groupings in the program, and the inherent differences that can range from administrative and supervision practices to the setting and services offered. Individually and together these factors can profoundly influence an outcome. Table 6 describes the target group, services and recidivism rates for the various programs used as comparisons.

The Table indicates that T.E.O.P., given the limited services provided, compared favorably to the other programs, and can be considered to be within the range of expected outcome performance, i.e., recidivism rate. In fact, compared to the majority of the programs listed in the Table, T.E.O.P. achieved a considerably lower recidivism rate with a small amount of input.

TABLE 6  
COMPARISON ON RECIDIVISM OUTCOME

PROGRAM NAME	SERVICES	AGE	RECIDIVISM MEASURED IN MONTHS	DEFINITION
T.E.O.P.	Basic On-The-Job Training	16-26	All Participants (100) Completers (38) 7% 6 months 5% 6 months 13% 12 months No change 12 months 15% 18 months from 6 mo. 18 months	New Offense Conviction
Associated Marine Institute	Education and Job Training	15-18	20% 12 months 24% 18 months	Recommitment
Try Center	Education, Employment Placement and Counseling	Juveniles	34% 18 months	New Offense Conviction
Florida Halfway House	Education, Counseling and Basic Employment Training	Juveniles	41% 18 months	New Offense Conviction
Transitional Aid Research Project	Job Placement and Transitional Financial Aid	18-45 (58.5% under 25 years old)	40% 12 months	First Arrest
CARVE Program, Massachusetts	Reintegration-Volunteer Work	Adult	18% 12 months	Reincarceration
Monroe County Pilot Probation Project	Vocational Upgrading - High Intensity Program	18-35	7% 6 months	Probation Revocation or New Offense Conviction

Overall, 5 (13.1%) of the 38 program completers had at least some contact with the criminal justice system during or after the program. Of the 62 non-completers, 32 (52%) have had at least some contact with the criminal justice system though not necessarily for a new offense. Seventeen of these contacts were for new offenses and seven of these individuals had more than one contact. Using as guidelines Field Services Bureau expectations for the adjustment and recidivism rate, T.E.O.P. can be considered a factor in parole/probation adjustment and reduced recidivism. Compared to other reintegration programs, T.E.O.P. can be considered well within the range of expected outcome on the recidivism measure.

## INTERPRETATION AND CONCLUSION

The purpose of the evaluation study was to assess T.E.O.P.'s success in meeting client training needs and program goals. This section contains a summary of program achievements and problems with recommendations for improving operations and assessing impact.

Employers who responded to the T.E.O.P. employee questionnaire thought quite highly of the clients and indicated that these clients were acquiring good work habits and learning basic job skills - a program goal. The program was praised by these same employers as a very effective means to help offenders reintegrate into their communities and to give these offenders a second chance at success. Many employers felt, however, that T.E.O.P. clients should have some testing or other form of skill evaluation and an orientation to the world of work prior to job placement. In line with this, several parole officers recommended a screening for willingness and ability to work. This is a matter that one would expect to be dealt with as part of the selection process. Employers suggested that, particularly in the more skilled positions, a four-month training period is inadequate. A discussion of appropriate length of training for various jobs with representatives of the Trades and Industrial Education Section of the Department of Education might be of benefit to the T.E.O.P. program. The fact that T.E.O.P. has experienced a 62% drop-out rate coupled with the employer and parole officer assessments of program weaknesses indicates a need for closer scrutiny of the placement procedures. Juveniles recommended to the program from an institution are given vocational counseling and aptitude testing which aid the parole officer in client job placement. For the adult parolee and probationer, this pre-employment preparation is not likely to have occurred and the parole officer is left without the benefit of in-depth knowledge of his client's aptitudes and abilities prior

to actual placement.

Consideration should be given to administering simple job aptitude and interest tests, such as The Minnesota Vocational Interest Inventory, California Occupational Preference Survey, or Job Dimensions, and the General Abilities Test Battery or Differential Aptitude Test.<sup>11</sup> These tests could be a component of a pre-employment orientation program in job skills, such as filling out applications, interviewing and vocational assessments. These components could then be brought together to provide a realistic appraisal of client career interests, ambitions and requisite skills. Interest in a particular job does not necessarily indicate a capability to perform a job and so placement in a job that is not suited to the client's capabilities could have serious negative consequences on his sense of self esteem and behavior. Using the findings from the testing and orientation process in combination with the judgment the parole officer has acquired from his long contact with offenders should result in more successful job training placement and the orientation process itself might serve as a motivating force for the client as he begins his job training. He will not only have a better grasp of the requirements of the work world but will feel he has actively participated in his career planning. This additional knowledge about the client would also be helpful to the employer in his curriculum development and to the client himself should he need to seek employment at a later time. The Singer/Graflex Monroe County Pilot Probation Project

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<sup>11</sup>Oscar Krisen Buros, ed., The Seventh Mental Measurements Yearbook, Highland Park, New Jersey, 1972, Vol. II, p. 1009-1057; John P. Robinson, Robert Athanasiou and Kndra B. Head, Measures of Occupational Attitudes and Occupational Characteristics, Ann Arbor, Michigan, 1976, p. 313-333.

reported success in job placement through the use of a vocational evaluation system.<sup>12</sup> This system revolves around identifying with the client his reasons for participating in the program, the importance of cooperating in the orientation, the possible affects of the program on the client and his family, the need for the client to be exposed to unfamiliar occupations, and the purpose of the various tests he will take. This orientation session for vocational aptitude and interest assessment is brief. For New Mexico Criminal Justice Department clients an appropriate time for much of this pre-placement evaluation would seem to be prior to release on parole if the client has been incarcerated. Although the multiple regression analysis did not indicate a "best time" for placement in the program, many parole officers felt that clients should begin the program while in an institution or immediately upon placement on parole or probation. Placement immediately upon release from the juvenile institutions occurs frequently but placement directly from the adult institutions is a rather rare occurrence. The Field Services Bureau should consider giving periodic "seminars" about the program at the adult institutions. These sessions should be directed at the appropriate institutional staff.

In terms of increasing the length of the training program, the Department might attempt, when feasible, in the skilled trades to work out a 50-50 agreement with employers in which the Department

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<sup>12</sup>Peter S. Venezia and William A. McConnell, The Effect of Vocational Upgrading Upon Probationer Recidivism, (National Council on Crime and Delinquency, Research Center, 1971).

pays the cost for four months of training as it does under the current system, the employer would then absorb the costs for the second four-month period. In this fee schedule, the employer would not pay for the services of the T.E.O.P. placement until after he has learned appropriate work procedures and become familiar with the employer's place of business and operations. By bringing the training period in line with other basis job training programs, the Department might attempt to make arrangements with the Department of Education to present certificates to "graduates" which could provide more of a sense of importance to program completion and give clients a credential to use in seeking employment.

Research into the length of training programs corroborates the employers' and parole officers' assessments of inadequate time allowance. According to Mr. Doug Richardson of the Department of Education the bare minimum training time for skilled jobs is 900 hours.<sup>13</sup> In some of the Department's programs, the students receive certification. The student's progress in the Cooperative Education Program is monitored by the area coordinator through on-site visits with the student and employer. In addition, their training agreement is much more specific than most of the work plans found in the T.E.O.P. contracts of the clients studied in this evaluation.

Earlier in this report the importance of employment to parole success and the difficulty ex-offenders often have in obtaining employment has been cited and described. Given this importance of

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<sup>13</sup>Informal discussion of appropriate lengths of training programs with Mr. Richardson on April 10, 1979.

employment to "straight living" among ex-offenders, particularly the "bottom of the line" client in T.E.O.P., its requirement as a parole condition, and the types of activities which are necessary to fully and effectively run an ex-offender job training program statewide, it is recommended that the Criminal Justice Department consider making funds available for a position within the Field Services Bureau in which primary responsibility would be T.E.O.P. coordination. Under current T.E.O.P. management conditions, the coordinator is limited in the amount of time that he can devote to program matters. T.E.O.P. coordination is only one of several tasks he is responsible for. A full time coordinator's responsibilities would include program administration, liaison with the institutions, job market analysis, job development, client screening and on-site monitoring of client progress. A person having full time responsibility for the program could better insure that the program as implemented is meeting its goals and client training needs.

Because of the high risk client in T.E.O.P. and his concomitant tendency to drop out of the program, it is suggested that, if it would not be deemed harmful to the client's relationship with fellow employees to have his parole officer seen on the job premises, regular meetings take place among the parole officer, client and employer to discuss program related progress, problems and achievements. Many of these offenders may simply have been "down" too long to understand the dynamics around them. These meetings can help provide T.E.O.P. clients much needed success experiences, engender self-esteem, and alleviate problems which might in turn improve attitudes about the benefits to be gained from legitimate self-sufficiency.

The adjustment and recidivism rates for clients who participated in the program was impressive, particularly for those who completed the program. Of all 100 participants, 24 committed tech-

nical violations. A total of 19 participants committed new offenses with 13 recidivating within one year. Only two completers committed new offenses. Skilled and semi-skilled workers appear less likely to recidivate. On the recidivism measure, T.E.O.P. compared very favorably with other programs offered to juveniles and young adults.

Finally, although the design available to use for the evaluation does not allow for direct association between the program, recidivism, and parole/probation adjustment, the recidivism rates coupled with the comments of the parole officers presented earlier suggest that generally the program did positively influence parole/probation performance and may have provided the environmental support necessary to avoid recidivism.<sup>14</sup> However, one would expect that a job training program would not only help reduce recidivism among unskilled offenders but would also lead to employment. The employment history of participants' post program is at best sketchy. Because of the unavailability of appropriate data, there is no way at this time to show that the program is actually impacting on an important goal of T.E.O.P. - the employability of these clients. Despite this limitation in the current analysis, this problem can be overcome. It is recommended that the T.E.O.P. coordinator maintain a list of qualifying but not placed clients and implement data collection procedures on employment and related information: opportunity for advancement, length of employment, income, etc. If data is gathered and consistently

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<sup>14</sup>A study to predict the effects of environmental deprivation on recidivism by W. O. Jenkins at the Draper Correctional Center found that occupational issues such as employment, job participation, job status and income, and interpersonal relationships are key variables in predicting recidivism.

maintained, analysis could be done on how well T.E.O.P. facilitates and improves the chances for participants to obtain and maintain employment, and on employment's relationship to recidivism among Field Services clients. The Statistical Analysis & Evaluation Center could aid the Bureau in developing a record keeping system for this purpose.

Although a cost effectiveness study was not feasible given the data limitations, it is generally agreed that a reduction in recidivism results in a decreased need for a growth in client related services and this can be considered a savings associated with the program.

APPENDIX A

T.E.O.P. TRAINING CONTRACT

STATE OF NEW MEXICO  
CRIMINAL JUSTICE DEPARTMENT  
CORRECTIONS DIVISION

TECHNICAL AND PROFESSIONAL SERVICES AGREEMENT  
TRANSITIONAL EMPLOYMENT OPPORTUNITY PROGRAM

THIS AGREEMENT is made and entered into on \_\_\_\_\_, 19\_\_\_\_, by and between the State of New Mexico, Criminal Justice Department, Corrections Division, hereinafter referred to as the "Department", and \_\_\_\_\_ hereinafter referred to as the "Contractor".

IT IS HEREBY agreed by and between the parties:

1. Scope of Work

The Contractor shall:

- A. provide on-the-job vocational training to \_\_\_\_\_, at the Contractor's business establishment for a maximum of 640 hours at \_\_\_\_\_ hours per week, subject to the termination provisions below.
- B. supervise the training of \_\_\_\_\_ and certify the trainee's time sheets.
- C. keep \_\_\_\_\_'s Parole Officer informed of any problems or difficulties encountered with the client.
- D. contribute to the development of \_\_\_\_\_'s strong moral character to aid \_\_\_\_\_ in becoming a benefit to society.
- E. fully cooperate with the Department in evaluating the progress of \_\_\_\_\_. Contractor's participation in the evaluation shall include but not be limited to:
  - 1) meeting with \_\_\_\_\_'s Parole Officer as frequently as requested by the Department;
  - 2) conducting a bi-monthly evaluation which will be submitted to the Coordinator of this program;
  - 3) participating in a monthly evaluation of \_\_\_\_\_'s progress;
  - 4) meeting on the ninth week of training with the Coordinator to determine whether the program should be continued.
- F. comply with the work program outline which is attached. The provisions of that outline are hereby incorporated by reference and made part of this agreement.
- G. Contractor further agrees that no funds hereunder shall be used for any partisan political activity.

2. Compensation

- A. The Department shall pay to the Contractor in full payment for services rendered the sum of \$ \_\_\_\_\_ per month, such compensation not to exceed \$ \_\_\_\_\_ in total.
- B. The Department shall pay the Bureau of Revenue directly the New Mexico Gross Receipts Tax levied on the amounts payable under this agreement.
- C. Payment shall be made within five to eight working days from the date of receipt and audit by the Department of a Purchase Voucher signed by the Contractor. The Purchase Voucher shall be submitted by the Contractor on the last working day of each month.

3. Term

THIS AGREEMENT SHALL NOT BECOME EFFECTIVE UNTIL APPROVED BY THE CRIMINAL JUSTICE DEPARTMENT, AND THE DEPARTMENT OF FINANCE AND ADMINISTRATION. This agreement shall terminate on \_\_\_\_\_, 19\_\_\_\_, unless terminated pursuant to paragraph 4, infra.

4. Termination

This agreement may be terminated by either of the parties upon written notice delivered to the other party. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination. Termination of the trainee by the Contractor does not require Department approval. The Contractor's rights to suspend or discharge employees shall be in accordance with the Contractor's established rules and regulations. The Contractor shall refer all disciplinary problems to the client's Parole Officer.

5. Status of Contractor

The Contractor, and his agents and employees, are independent contractors performing vocational training services for the Department and are not employees of the State of New Mexico. The Contractor, and his agents and employees, shall not accrue leave, retirement, insurance, bonding, use of state vehicles, or any other benefits afforded to employees of the State of New Mexico as a result of this agreement.

6. Assignment

The Contractor shall not assign or transfer any interest in this agreement or assign any claims for money due or to become due under this agreement without the prior written approval of the Department.

7. Subcontracting

The Contractor shall not subcontract any portion of the services to be performed under this agreement without the prior written approval of the Department.

8. Appropriations

The terms of this agreement are contingent upon sufficient appropriation and authorization being made by the Criminal Justice Department for the performance of this agreement. The Department's decision as to whether sufficient appropriations are available shall be accepted by the Contractor and shall be final.

9. Release

The Contractor, upon final payment of the amount due under this agreement, releases the Department, its officers and employees, and the State of New Mexico from all liabilities, claims and obligations whatsoever arising from or under this agreement. The Contractor agrees not to purport to bind the State of New Mexico to any obligation not assumed herein by the State of New Mexico, unless the Contractor has expressed written authority to do so, and then only within the strict limits of that authority.

10. Conflict of Interest

The Contractor warrants that he presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required under this agreement.

11. Amendment

This agreement shall not be altered, changed or amended except by instrument in writing executed by the parties hereto.

12. Scope of Agreement

This agreement and attached work program outline incorporate all the agreements, covenants, and understandings between the parties hereto concerning the subject matter hereof and all such covenants, agreements and understanding have been merged into this written agreement and attached work program outline. No prior agreement or understanding, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this agreement or attached work program outline.

13. Workman's Compensation Insurance

Workman's Compensation Insurance covering Corrections Division employees shall also cover \_\_\_\_\_ within the scope of his/her vocational training under this agreement.

14. Records and Audit

The Contractor shall maintain detailed time records which indicate the date, time and nature of services rendered. These records shall be subject to audit by the Department of Finance and Administration, the Criminal Justice Department, the State Auditor, the Law Enforcement Assistance Administration, and the Comptroller General of the United States. The \_\_\_\_\_ shall have

the right to audit billings both before and after payment. Payment under this Agreement shall not foreclose the right of the \_\_\_\_\_ to recover excessive or illegal payments.

15. Product of Services: Copyright

All written materials developed specifically for the \_\_\_\_\_ by the CONTRACTOR under this agreement shall become the property of the State of New Mexico and shall be delivered to the \_\_\_\_\_ not later than the termination date of this Agreement. No such materials developed, in whole or in part, by the CONTRACTOR under this Agreement shall be the subject of an application for copyright by or on behalf of the CONTRACTOR.

16. Prohibition Against Dual Compensation

The charges for services rendered under this contract are reimbursable or subject to compensation only to the extent that such services relate exclusively and directly to the purpose of this Contract, and supplemental or additional payment by the CONTRACTOR from any other source is prohibited.

17. Equal Employment Opportunity

The CONTRACTOR, in the performance of this Agreement, shall not discriminate against any employee, client or other person on the basis of race, color, religion, national origin, sex or age.

18. Compliance with General and Special Conditions

In the performance of this Agreement, the CONTRACTOR agrees to adhere to any applicable Law Enforcement Assistance Administration and Criminal Justice Department general and special conditions to grant NUMBER 78-F-4-2-5. This Agreement shall be governed by the Laws of the State of New Mexico.

19. Confidentiality

Any information given to or developed by the CONTRACTOR in the performance of this Agreement shall be kept confidential and shall not be made available to any individual or organization by the CONTRACTOR without the prior written approval of the \_\_\_\_\_.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first written above.

STATE OF NEW MEXICO  
CORRECTIONS DIVISION

By: \_\_\_\_\_  
Contractor

By: \_\_\_\_\_  
Director, Corrections Division

By: \_\_\_\_\_  
Secretary, Criminal Justice Department

THIS AGREEMENT HAS BEEN APPROVED BY:

DEPARTMENT OF FINANCE AND ADMINISTRATION

By: \_\_\_\_\_

DATE: \_\_\_\_\_

The records of the Bureau of Revenue reflect that the Corrections Division has entered into a TS-22 agreement with the Bureau of Revenue and that the Corrections Division will pay the Gross Receipts Tax levied on the amounts payable under this agreement directly to the Bureau of Revenue.

By: \_\_\_\_\_

Date: \_\_\_\_\_

Bureau of Revenue  
Returns Processing Division

APPENDIX B

MAJOR VARIABLE LIST

APPENDIX B

MAJOR VARIABLE LIST\*

Background Variables

Age

Sex

Marital Status (Categories: single, married, separated, divorced, widowed)

Dependents (Categories: yes, no; if yes, number of dependents)

Living Situation (Categories: both parents, one parent, spouse, other relative, self, other)

Field Office District

Education (Categories: junior high or less, high school, H.S. diploma/GED, post secondary)

Vocational Training Prior to Placement in T.E.O.P. (Categories: yes, no, unknown, for training in area similar to T.E.O.P. training)

Criminal History

Age First Offense

Prior Offense Score by Rating Scale

Total Offense Score by Rating Scale

Technical Violations during and after Program (Categories: number and type)

Offenses Committed during and after Program (Categories: offense and counts)

Parole Discharge (Categories: no, early discharge, satisfactory, unsatisfactory)

\*Additional variables were drawn from the Survey Instruments (See Appendix G)

Current Status with Criminal Justice Department (Categories: still under supervision, incarcerated while under supervision/new offense, under supervision for new offense, incarcerated after discharge/new offense, not in custody of the Department)

T.E.O.P. Program Variables

Referral Source (Categories: juvenile institution, juvenile parole, adult institution, adult parole, adult probation)

Parole Date

Employment Date in T.E.O.P.

Number of Weeks Between Parole and Employment Dates

Occupational Classification (Categories: skilled, semi-skilled, unskilled)

Length of Time in Program

Program Completion/Termination (Categories: yes, no)

Reason for Termination (Categories: fired, job dissatisfaction, another job, moved, parole/probation revocation, other)

Post Program Employment Variables

Employment History

Current Employment Status (Categories: employed, student, unemployed, reincarcerated)

APPENDIX C

T.E.O.P. EVALUATION REPORT

PHASE I

A REPORT FROM  
STATISTICAL ANALYSIS & EVALUATION CENTER

T.E.O.P.  
EVALUATION REPORT  
PHASE I

Dr. Charles E. Becknell, Secretary  
Criminal Justice Department

Administrative Services Division

Joe R. Romero  
Division Director

Sheila A. Cooper  
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Robert A. Gallegos  
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Management Analyst  
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Management Analyst  
Secretary  
Student Intern

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Printed by: Leo Varos  
Management Services Bureau

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## PROBLEM STATEMENT

Offenders, particularly those who have been incarcerated, have a difficult time readjusting to life back in their communities. One problem faced by some offenders is idle time because they are not employed or otherwise engaged in activities that lead to legitimate forms of self-sufficiency. This problem is exacerbated by the fact that many do not possess marketable job skills and do not meet the criteria for placement in existing manpower training programs. Unemployment is considered a major factor in poor parole or probation adjustment and criminal behavior. Unemployment is particularly high among juveniles and young adults.

The Corrections Division developed the Transitional Employment Opportunity Program (T.E.O.P.) to meet the needs of the so called "bottom of the line" offenders - those with little or no history of employment or job stability. T.E.O.P. offers paid on-the-job vocational training in the participant's community. Having this training take place in the community better ensures that the job skills learned will be relevant to the jobs available and provides to the participant a chance to take a positive role in the community. It is by providing this opportunity to learn basic job skills that T.E.O.P. aims to increase the ability of a participant to obtain or continue employment after release and to reduce the participant's chances of recidivism.

## EVALUATION PLAN

The goal of the evaluation study is to provide the Corrections Division of the Criminal Justice Department with information on T.E.O.P.'s effectiveness in meeting the following program goals:

1. T.E.O.P. participants will have fundamental job skills upon leaving the custody of the Criminal Justice Department (fundamental job skills are defined as good work habits and the job skills necessary to obtain an entry level position).
2. T.E.O.P. participants will have improved post-release success in obtaining employment through on-the-job training.
3. Participation in T.E.O.P. will result in a reduction in recidivism and adjustment problems associated with parole or probation (recidivism is defined as return to the criminal justice system through commission of a new offense or parole or probation revocation; adjustment problems are defined as violations of the conditions of parole or probation).

The Corrections Division views these goals as consecutive steps on the individual client level: accomplishment of goal 1 leads to goal 2, accomplishment of goals 1 and 2 leads to goal 3.

The evaluation entails measuring T.E.O.P.'s effects on three levels:

- I. Program completion as a function of participant characteristics: Participants are studied to determine whether there are certain characteristics that predispose a participant to success in the program.
- II. Survey of parole officers and employers: Parole officer and employer assessments of both the program and individual participants are analyzed to determine how the program has affected the participant's behavior, attitude toward work responsibilities and acquisition of basic job skills, and how the program itself might be improved.
- III. Post Program Analysis: The program's impact on participant post program employment and involvement with the criminal justice system is studied.

## RESEARCH METHODOLOGY FOR PHASE I

The data presented in this preliminary report represents the first phase of the evaluation and is meant only to describe the T.E.O.P. participant as he existed in the Program. The information learned from Parts II and III of the evaluation will be incorporated with Part I and presented in a later report.

The research procedure for this phase of the evaluation required three sequential steps. First, a description of the T.E.O.P. participant was obtained to define the type of person placed in the program. Second, a comparison of program completer with program non-completer was made to identify differences between the two groups in demographic characteristics. Third, using a computer-based multiple regression analysis, a number of characteristics were analyzed to see how they were related to program outcome. The characteristics correlated to program outcome considered to be important were those indicated from previous research, from discussions with staff of the Criminal Justice Department and from the best judgment of the evaluators.

It should be noted that this phase of the evaluation used program completion as the only measure of program outcome.

### PARTICIPANT PROFILE

The participant profile consists of all 100 T.E.O.P. participants who completed or otherwise terminated the program between October 12, 1975 (the date of the first T.E.O.P. placement) and December 21, 1978. To describe the clientele served by T.E.O.P., twenty-one variables were derived from Departmental files maintained on each T.E.O.P. participant. A listing of these variables can be found in Appendix A.

For purposes of this study, persons who complete the program will be referred to as "program completers" and those who terminated the program will be referred to as "program non-completers." Program completion means remaining in the program until the training contract expires. Program non-completion means one of the following: fired, job dissatisfaction, employment elsewhere, moved, parole/probation revoked or other. Program termination, therefore, does not necessarily indicate unsatisfactory adjustment to the program but could indicate other causal factors impinging on the client which resulted in program non-completion and, therefore, should not be considered indicative of program failure in all cases. When appropriate, the research findings will specify reasons for non-completion.

OFFENSE RATING SCALE

To make distinctions of degree of criminal history between clients a rating scale of criminal history which assigns a single score to each client was developed to compare individuals along a common scale. Fifteen distinct hypothetical offender histories were identified. Seriousness weights were established for four categories of "offenses":

	Seriousness Weights
Status Offense .....	.5
Misdemeanor .....	2.0
Property Crime-Felony .....	8.0
Violent Crime-Felony .....	32.0

Using the scale, this means that one property crime-felony is interpreted as four times worse than a misdemeanor.

Without knowledge of the seriousness weights associated with the criminal histories, 13 people within the Department were each asked to rank these hypothetical offender histories specifically in relation to one another, indicating 15 as the most serious criminal history and 1 the least serious history. The ratings indicate the individual's relative position in the offender population. At the time of analysis, eleven rankings were analyzed against the rankings established through the seriousness weighting system. An unusually high correlation coefficient of .98 was derived. This rating scale correlation coefficient is statistically significant and considered valid as a reasonable approximation of offender history for purposes of the study.

DESCRIPTION OF T.E.O.P. CLIENTELE FINDINGS

PROGRAM OUTCOME

One-hundred (100) clients participated in T.E.O.P. spending from one week to 24 weeks in the program. Of these 100 participants, 36 were "program completers." Of the remaining 64 who did not complete the program, 28 were fired, 16 left for non-program related reasons (another job, school, etc.), 9 left because of job dissatisfaction. The reasons for termination of 11 clients are not known. No participant was terminated because of parole or probation revocation.

PROGRAM OUTCOME BY JUVENILE AND ADULT CATEGORIES\*

TABLE I

Variable	Program Completers		Program Non-Completers		Total	
	N	%	N	%	N	%
Juvenile Parolee	15	(41.7%)	33	(51.6%)	48	(48%)
Adult Parolee	15	(41.7%)	28	(43.7%)	43	(43%)
Adult Probationer	6	(16.6%)	3	( 4.7%)	9	( 9%)

PROGRAM OUTCOME BY JOB CLASSIFICATION\*

TABLE II

Variable	Program Completers		Program Non-Completers		Total	
	N	%	N	%	N	%
Skilled	15	(41.7%)	30	(46.9%)	45	(45%)
Semi-Skilled	14	(38.9%)	25	(39.0%)	39	(39%)
Unskilled	7	(19.4%)	9	(14.1%)	16	(16%)
Total	36	(100.0%)	64	(100.0%)	100	(100%)

\*N = Number of participants in each category

% = Percent "N" represents in each column

## TYPICAL T.E.O.P. PARTICIPANT

The characteristics of a typical participant are described below. The profile was derived by selecting the category having the greatest frequency of occurrence, unless indicated otherwise, among the one-hundred participants and is not necessarily representative of any specific participant in the program.

The typical participant:

1. Is 17 years old
2. Is male
3. Is single
4. Lives with one (26%) or both parents (41%)
5. Resides in an urban area
6. Has no dependents
7. Has some high school education
8. Has not had vocational training in the area of his T.E.O.P. job
9. Has some history of drug or alcohol abuse
10. Has a present offense rating of 8
11. Committed his first offense at 15 or 16
12. Has no prior criminal record (this is the most frequently occurring case, however, many clients have at least a minimal criminal history)
13. Was a juvenile parolee
14. Was on parole 25.2 weeks prior to employment in T.E.O.P. (mean average)
15. Received training in a skilled area
16. Stayed in the program 10.8 weeks (mean average)
17. Did not complete the program

Differentiating this typical client into "program completer" and "program non-completer" shows differences in only two variables. The typical program completer was 17 years old when he committed his first offense; the non-completer was 15 years old when he committed his first offense. A program non-completer stayed in the program an average of 6.5 weeks before terminating as opposed to the program completer who was in the program 18.4 weeks.

### DEMOGRAPHIC CHARACTERISTICS

#### Sex

Males account for 92% of T.E.O.P. participants. Thirty-seven percent (37%) of these participants completed the program.

Of the remaining 8% female clients, 25% completed the program.

#### Ethnicity

The ethnic background of many clients was not available and so this variable was deleted from the study.

#### District

There are 12 District Field Offices in New Mexico. Of the 12 districts, the three more urban areas of Santa Fe, Albuquerque and Las Cruces accounted for 53% (53 clients) of the placements and over half of the program completers. Client participation by district can be seen in the table below.

## DISTRICT PARTICIPATION

TABLE III

District	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
Program Completers	3	11	5	0	2	0	5	0	0	7	2	1	36
Program Non-Com- pleters	7	19	7	0	7	1	4	1	5	9	4	0	64
Total Partici- pants	10	30	12	0	9	1	9	1	5	16	6	1	100

### Education

The average educational level attained is between 9 and 11 years. Approximately 29% of the participants, however, achieved an educational level of 12 years or more. Forty-five percent (13) of these completed the program. Seven percent (7) of the participants had a junior high school education or less. Fourteen percent completed the program. This represents one client in this category.

PROGRAM OUTCOME BY EDUCATION

TABLE IV

Variable	Program Completers		Program Non-Completers		Total	
	N	%	N	%	N	%
8 or less	1	( 1%)	6	( 6%)	7	( 7%)
9 - 11	18	(18%)	35	(35%)	53	(53%)
HS Dip./ G.E.D.	10	(10%)	11	(11%)	21	(21%)
Post Secondary	3	( 3%)	6	( 6%)	9	( 9%)
Unknown	4	( 4%)	6	( 6%)	10	(10%)
Total	36	(36%)	64	(64%)	100	(100%)

It should be noted that actual achievement level as defined by standardized tests was not available in most cases. However, of the 19 juveniles with this information available, the average client was functioning 5.4 years below his grade level as defined by WRAT (Wide Range Achievement Test). Of 25 juveniles whose T.E.O.P. files had IQ information, the mean average full-scale IQ was 86.7 as defined by WISC-R. The full-scale IA range of the juveniles was from 65 to 112.

CRIMINAL HISTORY

Information regarding the "typical criminal history" of the clients' previously described indicated that the present offense rating scale score from the offense in which the participant was in the custody of the Department and placed in T.E.O.P. was "8". The "typical" score is the one single score that occurred most

frequently. Half the scores, however, were above or below "8". The distribution of T.E.O.P. participant scores ranges from "0" to "104". The high end of the range was the exception, responsible for giving the spread of the scores a distorted appearance.

The same interpretation applies to the prior criminal record. These criminal histories, as depicted by the rating scale, had half the score above and below "6.25". Those above "6.25" range up to a scale value of "106.5" the scores at the upper end being a minority.

Neither present offense nor prior criminal record appears to have an impact on program completion except in the 0 to 7 point category of the prior offense history. It is in this prior history point range that the largest percentage (23%) of participants completes the program (see Tables V and VI). It should be noted that the criminal histories are composed only of the offense information contained in the participant files and is considered inclusive for purposes of this study.

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page 71 is

not missing —

the document is  
misnumbered.

PRESENT OFFENSE HISTORY\*

TABLE V

Scale	0 - 7*	8 - 32**	32 - 65***	66 - 88	89 - 120
Program Completion	9 ( 9%)	17 (17%)	8 ( 8%)	1 ( 1%)	1 ( 1%)
Program Non-Completion	21 (21%)	32 (32%)	11 (11%)	0 ( 0%)	0 ( 0%)
Total	30 (30%)	49 (49%)	19 (19%)	1 ( 1%)	1 ( 1%)

PRIOR OFFENSE HISTORY

TABLE VI

Scale	0 - 7****	8 - 31**	32 - 65***	66 - 88	89 - 120
Program Completion	23 (23%)	9 ( 9%)	2 ( 2%)	0 ( 0%)	2 ( 2%)
Program Non-Completion	30 (30%)	23 (23%)	6 ( 6%)	3 ( 3%)	2 ( 2%)
Total	53 (53%)	32 (32%)	8 ( 8%)	3 ( 3%)	4 ( 4%)

\*Can represent a combination of status offenses and misdemeanors

\*\*Can represent status offenses, misdemeanors and/or felony property crimes

\*\*\*Thirty-two points and higher can represent status offenses, misdemeanors, felony property crimes and violent felonies

\*\*\*\*Can represent no prior criminal record or a combination of status and/or misdemeanor

## ANALYSIS OF CLIENT CHARACTERISTICS

A multiple regression analysis of the entire T.E.O.P. population was carried out to see whether there were any specific characteristics that might account for differences between the program completers and program non-completers. The analysis covered background variables and criminal history variables including but not limited to age, age at first offense, education, living situation, drug history and criminal history.

The purpose for running such tests was to determine whether program outcome might be predicted by clients with certain characteristics. Ideally, this results in predictive characteristics of success that would aid in the decision making process regarding T.E.O.P. placements. However, no significant difference was found with any of these variables.

## INTERPRETATION AND SUMMARY

The purpose of this phase of the evaluation study is to provide a descriptive analysis of the T.E.O.P. participant, a comparative analysis of program completers and non-completers, and a predictive analysis of characteristics that might distinguish for the decision makers program completers from non-completers prior to their placement in T.E.O.P. Data was developed on all variables listed in Appendix A.

Using categories that occurred most frequently or were most representative of the group as a whole, the data describes the typical participant as a seventeen-year-old single male living with one or both parents in an urban area. The typical participant has some high school education but no prior vocational training in the area of his job placement. He has a history of some drug or alcohol abuse and has not committed a prior offense. The typical participant was a juvenile parolee who had been on parole for twenty-five weeks when employed under T.E.O.P. This participant remained in the program for 10.8 weeks receiving training in a skilled area but he did not complete the program.

Differentiating this typical participant into "program completer" and program non-completer groups found differences in only two variables: age at first offense and prior offense score by rating scale. The typical participant who completed the program was seventeen years old when he committed his first offense, while the typical participant not completing the program was 15 years old. The typical completer had a prior offense rating of zero (0), indicating no prior criminal record, while the typical non-completer had a rating of eight (8). Compared to the program completers, the data indicates that the non-completers are younger at first offense and are likely to have a higher prior offense rating.

The multiple regression analysis to determine whether certain variables predisposed a participant to success in the program found no significant differences. It appears, therefore, that these variables (found in Appendix A) do not have an impact on program outcome and would not be helpful to use as selection criteria for placement in T.E.O.P.

This report was limited to looking at participants in relation to only one potential program result, completion or non-completion. The reader is cautioned about judging the program solely on this dichotomous basis. Non-completion should not be equated with program or participant failure. As stated earlier, not all of the terminations were for program related reasons and even in program related cases this may not necessarily indicate a weakness in the theory behind T.E.O.P. but rather an operational or individual participant deficiency.

Parts II and III of the evaluation will incorporate the data presented here and consider other post program outcomes, such as employment, parole violations, reincarceration and program operations.

APPENDIX A

VARIABLE LIST  
(Preliminary Analysis)

Background Variables

Age

Sex

Marital Status (Categories: single, married, separated, divorced, widowed)

Dependents (Categories: yes, no; if yes, number of dependents)

Living Situation (Categories: both parents, one parent, spouse, other relative, self, other)

Field Office District

Education (Categories: junior high or less, high school, H.S. diploma/GED, post secondary)

Vocational Training Prior to Placement in T.E.O.P. (Categories: yes, no, unknown, for training in area similar to T.E.O.P. training)

Drug/Alcohol Abuse History (Categories: yes, no, unknown)

Criminal History

Age at First Offense

Prior Offense Score by Rating Scale

Present Offense Score by Rating Scale

Total Offense Score by Rating Scale

T.E.O.P. Program Variables

Referral Source (Categories: juvenile institution, juvenile parole, adult institution, adult parole, adult probation)

Parole Date

Employment Date in T.E.O.P.

Number of Weeks Between Parole and Employment Dates

Occupational Classification (Categories: skilled, simi-skilled, unskilled)

Length of Time in Program

Program Completion/Termination (Categories: yes, no)

Reason for Termination (Categories: fired, job dissatisfaction, another job, moved, parole/probation revocation, other)

APPENDIX D

RESPONSES TO OPEN-ENDED QUESTIONS

FROM EMPLOYER QUESTIONNAIRE

18. HOW COULD THE DEPARTMENT HAVE BETTER PREPARED THE T.E.O.P. EMPLOYEE FOR THE JOB TRAINING HE RECEIVED?

No, can't make person honest

Begin training while in the institution

Screen for cooperative attitude

Get them mentally prepared for the training and find them a job after training

Don't know

Evaluate client for ability

Basic test in reasoning and skills

Could not have, employee was dishonest and untrainable

Placement performed well. We were very pleased with him, provided a much needed opportunity. He is now at E.N.M.U.

It was better that he knew nothing that way we were able to teach him the right way to do things

He needed more emotional support, he was scared to commit himself to work and to communicate

Nothing unless there is a magic something you could use to motivate people

Don't know

Counseling or something should be going on with the program so the client can have help understanding where he is going

Tell clients that to get ahead in world they must think positive and to work harder for themselves

Prepare them mentally, client's mental attitude could have been better

They need to know more about world of work before job training

Skill evaluation

Could have used basic secretarial training

Teach need for honesty

Never made clear to him that this was a job - to him it was just continuation of penalty he was paying

Stress length of time required to learn a trade adequately

Some basic job orientation. Employer should be told about employee drug problems. It does no one any good to learn these things after placement

Good program, but I think client was confused as to where he wanted to go, what he wanted to do in life. The Department should do more to help these types of guys understand themselves

More exposure to people who are dedicated to their work

Some jobs require a longer training period and should start when guy is in prison

Do pretraining testing

Skill and evaluation testing and do something to motivate clients. Working does not seem to be too exciting

Have some sort of work orientation while they are in the pen

20. WHAT DO YOU SEE AS THE STRENGTHS OF THE PROGRAM?

The training

Good program, helps the guys to be busy and learn a skill. Some of the guys haven't the know how to get work, here they're given a chance

Good beginning for clients

Gives second chance to criminals

For once, a good way to spend tax payer money

Helps clients learn basic job skills

Fairly good program

Provides opportunity for client to do something useful

Help offender assume responsibility in society

Provides training to an offender in need

Provides motivation and second chance

Provides basic job skills

Helps ex-offenders get started on something in life

Helps person better himself

Provides a genuine opportunity by giving ex-offender a chance to rise above the welfare system

Provides jobs for these people

Helps the individual get a job and gain some skills

A good sound program and is beneficial to getting your people into society again

A very good "new" beginning

Very good program in helping young men in trouble

Helps men get on their feet

Cooperation from parole officer and fact that employer has free hand in dealing with T.E.O.P. employees

Gives employee chance to work and learn job skills with a cooperative employer before entering mainstream; and to be candid also cheap labor

Provides much needed activity to client. The parole officer was quite good and we appreciated her assistance

Provides needed training to client

Gives employer chance to train employee from ground up without outlay of salary

Opportunity to become productive citizen

Cooperation from Parole Officers and full authority given to employer

Desire to establish oneself in a worthwhile job

Helping this young man have a purpose in life through his work

An opportunity to associate and work with professionals

With the right job can provide excellent on-the-job training

21. WHAT DO YOU SEE AS THE WEAKNESS OF THE PROGRAM?

Evaluation of employee honesty should take place before placement

Length of training program not always commensurate with skill to be acquired

More information on skill and ability level

Employer needs to know more about the person's vocational ability

None

Need to find way to motivate employee and way for him to realize the potential opportunities from working. I should have helped him more on this

Skill level of some clients not known beforehand

Not tested before placement

Evaluation of employee honesty

None

Need longer duration

I should have visited with this employee more at the time his program was finished

None

Duration of program not long enough to really train an individual

Skill evaluation, this individual had too much brain damage to retain what was taught

No program weaknesses, the client had personal problems

Risk involved in hiring an ex-offender and poor mental attitude

Evaluation of employee honesty

Person feels no responsibility to job, T.E.O.P. pays his salary, not the job or because of his job performance

Need to do something to teach them to stick with the job

Client had more personal type problems rather than program problems

Longer training period for some types of job skills

None

Training period too short

Need to teach clients about the world of work before he starts job training

Men do training as an alternative to some other form of punishment

Need to know more about the client's ability

Need better communication with everyone involved about what is happening during training program

Placing clients in menial jobs do not help self-esteem, might be better to enroll clients in T-VI, U.N.M. or some other established certified program

**CONTINUED**

**1 OF 2**

APPENDIX E

RESPONSES TO PAROLE OFFICER'S  
CLIENT QUESTIONNAIRE

APPENDIX E

ADDITIONAL COMMENTS:

No Comment 58

- Client's problem is alcohol abuse. He was unable to control problem when in the program
- The large majority of clients who are involved in this type of program could care less about training. They simply want money and this is a good way to earn more than minimum wage
- Client was a model parolee. Employer was to have trained him as a para-legal but was utilizing him as receptionist and "gopher" in office. Client worked only a few days
- Program initially provided counseling, income and activity. Associating with alcoholics and junkies undermined any progress he made
- Although (client) appeared sincere about his involvement in T.E.O.P., it later became obvious that his intentions were anything but
- Client had good attitude, T.E.O.P. was a tool to use to assist him during the time he needed a job
- This client was hired by the employer after completing training, then assisted the client in getting a job with the city
- Some of these questions were difficult to answer as this client did excellently for the first couple of months in T.E.O.P. I really thought he was in excellent opportunity, however, when he began having problems at home he quit the program
- This client was committed to PNM shortly after being discharged from juvenile parole
- Client had little job experience prior to T.E.O.P and did learn valuable job experience skills; encountered some problems with absenteeism
- Client was at state hospital for almost one year
- Committed to PNM for 1 to 5 for burglary
- T.E.O.P did not work here because of client's attitude

ADDITIONAL COMMENTS - Continued

- Unable to evaluate because client died shortly after completing the program
- One of the best placements this officer has ever made
- The client was unmotivated to better himself in any way and did not have the desire to work steadily. The T.E.O.P. was a means for him to avoid further confrontation about his unemployed status with this officer
- The above client wasn't too impressed with the program as he felt his paychecks were always late. It is felt that late checks and the red tape of paperwork cause people to lose interest in T.E.O.P. (This placement was made in 1976.)
- This client moved away with relatives once he was discharged
- Client had been known to be a habitual offender for many years. T.E.O.P. or any other program would not benefit this man. He is too set in his ways and does not respond well to programs
- This particular client simply lacks motivation as evidenced by his poor employment record. He is unable to maintain gainful employment except for short periods of time
- Client was well suited for work and got high praise from his employers. Too bad he was a jerk in other respects
- Client was able to get into (another program) where his friends were working at; this was the reason he left T.E.O.P.
- When the client dropped out of T.E.O.P. he realized what he had lost. But he returned to high school which is what he wanted
- Client was very appreciative of the program and enjoyed good rapport with employer. The program was popular with the employer and he's willing to accept our clients in his business
- Client was placed in solvent abuse group home - reports received indicated he did very well and returned to complete school

ADDITIONAL COMMENTS - Continued

- Very good progress seen until her personal life and desire to be with her friends rather than work undermined her loyalty to her job
- Client responded quite well under this program. Additional funding and slots needed
- Feel this program was highly valuable for this client
- Any work with this client to move him toward independence or toward self-sufficiency is going to have to be extensive. T.E.O.P., in this case, not enough
- We thought maybe placing this client on the program would help him change his thinking but he did not seem to care one way or another
- Client's personal life, i.e., husband's alcohol and drug use, discouragement, her own medical problems, undermined progress or steady employment
- When discharged, this client moved (away) with his parents. All I have heard is that he is doing same type of work he learned under T.E.O.P.
- Client was caught stealing from a customer and was fired after one week's work

COMMENTS ON QUESTION 15: DID T.E.O.P. HELP YOUR CLIENT AND WHY?

- Yes - provided some basic mechanics skills
- No, he did not want to use the training to his benefit
- Learned some carpentry
- No, he quit
- N/A
- Yes, he learned job skills and developed work habits
- Taught him basic skills
- No, client did not give program a chance. No effort on client's part
- Yes, it gave her a sense of commitment or obligation as well as a role
- Yes, gave him the first real job with some guarantees he ever had
- No, didn't stay long enough
- Provided him with a means to support his family
- None
- No, employer was interested in own personal gains only
- The only way T.E.O.P. helped the client was by giving him a job for a few weeks
- Due to his placement he worked very closely with alcoholic counselors who tried to help him in every way
- For this particular client, no. He did not allow himself to benefit from the positive aspects of the Program
- Yes, gave him the opportunity to work so that he could complete school and enter Army which was what he wanted to do
- As indicated, his attitude and sense of responsibility were much improved
- Yes, he learned a good trade. But important he acquired a lot of self-pride

Q. 15. - Continued

- Yes, he knew then that we were trying to help him and not just a lot of talk
- Client was able to stay off drugs for a short period of time, client had never held a meaningful job
- Yes, provided him with job skills, financial assistance, responsibility
- Client had few employable skills, e.g., getting up in the morning, being at work on time, etc.
- None
- This would have been of great help to the client, but he was having other problems at the time and did not complete the program. He has since returned to PNM
- Probably not. T.E.O.P. was just another entertaining interlude to (client)
- Yes, it helped stabilize him
- No, but client did not want to settle down and we got no help from the family, they could have cared less
- Yes, basic job skills were learned; i.e., reporting for work regularly and on time
- No, client failed to keep his job
- It gave her steady financial support she did not have before
- T.E.O.P. did not held client because (he) did not want the job even though he said he did when he was first placed in the program
- Kept him out of trouble for sixteen weeks
- Made him a little more stable, taught him to be on time and to be present even though he did (not) complete the program
- It taught him to work to have money rather than asking his parents for it. It made a better man out of him

Q. 15. - Continued

- Yes, client did learn important job skills during initial part of placement
- During initial part of placement, client did quite well, but he lost interest. This program helped him minimally.
- No, but it was because of this client's attitude
- Client had few skills, was very proud of what he learned
- Yes, client was surrounded by people who encouraged him to continue his education
- Yes, it taught him a very good trade
- It gave him an opportunity to advance himself in life
- None
- Yes, he learned to be a mechanic which is what he really wanted to do
- No, his work habits did not change after he was terminated from the program
- No, his job was terminated due to the business being sold
- Beneficial because it helped him gain a more positive attitude about life in general
- No
- She learned some job skills and job responsibilities
- No, he quit after one week as he needed money to eat on
- Needed work to earn extra money. T.E.O.P. provided that opportunity and also taught him skills and work habits he could use later on
- Client absconded from parole and his present whereabouts are unknown
- In the long run, very little was gained from T.E.O.P. Soon after completion of the T.E.O.P. client's hours were cut and then he was terminated from employment. Note: the client was never given a raise or extra work hours by employer

Q. 15. - Continued

- Client started reporting very regularly and his attitude and responsibility improved
- Self concept and attitude changed for the better
- Gave experience in the field - also a sense of responsibility
- No, the client was offered a job with this T.E.O.P. employer which he refused. He did not work after T.E.O.P.
- It helped him support his wife and child and allowed his keeping busy
- Yes, it taught him the value of work. It taught him work habits
- Yes, it gave him a sense of professionalism and satisfaction with the work
- Gave client emotional support from others he had never had enough of before. Learned a valuable skill - mechanics
- Provided her with a meaningful job skill
- Basic skills obtained
- Did not seem to because he was terminated from program
- Gave exposure to a trade area - he seemed to enjoy the experience but he has not followed through
- No, but this was due to this client's thinking and attitude
- Yes, because it gave client entry level job skills
- Yes, built confidence - secretarial skills
- It gave him the opportunity to work and stay busy since he was not in school. More important it helped him develop job habits
- Yes, it gave client the opportunity to take advantage of employment

Q. 15. - Continued

- Did not supervise the entire time so can't give a definite answer to question
- Even though he quit program, he learned skills in landscaping also he became more acceptable of others
- Yes, client has had great difficulty maintaining employment. While his attendance was poor in T.E.O.P., he did complete program giving him some job success
- It provided him with an opportunity to become a productive member of his community
- Yes, client did well in T.E.O.P. and was employed permanently after program completion
- Not to any noticeable extent. T.E.O.P. was just another job to (client)
- No, client never gave it a chance
- No, because this client was later convicted of a new crime
- Yes, he is presently employed doing similar work to that provided in T.E.O.P. training
- No - terminated
- Her self-confidence markedly improved and the responsibility helped her in her maturing. Also, family tensions were lessened
- None
- Tremendously. Client had dropped out of high school. Following program client returned full-time with definite, positive change of attitude
- Helped him earn an income at a time he was having much difficulty finding a job. Helped him encounter excellent possibility for good paying job but he chose not to complete program
- Yes, gave client job skills and improved his self concept
- Yes, although he did not complete program, he was in it for 5-1/2 months, and this is the longest he ever held a job

Q. 15. - Continued

- Yes, almost completed program. This is longest period ever employed
- It would have if he stayed in program
- It did allow him to earn some money without having to resort to illegal activity

APPENDIX F

PAROLE OFFICER RESPONSES TO  
T.E.O.P. PROGRAM QUESTIONNAIRE

APPENDIX F

QUESTIONNAIRE FOR T.E.O.P. ANALYSIS

Q. 1. HAVE YOU EVER PLACED A CLIENT IN T.E.O.P.?

YES 24 NO 16

If no, why not:

Placement did not materialize

Either lack of clients to qualify at particular time or lack of businesses to participate or lack of slots in program. Also very rural environment

I have attempted to use program but due to client's poor motivation it has never seen fruition

No clients in need who fit criteria

Am not familiar with T.E.O.P.

Am not in direct supervision

Not totally familiar with program

No Comment

No Comment

No Comment

Due to limited number of slots available

New Officer - opportunity has not presented itself

No Comment

Most of my clients have full-time employment, also, some of our clients obtain employment by means of the CETA program

Unwillingness of employers to cooperate - They seem to feel they are satisfied with hiring as they normally do

I have only been employed with probation and parole for 6 months. Also, the right candidate for the program has not come up

Q. 2. HOW WOULD YOU DESCRIBE A SUCCESSFUL T.E.O.P. CLIENT?

A good attitude towards work and others

One who is placed and is able to obtain full time work after his period

My first placements have been on the job less than a month, so I really can't tell until one of my clients completes the program

No Comment

He should at the very least stay on the job

One who tries to learn the job skills in the training he has chosen himself

One who has learned the skills for the job and one that is employed

An individual who has made the decision to straighten out and join the world

One who completes a given job, has gained new knowledge and work experience and is better qualified or experinced for the job market

No Comment

No Comment

One who learns a useful trade and continues his employment with employer

A client who learns enough/is taught enough to be competitive in the area of training by the completion of the training period

N/A

One who has gained employable skills and a stable job

An individual who has the desire to make something out of themselves and have the will to succeed in life on their own

One who is motivated to gain vocational skills

One who has followed through and made a sincere effort to learn from his T.E.O.P. employer

Q. 2. - Continued

If the client completes the program in a satisfactory manner he will learn a job skill

One who has improved or learned new vocational skills and is therefore more employable: thus increasing the probability of successful rehabilitation

One who receives satisfactory evaluation upon completion

Unable to answer

No Comment

N/A

One who completes the program and is able to broaden his job skills

Willing to work (client seeks employment)

Client is more responsible and mature; has a better sense of SELF

Mature and responsible individual seeking and completing training

A client who successfully completes the employment period with little or no absences

Successful completion of program followed by employment in field which he trained for

1) Completes program; 2) learned basic job skills; 3) used earnings wisely

One who is interested in and responsible to his training

Willing to learn, responsible

One who uses the skills he learns to work in the future

One who will stay in the program until the training period expires and will be hired by the sponsor

One who will accept his responsibility as an employee

I have never had any of my clients in the program

Q. 2. - Continued

Responsible, ambitious, intelligent, common sense, appreciative

Do not know as have never had a client complete the T.E.O.P. program

Q. 3. WHAT DO YOU SEE AS THE STRENGTHS OF T.E.O.P.?

Provides a tool that we can use to assist a client in learning a trade so that he might be able to make a better living

Initial transition towards learning a skill

Motivation towards self support and acceptance of responsibility

Motivates person to work and earn and learn basic job skills

Provides a job for otherwise unemployable client

It gives our clients chance to prove themselves to employer, it provides an opportunity to learn job skills and work habits

Training for clients that have poor backgrounds in working skills

Being a means of employment and job training

Training for a person who otherwise may not be able to get a job. Is certainly geared for young people

No Comment

Sounds like a good program

Getting people into jobs when they lack entry level skills

Very excellent opportunity to expose unskilled youth to vocational interests

Unknown

Q. 3. - Continued

Employer incentive to hire "ex-offenders" and employee acceptability

No Comment

Am not familiar enough with program to say

If both client and employer are sincere, benefits to both are positive. Primarily the T.E.O.P. client has the opportunity to learn from work experience. Most clients either quit their T.E.O.P. employer or are discharged shortly after completion of the T.E.O.P. contract

The program gives an opportunity to a person who is interested and would not otherwise have the opportunity to receive job training

Improving the client's occupational skills, while enabling him/her to earn wages

Provides full-time income and could lead to permanent job for hard-to-place client

Unable to answer

No Comment

N/A

It provides clients with an opportunity to learn new job skills and provides employers with employees

On-the-job training helps client enter job market

Provides job training; promotes better understanding of self; gives some sense of stability and responsibility; teaches job etiquette

Provides training for clients, prepares them for the working world; and life

Provides clients who often cannot obtain employment, with a steady job providing a paycheck. Occupies time, gives feeling of accomplishment, sometimes provides training

Provides opportunities for client and helps them become self reliant

Q. 3. - Continued

T.E.O.P. can provide chance for previously unemployable to prove themselves. Also, trainee can learn valuable skills. Also, restitution and/or fines can be paid

Provides skills to those without and the possibility of experiencing success

Good wages

Paying a wage to a client while he learns to do a job and which costs the sponsor no monetary investment

Offers some alternative to qualified people who might not have a job otherwise

Unknown, however, it appears that a unified program and financial backing should make a strong program

Gives a client the opportunity to get their foot in the door regarding vocational or employment opportunities

Pays a client while he learns a skill

A client is able to obtain valuable training for a possible career in the future. Also, it will help the client become independent and more responsible

Q. 4. WHAT DO YOU SEE AS THE WEAKNESSES OF T.E.O.P.?

Not long enough in some occupations that take longer to learn

Too much administrative work

Too early to tell at this time

The client does not have to sacrifice anything other than his idle time

I think the employer gets too much by state

Duration too short to place in certain job areas

In my experience it has taken a long period of time to make a placement even after the employer and employee are o.k.

Q. 4. - Continued

Low pay - Low incentive

Possible slowness in getting a person enrolled, approved, etc., in reality in our area; is limited to a select group of people

No Comment

No Comment

The mechanics of getting time sheets from employers and pay checks to clients - pay checks not being on time

1. Is not really long term enough to include complex vocational skills. 2. Poorly administered in terms of assuring regular pay on time to clients and employers

Unknown

Lack of coordination of paying participants on a regular timely basis. Participants paychecks were late on many occasions

Lack of coordination of paperwork. Clients receiving paychecks on time

I understnad receiving paychecks is sometimes a problem

Clients who have shown interest in T.E.O.P. have done so only as a last resort. All have grumbled about the bureaucracy of the program as have many employers

Too much paperwork in setting up program. Too much accounting. Also, a long waiting period

Employers using the program to provide free, non-skilled labor is giving client no training - using client for menial labor

Red tape

Unable to answer

No Comment

N/A

Q. 4. - Continued

Paychecks were sometimes late to clients, the waiting period between organizing and implementing the T.E.O.P. was rather long

Tax payers pay for the program

The delay or time factor involved for a client to receive a paycheck

N/A

Gives client a false sense of job security. Active intense counseling should take place alongside job experience. Should include employer in session so he is aware of client's special problems

Not enough funding or slots

1) Late checks; 2) Short 4-month duration; 3) Time limitations of PPO

Lack of adequate employer pools in this location

Uninterested prospective employers

Often clients who are given a job on a "silver platter" don't take it seriously

The paperwork involved in the contract which scares the normal, average, small businessman

Too much responsibility is placed on PPO. We are not employment counselors per se

Of what I heard from other officers who had T.E.O.P. clients, the late checks, paperwork and time limit causes the client to lose interest in the program

Too much paperwork - its discouraging to the employer - also many clients will not complete the program - Probation officers do not have the time to devote to this program due to other responsibilities

Clients become very discouraged when they don't get their checks on time. In addition, many of the clients have trouble with steady work patterns

Q. 4. - Continued

Once you get a client enrolled in T.E.O.P. you have no guarantee he will stay in

Q. 5. WOULD EXPANSION OF T.E.O.P. TO ALLOW FOR MORE PLACEMENTS AID IN PROVIDING TRANSITIONAL HELP TO YOUR CLIENTELE?

YES 24 NO 7 UNKNOWN 5 OTHER 4 EXPLAIN:

The comments on this question were: provide farm and rural training and client should pay back program if hired at same job skill - expansion in terms of length of program would do more than raising age limit - older clients show more interest, so expansion of age range a possibility - PPO's need more time to make placements

Q. 6. DO YOU FEEL THAT THE DEPARTMENT HAS ESTABLISHED CLEAR AND UNDERSTANDABLE CRITERIA FOR CLIENT PLACEMENT INTO THE PROGRAM?

YES 33 NO 1 NO RESPONSE 5 OTHER 1 EXPLAIN:

One PPO noted the criteria was clear but disagreed with the policy that there must be an expectation that the employer will hire client following T.E.O.P.

Q. 7. DO YOU FEEL THAT THE CURRENT CRITERIA FOR SELECTING A CANDIDATE FOR T.E.O.P. IS TOO LENIENT, ADEQUATE OR TOO RESTRICTIVE?

TOO LENIENT 1 ADEQUATE 30 TOO RESTRICTIVE 3  
NO RESPONSE 6

One PPO felt criteria was adequate but that there should be some consequences if a client failed to meet obligations.

Q. 8. WHAT OTHER CRITERIA SHOULD BE APPLIED IN SELECTING A CANDIDATE FOR T.E.O.P.?

No Comment: 34

Extend the age requirement to 30 years of age

If client completes program and company does need employee he should be required to hire him, at least for same period of time as time of training

The reasons for selecting an individual vary with each selection. The criteria now being used is adequate because it is flexible

Criteria should be flexible enough so that all T.E.O.P. slots are being used

No specific comment on this matter. However, in an area with a fairly good economy like here, T.E.O.P. placements will be quite limited, as most young people who want to work will be employed on their own, if properly motivated

Attitude as determined by the PO and a sincere desire to work

Some indication of stability in the client such that he can at least be relied upon to show up

Age criteria should be expanded

Possible group of local T.E.O.P. placements could be formed to meet on regular basis (weekly) to discuss special problems

Increase the age limit and lift the restriction on in-state probationers or parolees

Closer scrutiny of a client's desire to work

Involvement of parent to select type of training and where rather than placing on basis of available sponsors

Vocational training, age, responsibility

The present criteria at the present time is a good one

Probability that the person is capable and willing to complete the program

No age limit be set and any probationer may qualify

Q. 9. IN YOUR OPINION, WHEN IS THE "BEST TIME" TO PLACE A CLIENT IN A TRANSITIONAL PROGRAM IN TERMS OF HAVING THE GREATEST IMPACT ON THE CLIENT AND WHY?

No comment: 15

After release from an institution because it gives him less time to get back to old habits

While still institutionalized. It's at this time that the degree of motivation for pursuing employment and a law abiding life is strongest, simply because inmate has transitional employment and the possibility of permanent employment to look forward to after the program

Anytime that he is needing money

There is really no "best time". It varies with each individual

As soon as possible after the client and employer have met and have found each other to be acceptable

Immediately after adjudication or sentencing has taken place, so that there is an immediate break with the past

As soon as possible, once the PO and client agree he will need specialized help in finding a job

Immediately after release or placement on probation because this is the period of greatest adjustment and a job and steady employment and income help to stabilize the client

As soon as knowledge of client's unemployment is known. If incarcerated program should be formulated prior to release

Prior to parole. Because it gives the client something positive and productive to look forward to upon release

It is my opinion that there is no best time to place a client in T.E.O.P. It has been my experience that prospective clients participate in T.E.O.P. as a last resort because there is no immediate employment opportunities. Furthermore, many clients participate in order to fulfill the obligation of their probation or parole contracts. A successful T.E.O.P. depends on the sincerity of both the client and prospective employer. Achieving this objective is often difficult

At the youngest age possible or immediately after sentencing

As a condition of granting probation or condition of release on parole. Ease of administration, willingness to cooperate on part of client

Immediately after sentencing

After paroled for a few months if he is doing well, incentive for good work and also reward if done well in past

Shortly after being placed on parole and/or probation

Upon release from parole or right after adjudication in District Court

When client is initially placed on probation or parole. Placement becomes part of the entire program and plan of probation or parole

Upon release from an institution or initial placement on probation. This would provide the client with little opportunity to return to prior criminal behavior patterns

Directly after being placed on probation or after being released from an institution

Before release from institutions

When we cannot find suitable employment elsewhere. This prevents idle time

Upon being placed on probation - as the requirement while on probation requires that the client be employed at all times, also this would allow the client to become a responsible person, and give him the will to better himself

Immediately upon return from PNM, NMBS or NMGS, in order to establish new and constructive habits upon parole

The best time to place a client in the T.E.O.P. program is after a long period of unemployment as he makes a stronger effort to hold on to his job and perform all duties in a satisfactory manner

ADDITIONAL COMMENTS

No comment: 31

I feel the program is beneficial, but only to a certain percentage of our clients. If a person is trying to improve himself and better his life and is willing to work hard then he will probably be a good candidate for T.E.O.P. However, if a person is only looking for a job to get by on, he will probably not complete his program.

The municipal and county governments have been receptive to T.E.O.P. in this area and the prospects of more T.E.O.P. placements is good.

It appears to be a very good program, however, there is too much paperwork involved and it is too easy for the contract to get lost or misplaced. The T.E.O.P. program should be able to be handled by the PO in the field and the T.E.O.P. coordinator without any outside interference.

A good program, but as I mentioned in No. 8, has limited application in an area where there is a good economy.

Since I am not in direct supervision, I have not had opportunity to use this program, although it sounds excellent.

A meaningful and beneficial program as it provides monetary incentive to employment. Care should be taken to place sincere clients only in the program as failure discourages employer's future acceptance of clients as employees.

This program is of great importance in isolated areas where industry or jobs simply do not exist.

If the amount of paperwork could be cut down and once the client is in the program if he could be paid on time instead of waiting weeks for his pay, officers would probably use the program more and the client would benefit also.

It would be preferable, in our district, if a separate individual (other than the PO's) be hired in the community to recruit employers who are willing to participate, as our workload is such that we are unable to devote sufficient time toward this program in order to assure that it will be a success.

APPENDIX G

DATA FORMS USED IN EVALUATION:

- (1) Survey Instruments
- (2) Coded Data Sheets

QUESTIONNAIRE FOR T.E.O.P. ANALYSIS

Return by: January 19, 1979

Probation/Parole Officer Series

District: \_\_\_\_\_

INSTRUCTIONS: Listed below are a number of general questions related to the Transitional Employment Opportunity Program (T.E.O.P.). Candidates for a T.E.O.P. slot must meet these criteria: age (16 - 26), low job skill level, and desire to learn basic skills. There are no right or wrong answers. Your responses will help us determine how the program can be improved. The questions require a yes or no type answer, or a short statement. All information shall remain confidential; no one will be identified.

			For office use only
1. Have you ever placed a client in T.E.O.P.? Circle answer. If no, why:	YES 1	NO 0	
2. How would you describe a successful T.E.O.P. client?			
3. What do you see as the strengths of T.E.O.P.?			
4. What do you see as the weaknesses of T.E.O.P.?			
5. Would expansion of T.E.O.P. to allow for more placements aid you in providing transitional help to your clientele? Mark (X) box. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Other, please explain: 1                      0                      2			
6. Do you feel that the Department has established clear and understandable criteria for client placement into the Program? Mark (X) box. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Other, please explain: 1                      0                      2			
7. Do you feel that the current criteria for selecting a candidate for T.E.O.P. is too lenient, adequate, or too restrictive? Mark (X) box. <input type="checkbox"/> Too lenient <input type="checkbox"/> Adequate <input type="checkbox"/> Too Restrictive 3                      2                      1			
8. What other criteria should be applied in selecting a candidate for T.E.O.P.?			

T.E.O.P. Evaluation

9. In your opinion, when is the "best time" to place a client in a transitional program in terms of having the greatest impact on the client and why?	
Use this space to add any additional comments you have regarding T.E.O.P.	

THANK YOU

Return to: Jane C. Cohen  
Statistical Analysis & Evaluation Center  
New Mexico Criminal Justice Department  
113 Washington Avenue  
Santa Fe, New Mexico 87501

T.E.O.P. CLIENT EVALUATION QUESTIONNAIRE

P.P.O. \_\_\_\_\_

D.O. \_\_\_\_\_

Return by: January 1, 1979.

INSTRUCTIONS: The Transitional Employment Opportunity Program (T.E.O.P.) is currently being evaluated. Listed below are a number of questions regarding a client you placed in T.E.O.P. and the Program itself. Most questions you will be able to answer immediately, a few will require a little checking. There are no right or wrong answers. Your responses are very important in determining the effectiveness of the Program and how it might be improved. Your responses will be either a mark in a box (X) or a short answer.

Name _____ Placement Date _____	Control Number																												
Status while in Program: Juvenile Parolee _____ Adult Parolee _____ Adult Probationer _____  Client: Completed Program _____ Terminated Program _____																													
1. How helpful was T.E.O.P. in assisting you in the supervision of your client?  <input type="checkbox"/> VERY HELPFUL <input type="checkbox"/> HELPFUL <input type="checkbox"/> A LITTLE HELPFUL <input type="checkbox"/> NOT AT ALL HELPFUL 4                    3                    2                    1																													
2. Did your client require less or more supervision while in the Program than others on your caseload?  <input type="checkbox"/> MUCH LESS <input type="checkbox"/> LESS <input type="checkbox"/> NO DIFFERENCE <input type="checkbox"/> MORE <input type="checkbox"/> MUCH MORE 5                    4                    3                    2                    1																													
3. If your T.E.O.P. client required more or less supervision would you say this was primarily because of T.E.O.P. or this particular client?  <input type="checkbox"/> T.E.O.P. <input type="checkbox"/> CLIENT <input type="checkbox"/> NOT APPLICABLE (No difference in supervision) 2                    1                    0																													
The following questions concern your client's attitude and work situation.																													
4. How would you rate your client's attitude toward work responsibilities? ("X" appropriate category)																													
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;">Categories</th> <th style="width:10%;">EXCELLENT 5</th> <th style="width:10%;">VERY GOOD 4</th> <th style="width:10%;">GOOD 3</th> <th style="width:10%;">POOR 2</th> <th style="width:10%;">VERY POOR 1</th> <th style="width:10%;">NOT APPLICABLE 0</th> </tr> </thead> <tbody> <tr> <td>a. Prior to Entry into the Program</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b. During Program</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c. After Program</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Categories	EXCELLENT 5	VERY GOOD 4	GOOD 3	POOR 2	VERY POOR 1	NOT APPLICABLE 0	a. Prior to Entry into the Program							b. During Program							c. After Program							
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a. Prior to Entry into the Program																													
b. During Program																													
c. After Program																													

<p>5. Did your client consider the job training challenging?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> DON'T KNOW</p> <p style="margin-left: 20px;">1                    0                    2</p>																	
<p>6. Do you feel your client was realistic in his expectations of how challenging the job would be?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> DON'T KNOW</p> <p style="margin-left: 20px;">1                    0                    2</p>																	
<p>7. Did client actually learn basic job skills?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> DON'T KNOW</p> <p style="margin-left: 20px;">1                    0                    2</p>																	
<p>8. How would you rate your client's overall performance in the T.E.O.P. Program?</p> <p><input type="checkbox"/> VERY GOOD    <input type="checkbox"/> GOOD    <input type="checkbox"/> AVERAGE    <input type="checkbox"/> POOR    <input type="checkbox"/> VERY POOR</p> <p style="margin-left: 20px;">5                    4                    3                    2                    1</p>																	
<p>9. Were there opportunities for your client to advance in the type of job he was placed?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> DON'T KNOW</p> <p style="margin-left: 20px;">1                    0                    2</p>																	
<p>10. How would you rate the employer's commitment to the Program?</p> <p><input type="checkbox"/> HIGH    <input type="checkbox"/> MEDIUM    <input type="checkbox"/> LOW    <input type="checkbox"/> DON'T KNOW</p> <p style="margin-left: 20px;">3                    2                    1                    0</p>																	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">The following questions focus on some of the possible effects of T.E.O.P.</div>																	
<p>11. In your opinion, to what degree has participation in T.E.O.P. improved your client's: ("X" appropriate category)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">CATEGORY</th> <th style="width: 15%;">MUCH IMPROVED</th> <th style="width: 15%;">IMPROVED</th> <th style="width: 15%;">NO CHANGE</th> </tr> </thead> <tbody> <tr> <td>a. Self Concept</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>b. Success in his Community</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>c. Family Interrelationships</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	CATEGORY	MUCH IMPROVED	IMPROVED	NO CHANGE	a. Self Concept	X			b. Success in his Community		X		c. Family Interrelationships			X	
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a. Self Concept	X																
b. Success in his Community		X															
c. Family Interrelationships			X														
<p>12. Did Client help support his/her family with his/her earnings?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> NOT APPLICABLE</p> <p style="margin-left: 20px;">1                    0                    2</p>																	
<p>13. How much of his earnings went to support?</p> <p><input type="checkbox"/> ALL    <input type="checkbox"/> 3/4    <input type="checkbox"/> 1/2    <input type="checkbox"/> 1/4    <input type="checkbox"/> LESS THAN 1/4    <input type="checkbox"/> NOT APPLICABLE</p> <p style="margin-left: 20px;">3                    4                    3                    2                    1                    0</p>																	

14. Do you feel the wage that your client received was sufficient to support him/herself?

YES     NO     DON'T KNOW  
           1           0           2

Comments, if any:

---

15. Did T.E.O.P. help your client and why?

---

16. Please list your client's employment history from T.E.O.P. to present. (List most recent employment first.)

Employer	Job Title (for example, mechanic)	Date From-To	Check here if employed in same line of work as T.E.O.P Training
1.			
2.			
3.			
4.			
5.			
6.			

---

17. Please mark (X) client's educational activities since completing T.E.O.P.

NONE     HS/CED     POST SECONDARY     VOC. TRAINING  
           0           2           3           4

NOT APPLICABLE  
           1

---

18. What is the client's present status with the Department? Explain briefly.

---

Please use this space to add any comments you may have about the client or the T.E.O.P. Program.

THANK YOU

The Statistical Analysis and Evaluation Center of the New Mexico Department of Criminal Justice takes responsibility for custody of all information provided herein. All information shall remain confidential as required by the Privacy and Security Act and the Arrest Records Information Act. There will be no disclosure of names or addresses.

RETURN TO: Jane Cohen  
 Statistical Analysis & Evaluation Center  
 New Mexico Department of Criminal Justice  
 113 Washington Avenue  
 Santa Fe, New Mexico 87501

EMPLOYER QUESTIONNAIRE  
FOR  
TRANSITIONAL EMPLOYMENT OPPORTUNITY PROGRAM

Employer: \_\_\_\_\_ Client: \_\_\_\_\_

Control Number: \_\_\_\_\_

INSTRUCTIONS: Listed below are a number of questions dealing with your experiences with the Transitional Employment Opportunity Program (T.E.O.P.). There are no right or wrong answers. Your responses to the questions will help us determine how well the program is functioning and how it might be improved. The first 17 questions focus on the employee you trained through T.E.O.P.; the remaining questions focus on the program's operation.

Please read each question carefully. Your responses will be either a check mark (X) or a short answer. Space is provided at the end of the questionnaire for you to add any comments.

	For office use only
<p>1. Did your T.E.O.P. employee complete the Program?</p> <p><input type="checkbox"/> YES - 1</p> <p><input type="checkbox"/> NO - 0</p>	
<p>2. Did your T.E.O.P. employee continue to work for you after the Program?</p> <p><input type="checkbox"/> YES - 1 For how long: _____</p> <p><input type="checkbox"/> NO - 0 Reason for termination: _____</p> <p><input type="checkbox"/> NOT APPLICABLE - 2</p>	
<p>3. Did your T.E.O.P. employee advance in his/her job after completing the Program?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> NO OPPORTUNITY FOR ADVANCEMENT    <input type="checkbox"/> NOT APPLICABLE</p> <p style="text-align: center;">1            0            2            3</p>	
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>The following questions deal with your employee's job performance, attitude and abilities.</p> </div>	
<p>4. Did your T.E.O.P. employee seem to like his/her work?</p> <p><input type="checkbox"/> YES    <input type="checkbox"/> NO    <input type="checkbox"/> DON'T KNOW</p> <p style="text-align: center;">1            0            2</p>	
<p>5. Was your T.E.O.P. employee dependable?</p> <p><input type="checkbox"/> ALWAYS    <input type="checkbox"/> USUALLY    <input type="checkbox"/> NEVER    <input type="checkbox"/> NOT APPLICABLE</p> <p style="text-align: center;">3            2            1            0</p>	
<p>6. Do you feel your T.E.O.P. employee was trustworthy?</p> <p><input type="checkbox"/> ALWAYS    <input type="checkbox"/> USUALLY    <input type="checkbox"/> NEVER    <input type="checkbox"/> NOT APPLICABLE</p> <p style="text-align: center;">3            2            1            0</p>	

<p>7. Did your T.E.O.P. employee voluntarily assume responsibility?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>8. Did your T.E.O.P. employee cooperate with co-workers?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>9. On the whole, do you feel your T.E.O.P. employee was accepted by co-workers?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>10. Did your T.E.O.P. employee relate well to customers?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>11. Did your T.E.O.P. employee try to avoid mistakes in his/her work when they were pointed out?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>12. Did your T.E.O.P. employee begin work immediately upon arrival and continue until it was time to stop?</p> <p><input type="checkbox"/> ALWAYS <input type="checkbox"/> USUALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE</p> <p>3 2 1 0</p>	
<p>13. Overall, to what extent did your T.E.O.P. employee's work performance improve while in the Program?</p> <p><input type="checkbox"/> GREATLY IMPROVED <input type="checkbox"/> SOMEWHAT IMPROVED <input type="checkbox"/> IMPROVED <input type="checkbox"/> NO IMPROVEMENT</p> <p>5 4 3 2</p> <p><input type="checkbox"/> WORSENERD</p> <p>1</p>	
<p>14. How did your T.E.O.P. employee's work performance compare with non T.E.O.P. employees you have hired?</p> <p><input type="checkbox"/> MUCH BETTER <input type="checkbox"/> BETTER <input type="checkbox"/> SAME <input type="checkbox"/> WORSE <input type="checkbox"/> MUCH WORSE</p> <p>5 4 3 2 1</p>	
<p>15. How well did your T.E.O.P. employee learn the basic job skills necessary to assume the duties of an entry level position?</p> <p><input type="checkbox"/> MORE THAN ADEQUATE <input type="checkbox"/> ADEQUATE <input type="checkbox"/> LESS THAN ADEQUATE</p> <p>3 2 1</p>	



Please use this space to add any comments you may have about the client or the T.E.O.P. Program.

Name of Person Completing Form: \_\_\_\_\_  
(Please print or type)

THANK YOU

The Statistical Analysis and Evaluation Center of the New Mexico Criminal Justice Department takes responsibility for custody of all information provided herein. All information will remain confidential as required by the Privacy and Security Act and the Arrest Records Information Act. There will be no disclosure of names or addresses.

RETURN TO: Jane C. Cohen  
Statistical Analysis & Evaluation Center  
New Mexico Criminal Justice Department  
113 Washington Avenue  
Santa Fe, New Mexico 87501



21. REFERRAL SOURCE

1. Juvenile Institutional Parole
2. Juvenile Parole
3. Adult Institutional Parole
4. Field Services Adult Parole
5. Adult Probation
6. Other (?)

22. TYPE OF JOB PLACEMENT

1. Unskilled    2. Semi-skilled    3. Skilled

23. LENGTH OF TRAINING PROGRAM    No. of Weeks

24. COMPLETED PROGRAM    0. No    1. Yes    No. of Weeks

If No, Reason \_\_\_\_\_

1. Fired
2. Job Dissatisfaction
3. Another Job
4. Moved
5. Parole Violation
6. Other \_\_\_\_\_

25. EMPLOYMENT HISTORY POST TRAINING    LENGTH MO.

1. With Training Employer
2. Similar Job, Different Employer
3. Different Type of Job
4. Unemployed
5. Student/School
6. Reincarcerated

26. CURRENT EMPLOYMENT STATUS

1. Working    2. Student    3. Unemployed    4. Reincarcerated

27. Parole Violations in Program

TECHNICAL OFFENSES    TOTAL TECHNICAL

\_\_\_\_\_

NEW OFFENSES    TOTAL NEW

\_\_\_\_\_

28. PAROLE VIOLATIONS AFTER PROGRAM

TECHNICAL    TOTAL TECHNICAL

\_\_\_\_\_

\_\_\_\_\_

TOTAL NEW

21.

23.

24.

Reason

25.

MOS.

26.

27.

29. CLIENT STATUS WITH CRIMINAL JUSTICE DEPARTMENT

- 1. Still under Supervision
- 2. Incarcerated while under Supervision/New Offense
- 3. Under Supervision for New Offense
- 4. Incarcerated after Discharge/New Offense
- 5. Not in Custody of the Department

29.

30. PAROLE DISCHARGE            0. No

- 1. Early Discharge            2. Satisfactory            3. Unsatisfactory

30.

-----  
EMPLOYER NAME & ADDRESS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**END**