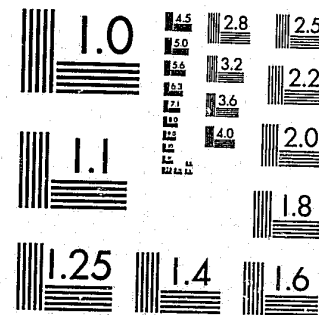


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National Institute of Justice
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A GUIDE TO
EVALUATION

U.S. Department of Justice
National Institute of Justice

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IMPROVING CLASSIFICATION:

A GUIDE TO EVALUATION

National Council on Crime and Delinquency
Research Center
San Francisco, California

NCJRS

JUL 10 1981

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FOREWORD

This Guide is to be used by sheriffs, jail administrators and researchers interested in evaluating jail classification systems. Although most jails have classification systems, still little is known about the operation or impact of classification on inmates, staff, and the criminal justice system. A conceptual model and methods for evaluating jail classification systems is contained in this report.

Part I of the Guide describes the evaluation approach. Impact and process level evaluations are presented along with questions that are the basis of the evaluation. Also, a statement of staff capabilities and training necessary to complete the evaluation is presented.

Part II of the Guide presents data collection instruments and instruction on use, analysis, and anticipated problems associated with each data collection task.

Finally, there are three appendices. Appendix A is a bibliography of research and evaluation books. Appendix B is a selected bibliography of classification studies. Appendix C is the codebook used for completing CIS Intake and Release forms.

PART I

INTRODUCTION

The Classification Evaluation Guide is useful to sheriffs, jail administrators, staff and others who want to understand more about their jail classification system; how it actually works, and how it is viewed by staff and inmates.

Evaluation information can assist with planning inmate assignments to housing, activities and program or services. It will also help define problems of jail security--as well as be useful in responding to the increasing demands put upon sheriffs/jail administrators for answers to questions concerning jail standards conformity, due process, inmate's rights and similar issues. The data generated is also helpful for general jail administration and planning.

Every jail has a classification system of some type, because every jail classifies inmates for one or more reasons. Classification occurs whenever individuals are assigned to housing units, provided differing levels of custody or surveillance, or when they are provided (or denied) access to jail activities or services. In short, the classification system consists of the activities and personnel involved in making these decisions.

Depending upon a number of factors, the classification process may take place simply, quickly and informally, or it may occur much more slowly and through a formal process involving a

number of staff. The classification decision may be the simple choice of placing an inmate in one of two available housing units in the jail, or it may require a much more complex choice from among a range of housing, security and program options.

As both inmates and jail staff know, the consequences of the individual classification decision are extremely important for the inmate and the jail. Despite this, there has been little evaluation of classification systems in correctional institutions:

Although there have been many classification schemes and incredible amounts of data collected in the classification of offenders for the past 75 years, very little evaluation has been done. It seems that there are many "pet" classification systems and numerous typologies produced by academics, but no systematic evaluation. 1/

Evaluation of jail classification has received even less attention. The same "state-of-the-art" review of offender classification in the U.S. referred to above makes no mention of jail classification, despite the fact that jails in the U.S. contain more individuals than prisons or parole caseloads. The bulk of classification activity in the U.S. has concerned the post-sentence reception of offenders at correctional institutions. 2/ Thus, the sheriff or jail administrator will find a scarcity of helpful classification research applicable to his situation.

In recognition of this knowledge gap, the National Institute of

Corrections awarded a grant to the National Council on Crime and Delinquency to develop a "model evaluation design" or guide, for jail classification systems.

The evaluation design in this Guide is not linked to, nor dependent upon, any particular inmate classification scheme, philosophy or standards. As was pointed out by the IIT Research Institute study:

Unfortunately, no large scale longitudinal research has been done which documents offender characteristics predictive of success in treatment programs. 3/

Research has not validated any classification approach sufficiently to serve as a model. Also, there are no universal, generally agreed upon, clear set of jail classification standards. Other factors have led to a diversity in classification systems. The housing, activity and program choices available in one jail differ significantly from those in another. Also, the legal and ethical issues concerning classification (such as the legality of classification prior to sentencing, matters of due process, privacy, etc.), are not yet settled by law, court decisions or regulations.

This Classification Evaluation Guide is designed for use in any jail classification system. But given the diversity of jails, i.e., terminology, forms, problems, etc., the procedures outlined in this Guide may need modification to meet some jail's circumstances. However, the information collected with the use of this Guide can be helpful in defining and modifying the classification system--or develop in a

SCOPE OF THE EVALUATION PLAN

The evaluation plan in this Guide consists of two approaches:

(1) impact analysis, which is an attempt to measure the effect of the classification system, and (2) process analysis, a specification and examination of the classification system in terms of its development, methods, application and the group to whom it is applied.

Traditionally, evaluation has consisted primarily of impact analysis. However, the difficulties inherent in linking "cause" to "effect" in complex social science phenomena such as human service programs, are gradually leading to recognition of the need for additional approaches. Process analysis can help not only with a better definition and understanding of classification, but can assist with interpretation of the data collected for the impact analysis.

The impact analysis portion of the Classification Evaluation Guide attempts to determine whether classification has an effect on matters such as:

1. The level of violence in the jail
2. "Undesirable" inmate behavior such as escapes, disciplinary infractions, etc.
3. Inmate use of jail programs and services
4. Costs
5. Staff attitudes
6. Inmate attitudes

7. Inmate custody distribution (i.e., security level assignments)
8. Other criminal justice and related community agencies.

The process analysis part of this Guide provides a description of the formal and informal classification system as it developed and as it currently operates. The process analysis examines the classification system along certain dimensions to determine if it is logical, consistent, and operates as intended.

1. Classification context - the historical development, the organizational structure, the theoretical base and the assumptions under which the system was developed.
2. Decision-making process - the techniques, criteria and procedures by which inmates are screened, categorized, and reclassified.
3. Custody and program assignment - the actual decisions resulting from classification.
4. Goals - the intended consequences of classification.
5. Linkages - the interrelationships with other criminal justice or community agencies which impact either the classification system or those other agencies.

Collection of process data in these dimensions sheds light on the following questions, which are explored in more detail later in this Guide.

1. Is the classification system logical, consistent, and equitable?
2. Are classification criteria and procedures clear, uniform and understood?
3. Is the classification system useful?
4. How is the classification system perceived by staff, inmates and other criminal justice and community agencies?

5. Does the classification system meet standards and legal guidelines?

The elements and questions involved in the process analysis forces a thorough look at the classification system. The starting point for such an examination is a clear definition and specification of the classification system, including its goals and methods.

The sheriff/jail administrator undertaking a classification evaluation with the use of process analysis will usually view both the classification system and the jail in a new light. One may find that the classification system operates differently than thought, that the methods are not satisfactory, and that certain changes are immediately desirable.

An initial examination of the classification categories used, the decisions made, and who makes them may tell the jail administrator that immediate changes are desirable. To the extent possible, classification system changes should be made before the start of a formal evaluation. Otherwise the evaluation becomes more complicated and the results obscured by policy changes made during the evaluation. Whenever possible, the Sheriff/jail administrator should make these obvious changes in classification policies prior to the implementation of the formal evaluation.

A detailed statement of the data and the data sources for the evaluation is contained later in the Guide. Essentially, the impact and process data are derived from the following:

1. An examination of agency records (inmate data, jail data such as personnel and budget records, memos, procedures, jail demographic data, etc.).
2. Interviews with jail and related agency staff.
3. Questionnaires administered to jail staff and inmates.
4. Direct observation of the classification process.

Some data are collected on pre-coded forms. Others are grouped or classified after data are collected. Some interviews, observations or records examination are assembled in narrative form. Analysis involves systematic integration and interpretation of these data.

The time and staff required for data collection and analysis will vary according to the size and complexity of the jail operation and the level of analysis desired.

While this Guide may be used for a one-time evaluation of jail classification, the total jail program will be better served by an on-going evaluation of classification in the jail. An on-going evaluation can lead not only to a better classification system, but also will provide data useful for general administration and planning.

IMPACT ANALYSIS

Impact analysis determines the long-range effects or results of the classification system. "Proving" that classification does in fact have some impact on staff, inmates, the institutions social climate and outside criminal justice agencies is a very difficult task. What is asked in its purest sense is "what would have happened if classification did not exist?", e.g., "does classification impact important areas of institutional violence or the attitude and behaviors of staff, inmates, and others?"

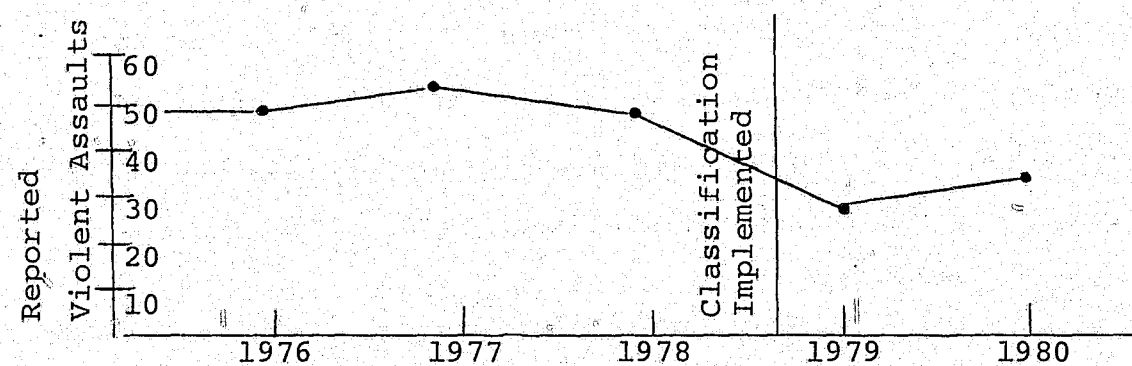
Impact analysis requires an experimental research design with meaningful control group(s) and specification of the experimental group and experimental variables. In this context, classification is the experimental variable and the various outcomes are the dependent variables (violence, disciplinary infractions, etc.).

When attempting to evaluate the impact of classification in a jail setting, inmates and staff, obviously, cannot be separated into experimental and control groups where only a few are randomly "exposed" to classification and others excluded. Nor is it likely that a "control" jail can be located where classification is not being conducted but is identical to the "experimental" jail.

Because of these impossibilities, the classification evaluation utilizes a research model referred to as the "time series quasi-experimental design". 4/ (Campbell and Stanley, 1964). This design calls for "before and after" comparisons of implementation of a classification program or major policy changes in an existing classification process.

To measure the effect of classification (using the time series design) data is collected over a significant period of time on selected items (variables) such as, the number of disciplinary incidents, staff and inmate perceptions, etc. These serve as measurements of the effect of the program. The items selected should be consistent with and actually reflect the goals of the jail classification process.

An example of a "before and after" change in a variable (in this instance, violence) is reflected in the following chart, which illustrates a positive relationship between classification and violence:



The same chart can be constructed to demonstrate changes in other variables such as attitudes of staff and inmates, costs, etc. It should be emphasized that data collection over a significant period of time is required (e.g., perhaps as much as two years before and two years after implementation of a new classification program) before meaningful assessments can be made. Even with sufficient data collection, care must be taken in interpreting the data.

PROCESS ANALYSIS

Process analysis provides a framework and method for defining what the classification system is and how it actually works. This more detailed examination of the system provides information vital for proper interpretation of impact data. Information gathered through the process analysis will reveal strengths and weaknesses of the system and allow for system modification and policy changes.

The approach used in process analysis describes classification from divergent perspectives (inmates, staff, outside agencies) to see if the system is logical, consistent, and operating as intended. For example, while the written classification procedures might call for decisions to be made in a certain way and by a specific individual or group of people, the "real" or informal system for classification decisions might be quite different.

As indicated earlier (in the Scope section), this evaluation model for process analysis separates the classification system into the following essential elements:

- Classification context
- Decision-making process
- Custody and program assignments
- Goals
- Linkages.

This framework is useful not only for researchers, but also for sheriffs/jail administrators, as a self-assessment of their classification system. Clearly, it clarifies and defines the system in terms of its assumptions, how it works and what is expected to result from the classification efforts.

A brief example will illustrate the analytic process. First, data are collected on the Context of the system--specifically, what are the assumptions upon which the classification system is based? One jail may base its system on a "justice model"; whereby classification is based on the nature of the offense--with staff discretion and subjective clinical appraisals being discouraged.

No matter what the approach, the classification Decision-making process should be formalized (in writing) and applied uniformly in all cases. Data are collected to verify whether or not this assumption is true.

Similarly, the range of Custody and program assignments should be linked to the context and decision-making process elements. Often classification decisions are made irrelevant because they do not reflect what is available or feasible within the jail.

The Goals of classification should be plainly stated, and the classification categories, process and other elements of

the classification system should be consistent with the goals. For example, a "justice model" approach to classification might reflect a less "mysterious" classification process, and thus possibly reduce staff/inmate tensions which can emerge in a more subjective and informal (and less understood) system. A different approach to classification would require different classification categories, processes, etc. For example, if the goal is to separate persons charged with assaultive offenses from those in jail on property offenses, a different set of categories and process would be indicated. In any event, measurements of the degree that the goal is met has meaning only when the goal is consistent with (or attainable through) the methods used.

Finally, it is important to assess the effects of classification on other agencies and vice versa. These Linkages can have a profound effect (facilitating or inhibiting) on the classification process. For example, changes in police arrest policies or court decisions can have a dramatic effect on classification procedures and decisions and require explanation in order to fully understand their impact.

EVALUATION QUESTIONS

In evaluating classification systems, the focus of the research is to determine the effect of the classification system upon one or more factors (variables). To do this, evaluation questions (or hypotheses) are developed--and stated in such a manner as to suggest a hypothetical relationship between two variables. The variables are the classification system and the outcome specified in the evaluation question.

For example, many "beliefs" exist about what classification does, but there is little documented evidence to support these beliefs. One belief is the assumption that by classifying inmates, (e.g., separating violent from non-violent defendants, rival gang members, etc.) violence in the jail will be reduced. To test this belief, the following evaluation question is posed: Does classification reduce violence in the jail? Once this question has been stated, research can begin to collect the data necessary to determine if the relationship exists.

In this Guide, the evaluation questions are divided into two types, reflecting the impact and process analysis components of the evaluation. The evaluation questions that follow are not exhaustive. Those responsible for planning the classification evaluation for a particular jail should study these lists and determine which questions are appropriate and whether additional questions are needed.

The data collection instruments which appear in Part II of the Guide have been specifically tailored to the stated impact and process evaluation questions which are specified in the following two sections. If additional questions are formulated for a given site, additional data collection instruments or modification of the instruments in this Guide may be necessary.

Impact Research Questions

These questions are about the long-range effects of classification on behaviors, attitudes and costs. Each question is worded in such a way as to pose classification as the experimental or independent variable. The behavioral, attitudinal or cost element expressed in the question is the dependent variable. The impact evaluation questions can be answered only with an appropriate experimental or quasi-experimental research design. 5/

The impact research questions are as follows:

1. Does classification have an impact on the level of violence in jails?
2. Does classification have an impact on "undesirable" inmate behavior (e.g., escapes, disciplinary infractions, etc.)?
3. Does classification have an impact on the inmate use of jail programs and services?
4. Does classification have an impact on jail costs?
5. Does classification have an impact on staff attitudes?
6. Does classification have an impact on inmate attitudes?

7. Does classification have an impact on inmate custody distribution (i.e., security level assignments)?
8. Does classification have an impact on other criminal justice and community agencies?

These impact questions are pursued through the interviews, agency records, questionnaires, and Classification Information System (CIS) forms which are included and explained in Part II of the Guide.

Process Research Questions

Instead of determining the long-range effects of classification, the process evaluation questions focus on a description of the classification system as it is supposed to work, and as it actually works. The information is more immediately relevant for the sheriff/jail administrator or other policy makers since it can be used to make needed modifications of the system.

The process questions and an explanation of their meaning follows:

1. Is the classification system logically consistent?
Are the methods used consistent with, or help carry out the goals? For example, if one goal of the classification system is to reduce violence, does the process for obtaining information about the individual inmate include a check of his prior record before he is classified?
Or, does the design of the classification system allow classification decisions to be made quickly enough for inmate assignments to housing and to program services?
2. Is the classification system equitable, i.e., does it operate equally and fairly for all inmates?

3. Are classification criteria and procedures clear, uniform and understood?
4. Is the classification useful?

Are the decisions made by the classification system actually used? Do the decisions made concerning inmates housing, security and program participation require the classification process, or are they made because of other considerations such as space restrictions, staffing shortages, etc.?

5. How is the classification system perceived by staff, inmates and other criminal justice and community agencies?

They may have perceptions that indicate or suggest that the "inside" jail view of classification is quite different than it is perceived by others involved.

6. Does the classification system meet minimal standards and legal guidelines?

Certain legal and/or ethical principles need to be considered in designing and operating a jail classification system. These generally are known by the jail administrator and should be addressed.

STAFF AND TRAINING CONSIDERATIONS

The Guide is designed to be used by personnel with limited training in research methods. Traditionally, evaluations have been conducted primarily by outside professional researchers, or in some cases, by management analysts within local government. Essentially, the Guide instructs jail personnel in procedures and techniques for collecting information for an evaluation of the classification system. Depending upon the training and experience of jail personnel who are conducting the evaluation, it may be necessary or advisable to obtain outside help in data processing and data analysis and interpretation.

As already mentioned, the Guide was designed to be applicable to diverse jail settings. Such a general model will obviously need interpretation and possibly adaptation as applied to a given jail setting.

Selection of the Evaluator

A number of factors should be considered in selection of the person who will conduct or supervise the evaluation. These include matters of training, experience, personality and organizational responsibilities within the jail.

Evaluation of the classification system is an on-going process, since impact results can only be determined over a fairly long period of time. However, the evaluation only requires the services of a part-time person since data collection needs will be light at certain times. For these reasons, as well as better accountability, ease of planning, etc., it is suggested that the primary responsibility for the data collection effort be centered in one person--even though certain tasks may require the assistance of others.

Whether the individual who will direct the evaluation should be a member of the jail staff or someone brought in from the "outside" is dependent upon a number of factors and is a debatable issue. A jail staff member will have a better understanding of the jail and hopefully the support of the sheriff/jail administrator. Perhaps the administrator will be more willing to have an evaluation conducted by an "insider" than an "outsider." However, no "in-house" evaluation can be any better than the freedom and support given to it by the administrator. Thus, the individual selected should be one in whom the administrator has confidence, and be a person who can do what is necessary to protect the integrity of the evaluation.

Realistically, the sheriff/jail administrator contemplating an evaluation of the classification system may have to depend upon someone from the outside for some portion of the evaluation

because no staff member has the necessary skills. In that case, someone should be designated to serve as liaison/coordinator for the internal planning and work involved in conducting the evaluation.

Specialized skills are required of the evaluator for a successful evaluation. These include:

1. Basic statistical and research methods
2. An understanding of computer data processing, and possibly computer programming
3. Field research skills such as interviewing, abstracting significant data from records, and observing processes in action
4. Communication skills necessary for interviewing, explaining, and writing clearly
5. Analytical skills in analyzing numerical and non-numerical data and observations.

Some members of the jail staff may possess these skills; or, someone may have most of them and be able to acquire the remainder through a combination of courses, readings (see Appendix A), or assistance from computer personnel already employed by local government. The sheriff/jail administrator may also choose to contract with an outside person to provide the technical (statistical/computer) skills required. Student interns or volunteers are sources of help for performing basic data collection and data processing tasks.

Personal characteristics of the evaluator are equally important. The person selected should have a commitment to the evaluation and the ability to work both independently when need be, or cooperatively with others when that is required. The evaluator should be a person of integrity, and be sensitive to both staff and inmates. Within the organization, this person should be considered fair and trustworthy, and capable of protecting the confidentiality of data.

Auxiliary Training

Individuals involved in either evaluation planning or those who may use the evaluation findings need some level of understanding about the evaluation itself. Depending upon their relationship to the evaluation or its results, they should be presented information about the following:

1. The evaluation questions
2. The nature of the impact and process analysis
3. The basic data collection procedures
4. The methods of analysis
5. The findings resulting from the evaluation.

The evaluator should take care that persons with an interest in the evaluation understand both the strengths and weaknesses of an evaluation. Some of this information can be (and should be) imparted before the evaluation begins. More should be explained throughout the period of the evaluation, as well as, during interpretation of the results.

Time Requirements

Preferably, there should be an on-going evaluation of a jail's classification system. This suggests the need for someone to have on-going evaluation responsibility. However, the amount of personnel time required will depend upon a number of factors such as, the scope of the evaluation, the size of the jail (or the sample of the jail population selected for study), etc. Also, the amount of time required within any given month will vary, depending upon the stage of the evaluation. More time will be required in the initial planning stages, the implementation, and again when data analysis and interpretation occur. Depending upon the urgency for evaluation data and the availability of staff, these initial and final stages can be compressed or stretched over longer periods of time.

Costs

The overall cost of the classification evaluation will depend upon factors such as:

- The evaluation questions asked
- The size and nature of the jail and its classification system
- The extent of the process analysis
- The skill of the evaluator in planning and implementing the evaluation
- The degree that volunteer services can be obtained
- The evaluation support and facilitation provided by the sheriff/jail administrator.

The actual budget for an evaluation in one jail will vary from another, but the following categories should be provided:

- Personnel - Evaluator or evaluation/coordinator, plus part-time interviewers, coders, typists. Depending upon the skill or availability of jail staff, outside research and/or computer staff time should be budgeted.
- Training - If special training is needed either for the evaluator or other jail staff.
- Supplies - Xeroxing, forms preparation materials, filing cabinet, etc. A locking cabinet is a necessity. Computer supplies.
- Computer - Programming, keypunching and computer operating time.
- Other - Office space, telephone, and transportation may have to be budgeted depending on the space arrangements in the jail and the location of the evaluator's office.

Regarding evaluation costs, the administrator should consider the possible cost-effectiveness of a classification evaluation. The judgment about whether to invest the necessary funds for an evaluation should be made not solely in terms of the "dollar return," but should include giving weight to the "non-dollar" benefits in terms of factors such as less violence, better security, more appropriate use of staff and services, etc.

DESCRIPTION OF THE DATA GUIDE

The Guide aids jail personnel in applying the evaluation approach outlined in Part I. The Guide also provides the basic data collection instruments necessary to conduct the detailed study. These instruments are accompanied by instructions on their use and suggestions about analysis of the data after collection.

The instruments included in the Guide are models in the sense that they can be used in any jail setting. However, because of differences among jails, they may need adaption or revision for individual jails. For example, the working of certain questions may require changes to fit local definitions or classifications of data. By carefully reviewing the instruments prior to use (and making changes when necessary), the evaluation effort will be easier and more productive.

Part II of the Guide includes the following data instruments or forms:

- Classification Overview Interview
- Other Criminal Justice Agency Interview
- Classification Information System (CIS) Forms
- Inmate Survey
- Staff Survey
- Impact Data Forms
- Cost Data Form

-Field Data Book

-Classification Decision Observations.

Each instrument or form is presented separately. A narrative section introduces each and explains how to complete the evaluation task. Specifically, the narrative sections include the following information:

1. Purpose of the instrument
2. How the instrument was derived
3. How the instrument is administered
4. Time of administration
5. How to analyze the data
6. Anticipated problems in obtaining the data.

Located at the front of Part II is the Data Collection Guide.

This chart outlines the following:

1. Impact and process evaluation questions
2. Data collection instruments, when used and which evaluation questions are answered by the use of the instrument.

The data collected through the instruments in Part II of the Guide permits testing each of the process and impact questions specified in Part I.

Material in the Guide only partially addresses the "how" of analyzing and interpreting the data collected. Although the instructions for each instrument include some direction for analysis, it should be recognized that additional analyses are both possible and encouraged.

The limited coverage of data analysis outlined in this evaluation approach occurs for several reasons. First, the acquisition of data analysis skills takes considerable training and research experience. Thus, some methods which could be suggested would be beyond the skill level of jail personnel involved in the evaluation. Therefore, full analysis may require assistance of someone with extensive research analysis skills.

The data analysis instructions are limited also because the nature and degree of available data or the analytic interests or time available may vary from jail to jail. The analytic direction suggested in the Guide is applicable to all jails, but some may choose to explore and conduct additional analyses.

OTHER AREAS TO CONSIDER

Evaluations of criminal justice agencies and social programs represent a unique and specialized form of research with unique problems for the evaluator. The purpose of this section is to highlight major issues likely to be encountered during data collection.

Whose Side Are You On?

Remaining objective and detached from the agency and the persons being observed and evaluated is a difficult goal for evaluators.

If one is affiliated and financially dependent on the jail being evaluated, the pressures are likely to be increased. Some evaluators argue that it is impossible to be part of the organization and complete an unbiased evaluation. On the other hand, others have noted that those within organizations are able to develop a richer and more complete understanding of the jail by having easier access and greater familiarity with the jail's operations.

Although the pros and cons of agencies doing self-evaluations are cloudy, one thing is clear: as an evaluator the primary responsibility is to provide an accurate analysis of the classification system. Based on the analysis, changes may occur in classification that will affect both staff and inmates. Any external influences that would prevent the completion of a most accurate evaluation possible should be resisted.

Confidentiality

It is important that persons interviewed, questioned, and observed, have their confidentiality protected. They should always be informed of: 1) the purposes and potential benefits of the evaluation, 2) that their participation is voluntary, and 3) that all information given is confidential. A useful publication on this subject is "Confidentiality of Research and Statistical Data" available through the Law Enforcement Assistance Administration (LEAA), U.S. Department of Justice.

The following paragraphs summarize definitions and regulations that may assist in staying within expected guidelines:

1. Research or statistical information means any information which is collected during the evaluation that is identifiable to a specific person. The terms are not limited to agency records, CIS forms, questionnaires, or other written forms of information. Also included in the scope of these terms are research observations and verbal communications that occur with the evaluator. People may often share what appears to be harmless gossip. Do not pass such information on to others.
2. Information is identifiable to a specific person when it is either a) labelled by name or other personal identifier, or b) can be reasonably interpreted as referring to a particular person.
3. If requests are made for identifiable information (not aggregate data), it should be explained that the evaluator is not allowed to provide such data without a written agreement that specifies the need for identifiable information and the precautions that will be taken to assure the security of the information.

4. Do not discard or destroy identifiable research materials. Final disposition of these data should be in accordance with legal guidelines.

Record Keeping

The secure storage and maintenance of data is of critical importance. There will be strong temptations by some people to "read for themselves" interviews and field data. These data must be fully protected from non-research personnel gaining access to such sensitive data.

The data collected from these instruments will quickly amass into several cabinet file drawers. It is worthwhile to take time initially to set up a proper filing system. It will render more orderly and accurate analysis, as well as final report production for the evaluation.

Report Writing

The final report is, unfortunately, one of the last things considered for an evaluation. Actually, it should be one of the first. As soon as possible, try to outline the major sections or chapters of the final report. This will clarify the tasks that follow and allow early drafts of sections to be prepared long before the end of the study. When developing drafts and outlines, it is wise to consult with those studied (inmates and staff) so errors of interpretation are minimized.

Other principles to keep in mind are:

1. Write clearly and directly to your audience.
2. Allow sufficient time to prepare a first draft that can be reviewed and revised before the deadline for the final report.
3. Convene a meeting to orally present the findings.
4. If the final report is excessively long, prepare a brief executive summary that highlights the findings.

PART II

EVALUATION QUESTIONS
<u>Impact Questions</u> 1. Does classification have an impact on the level of violence in jails? 2. Does classification have an impact on "undesirable" inmate behavior (e.g., escapes, disciplinary infractions, etc.)? 3. Does classification have an impact on the inmate use of jail programs and services? 4. Does classification have an impact on jail costs? 5. Does classification have an impact on staff attitudes? 6. Does classification have an impact on inmate attitudes? 7. Does classification have an impact on inmate custody distribution (i.e., security level assignments)? 8. Does classification have an impact on other criminal justice and community agencies?
<u>Process Questions</u> 9. Is the classification system logically consistent? Are the methods used consistent with, or help carry out the goals? 10. Is the classification system equitable, i.e., does it operate equally and fairly for all inmates? 11. Are classification criteria and procedures clear, uniform and understood? 12. Is the classification useful? Are the decisions made by the classification system actually used? 13. How is the classification system perceived by staff, inmates and other criminal justice and community agencies? 14. Does the classification system meet minimal standards and legal guidelines?

DATA COLLECTION INSTRUMENTS		
<u>Instruments</u>	<u>When Used</u>	<u>Answers Which Evaluation Question</u>
1. Classification Overview Interview	beginning of evaluation then once a year	9 - 14
2. Other Criminal Justice Agency Interview	beginning of evaluation then once a year	8, 13
3. Classification Information System	continuous	2, 3, 7, 9 & 10
4. Inmate Survey	every 4 months	1 - 3, 5 - 7, 9 - 14
5. Staff Survey	every 4 months	1 - 3, 5, 7, 9 - 14
6. Impact Data	continuously	1, 2, 7
7. Cost Data	continuously	3, 4
8. Field Data Book	as needed	5, 6, 9 - 14
9. Classification Decision Observations	monthly	5, 6, 9 - 14

CLASSIFICATION OVERVIEW INTERVIEWPurpose

The Classification Overview Interview is structured and designed to obtain information about the critical areas of the classification system, which are:

1. Classification context--the historical development, the organizational structure, the theoretical base and the assumptions under which the system was developed.
2. Decision-making process--the techniques, criteria and procedures by which inmates are screened and categorized.
3. Custody and program assignment--the actual decisions resulting from classification.
4. Goals--the intended consequences of classification.
5. External linkages--the interrelationships with other criminal justice or community agencies which impact either the classification system or those other agencies.

The interview consists of 17 major questions with suggestions for further probing that reveals information about the formal and informal classification operation.

The interview gathers data on all of the process evaluation questions. (See the Data Collection Guide, pg. 31.)

How Derived

This was developed by NCCD staff and field tested at two jail sites.

How Administered

The Classification Overview Interview is conducted with one respondent, a person with comprehensive knowledge or authority for the classification system. An example is the sheriff/jail administrator or officer responsible for classification.

When arranging the interview appointment, inform the respondent it will take approximately two hours. Prior to the interview, ask for copies of the following, if available:

1. A jail organizational chart
2. Classification procedures
3. Any forms used in the classification process.

The interview is conducted in a formal, private setting with no interruptions and is taped. In addition, notes may be taken depending on the interviewer's style. The interviewer must ask each of the listed questions. Answers may need to be developed by using various interview techniques. It is not necessary to dwell on the questions since the interview is intended to gain an overview.

A Standard Interview Report (S.I.R.) is filed immediately after the interview and treated as a confidential record. Any observation, comments, or suggested follow-up are documented on this form. (An example S.I.R. is attached.)

The interview tapes are transcribed in preparation for analysis. When this is completed, the tapes may be erased. The typed interview is a confidential document.

Time of Administration

The Classification Overview Interview is conducted at the beginning of the evaluation. The information obtained gives the evaluator a perspective for the evaluation tasks that follow. There after, the interview may be conducted on a yearly basis to assess changes in the classification system.

Analysis

A self-analytical approach is used to interpret the information obtained in the interview. A comparison of the data from each of the five areas emphasized in the interview will determine the logical consistencies or the inconsistencies of the system and suggest evaluation concerns.

Analysis questions for each of the five areas of the interview are as follows:

Classification Context

1. Are the fundamental ideas and assumptions underlying the design of the classification system clearly and specifically defined?
2. Is there consensus among the staff that those ideas and assumptions are what should be emphasized?

3. Are the staff responsibilities and administrative structure clearly and specifically defined?

Decision-Making Process

1. Are the classification data and criteria clearly and specifically defined?

Custody and Program Assignment

1. Are the classification procedures clear, uniform and understood?
2. Is appeal and due process a documented part of the classification system?
3. Is the classification system monitored to see that staff are following procedures?

Goals

1. Is the goal of classification clear and specific?

External Linkages

1. How are other criminal justice and community agencies related to the classification system?

Analysis questions for comparison of the five areas of the interview are as follows:

Context and Decision-Making Process

1. Are the fundamental ideas and assumptions underlying the design of the classification system logically linked to classification data and criteria used for custody and program assignments?

Context and Custody and Program Assignment

1. Do the fundamental assumptions logically suggest the range of classification decisions utilized?

Decision-Making Process and Custody and Program Assignment

1. Are the classification decisions logically suggested by the criteria specified?
2. Do the classification decisions regularly vary according to inmate characteristics?

This analysis brings attention to the strengths and weaknesses of the classification system.

Anticipated Problems

Identifying the appropriate respondent for the interview may present a problem in a large jail or one with an informal classification system. It may be necessary to make several contacts to determine who has the comprehensive knowledge or authority for classification.

Secondly, securing an appointment for the interview may require persistence. The time requested is significant to busy jail staff. That is why it is important that the potential respondent be told the purpose and format of the interview.

Thirdly, some people are more cooperative and comfortable than others in an interview. So, interviewing skills required may vary for each interview situation.

CLASSIFICATION CONTEXT

1. Tell me about some of the major changes that have taken place in your department's custody division with regard to operation or policies over the past 10 or so years that influence classification.
 - 1.a. When did these changes take place?
 - 1.b. Who initiated these changes?
2. Do you have an organizational chart that I may see? (If not, could you sketch one?)
 - 2.a. Note the location of classification, who does the unit report to, chain of command...
3. What are the most important laws, regulations or departmental policies which affect classification?
 - 3.a. Distinguish those that are departmental, law, court order, etc.).
4. What are the fundamental ideas and assumptions underlying the design of your classification plan?
 - 4.a. Why was it designed this particular way rather than another?
 - 4.b. Who participated in the planning of the system?
5. Does the line staff feel that these ideas and assumptions are what should be emphasized?
 - 5.a. What are some of the assumptive differences on the part of line staff in regards to classification?

DECISION-MAKING PROCESS

6. Could you explain to me how prisoners are selected for classification and how are they actually classified?
 - 6.a. What determines each classification category or designation?
 - 6.b. What type of data is collected for classification?
 - 6.c. Who classifies?
 - 6.d. How is the information for classification obtained (sources) and stored?

- 6.e. Who has input and access to classification information?
- 6.f. Is there a process for reclassification? How is this carried out?

CUSTODY AND PROGRAM ASSIGNMENT

- 7. What is the range of classification decisions made by your classification staff (e.g., security, institutional assignment, program assignment, etc.). Please be as specific as possible. (Ask for Flow Chart if available.)
- 8. What happens once a classification decision is made (i.e., how are classification decisions implemented)?
 - 8.a. What forms are used to communicate decisions?
 - 8.b. How long does it take to implement a classification decision?
 - 8.c. Who has authority for ordering classification decisions?
 - 8.d. How does a prisoner appeal his/her classification designation? To whom?
- 9. How do you know the staff are following the formal procedures for classification?

GOALS

- 10. What do you hope to achieve as a result of your classification system? (i.e., reduce violence, suicides, disciplinary infractions, etc.).
 - 10.a. Could you rank these for me?
- 11. How effective is your classification system?
 - 11.a. Why?
- 12. Has your department ever carried out a formal evaluation of your classification system?
 - 12.a. When? Why? Results?

- 13. Do you see any need to be evaluated?

- 13.a. To what use would you put the evaluation findings?

EXTERNAL LINKAGES

- 14. What are the major problems that hinder the smooth operation of your classification system?
- 15. What adjustments do you believe need to be made to overcome these problems?
 - 15.a. Who has the authority to make changes in the system?
- 16. How do other criminal justice agencies affect your classification system - both negatively and positively?
 - 16.a. Police/Sheriff
 - 16.b. Probation
 - 16.c. D.A.
 - 16.d. Public Defender
 - 16.e. Judges
 - 16.f. State Correctional Agencies
 - 16.g. Other
- 17. How do community agencies (public and private) affect your classification system?
 - 17.a. Mental Health Agencies
 - 17.b. Medical Agencies
 - 17.c. Legal Agencies
 - 17.d. Bailbond Agencies
 - 17.e. Religious Agencies
 - 17.f. Other

EXAMPLE

STANDARD INTERVIEW REPORT
(SIR)

This form is to be fully completed immediately at the end of each interview.

Data Dimension(s): Classification Overview Interview

Site Location: Dana County Jail (Fictitious)

SIR Filed By: S. Jones

Date Filed 7-15-78 Form Code: _____

Form of Recording: X Tape _____ Notes _____ Recall _____

Location: _____

Date of Interview: 7-13-78

Time of Interview: From: 1:00 pm To: 3:00 pm

Purpose of Interview: To obtain information about the classification process, procedures, resources, and data need. To assess logical consistency of the classification system.

Name and Status of Respondents:

[illegible]

SIR/2

EXAMPLEDate: 7-13-78

How were respondents selected? (Explain briefly)

I explained the purpose of the interview to the jail commander and asked who would be best to participate. He felt he would have the most thorough knowledge of the classification system.

Briefly describe problems encountered in completing task.

- 1) Lt. Hoover was interrupted and had to leave the interview for five minutes.
- 2) There was no electric outlet (for the tape recorder) in the first office we were in, so we had to find another office.

Report Reviewed By: _____

Date: _____ Approved: _____ Yes _____ No

Comments: Attached is question #1 of the interview. In actuality the entire interview (17 questions) would be transcribed in this fashion.

EXAMPLE

SIR DATA SHEET

43

PAGE: 1DATE: 7 13 78
mo day yr

QUESTION ASKED: (1) Tell me about some of the major changes that have taken place in your department's custody division with regard to operation or policies over the last 10 years or so years that influence classification ?

H. We are a brand new jail and with the creation of the Department of Corrections and the establishment of the facility, certain classification assumptions were built in. The jail was built to comply with minimum jail standards.

J. When was the jail built?

H. It was built in 1974-75 and it was completed in 1976. It was built to meet minimum jail standards, and at the time the only classification imposed by law was the separation of male and female living areas, sentenced and unsentenced, and from then with regard to peoples own personal safety it suggests we should keep people separate. Juveniles and adults. So that classification was affected by some built-in things and at the same it was affected by building the jail in such a way that there was no mass segregation areas and that almost all housing areas are equal to any others within the jail, that the classification could not be done simply by segregation or by simple segregation so that it became incumbent on the staff to be more creative and flexible in how they determined -- or rather what kind of classification criterion we followed.

J. Before the jail was built, people were sent to Roseville and it's only recently that you started housing your own people?

H. The old jail was closed in 1969 by the Fire Marshall, and during the time that there was no jail, the sentenced and unsentenced both were sent to Roseville and we had a regular, two or three times daily, run between Roseville and Dana court.

EXAMPLE

SIR DATA SHEET

PAGE: 2

DATE: 7 13 78
mo day yr

QUESTION ASKED: (1 cont.)

J. Who were the principal people who planned this jail?

H. What happened to the best of my knowledge, since I wasn't here this is all heresay, is that there were bond issues not passed for quite some time with regard to building of the new jail and new office for the Sheriff's department and somehow they were all put together. At some point the political sector of the Board of Supervisors in the county became such that the people that were involved, specific personalities, became involved in the creation of the jail and the Department of Corrections and so although there was an assumption that the jail would be in the Department of Corrections the Sheriff's Department did have some initial input into the design construction. Then the citizens were asked to participate and they did to a certain extent. When all of that was done, there was a decision made not to take federal funds so that we would not have bars if we had gotten federal funds. So there was a decision made and we hired a Criminal Justice Planner by grant and part of what happened was that the citizens were asked to participate in the planning and some did.

J. How were they asked?

H. It was published through the newspapers of the county saying that they cut some things out - the bond issues became less, the political backing became more evident and the bond issues passed.

EXAMPLE

SIR DATA SHEET

PAGE: 3

DATE: 7 13 45
mo day yr

QUESTION ASKED: (1 cont.)

So they said "Now you've passed this bond, why don't you participate in what's going to become of it." Apparently the Sheriff's department and others suggested that because of the population of the county and future populations, there should be a jail housing at least 120. The decision was made at some point after that, that there would only be 60 beds and the reason that they wanted to maintain a minimum bed jail was to encourage the county to participate in alternatives. Then there was an economic thing and somebody cut \$4 million out of it and the whole \$4 million thing was amenities that would really have made it a lot nicer.

J. The Department of Corrections became functional in 1976, what agencies were opposed to that? Like, was the Sheriff opposed to the creation of the Department of Corrections?

H. No. After the initial political decision to go with the Department of Corrections, and everybody bought into it at least publicly so that the Sheriff became a supporter, the Chief of Police became a supporter. Based on the fact that they were not running the jail, they felt that they could safely say we'll get an expert in here to run this jail. We aren't jail runners. It was a fair trade off. They could have more people in the field and they would be able to use their deputies for what they were trained to do. What they lost was 5 potential sergeants positions. The deputy sheriffs were very unhappy about it. And then there were a lot of people who said jails have always

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PAGE: 4

EXAMPLE

SIR DATA SHEET

DATE: 7 13 78
mo day yr

QUESTION ASKED: (1 cont.)

the Sheriffs and should be run by the Sheriffs. There are still a lot of those people around. Prior to the establishment of the Bureau of Corrections the county established a Criminal Justice Planning committee and that committee is comprised of all the heads of the criminal and justice agencies of the county so that you have the Sheriff and the D.A. and the Chief Probation Officer but you also have the Chiefs of Police of the three cities of the county and the Highway Patrol and everybody participates in planning where the Criminal Justice of the County is going. Out of that the Bureau of Corrections was established to advise the jail.

J. Was the Peace Officers Association opposed?

H. The Deputies Association, right? That belongs to the local Union. I don't if they were formally opposed.

J. Do your officers belong to the Union?

H. Some of them do.

INTERVIEWER'S

COMMENTS

47

PAGE: 3

EXAMPLEDATE: 7 - 13 - 78
MO DAY YR

The respondent stressed the informality of the classification procedures at the Dana County jail as a positive.

The respondent seemed vague when questioned about whether the line staff agreed with the fundamental ideas and assumption underlying classification. He did state he is very concerned about security, as is the Danville community. He also suggested that there is a strong Sheriff's Advisory Board that communicates the viewpoint of the community. It may be advisable to contact them during the evaluation.

SIR/2

Date: _____

How were respondents selected? (Explain briefly)

Briefly describe problems encountered in completing task.

Report Reviewed By: _____

Date: _____ Approved: ____ Yes ____ No

Comments: _____

INTERVIEWER'S

COMMENTS

PAGE: _____

DATE: _____
MO DAY YR

OTHER CRIMINAL JUSTICE AGENCY INTERVIEWPurpose

The classification system often can affect or be affected by other agencies within the criminal justice system. Policies and practices of police, probation, District Attorney, Public Defender and the courts are inter-related with the jail's operations. This interview is designed to discover (1) how these agencies and the jail interact with each other and (2) their knowledge of the classification process.

How Derived

This interview was developed by NCCD staff.

How Administered

Select a representative from each component of the criminal justice system. The person interviewed should be in a supervisory position and have relevant information on the daily activities and policies of the agency. For large agencies it may be necessary to conduct the interview with more than one person to gain a representative and accurate picture of the agency and its relationship to the jail's classification system.

The interview should be conducted with one respondent, in a private setting and taped. The interview should last approximately 45-60 minutes. A Standard Interview Report (S.I.R.) is filed after the interview. (See Classification Overview Interview section.)

Time of Administration

The Criminal Justice Agency Interview is conducted at the beginning of the evaluation. There after, it may be conducted yearly to assess changes in the relationship with jail classification operations.

Analysis

Data collected by this interview assists the evaluator in determining how external factors affect classification. It also allows for correct interpretation of findings generated from other data instruments.

For example, it may be noted that after classification was implemented, there was a significant reduction in the jails population and rate of assaultive behavior. This was anticipated since one of the goals of classification was to reduce jail population by placing people in work-release and other community-based programs. However, by interviewing police officials, it may be learned that they had modified their arrest practices for certain misdemeanor offenses. In doing so, the number of bookings were significantly reduced. Thus, the explanation for reducing the jail's population must also be attributed to factors other than classification.

Finally, by conducting these interviews, it is possible to better understand the inter-relationship of classification with other justice agencies. For many jails, this will be new

information. Previously, they may not have had an understanding of how their behavior and knowledge affects other agencies.

Anticipated Problems

No unusual problems are anticipated here that have not been discussed elsewhere in the Guide about conducting interviews. (See Classification Overview Interview section.)

1. Are you familiar with the inmate classification system at the _____ jail?
 - 1.a. Note: Classification defined as the system used to make cell assignments and decide who gets certain services or programs.
2. To the best of your knowledge, what are the custody classifications used by the jail?
3. To the best of your knowledge, what are the rehab or program services used by the jail?
4. Does the jail classification system affect your work?
 - 4.a. Please explain.
5. Does your work/agency affect the jail's operation?
 - 5.a. Please explain.
6. What type of information does your agency provide for the jail classification system (e.g., criminal records, medical records, etc.)?
7. Do you use information from the jail classification system for any purpose?
 - 7.a. Please explain.
8. During the past year, have there been any policy changes within your agency that may have affected the jail's operation?
 - 8.a. Please explain.
9. Can you suggest any changes which should be made in the present jail classification system?
 - 9.a. Please explain.

CLASSIFICATION INFORMATION SYSTEM

(CIS)

Purpose

The purpose of this instrument is to collect basic socio-demographic information (age, sex, education, etc.), classification decisions (security level, program assignment, etc.), and length of incarceration data on inmates processed through the classification system. This phase of data collection provides basic monitoring of the classification system. It shows if inmates are classified according to the formal plan. It also provides sufficient information for summary reports to county agencies and other special data requests. A Classification Information System informs administrators of inmate types and placement within the jail's facilities. This directly assesses if the classification system is working as intended.

How Derived

Data items were developed by NCCD staff after reviewing numerous classification record-keeping forms at various jails. The forms presented in this Guide represent data that is usually available and necessary to answer process and impact evaluation questions.

How Administered

CIS consists of two forms: (1) Booking/Intake and (2) Release. The CIS-Booking/Intake form is to be completed after the inmate has

been received by the jail, processed and initially classified. Information on subsequent classifications (both custody and program assignments) and the type of release from the jail is recorded on the CIS-Release form. Both Booking/Intake and Release forms must be completed for a complete data set.

To fully discuss the considerations that must be resolved prior to implementing CIS would be beyond the scope of this Guide. Consultation with persons having experience in such matters is strongly suggested. Listed below are the basic steps needed to completely develop a basic CIS:

1. Develop/Modify CIS Forms: The evaluator may wish to add or delete items on this form. The primary objective is to develop a form that is useful for both line staff and the evaluation staff, and easily processed.
2. Prepare A Codebook: As the evaluator prepares the final form, a codebook must simultaneously be prepared that instructs staff how to fill out and code the forms prior to keypunching and computer analysis. If the evaluator is not experienced in developing code frames, be sure to seek outside professional assistance. This will save many problems later on.
3. Key punching: Once data forms are completed and coded, they are to be keypunched. This can be done cheaply and efficiently by a professional keypunch service, should the jail not have key-punch services. Most universities and government agencies have such services available.
4. Computer Analysis: The data are now ready to be entered into a computer for analysis. Again professional assistance will need to be relied upon if the evaluator is not familiar in this area. All of the data described in this Guide can be used on several well-known prepared computer

programs that can be self-taught with minimal assistance of computer staff. An example is SPSS (Statistical Package for the Social Sciences, see Appendix A) that is widely used.

Data are best collected via face-to-face interviews as part of the routine CIS-Booking/Intake and CIS-Release process. Each interview (Booking/Intake and Release) should not exceed 10 minutes.

Small jails (populations less than 200) should attempt to collect data on all inmates processed. Larger jails, unless adequately staffed and equipped with electronic data processing services, should collect CIS forms on a small but representative sample of inmates. See Slonim (1960) for a basic introduction to sampling techniques. If the evaluator is unfamiliar in this area, then seek professional assistance in choosing the appropriate sampling size.

Time of Administration

Data is collected on a continuous basis or according to a well-structured sampling frame. When sampling, be sure to avoid error or biases by selecting only certain seasons or days of the week (i.e., summer and winter, weekdays only, etc) for CIS data collection times. As forms are completed, forward to keypunching for immediate processing and analysis.

Analysis

Once the data are readied for the computer, the evaluator can begin pursuing a number of evaluation questions.

First, profile what type of persons enter the jail, how long they stay, and what services are provided to them.

Secondly, begin analyzing how classification decisions are reached. For example, the classification plan may state that first offenders are to be separated from repeat offenders. CIS indicates if this separation is occurring or if inmates are mixed throughout housing and custody levels.

Thirdly, CIS identifies biases in classification decisions along age, sex, ethnic and other important dimensions. If classification is not to be based along socio-economic attributes, CIS tells whether that is occurring.

Finally, by providing basic inmate-flow data, CIS assists administrators in making changes or planning classification policies and institutional programming. For example, a finding that a majority of sentenced inmates have no occupational skills has implications for determining the services to be made available to them.

Anticipated Problems

Inadequate record keeping by line staff is the most common problem associated with CIS. If data are not collected in a routine and complete fashion by staff, CIS will be unsuccessful. The success of the CIS data collection is largely dependent on the jail administration's support. Nobody seems to enjoy filling out forms. Staff has to be continually reminded to complete the CIS forms and not allow a backlog to develop.

The concept of tracking inmates is novel to many jail record-keeping systems. Because records of inmate activities are not usually kept, CIS-Release forms present special problems. For CIS to produce meaningful data and answer the major evaluation questions, accurate reclassification data must be kept. This may mean the development of new record-keeping policies for many jails. CIS is not complete until CIS-Booking/Intake and CIS-Release forms are completed for each inmate.

A final word of caution. Go slowly. Test out a variety of techniques and procedures before finalizing the CIS. Most information systems require several months of planning and testing. If possible, develop CIS-Booking/Intake and Release forms that can be xeroxed until finally revised. Of all the instruments listed in this Guide, CIS is the most difficult to implement. Yet, once operational it provides a wealth of important data on classification.

NAME: last first middle initial

AKA: _____

SITE #
1 2

INMATE #
3 4 5 6 7 8

(1) BOOKING #
9 10 11 12 13 14 15

(2-4) TODAY'S DATE month day year

16 17 18 19 20 21

ARREST STATUS DATA
(1=NO; all other codes = see codebook)

(5) ON-VIEW/
ON-SITE 22 (8) CIVIL 25
(6) WARRANTS 23 (9) JUVENILE 26
(7) SENTENCED 24 (10) OTHER (specify) 27

(11) ARRESTING AGENCY
1 = Local 2 = State 3 = Federal 28
4 = Other (specify) _____

(12-14) ARREST DATE month day year

29 30 31 32 33 34

(15) TIME OF ARREST
35 36 37 38

(16-18) BOOKING DATE month day year

39 40 41 42 43 44

(19) BOOKING TIME
45 46 47 48

CHARGE DATA
Charge: Type: 1=Pol. 2=Misd. 3=Inf./Muni.
See Codebook 4=Misd. 5=Other

(20) CHARGE 1 (specify) (21) TYPE
49 50 51

(22) CHARGE 2 (specify) (23) TYPE
52 53 54

(24) CHARGE 3 (specify) (25) TYPE
55 56 57

(26) CHARGE 4 (specify) (27) TYPE
58 59 60

(28) CHARGE 5 (specify) (29) TYPE
61 62 63

(30) CHARGE 6 (specify) (31) TYPE
64 65 66

(32) CHARGE 7 (specify) (32) TYPE
67 68 69

(34) CHARGE 8 (specify) (35) TYPE
70 71 72

(36) CHARGE 9 (specify) (37) TYPE
73 74 75

(38) CHARGE 10 (specify) (39) TYPE
76 77 78

(40) ADDITIONAL CHARGES? 1=NO; 2=YES
79 80

PERSONAL DATA

(Data Processor - Duplicate Columns 1-8 on CARD 2)

(41) SEX: 1=Male
2=Female 9

(42-44) BIRTHDATE: month day year

10 11 12 13 14 15

(45) MARITAL STATUS:
1 = Single 4 = Divorced 16
2 = Married 5 = Widowed
3 = Separated 6 = Common-Law
7 = Other

(46) ETHNIC BACKGROUND
1 = Asian 4 = Native Amer. 17
2 = Black 5 = White/Caucasian
3 = Mexican Amer. 6 = Puerto Rican
7 = Other

(47) NUMBER OF DEPENDENTS UNDER 18 YEARS
18 19

(48) HIGHEST SCHOOL GRADE COMPLETED
20 21

(49) MILITARY STATUS
1 = Vet. Hon. Disch. 4 = Act. Duty 22
2 = Vet. Dishon. Disch. 5 = Reserve
3 = Vet. Gen. Disch. 6 = No Service

(50) EMPLOYMENT STATUS
1 = Unempl. 2 = F.T. Empl. 3 = P.T. Empl. 23

(51) OCCUPATION
(use codebook) (specify job title) 24 25

CLASSIFICATION DATA

(1=NO; 2=YES)

(52) IMMEDIATE HEALTH PROBLEMS 26
(53) UNDER INFLUENCE INTOX. SUBSTANCE 27
(54) NEEDS IMMEDIATE MEDICAL ATTENTION 28
(55) NEEDS MEDICAL ATTENTION WITHIN 24 HRS. 29
(56) NEEDS IMMEDIATE PSYCH. ATTENTION 30
(57) NOW UNDER DOCTOR'S CARE 31
(58) HISTORY ALCOHOL ABUSE 32
(59) HISTORY ALCOHOL TREATMENT 33
(60) HISTORY DRUG ABUSE 34
(61) HISTORY DRUG TREATMENT 35
(62) HISTORY MENTAL PROBLEMS 36
(63) HISTORY MENTAL HOSPITALIZATION 37
(64) PHYSICALLY DISABLED/HANDICAP 38
(65) OTHER, specify 39

61

CRIMINAL HISTORY DATA

- (66) TOTAL # PRIOR FEL. CONVICTIONS
(include state & fed. prison sentences) 40 41
- (67) TOTAL # PRIOR ASSAULT CONVICTIONS 42 43
- (68) TOTAL # PRIOR ESCAPE CONVICTIONS 44 45
- (69) TOTAL # INCARCERATIONS AT THIS JAIL
(include current incarceration) 46 47
- (70) # OF TIMES JAILED ON CURRENT CHARGES
(include current incarceration) 48 49
- (71) # OF MONTHS SINCE LAST RELEASE FROM
THIS JAIL 50 51
- (72) # OF MONTHS SENTENCED TIME SERVED
IN ANY JAIL 52 53
- (73) # OF MONTHS SERVED IN STATE/FEDERAL
PRISONS 54 55 56

CLASSIFICATION DECISIONS

SPECIAL ASSIGNMENT STATUS (1=NO; 2=YES)

- (74) MEDICAL NEEDS 57
- (75) PSYCH NEEDS 58
- (76) AGED 59
- (77) YOUNG APPEARANCE 60
- (78) SEX OFFENSES 61
- (79) DIFFER SEX PREF. 62
- (80) ESCAPE RISK 63
- (81) GANG AFFIL. 64
- (82) KNOWN INFORM. 65
- (83) VIOL. BEHAV. 66
- (84) TRIAL WIT. 67
- (85) INMATE REQUEST 68
- (86) OTHER (specify) 69

SECURITY ASSIGNMENT

- 1 = Max. Sec. 4 = Min. Sec. 70
- 2 = Protect. Cust. 5 = Min. Sec./
Furlough
- 3 = Med. Sec.

(87) 0 = Other (specify) (88-90) DATE CLASSIFIED month day year
71 72 73 74 75 76

DATA PROCESSOR - SKIP COLUMNS 77-79.

 2
80

(Data Processor - Duplicate Columns 1-8 on CARD 3.)

(91) TIME CLASSIFIED 9 10 11 12(92) HOUSING ASSIGNMENT 13 14 15(93) OFFICER MAKING HOUSING
ASSIGNMENT (I.D. #) 16 17 18 19

SERVICES REFERRED TO AT INTAKE

(94) MEDICAL UNIT (1=NO; 2=YES) 20(95) MENTAL HEALTH UNIT (1=NO; 2=YES) 21(96) REHAB SERVICES UNIT
(1=NO; 2 THRU 9 = See Codebook) 22(97) EXTERNAL SERVICES (specify)
(1=NO; 2=YES) 23(98) OTHER SERVICES (specify)
(1=NO; 2=YES) 24(99) CLASSIFICATION DECISIONS, OTHER THAN
HOUSING, MADE AT INTAKE (1=NO; 2=YES)
If so, list: 25(100) FORM COMPLETED BY: 26 27

MISCELLANEOUS DATA

- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37

10 31 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69

Form 101 (12-74)

NCCD - RESEARCH CENTER
San Francisco, CACLASSIFICATION INFORMATION SYSTEM
Release Data Sheet 62NAME: last first middle initial AKA: SITE # 1 2INMATE # 3 4 5 6 7 8(1) BOOKING # 9 10 11 12 13 14 15(2-4) TODAY'S DATE month day year
16 17 18 19 20 21CHARGE DATA AT RELEASE
(If more than five, list five most serious charges)

CHARGE 1 (specify) 22 23 Type 24 Disp. 25 26

CHARGE 2 (specify) 27 28 Type 29 Disp. 30 31

CHARGE 3 (specify) 32 33 Type 34 Disp. 35 36

CHARGE 4 (specify) 37 38 Type 39 Disp. 40 41

CHARGE 5 (specify) 42 43 Type 44 Disp. 45 46

IF SENTENCED, LIST TOTAL OFFICIAL SENTENCE IN MONTHS.

 47 48 49 50

SECURITY/HOUSING ASSIGNMENTS

LOCATION DATE OF TRANSFER RATIONALE

1. month day year 51 52 53 54 55 56 57 58 59 60 61

2. 62 63 64 65 66 67 68 69 70 71 72 80

3. 9 10 11 12 13 14 15 16 17 18 19

4. 20 21 22 23 24 25 26 27 28 29 30

5. 31 32 33 34 35 36 37 38 39 40 41

6. 42 43 44 45 46 47 48 49 50 51 52

7. 53 54 55 56 57 58 59 60 61 62 63

8. 64 65 66 67 68 69 70 71 72 73 74

 75 76 77 78 79 80PROGRAM PARTICIPATION DATA
(Data Processor - Duplicate Columns 1-8)

PROGRAM TYPE LENGTH OF STAY DISPOSITION
(in days)

1. 9 10 11 12 13 14 15

2. 16 17 18 19 20 21 22

3. 23 24 25 26 27 28 29

4. 30 31 32 33 34 35 36

5. 37 38 39 40 41 42 43

Supervising Caseworker/Staff 44 45 46

DISCIPLINARY DATA

Total Major Disciplinary Violations 47 48 49Total Minor Disciplinary Violations 50 51 52Total Days Isolation/Solitary Confinement 53 54 55Total Days Confined To Cell 56 57 58Total Days of Good Time Revoked 59 60 61

RELEASE DATA

Sentence Status (1=Pre-Sentence; 2=Sentence) At Release 62Date of Release month day year
63 64 65 66 67 68Reason For Release 69 70Housing Assignment At Release 71 72 73Person Completing This Form 74 75Miscellaneous 76 77 78 79 80

INMATE SURVEYPurpose

The purpose of this instrument is to assess attitudes and behaviors of inmates as they pertain to the classification process. When systematically administered over a significant period of time (time-series design)⁶, the questionnaire can be used to answer impact evaluation questions 1, 2, 5 and 6 (impact of classification on violence, undesirable behavior, and attitudes). Data are also used to address all the process evaluation questions with special emphasis on question 13. (How is the classification system perceived by inmates?) See Data Collection Guide, page 31.

The questionnaire is separated into the following sections:

1. Background Questions - asks basic socio-economic and educational data.
2. Process Questions - asks inmates of their knowledge and perceptions of the classification system.
3. Attitudinal Questions - asks inmates of their perceptions of the social-psychological climate of the jail.
4. Self-Report Questions - asks inmates to report the number of offenses/crimes they have committed or been the victim of.

How Derived

This was developed by NCCD staff after review of various social climate/attitudinal questionnaires and self-report/victimization surveys. This instrument was pre-tested at two jails.

How Administered

The questionnaire can be administered in group or individual settings. For some high security areas, it is more convenient to hand out the questionnaire to inmates in their cells rather than convene in a large room.

Because many of the questions are of a highly sensitive nature, all measures must be taken to ensure confidentiality. Names or other identifiers should not be placed on the questionnaire. It is recommended that part-time help (college students, volunteers, etc.) not affiliated with the jail's staff administer the questionnaire to reinforce an atmosphere of anonymity. It is of utmost importance that inmates know their responses will not be traced to them or used against them.

If administered in a group setting, locate a private and quiet area. There should be no talking while the questionnaire is completed. If inmates are confused about a particular question, simply reread it to him/her and tell them to answer it as best they can. Do not rephrase or reinterpret the meaning of the question.

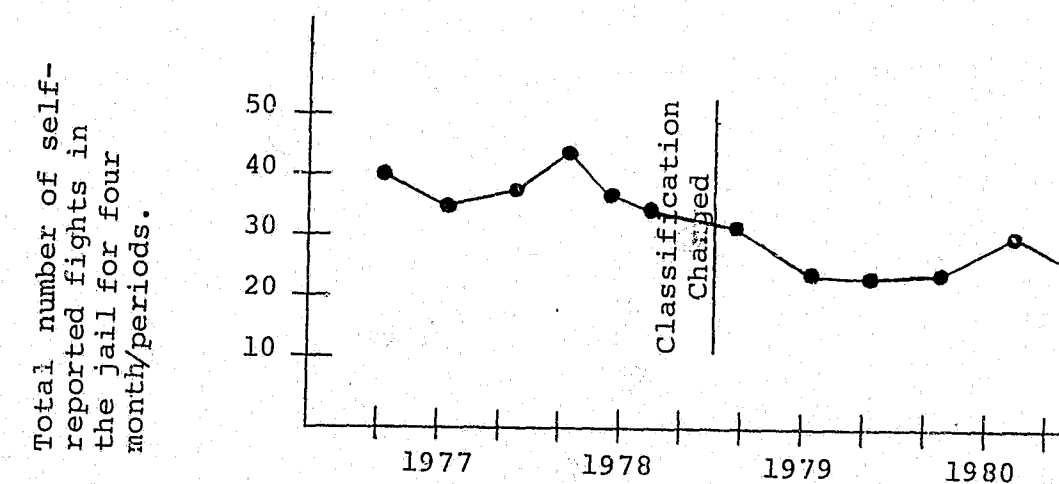
The questionnaire should not take longer than 30 minutes to complete. During pre-tests most inmates finished within 15 minutes. Time will vary according to the reading skills of the individual.

Time of Administration

It is suggested that the questionnaire be administered every four months. This frequency of administration provides sufficient data to perform time-series analysis. It also negates sampling error that would occur by only measuring attitudes and behaviors for a particular season. Three administrations per year would also yield analysis on seasonal trends.

Analysis

Data collected are used for both impact and process analysis. As noted above, data can be used to see how classification affects attitudes and behavior over time (impact analysis). The following table illustrates how the data can be used:



The graph represents data collected over four years on the number of fights that inmates reported involving staff. In 1978, a new classification system was implemented in response to a high rate of inmate/staff assaults. After the change was implemented, a slight reduction occurred in the total average number of fights. At this point, there is reason to believe classification is having an impact on self-reported inmate/staff fights. However, the task of "proving" this relationship is far from complete and requires further study to determine if other factors are "causing" the reduction in fights. For example, it may be that in 1978 there was a significant decrease in the inmate population. Because the ratio of staff to inmates decreased, supervision and relationships improved, thereby reducing tension and physical assaults. Once a trend is found, the evaluator must examine rival hypotheses that could "explain" the observed relationship. The evaluator relies heavily on process data to discover clues leading to an explanation.

In process analysis, the questionnaire is particularly useful for noting the perceptions of inmates on how the system operates.

Question: How would you usually request to be moved?

RESPONSES	N	%
Fill out a form	10	10%
Ask officer on duty	10	10%
Ask Trustee	5	5%
Write a letter/note	20	20%
Do something	5	5%
Don't know	50	50%
Total	100	100%

The data in this table suggests a large percentage of the inmates do not know how to request classification changes. This lack of knowledge may significantly contribute to tension or anxiety in the facility. By noting this finding, the administration can take immediate steps to improve communication with inmates.

Anticipated Problems

A serious problem with most questionnaires is low response rate. All attempts should be made to ensure that all or a representative sample of the inmates complete the questionnaire. To increase the likelihood of good responses, schedule the questionnaire administration during times when there are few activities or jail movements. During pretests, the best time to administer the questionnaires proved to be after the evening meal.

INMATE SURVEY

CLASSIFICATION STUDY

Prepared by:

National Council on Crime and Delinquency

Research Center

760 Market Street, Suite 433

San Francisco, California 94102

INTRODUCTION

This study is about jail procedures. The questionnaire asks for your beliefs, attitudes, and behavior. It is entirely voluntary that you fill out this questionnaire. All answers are kept confidential.

It is important that you answer all questions as honestly as you can. If you have any questions, please ask the person handing out the questionnaire.

Please do not mark in the computer boxes located on the right hand side of each page. These boxes are to be used only by research staff. Please begin on the next page.

Identifying Data To Be Completed By Research Staff

Site Location _____

1		
1	2	3

Date of Administration

4	5	6	7	8	9

Person Administering Survey _____

10	11

Miscellaneous I.D. _____

12	13	14	15

DO NOT MARK
THE BOXES

-1-

SECTION I/BACKGROUND QUESTIONS

Please begin by answering the following questions about yourself.

1. What is your sex?

_____ (0) Male _____ (1) Female

--

16

2. What is your ethnic background?

_____ (0) Asian _____ (3) Native American

_____ (1) Black _____ (4) White

_____ (2) Mexican-American _____ (9) Other (specify) _____

--

17

3. Number of school grades completed _____

Degree received _____ Major _____

18	19

4. What is your age? _____

20	21

22	23

24	25

5. What is your present sentence status?

_____ (0) waiting for trial

_____ (1) had trial but not sentenced yet

_____ (2) sentenced

_____ (3) awaiting transfer

_____ (9) other (specify) _____

(skip 26-29)

--

30

6. What was the date you entered this jail?

month	
31	32

day	
33	34

year	
35	36

7. What is your present security level in this jail?
(Check one or more that apply to you.)

☐ (0) Maximum security
☐ (1) Protective custody
☐ (2) General population
☐ (3) Women's section
☐ (4) Minimum security
☐ (5) Work release or furlough
☐ (9) Other (specify) _____

8. How many times (including your present situation) as an adult have you been in this jail in the past? (Circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

9. How many times (including your present situation) as an adult have you been in any other jail or prison in the past? (Circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

10. What do you estimate to be the total sentenced time you've spent in jail or prison as an adult?

Total months _____ (Please fill in)

11. Since you have been in this jail, has medication been prescribed for you by the doctor or psychiatrist?

☐ (0) Yes ☐ (1) No

12. Since you have been in this jail, have you received any prescribed drugs or medication?

☐ (0) Yes ☐ (1) No

DO NOT MARK
THE BOXES

☐
37

☐ ☐
38 39

☐ ☐
40 41

☐ ☐ ☐
42 43 44

☐
45

☐
46

SECTION II

QUESTIONS ABOUT CELL TRANSFERS AND CLASSIFICATION DECISIONS

1. Do you know if a classification system exists in this jail?

☐ (0) Yes, I know it exists
☐ (1) No, I don't know about a classification system here.

2. After you were booked, what cell area (not holding cells) were you put into?

☐ (1) Maximum security
☐ (2) Protective custody
☐ (3) Medium security
☐ (4) Minimum security
☐ (5) Work release or furlough
☐ (6) Women's section
☐ (9) Other (specify) _____

3. Who made that decision?

☐ (0) Don't know (fill in person's job title, rank, or any other way you know them)

4. Were you told why you were put in that cell area?

☐ (0) Yes ☐ (1) No

5. If you were not told, do you think you should have been told about your cell assignment?

☐ (0) Yes ☐ (1) No

6. After you first came to this jail, were you given or did you see a list of regulations or rules for inmates?

☐ (0) Yes ☐ (1) No

7. Do you know what the rules are for requesting a transfer in this jail?

☐ (0) Yes ☐ (1) No

DO NOT MARK
THE BOXES

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47

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48

☐ ☐
49 50

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DO NOT MARK
THE BOXES

8. How would you usually request to be moved to another cell?
(Check all the appropriate answers)

- ☐ (0) fill out a form
- ☐ (1) ask officer on duty
- ☐ (2) write a letter or note
- ☐ (3) ask trustee
- ☐ (4) do something to get pulled out of the cell
- ☐ (5) don't know (explain) _____
- _____
- ☐ (6) Key man
- ☐ (9) other (please describe) _____
- _____

9. Since you have been in this jail, how many times have you been moved?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

10. Since you have been in this jail, how many times have you made formal requests to staff to be moved? *If zero, skip to #14.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

*11. How many requests were approved?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

*12. For those not approved, how often did you receive an explanation of why it was denied?

☐ (0) Always ☐ (1) Sometimes ☐ (2) Never

*13. Did you expect an explanation as to why it was denied?

☐ (0) Yes ☐ (1) No

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DO NOT MARK
THE BOXES

QUESTIONS ABOUT PROGRAMS

SEVERAL OF THE QUESTIONS THAT FOLLOW ARE ABOUT PROGRAMS IN THIS JAIL.
THIS MEANS REHAB/TREATMENT PROGRAMS SUCH AS: EDUCATION, JOB TRAINING,
COUNSELING, THERAPY, WORK ASSIGNMENT OR WORK FURLOUGH.

14. Which of the following programs in this jail are you currently in? (Please check all that apply to you)

- ☐ (0) Not involved in any programs
- ☐ (1) Educational
- ☐ (2) Job training
- ☐ (3) Counseling/Therapy
- ☐ (4) Work assignment (for example, kitchen, runner, gardening)
- ☐ (5) Work furlough
- ☐ (9) Other (specify each program) _____
- _____

15. For each of the programs that you are currently in, please place an "X" in the box to show if you volunteered to be in them.

	Volunteered	Did not Volunteer
Educational		
Job Training		
Counseling/Therapy		
Work assignment		
Work furlough		
List below any other programs not listed.		

16. Do you want to be in any programs you are not in now?

☐ (0) Yes ☐ (1) No

If so, please indicate which programs you want to be in?

- ☐ (1) Educational
- ☐ (2) Job training
- ☐ (3) Counseling/Therapy
- ☐ (4) Work assignment
- ☐ (5) Work furlough
- ☐ (9) Other (specify each program) _____

64 65

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74 75

CONTINUED

1 OF 2

17. How would you usually request to be in a program?

(Check all appropriate answers.)

____ (0) fill out a form

____ (1) ask officer on duty

____ (2) write a letter

____ (3) ask trustee

____ (4) don't know

____ (9) other (please describe) _____

18. Since you have been in this jail, how many times have you made requests to be in programs? (Circle one) *If zero, skip to #22.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

*19. How many requests were approved?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

*20. For these not approved, how often did you receive an explanation of why it was denied?

____ (0) Always ____ (1) Sometimes ____ (2) Never

*21. Did you expect an explanation as to why it was denied?

____ (0) Yes ____ (1) No

22. Within this jail, how often are there negative consequences applied to inmates for not participating in programs?

____ (0) Always ____ (1) Sometimes ____ (2) Never ____ (3) Don't Know

23. Should there be any negative consequences to inmates for not participating in programs?

____ (0) Yes ____ (1) No ____ (2) Don't Know

KEYPUNCHER:

Skip to CARD 2
Punch "2" in
Column 1.
Duplicate
Column 2-15.

16

17 18

19 20

21

22

23

24

SECTION III/ATTITUDINAL QUESTIONS

Please circle an answer to each of the following questions:

1. In general, cell assignments are made in a fair and consistent manner.

(0) Strongly Agree (1) Agree (2) Disagree (3) Strongly Disagree

25

2. In general, program assignments are made in a fair and consistent manner.

(0) Strongly Agree (1) Agree (2) Disagree (3) Strongly Disagree

26

3. The staff knows what goes on with inmates here.

(0) All the time (1) Some of the time (2) Seldom (3) Never

27

4. Inmates have no say about what happens to them in this jail.

(0) Strongly Agree (1) Agree (2) Disagree (3) Strongly Disagree

28

5. Most inmates in this jail are afraid.

(0) All the time (1) Some of the time (2) Seldom (3) Never

29

6. Certain inmates in this jail get worse treatment than they deserve.

(0) Strongly Agree (1) Agree (2) Disagree (3) Strongly Disagree

30

7. Most of the staff in this jail are afraid.

(0) All the time (1) Some of the time (2) Seldom (3) Never

31

8. Certain inmates in this jail get better treatment than they deserve.

(0) Strongly Agree (1) Agree (2) Disagree (3) Strongly Disagree

32

9. There is a lot of tension in this jail.

(0) All the time (1) Some of the time (2) Seldom (3) Never

33

DO NOT MARK
THE BOXESSECTION IV/SELF-REPORT QUESTIONS

The following questions are about your conduct in this jail for the last four months. If you have been in this jail less than four months, answer these questions for the period of time you have been here. Please be as honest as you can in your answers.

Please circle a number to answer each of the following questions:

1. In the past 4 months, how many times have you been "written-up" for disciplinary action?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
2. In the past 4 months, how many times have you been disciplined?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
3. In the past 4 months, how many times have you been in a physical fight or struggle with a staff person?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
4. In the past 4 months, how many times have you been seriously threatened with physical harm by an inmate?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
5. In the past 4 months, how many times have you been the victim of physical violence by staff?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
6. In the past 4 months, how many times have you been in a physical fight or struggle with another inmate?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
7. In the past 4 months, how many times have you been the victim of physical violence by other inmates?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

34 35

36 37

38 39

40 41

42 43

44 45

46 47
DO NOT MARK 78
THE BOXES

Please circle a number to answer each of the following questions:

8. In the past 4 months, how many times have you been seriously threatened with physical harm by a staff person?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
9. In the past 4 months, how many times have you seriously threatened another inmate with physical harm to gain something?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
10. In the past 4 months, how many times have you had a weapon or something you intended to use as a weapon in your possession?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
11. In the past 4 months, how many times have you seriously thought of escaping?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
12. In the past 4 months, how many times have you attempted an escape?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
13. In the past 4 months, how many times have you been threatened with sexual assault?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)
14. In the past 4 months, how many times have you been sexually assaulted?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

48 49

50 51

52 53

54 55

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60 61

If you had 3 things you would like to see changed about the employees, inmates, or the operation of the jail, what would they be?
(Use back for additional comments.)

1.

--	--

62 63

2.

--	--

64 65

3.

--	--

66 67

What 3 things do you like most about the jail's employees, inmates, or the operation of the jail? (Use back for additional comments.)

1.

--	--

68 69

2.

--	--

70 71

3.

--	--

72 73

THANK YOU FOR YOUR HELP AND COOPERATION.

DO NOT MARK
THE BOXES

STAFF SURVEY

Purpose

The purpose of this instrument is to assess the attitudes and behaviors of staff as they pertain to the classification process. When systematically administered over a significant period of time (time-series design)⁷, the questionnaire can be used to answer impact evaluation question 1, 2, 5 and 6 (impact of classification on violence, undesirable behavior, and attitudes). Data are also used to address all the process evaluation questions with special emphasis on question 13. (How is the classification system perceived by staff?) See Data Collection Guide, page 31.

The questionnaire is separated into the following sections:

1. Background Questions - asks basic socio-economic and education data.
2. Process Questions - asks staff of their knowledge and perceptions of the classification system.
3. Attitudinal Questions - asks staff of their perceptions of the social-psychological climate of the jail.
4. Self-Report Questions - asks staff to report the number of offenses/crimes they have committed or been the victim of.

How Derived

This was developed by NCCD staff, after review of various social climate/attitudinal questionnaires, and self-report/victimization surveys. This instrument was pre-tested at two jails.

How Administered

The questionnaire can be administered in group or individual settings.

Because many of the questions are of a highly sensitive nature, all measures must be taken to ensure confidentiality. Names or other identifiers should not be placed on the questionnaire. It is recommended that part-time help (college students, volunteers, etc.) not affiliated with the jail's staff administer the questionnaire to reinforce an atmosphere of anonymity. It is of utmost importance that staff know their responses will not be traced to them or used against them.

If administered in a group setting, locate a private and quiet area. There should be no talking while the questionnaire is completed. If staff are confused about a particular question, simply reread it to him/her and tell them to answer it as best they can. Do not rephrase or reinterpret the meaning of the question.

The questionnaire should not take longer than 30 minutes to complete. During pre-tests most staff finished within 15 minutes. Time will vary according to the reading skills of the individual.

Time of Administration

It is suggested that the questionnaire be administered every four months. This frequency of administration provides sufficient data to perform time-series analysis. It also negates sampling error that would occur by only measuring attitudes and behaviors for a particular season. Three administrations per year would also yield analysis on seasonal trends.

Analysis

The anticipated form of analysis is quite similar to the previous discussion in the section on the Inmate Survey with one major difference. Both Staff and Inmate Surveys have been purposefully constructed to include identical questions of inmates and staff. The purpose is to allow direct comparisons between staff and inmates on their attitudes, self-reported behavior, and socio-economic characteristics.

These direct comparisons allow the jail administration to discover major discrepancies among staff and inmates on their perceptions

of classification. Such discrepancies, should be minimized for as one sociologist said, "If things are defined as real, they are real in their consequences."

The example will illustrate this analysis.

Question: (S) How do inmates usually request to be moved?

(I) How would you usually request to be moved?

RESPONSES	STAFF		INMATES	
	N	%	N	%
Fill out a form	50	83%	10	10%
Ask officer on duty	5	8%	10	10%
Ask Trustee	--	0%	5	5%
Write a letter/note	--	0%	20	20%
Do something	--	0%	5	5%
Don't know	5	8%	50	50%
Total	60	99%	100	100%

This table adds a new analytic dimension to the table presented in the Inmate Survey section. Here, major discrepancies are noted between staff and inmates. Apparently, staff generally agree that the proper way to make a cell change is by filling out a form. Inmates report they are largely unaware of this procedure. Based on this data, a breakdown in communication can be identified.

By contrasting inmate and staff responses, the evaluator is able to engage in basic but insightful analysis of the jail's operations.

Anticipated Problems

Again, low response rate is a major concern. It is more difficult for staff, as they are typically scattered on the three work shifts and various days of the week. Many jails have a briefing meeting at the start of each shift; that is an ideal time for questionnaire administration. To increase response rates, it is better to do group administrations rather than leaving questionnaires for staff to complete at their convenience and forward to the evaluator.

Locating the staff and getting completed questionnaires takes longer than the same process for inmates. Expect to spend about one week on the staff questionnaire task.

STAFF SURVEYCLASSIFICATION STUDY

Prepared by:

National Council on Crime and Delinquency

Research Center

760 Market Street, Suite 433

San Francisco, California 94102

INTRODUCTION

This study is about jail procedures. The questionnaire asks for your beliefs, attitudes, and behavior. It is entirely voluntary that you fill out this questionnaire. All answers are kept confidential.

It is important that you answer all questions as honestly as you can. If you have any questions, please ask the person handing out the questionnaire.

Please do not mark in the computer boxes located on the right hand side of each page. These boxes are to be used only by research staff. Please begin on the next page.

Identifying Data To Be Completed By Research Staff

Site Location _____

1		
1	2	3

Date of Administration

4	5

6	7

8	9

Person Administering Survey _____

10	11

Miscellaneous I.D. _____

12	13	14	15

SECTION I/BACKGROUND QUESTIONS

Please begin by answering the following questions about yourself.

1. What is your sex? (Please check one)

_____ (0) Male _____ (1) Female

2. What is your ethnic background?

_____ (0) Asian _____ (3) Native American

_____ (1) Black _____ (4) White

_____ (2) Mexican-American _____ (9) Other (specify) _____

3. Number of school grades completed _____

Degree received _____ Major _____

4. What is your age? _____

5. What is your job position? (Please fill in) _____

6. What was the date you started work in this jail?

month day year

32	33

34	35

36	37

87
DO NOT MARK
THE BOXES

16

17

18	19

20	21

22	23

24	25

(skip 26-29)

30	31

SECTION IIQUESTIONS ABOUT CELL TRANSFERS AND CLASSIFICATION DECISIONS

1. Do you know if a classification system exists in this jail?
 _____ (0) Yes, I know it exists.
 _____ (1) No, I don't know about a classification system here.
2. When inmates are received at this jail, how often are they given or do they see the jail rules for inmates?
 _____ (0) Always _____ (1) Sometimes _____ (2) Never _____ (3) Don't Know
3. Are there written guidelines for determining the housing assignments of inmates in this jail?
 _____ (0) Yes _____ (1) No _____ (2) Don't Know
4. Who makes the original cell assignments for this jail?

 (fill in job title or committee's name)
5. How often are inmates given an explanation about their cell assignments?
 _____ (0) Always _____ (1) Sometimes _____ (2) Never _____ (3) Don't Know
6. Do you think that cell assignments should be explained to inmates?
 _____ (0) Yes _____ (1) No _____ (2) No Opinion
7. How do inmates in this jail usually make a request to be moved to another cell? (Please check all the appropriate answers.)
 _____ (0) fill out a form
 _____ (1) ask an officer on duty
 _____ (2) write a letter or note
 _____ (3) ask a trustee
 _____ (4) create an incident to get staff attention
 _____ (5) don't know
 _____ (9) other (please describe)

DO NOT MARK
THE BOXES☐
38☐
39☐
40☐ ☐
41 42☐
43☐
44☐
45DO NOT MARK
THE BOXES 89

8. If a housing request is denied or not acted upon, how often does the inmate receive a formal explanation of why?
 _____ (0) Always _____ (1) Sometimes _____ (2) Never _____ (3) Don't Know
9. Who makes a cell re-assignment in a non-emergency situation?

 (fill in job title or committee's name)
10. Who makes a cell re-assignment in an emergency situation?

 (fill in job title or committee's name)

☐
46☐ ☐
47 48☐ ☐
49 50QUESTIONS ABOUT PROGRAMS

SEVERAL OF THE QUESTIONS THAT FOLLOW ARE ABOUT PROGRAMS IN THIS JAIL. THIS MEANS REHAB/TREATMENT PROGRAMS SUCH AS: EDUCATION, JOB TRAINING, COUNSELING, THERAPY, WORK ASSIGNMENT OR WORK FURLOUGH.

11. Is a jail staff person or committee responsible for determining program assignments of inmates in this jail?
 _____ (0) Yes _____ (1) No
12. If so, what staff position?

 (fill in job title or committee's name)
13. How often are inmates consulted prior to rehab program assignment?
 _____ (0) Always _____ (1) Sometimes _____ (2) Never _____ (3) Don't Know
14. Is rehab program participation voluntary except when court ordered?
 _____ (0) Yes _____ (1) No _____ (2) Don't Know
15. Within this jail, how often are there negative consequences applied to inmates for not participating in programs?
 _____ (0) Always _____ (1) Sometimes _____ (2) Never _____ (3) Don't Know
16. Should there be any negative consequences to inmates for not participating in programs?
 _____ (0) Yes _____ (1) No _____ (2) Don't Know

☐
51☐ ☐
52 53☐
54☐
55☐
56☐
57

17. How do inmates in your jail usually make a request to be in a rehab program? (Please check all appropriate answers.)

☐ (0) fill out a form
☐ (1) ask an officer on duty
☐ (2) write a letter
☐ (3) ask a trustee
☐ (5) don't know
☐ (9) other (please describe) _____

18. If a program request is denied or not acted upon, how often does the inmate receive a formal explanation of why?

☐ (0) Always ☐ (1) Sometimes ☐ (2) Never ☐ (3) Don't Know

DO NOT MARK
THE BOXES

58

59

SECTION III/ATTITUDINAL QUESTIONS

Please circle an answer to each of the following questions:

1. In general, cell assignments are made in a fair and consistent manner.

☐ (0) Strongly Agree ☐ (1) Agree ☐ (2) Disagree ☐ (3) Strongly Disagree

2. In general, program assignments are made in a fair and consistent manner.

☐ (0) Strongly Agree ☐ (1) Agree ☐ (2) Disagree ☐ (3) Strongly Disagree

3. The staff knows what goes on with inmates here.

☐ (0) All the time ☐ (1) Some of the time ☐ (2) Seldom ☐ (3) Never

4. Inmates have no say about what happens to them in this jail.

☐ (0) Strongly Agree ☐ (1) Agree ☐ (2) Disagree ☐ (3) Strongly Disagree

5. Most inmates in this jail are afraid.

☐ (0) All the time ☐ (1) Some of the time ☐ (2) Seldom ☐ (3) Never

6. Certain inmates in this jail get worse treatment than they deserve.

☐ (0) Strongly Agree ☐ (1) Agree ☐ (2) Disagree ☐ (3) Strongly Disagree

7. Most of the staff in this jail are afraid.

☐ (0) All the time ☐ (1) Some of the time ☐ (2) Seldom ☐ (3) Never

8. Certain inmates in this jail get better treatment than they deserve.

☐ (0) Strongly Agree ☐ (1) Agree ☐ (2) Disagree ☐ (3) Strongly Disagree

9. There is a lot of tension in this jail.

☐ (0) All the time ☐ (1) Some of the time ☐ (2) Seldom ☐ (3) Never

91
DO NOT MARK
THE BOXES

60

61

62

63

65

66

67

68

69

SECTION IV/SELF-REPORT QUESTIONS

The following questions are about your conduct on the job for the last four months. If you have worked in the jail less than four months, answer these questions for

Please circle a number to answer each of the following questions:

1. In the past 4 months, how many times have you been "written-up" for disciplinary action?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

2. In the past 4 months, how many times have you been disciplined?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

3. In the past 4 months, how many times have you been involved in a physical struggle or fight with another staff member?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

4. In the past 4 months, how many times have you been seriously threatened with physical harm by an inmate?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

5. In the past 4 months, how many times have you been the victim of physical violence by another staff member?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

6. In the past 4 months, how many times have you been involved in a physical struggle or fight with an inmate?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

7. In the past 4 months, how many times have you been the victim of physical violence by an inmate?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

8. In the past 4 months, how many times have you been seriously threatened with physical harm by another staff member?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

9. In the past 4 months, how many times have you during the course of your job used serious threats of physical harm to an inmate?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or more)

KEYPUNCHER

Skip to CARD
#2. Punch
"2" in Column
1. Dup. Col.
1-15.

16 17

18 19

20 21

22 23

24 25

26 27

28 29

30 31

32 33

If you had 3 things you would like to see changed about the employees, inmates, or the operation of the jail, what would they be?
(Use back for additional comments.)

1.
34 35

2.
36 37

3.
38 39

What 3 things do you like most about the jail's employees, inmates, or the operation of the jail? (Use back for additional comments.)

1.
40 41

2.
42 43

3.
44 45

THANK YOU FOR YOUR HELP AND COOPERATION.

IMPACT DATA FORMSPurpose

The purpose of the Impact Data Summary forms is to compile data that will show the effect classification has on certain behaviors. This answers impact evaluation questions 1, 2, and 7. (See Data Collection Guide, pg. 31.)

The impact data is useful to monitor and plan for changes in the classification system.

How Derived

This was developed by NCCD staff after numerous classification record-keeping forms were reviewed for indication of data available.

How Administered

The Impact Data Summary is a two page form that summarizes data collected on nine major variables with subdivisions. The major variables are:

1. Inmate Sex
2. Inmate Race
3. Inmate Age
4. Inmate Custody Distribution
5. Reported Assaults
6. Reported Disciplinary Infractions
7. Reported Escapes

8. Reported Suicides
9. Reported Homicides.

The Summary form is completed by reviewing institutional records and reports and recording the data.

Data on the first four variables (i.e., sex, age, race, and custody distribution) is obtained from institutional records (booking and cell assignment forms) or from the CIS. Data on the last five variables (i.e., reported assaults, disciplinary infractions, escapes, suicides, and homicides) is obtained from official institutional reports.

Time of Administration

Impact Data is collected continually from the beginning of the evaluation for all inmates processed by the jail staff. Depending on the size of the inmate population, data may be collected weekly or monthly. The data will be reported monthly on the summary form and compiled for the year. The year should be indicated on the blank at the top of the form.

In addition, pre-classification data is collected. This should reflect a sufficient time period prior to the evaluation or implementation of the classification system, one or two years. Again, the Summary form is used, as stated above, indicating the year reported on at the top of the form.

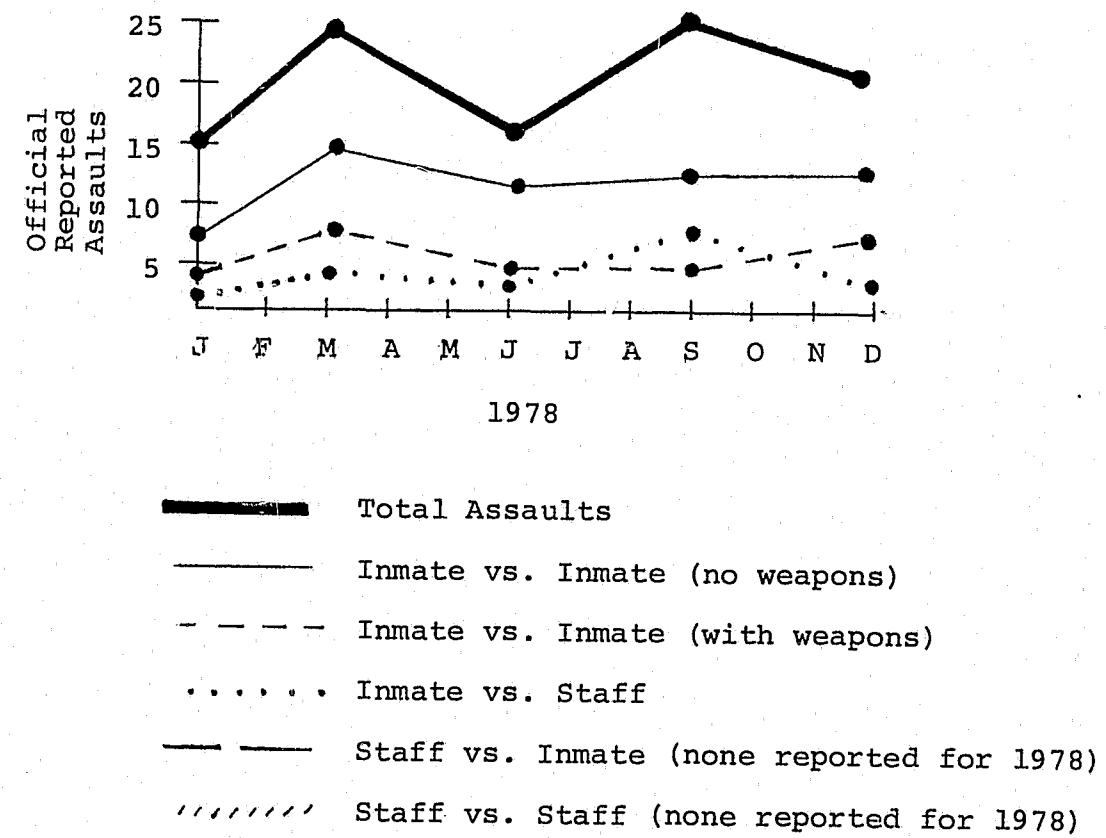
Analysis

Impact Data is analyzed every three or four months.

Impact analysis entails the comparison of activity for each variable over time. This reveals an increase, decrease or no change in the level of activity. The analysis may be visually portrayed by constructing a graph for each variable. Divisions of time will be on the horizontal axis with the variable on the vertical axis.

The subdivisions of each variable may be indicated by the use of differing colored lines or graphic techniques (e.g., dotted lines, broken lines, bold lines, etc.).

EXAMPLE IMPACT GRAPH

Anticipated Problems

There may be a problem locating past institutional records and reports. Also, it may be necessary to interpret institutional reports into the subdivisions of each major variable. In that case, the evaluator should set clear guidelines to permit consistency of interpretations.

YEAR _____

[illegible]

CLASSIFICATION IMPACT DATA SUMMARY

YEAR _____

Variable	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
<u>Reported Assaults</u>													
1. Inmate vs. Inmate (no weapons)													
2. Inmate vs. Inmate (with weapons)													
3. Inmate vs. Staff													
4. Staff vs. Inmate													
5. Staff vs. Staff													
Total													
<u>Reported Disciplinary Infractions</u> (do not include assaults, escapes, suicides, homicides)													
1. Major Infractions													
Contraband - weapons													
Contraband - drugs													
2. Minor Infractions													
3. Charged Criminal Offenses													
Total													
<u>Reported Escapes</u>													
1. Attempted Escapes													
2. Escapes													
<u>Reported Suicides</u>													
1. Attempted Suicides													
2. Suicides													
<u>Reported Homicides</u>													
1. Inmate Homicides													
2. Staff Homicides													

COST DATA FORMPurpose

Cost data can be collected for budgeting or for analysis, such as cost effectiveness. While cost-effect analysis is important and revealing, to detail its use is not in the scope of this Guide. If the jail wants to include cost analysis in the evaluation, professional researchers may perform that best. The instructions that follow entail collecting cost data for budgeting purposes.

The Cost Data Summary form is used to compile data that answers evaluation question 4:

-Does classification have an impact on jail costs?

How Derived

This was developed by NCCD staff after review of several jail classification budgets and analysis strategies.

How Administered

The Cost Data form summarizes data collected in four major categories with subdivisions. The major categories are:

1. Personnel
2. Supplies
3. Training
4. Services

Data to complete the form is obtained by reviewing institutional records and recording the data. Information on the services category is obtained from the CIS. When collecting data on personnel, the number of staff and percent of time spent on classification are noted. This may be staff not necessarily assigned to a classification unit or task but, in fact performing in that capacity.

Time of Administration

The Cost Data is collected continually from the beginning of the evaluation. It is reported monthly on the Summary form and compiled for the year. The year should be indicated on the blank at the top of the form.

Analysis

Cost Data is analyzed every three or four months.

By comparing the total classification cost per month to the number of inmates classified, it is possible to determine the classification cost/per inmate for each month. The change in that figure over time may be taken as a gauge of productivity. The number of inmates reclassified detracts from productivity. In addition, the length of time until an inmate is classified reflects an aspect of efficiency.

Anticipated Problems

No unusual problems are anticipated.

CLASSIFICATION COST DATA SUMMARY

YEAR

[illegible]

FIELD DATA BOOKPurpose

The purpose of this instrument is to document qualitative data not captured by any of the structured data instruments. The Field Data Book is used by the evaluator as a daily log of observations, comments, and activities pertaining to classification. It allows the evaluator to record important information discovered while carrying out various data collection tasks in the jail.

How Derived

The recommended format for recording field data is derived from a text by Schultzman and Strauss, Field Research (see Appendix A) which is utilized in many ethnographic studies of human behavior.

How Administered

The evaluator records field data in a notebook for each day of observation of classification activities or when conducting specific evaluation tasks as described in the Guide. As the evaluator conducts interviews, administers questionnaires, and collects agency records, he/she also witnesses behavior and hears comments that greatly enhance the study of classification. Here, the evaluator is the data instrument.

When preparing notes, the evaluator develops a structured style of note-taking. Outlined below are the fundamental elements that

should be included for each entry of field data:

Background Identifying Data

- Date and time of observations
- Place or location of observations
- Purpose of today's observations
- Listing of the persons observed.

Data Entries

- Description of activities and comments observed as they occur.

Comments/Reactions

- A brief summary of your own reactions to today's observations.

Importantly, the evaluator should attempt to "sample" the observations by not spending excessive time with one individual or one aspect of the classification process (e.g., booking process only). Constantly observe all areas of classification under study.

Time of Administration

This data is collected continually from the beginning of the evaluation. The evaluator should prepare field notes at the end of each day. These notes should adequately cover the major findings for each day in the field.

Attempt to collect comments by staff and inmates as they fill out questionnaires. By administering questionnaires or collecting data for the CIS, it is possible to enter into rich and revealing informal conversations.

Analysis

Analyzing field data is an extremely difficult process to describe. Basically, the evaluator attempts to find evidence that supports or negates findings derived from structured field data. For example, if questionnaires suggest that inmates and staff are experiencing a high level of tension or conflict, this should surface in the observations of the jail's daily activities. Simple examples that are witnessed can contribute to the study. Several books in Appendix A discuss at length the technique of analyzing field data.

Anticipated Problems

Care should be taken to minimize individuals altering their behavior and comments when the evaluator is present in the jail. This is a matter of exposure and persons getting used to the evaluator's presence. Once they become comfortable and rapport is established, their behavior should become more natural.

Getting into a routine of filling out field notes on a daily basis can be difficult. Do not underestimate the importance of this data. Often, the evaluator stumbles onto information

that significantly contributes to understanding the classification process. Unless incidents or events are immediately recorded they may be clouded or forgotten, and not included in the analysis.

Finally, when writing down observations, be as objective as possible. Avoid characterizing people and events from a psychological or moralistic perspective. Remember, behavior and statements are recorded, not interpretations of that behavior.

CLASSIFICATION DECISION OBSERVATIONS

Purpose

Classification systems consist of a series of decision points that regulate inmate housing and program assignment. It is important for the evaluator to spend time observing the decision-making process to balance the quantitative data collected. These observations provide the evaluator with insight on factors that influence classification decisions, as well as subjective factors that affect the classification process.

How Derived

The observation task is grounded in the labelling perspective of sociology. This school of thought seeks to determine how persons become labelled by decision-makers, such as in the jail--trustee, maximum security, etc. The actual instructions and format for observing was described by NCCD staff.

How Administered

For this task, the evaluator becomes the data instrument. It is through personal observations and notes that data are collected. First, list all of the various classification decision points that exist for the jail (e.g., receiving, booking, housing, reclassification, etc.). Next, schedule time to attend and observe each decision-point. For example, in observing the booking/intake process, schedule a couple of hours at the booking area and merely observe how the

officer receives and processes persons entering the jail. Other classification decisions will be more formal and may involve observing a highly structured classification committee that meets every week.

As observations are made of the staff making decisions, record in the Field Data Book the following type of information:

- A. What staff are involved in the process?
- B. Do some staff appear to dominate the process?
- C. What type of information is used to reach decisions?
What type of data are not used?
- D. How long does it take to reach a decision?
- E. To what extent are inmates involved in the process?
- F. How consistent or inconsistent are the decisions?
- G. Do decisions vary according to staff or inmate characteristics?
- H. How do staff rationalize or justify their decisions?

When observing staff, avoid behavior and comments that would interfere with the natural process of decision-making. The evaluator's role is that of an observer and not a participant. If agreeable with staff, the sessions may be tape recorded.

Develop a structured style of note-taking. Outlined below are the basic elements that should be included for each entry of field data:

Background Identifying Data:

- Date and time of observations,
- Place or location of observations,
- Purpose of today's observations,
- Listing of those persons observed.

Data Entries:

- Description of activities and comments observed as they occur.

Comments/Reactions:

- A brief summary of personal reactions to today's observations.

The notes should be carefully recorded in your Field Data Book. This book is explained in detail in Part II.

Time of Administration

Attempt to observe formal decision-making processes once a month.

Analysis

Observing the actual decision-making process allows the evaluator to interpret findings generated from CIS and survey data. A brief example will illustrate this. CIS data may show that despite formal statements made by staff, differential inmate characteristics are not associated with the various custody classification categories. At this point, the

finding is clear but now there is a need to discover how this happens. Through observations of the decision-making process, the evaluator may discover that decisions are dependent largely upon which staff person is assigned to the Booking/Intake unit on any given day. Each staff person has their own "system" for making decisions that may significantly vary from staff to staff.

Based on observations and CIS data in this example, the evaluator is able to report to the administration that classification decisions are not consistent.

Anticipated Problems

Observing and analyzing the staff's behavior in making decisions is a difficult process. It requires sound judgment in determining what to record and how to relate the data to other information collected.

Care should be taken to minimize the effects of the evaluator's presence as an observer. It is a matter of exposure and time before staff will get used to your presence. Once they become comfortable with the evaluator and rapport is established, their behavior should become more natural and routine.

Finally, when writing down observations, be as objective as possible. Avoid characterizing people and events from a

psychological or moralistic perspective. Remember, behavior and statements are recorded, not interpretations of that behavior.

REFERENCES

- 1/ IIT Research Institute, Criminal Justice Science and Technology Center, Final Report, State-of-the-Art of Offender Classification in the U.S.A., Chicago, IL., January 1975, p. 254.
- 2/ Ibid., p. 73.
- 3/ Ibid., p. ii.
- 4/ CAMPBELL, D.T., J.C. Stanley. Experimental and Quasi-Experimental Design for Research. Chicago: Rand McNally, 1966.
- 5/ Ibid.
- 6/ Ibid., p. 37.
- 7/ Ibid.

APPENDIX A

RESEARCH AND EVALUATION BOOKS

- BABBIE, Earl, R. Survey Research Methods. Belmont, California: Wadsworth Publishing Company, Inc., 1973.
- BLALOCK, Hubert M., Jr. Social Statistics. 2nd ed. McGraw-Hill Company, 1972.
- CAMPBELL, D.T., J.C. Stanley. Experimental and Quasi-Experimental Design for Research. Chicago: Rand McNally, 1966.
- GLASER, B., and A. Strauss. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine, 1976.
- HIRSCHI, Travis, Hanan C. Selvin. Principles of Survey Analysis. New York: The Free Press, 1967.
- HUFF, Darrell. How to Lie with Statistics. New York: W.W. Norton and Company, Inc., 1954.
- KERLINGER, Fred N. Foundations of Behavioral Research. 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1964.
- LOFLAND, John. Analyzing Social Settings. Belmont, California: Wadsworth Publishing Company, Inc., 1971.
- NIE, N.H., C.H. Hull, J.G. Jenkins, K. Steinbrenner, D.H. Bent. Statistical Package for the Social Sciences. San Francisco McGraw-Hill Book Company, 1976.
- RUTMAN, Leonard. Evaluation Research Methods: A Basic Guide. Beverly Hills, London: Sage Publications, 1977.
- SCHATZMAN, Leonard, Anselm L. Strauss. Field Research. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
- SIMON, Julian L. Basic Research Methods in Social Science. New York: Randon House, 1969.
- SLONIM, Morris James. Sampling. New York: Simon and Schuster, 1960.

APPENDIX BLITERATURE - CLASSIFICATION STUDIES

American Correctional Association. Handbook on Correctional Classification; Programming for Treatment and Reintegration. Leonard J. Hippchen, chief editor. Cincinnati, Ohio, 1978.

This is a resource book containing a series of articles about various areas of classification. An extensive bibliography on classification is included.

Approach Associates, California Legislature's Study of Correctional Needs. Vol. 2, "Prisoner Populations and Custody Options," 1978.

This article addresses the problems of "overclassification" resulting in greater crowding in medium and maximum security. The authors recommend following "Variation A" for increased minimum security placement, the development of criteria to be considered in placement, and a review process.

BREED, Allen F. The Significance of Classification Procedures to the Field of Correction, 1967.

The article points out the significance of classification decisions made about the offender at various locations - community, county, state, or federal level - and as part of both the formal and informal scheme. Further, the author states the need for research in classification to reduce or eliminate the subjective factor in decisions.

DORAN, Robert. "The Process of Organizational Stereotyping: The Case of the Adjustment Center Classification Committee." American Justice Institute, 1970.

This is a study of the decision-making process of Classification Committees in four prisons of the California Department of Corrections. It was found that prisoners seemed to be stereotyped into one of five categories in order to facilitate subsequent action or placement.

FISHER, Brad; Stan Brodsky; Susan Corse. Monitoring and Classification Guidelines and Procedures. Alabama, 1977.

This outlines the classification system developed by the Alabama Board of Corrections as a consequence of a 1976 court order. Rules and procedures are listed.

GIBBONS, Don D. "Offender Typologies--Two Decades Later." British Journal of Criminology (London), 15(2), 1975.

Review and critique of typological efforts in criminology. The author feels more emphasis should be placed on situational pressures and factors than has been in the past.

GUILLEN, Rudy F. Classification Management: The Virginia Experience. College Park, MD., American Correctional Association Congress of Corrections, 1977.

This describes the classification system used in the Virginia Department of Corrections.

HOLT, Norm.; HOLLAND, T. "Correctional Classification and the Prediction of Institutional Adjustment." California Department of Corrections.

This study was to ascertain the the ability of correctional staff to predict risk. It was found that they perceive, more than is warranted, an equivalence of causal factors that is inaccurate.

IIT Research Institute, Criminal Justice Science and Technology Center. State-of-the-Art of Offender Classification in the U.S.A. (Final Report) January, 1975.

This is an exhaustive survey of the state-of-the-art of classification systems in juvenile and adult criminal justice systems. In addition to a historical overview of how classification evolved, it also covers such topics as classification data, theory and research, theories of offender types, classification from the offender's viewpoint, and issues in offender classification.

Illinois Department of Corrections. Classification Program, Sample Reports and Documents, Springfield, 1970.

This describes the classification system (and reclassification) used by the State of Illinois. Prisoners were categorized in one of five groups and assessed for "improvability."

JAMES, William G. Issues in Jail Classification and a Model Design. Santa Clara County, CA, 1976.

A historical overview of classification issues is presented. Also, a description of the classification system used in the Santa Clara County Jail.

Massachusetts Corrections Department. Impact Evaluation--Volume 3; New Line Classification During its First Year of Operation, by Ellen Chaget. Boston, 1978.

A description of the classification system used by the Massachusetts Correctional Institution at Concord and the characteristics of those offenders classified for diversion.

MEGAREE, Edwin I. "I: The Need For a New Classification System." Criminal Justice and Behavior (Beverly Hills, CA), 4(2), 1977.

The author proposes the use of the MMPI to develop a more economical taxonomic system based on studies involving 5,500 youthful offenders.

MEGATHLIN, Williams L.; MAGNUS, Robert E.; CHRISTIANSEN, Harry W. "Classification in Adult Male Correctional Institutions, Criminal Justice Review" (Atlanta, GA), 2(1), 1977.

Outlines classification approaches and procedures in forty-two states (sixty-six state institutions) of the United States that responded to a questionnaire.

U.S. Prison's Bureau. Classification of Jail Prisoners, Mark Richmond. Washington, D.C., 1971.

Report on the design and experimental use of a classification system for custody and housing determinations. An overlap and point scale was developed to guide decisions.

WARREN, Marguerite Q. Journal of Criminal Law, Criminology and Police Science, 1971.

A rationale for classifying the offender population into meaningful subgroups was presented in this article. It was suggested that a common taxonomy is needed in the correctional field.

Classification Standards from the following sources:

National Advisory Commission on Criminal Justice Standards;
American Correctional Association;
Federal Standards for Corrections;
National Sheriff Association;
American Law Institute.

APPENDIX C

CODEBOOK

JAIL CLASSIFICATION EVALUATION PROJECT

CLASSIFICATION INFORMATION SYSTEM CODEBOOK

NCCD RESEARCH CENTER

760 Market Street, Room 433
San Francisco, CA 94102
(415) 956-5651

GENERAL INSTRUCTIONS

1. Follow the rules of your codebook.
2. Keep two separate copies of the codebook stored in a secure location.
3. All changes in the codebook rules must be approved by NCCD Project staff.
4. All missing data are to be left blank. If you do not know what the value of a variable is, leave it blank. Do not make any assumptions. Blank columns are treated by the computer as "missing data."
5. Check for accuracy and completeness of data. Incomplete and inaccurate forms will be returned for correction.
6. Maintain coding on a regular basis.
7. Always use a pencil when coding.
8. If you have any questions on how to code a given item(s), please call NCCD Project staff.

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Variable	Columns	Operational Definitions and Assigned Values
Site #	1-2	01 - Boulder 02 - Kansas City 13 - Springfield Jail 23 - Springfield Corrections 04 - New Orleans
Inmate ID# (InId)	3-8	Assigned by jail
V1	9-15	Booking number Assigned by jail
V2	16-17	Date form completed, month Range 01-12
V3	18-19	Date form completed, day Range 01-31
V4	20-21	Date form completed, year
		<u>Arrest Status Data</u>
V5	22	On-view/on-site arrest 1 - No 2 - Yes
V6	23	Warrant arrest 1 - No 2 - Yes, at least one warrant issued by a local agency 3 - Yes, all warrants issued by an outside agency
V7	24	Sentenced 1 - No 2 - Yes, county time 3 - Yes, state time
V8	25	Civil 1 - No 2 - Yes
V9	26	Juvenile 1 - No 2 - Yes

Variable	Columns	Operational Definitions and Assigned Values
V10	27	Other - specify 1 - No 2 - Yes
V11	28	<u>Arresting agency</u> 1 - Local 2 - State 3 - Federal 4 - Other - specify
V12	29-30	Arrest date, month Range 01-12
V13	31-32	Arrest date, day Range 01-31
V14	33-34	Arrest date, year
V15	35-38	Arrest time Enter military time to the nearest hour
V16	39-40	Booking date, month Range 01-12
V17	41-42	Booking date, day Range 01-31
V18	43-44	Booking date, year
V19	45-48	Booking time Enter military time to the nearest hour
V20, 22, 24, 26, 28, 30, 32, 34, 36, 38	See Below	<u>Charge Data</u> <u>Charges</u> <u>Specify the actual charges on the line</u> <u>provided, listing the most serious</u> <u>charges first.</u> <u>Determine code for each charge listed</u> <u>(see below) and enter in the appropriate</u> <u>boxes.</u>

Variable	Columns	Operational Definitions and Assigned Values
		<u>Range 01-08</u> 01 - Offenses against person 02 - Offenses against property 03 - Offenses against family and/or children 04 - Crimes of sex 05 - Crimes of forgery, fraud, and conspiracy 06 - Crimes of weapons, drugs and alcohol 07 - Traffic violations 08 - Miscellaneous offenses <u>See Appendix I for charges included in</u> <u>each value.</u>
V20	49-50	Charges, range 01-08
V22	52-53	Charges, range 01-08
V24	55-56	Charges, range 01-08
V26	58-59	Charges, range 01-08
V28	61-62	Charges, range 01-08
V30	64-65	Charges, range 01-08
V32	67-68	Charges, range 01-08
V34	70-71	Charges, range 01-08
V36	73-74	Charges, range 01-08
V38	76-77	Charges, range 01-08
V21, 23, 25, 27, 29, 31, 33, 35, 37, 39	See Below	<u>Charge Type</u> <u>Determine the type code (see below) for</u> <u>each charge listed and enter in the</u> <u>appropriate box.</u>

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Page 4

Variable	Columns	Operational Definitions and Assigned Values
		1 - Felony 2 - Misdemeanor 3 - Infraction/Municipal 4 - Holds 5 - Other
V21	51	Charge type, range 1-5
V23	54	Charge type, range 1-5
V25	57	Charge type, range 1-5
V27	60	Charge type, range 1-5
V29	63	Charge type, range 1-5
V31	66	Charge type, range 1-5
V33	69	Charge type, range 1-5
V35	72	Charge type, range 1-5
V37	75	Charge type, range 1-5
V39	78	Charge type, range 1-5
V40	79	Additional charges - If more than 10 charges: 1 - No 2 - Yes
	80	End of Card One, permanently assigned number 1.
Card 2	1-8	Data processor - duplicate columns 1-8 from Card 1.
		<u>Personal Data</u>
V41	9	Sex 1 - Male 2 - Female
V42	10-11	Birthdate, month Range 01-12

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Variable	Columns	Operational Definitions and Assigned Values
V43	12-13	Birthdate, day Range 01-31
V44	14-15	Birthdate, year
V45	16	<u>Marital Status</u> 1 - Single 2 - Married 3 - Separated 4 - Divorced 5 - Widowed 6 - Common law 7 - Other - specify
V46	17	<u>Ethnic Background</u> 1 - Asian 2 - Black 3 - Mexican-American 4 - Native American 5 - White/Caucasian 6 - Puerto Rican 7 - Other - specify
V47	18-19	Number of <u>dependent</u> children, under 18 years of age Range 00-99
V48	20-21	Highest school grade completed Range 00-99
V49	22	<u>Military Status</u> 1 - Veteran, honorable discharge 2 - Veteran, dishonorable discharge 3 - Veteran, general discharge 4 - Active duty 5 - Reserve 6 - No service
V50	23	<u>Employment Status</u> 1 - Unemployed 2 - Full time employed 3 - Part time employed

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Variable	Columns	Operational Definitions and Assigned Values
V51	24-25	<p>Occupation - specify job title, not employer. Determine code and enter in appropriate boxes.</p> <p>01 - Professional, technical 02 - Managers and administrators, except farm 03 - Sales 04 - Clerical 05 - Craftspersons 06 - Operatives, except transport 07 - Transport equipment operatives 08 - Laborers, except farm 09 - Farmers and farm managers 10 - Farm laborers and farm foreman 11 - Service workers, except private household 12 - Private household workers 13 - Students 14 - Others</p> <p>(See Appendix II for detailed listing of occupations.)</p> <p><u>Classification Data</u></p>
V52-65	26-39	<p><u>Health status at booking</u></p> <p>1 - No 2 - Yes</p>
V52	26	Immediate health problems
V53	27	Under the influence of an intoxicating substance
V54	28	Problem requiring immediate medical attention
V55	29	Problem requiring medical attention within 24 hours
V56	30	Needs immediate psych. attention
V57	31	Now under a doctor's care
V58	32	History of alcohol abuse

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Variable	Columns	Operational Definitions and Assigned Values
V59	33	History of alcohol treatment
V60	34	History of drug abuse
V61	35	History of drug treatment
V62	36	History of mental problems
V63	37	History of mental hospitalization
V64	38	Disabled by loss or impairment of limbs, hearing, vision, etc.
V65	39	Other - specify
V66-73	40-56	<p><u>Criminal History Data</u></p> <p>Criminal history</p>
V66	40-41	Total number of prior felony convictions-include those with state/federal prison sentence only Range 00-99
V67	42-43	Total numbers of prior assault convictions Range 00-99
V68	44-45	Total number of prior escape convictions Range 00-99
V69	46-47	Total number of incarcerations in this jail - include the current incarceration Range 01-99
V70	48-49	Number of times jailed on current charges - include current incarceration Range 01-99

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Variable	Columns	Operational Definitions and Assigned Values
V71	50-51	Number of months since last released from this jail Range 01-99 Leave blank if does not apply and first time in this jail
V72	52-53	Total months sentenced time served in any county jail Range 00-99
V73	54-56	Total months served in state/federal prisons Range 000-999
		<u>Classification Decisions</u>
		<u>*Special Assignment Status</u>
		1 - No 2 - Yes
		*Reasons for protective custody, maximum security or segregation
V74	57	Medical needs
V75	58	Psych needs
V76	59	Aged, vulnerable
V77	60	Young appearance, vulnerable
V78	61	Held as sex offender
V79	62	Differing sexual preference
V80	63	Escape risk
V81	64	Gang affiliation
V82	65	Known informer
V83	66	Violent behavior
V84	67	Trial witness

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Variable	Columns	Operational Definitions and Assigned Values
V85	68	Inmate request
V86	69	Other - specify
V87	70	<u>Security Assignment</u>
		1 - Maximum security
		2 - Protective custody
		3 - Medium security
		4 - Minimum security
		5 - Minimum security/furlough
		6 - Other - specify
V88	71-72	Date classified, month Range 01-12
V89	73-74	Date classified, day Range 01-31
V90	75-76	Date classified, year
	77-79	Data processor - skip columns 77-79
	80	End of Card Two, permanently assigned number 2.
Card 3	1-8	Data processor - duplicate columns 1-8 from Card 1.
V91	9-12	Time classified - use military time to the nearest hour
V92	13-15	Housing assignment Each jail should supply applicable codes that reflect differential housing. (Example: codes may reflect what best applies to the specific jail, i.e., facility, unit, wing, block, module, dorm, cell, etc.)
V93	16-19	Officer making housing assignment Officer ID number

Variable	Columns	Operational Definitions and Assigned Values
V94-98	20-24	Inmate was referred for services or provided services at time of booking/intake 1 - No 2 - Yes
V94	20	Medical unit
V95	21	Mental health unit
V96	22	Rehab Services Unit 1 - No Code 2 through 9 for specific programs. Define program for values used. 2 - Yes, _____ program 3 - Yes, _____ program 4 - Yes, _____ program 5 - Yes, _____ program 6 - Yes, _____ program 7 - Yes, _____ program 8 - Yes, _____ program 9 - Yes, _____ program
V97	23	External services (services provided outside of the jail)
V98	24	Other - specify
V99	25	Was any classification decision, other than housing, made at booking/intake? Specify. 1 - No 2 - Yes
V100	26-27	Form completed by, Supply name and ID code (supplied by NCCD Project staff)
	28-37	Miscellaneous Data These columns are provided for miscellaneous variables specific to the jail. Supply the variable and associated columns, definitions and values.

APPENDIX I

CHARGE CODES

OFFENSES AGAINST PERSONS

- 10 - murder
- 11 - attempted murder
- 12 - manslaughter
- 13 - aggravated assault
- 14 - robbery, armed
- 15 - robbery, unarmed
- 16 - minor assault
- 17 - kidnapping
- 19 - other offenses against a person

OFFENSES AGAINST PROPERTY

- 20 - larceny (grand or petit)
- 21 - auto theft
- 22 - burglary (any type)
- 23 - breaking and entering
- 24 - arson
- 25 - theft (grand or petit)
- 26 - shoplifting
- 27 - destruction of property
- 28 - trespassing
- 29 - other offenses against property

OFFENSES AGAINST FAMILY and/or CHILDREN

- 30 - nonsupport
- 31 - failure to provide
- 32 - desertion
- 33 - neglect
- 34 - bigamy
- 35 - adultery
- 36 - contributing to delinquency
- 37 - violation of compulsory school law
- 38 - paternity offenses
- 39 - child beating

CRIMES OF SEX

- 40 - forcible sex acts
- 41 - unnatural sex acts
- 42 - prostitution
- 43 - immoral acts
- 44 - promiscuity
- 45 - illegal sexual relations
- 46 - related to pornographic materials
- 47 - soliciting, pandering
- 49 - other sex offenses

CRIMES OF FORGERY, FRAUD and CONSPIRACY

- 50 - forgery
- 51 - fraud
- 52 - deception
- 53 - uttering fraudulent instrument
- 54 - issuing fraudulent instrument
- 55 - conspiracy
- 56 - blackmail, extortion
- 57 - receiving and concealing stolen property
- 58 - impersonation
- 59 - other forgery or fraud

CRIMES OF WEAPONS, DRUGS and ALCOHOL

- 60 - violation of weapons laws
- 61 - violation of liquor laws
- 62 - violation of narcotics laws
- 63 - violation of gambling laws
- 64 - drunk or drinking
- 65 - city ordinance violations except disorderly conduct
- 66 - disorderly conduct
- 69 - other weapon, drug, and alcohol offenses

TRAFFIC VIOLATIONS

- 70 - moving traffic violation
- 71 - standing traffic violation
- 72 - operating a motor vehicle w/out a proper license
- 73 - operating a motor vehicle under the influence of alcohol or drugs
- 79 - other traffic or motor vehicle law violations

MISCELLANEOUS OFFENSES

- 80 - escape from custody
- 81 - interfering with enforcement of law
- 82 - habitual criminal
- 83 - automobile banditry
- 84 - cruelty to animals
- 85 - harboring a fugitive or concealing evidence
- 86 - possession of burglary tools
- 87 - returned for replacement
- 88 - FTA
- 89 - appeals
- 90 - writs
- 91 - temporary holds
- 92 -
- 93 -
- 94 -
- 95 -
- 96 -
- 97 -
- 98 -
- 99 - other miscellaneous offenses

APPENDIX II

OCCUPATIONAL CODES

ALLOCATION CATEGORIES

- 01 - Professional, technical, and kindred worker
- 02 - Managers and administrators, except farm
- 03 - Sales
- 04 - Clerical and kindred workers - allocated
- 05 - Craftsmen and kindred workers - allocated
- 06 - Operatives, except transport - allocated
- 07 - Transport equipment operatives - allocated
- 08 - Laborers, except farm - allocated
- 09 - Farmers and farm managers - allocated
- 10 - Farm laborers and farm foremen - allocated
- 11 - Service workers, exc. private household - all
- 12 - Private household workers - allocated
- 13 - Student
- 14 - Other occupations

APPENDIX II

OCCUPATIONAL CODES

01

PROFESSIONAL, TECHNICAL, AND KINDRED
WORKERS

Accountants
 Architects
 Computer specialists
 Computer programmers
 Computer systems analysts
 Computer specialists, n.e.c.
 Engineers
 Aeronautical and astronautical engineers
 Chemical engineers
 Civil engineers
 Electrical and electronic engineers
 Industrial engineers
 Mechanical engineers
 Metallurgical and materials engineers
 Mining engineers
 Petroleum engineers
 Sales engineers
 Engineers, n.e.c.
 Farm management advisors
 Foresters and conservationists
 Home management advisors
 Lawyers and judges
 Judges
 Lawyers
 Librarians, archivists, and curators
 Librarians
 Archivists and curators
 Mathematical specialists
 Actuaries
 Mathematicians
 Statisticians
 Life and physical scientists
 Agricultural scientists
 Atmospheric and space scientists
 Biological scientists
 Chemists
 Geologists
 Marine scientists
 Physicists and astronomers
 Life and physical scientists, n.e.c.
 Operations and systems researchers and analysts
 Personnel and labor relations workers
 Physicians, dentists, and related practitioners
 Chiropractors
 Dentists
 Optometrists
 Pharmacists
 Physicians, medical and osteopathic
 Podiatrists
 Veterinarians
 Health practitioners, n.e.c.

01

PROFESSIONAL, TECHNICAL, AND KIN
WORKERS—Continued

Nurses, dietitians, and therapists
 Dietitians
 Registered nurses
 Therapists
 Health technologists and technicians
 Clinical laboratory technologists and technicians
 Dental hygienists
 Health record technologists and technicians
 Radiologic technologists and technicians
 Therapy assistants
 Health technologists and technicians, n.e.c.
 Religious workers
 Clergymen
 Religious workers, n.e.c.
 Social scientists
 Economists
 Political scientists
 Psychologists
 Sociologists
 Urban and regional planners
 Social scientists, n.e.c.
 Social and recreation workers
 Social workers
 Recreation workers
 Teachers, college and university
 Agriculture teachers
 Atmospheric, earth, marine, and space teachers
 Biology teachers
 Chemistry teachers
 Physics teachers
 Engineering teachers
 Mathematics teachers
 Health specialties teachers
 Psychology teachers
 Business and commerce teachers
 Economics teachers
 History teachers
 Sociology teachers
 Social science teachers, n.e.c.
 Art, drama, and music teachers
 Coaches and physical education teachers
 Education teachers
 English teachers
 Foreign language teachers
 Home economics teachers
 Law teachers
 Theology teachers
 Trade, industrial, and technical teachers
 Miscellaneous teachers, college and university
 Teachers, college and university, subject specified

01

PROFESSIONAL, TECHNICAL, AND KINDRED
WORKERS—Continued

Teachers, except college and university
 Adult education teachers
 Elementary school teachers
 Prekindergarten and kindergarten teachers
 Secondary school teachers
 Teachers, except college and university, n.e.c.
 Engineering and science technicians
 Agriculture and biological technicians, except health
 Chemical technicians
 Draftsmen
 Electrical and electronic engineering technicians
 Industrial engineering technicians
 Mechanical engineering technicians
 Mathematical technicians
 Surveyors
 Engineering and science technicians, n.e.c.

Technicians, except health, and engineering and
science

Airplane pilots
 Air traffic controllers
 Embalmers
 Flight engineers
 Radio operators
 Tool programmers, numerical control
 Technicians, n.e.c.

Vocational and educational counselors

Writers, artists, and entertainers

Actors
 Athletes and kindred workers
 Authors
 Dancers
 Designers
 Editors and reporters
 Musicians and composers
 Painters and sculptors
 Photographers
 Public relations men and publicity writers
 Radio and television announcers
 Writers, artists, and entertainers, n.e.c.

Research workers, not specified

02

MANAGERS AND ADMINISTRATORS, EXCEPT
FARM

Assessors, controllers, and treasurers; local public
 administration
 Bank officers and financial managers
 Buyers and shippers, farm products
 Buyers, wholesale and retail trade
 Credit men
 Funeral directors
 Health administrators
 Construction inspectors, public administration
 Inspectors, except construction, public administration
 Managers and superintendents, building
 Office managers, n.e.c.
 Officers, pilots, and pursers; ship
 Officials and administrators; public administration,
 n.e.c.
 Officials of lodges, societies, and unions
 Postmasters and mail superintendents
 Purchasing agents and buyers, n.e.c.
 Railroad conductors

02

MANAGERS AND ADMINISTRATORS, EXCEPT
FARM—Continued

Restaurant, cafeteria, and bar managers
 Sales managers and department heads, retail trade
 Sales managers, except retail trade
 School administrators, college
 School administrators, elementary and secondary
 Managers and administrators, n.e.c.

03

SALES WORKERS

Advertising agents and salesmen
 Auctioneers
 Demonstrators
 Hucksters and peddlers
 Insurance agents, brokers, and underwriters
 Newsboys
 Real estate agents and brokers
 Stock and bond salesmen
 Salesmen and sales clerks, n.e.c.

04

CLERICAL AND KINDRED WORKERS

Bank tellers
 Billing clerks
 Bookkeepers
 Cashiers
 Clerical assistants, social welfare
 Clerical supervisors, n.e.c.
 Collectors, bill and account
 Counter clerks, except food
 Dispatchers and starters, vehicle
 Enumerators and interviewers
 Estimators and investigators, n.e.c.
 Expeditors and production controllers
 File clerks
 Insurance adjusters, examiners, and investigators
 Library attendants and assistants
 Mail carriers, post office
 Mail handlers, except post office
 Messengers and office boys
 Meter readers, utilities
 Office machine operators
 Bookkeeping and billing machine operators
 Calculating machine operators
 Computer and peripheral equipment operators
 Duplicating machine operators

04

CLERICAL AND KINDRED WORKERS—Continued

Office machine operators—Continued

Key punch operators
 Tabulating machine operators
 Office machine operators, n.e.c.
 Payroll and timekeeping clerks
 Postal clerks
 Proofreaders
 Real estate appraisers
 Receptionists
 Secretaries
 Secretaries, legal
 Secretaries, medical
 Secretaries, n.e.c.
 Shipping and receiving clerks
 Statistical clerks
 Stenographers
 Stock clerks and storekeepers
 Teacher aides, exc. school monitors
 Telegraph messengers
 Telegraph operators
 Telephone operators
 Ticket, station, and express agents
 Typists
 Weighers
 Miscellaneous clerical workers
 Not specified clerical workers

05

CRAFTSMEN AND KINDRED WORKERS

Automobile accessories installers
 Bakers
 Blacksmiths
 Boilermakers
 Bookbinders
 Brickmasons and stonemasons
 Brickmasons and stonemasons, apprentices
 Bulldozer operators
 Cabinetmakers
 Carpenters
 Carpenter apprentices
 Carpet installers
 Cement and concrete finishers
 Compositors and typesetters
 Printing trades apprentices, exc. pressmen
 Cranemen, derrickmen, and hoistmen
 Decorators and window dressers
 Dental laboratory technicians
 Electricians
 Electrician apprentices
 Electric power linemen and cablemen
 Electrotypers and stereotypers
 Engravers, exc. photoengravers
 Excavating, grading, and road machine operators; exc.
 bulldozer
 Floor layers, exc. tile setters
 Foremen, n.e.c.
 Forgemen and hammermen
 Furniture and wood finishers
 Furriers
 Glaziers
 Heat treaters, annealers, and temperers
 Inspectors, scalers, and graders; log and lumber
 Inspectors, n.e.c.

05

CRAFTSMEN AND KINDRED WORK
Continued

Jewelers and watchmakers
 Job and die setters, metal
 Locomotive engineers
 Locomotive firemen
 Machinists
 Machinist apprentices
 Mechanics and repairmen
 Air conditioning, heating, and refrigeration
 Aircraft
 Automobile body repairmen
 Automobile mechanics
 Automobile mechanic apprentices
 Data processing machine repairmen
 Farm implement
 Heavy equipment mechanics, incl. diesel
 Household appliance and accessory inst.
 mechanics
 Loom fixers
 Office machine
 Radio and television
 Railroad and car shop
 Mechanic, exc. auto, apprentices
 Miscellaneous mechanics and repairmen
 Not specified mechanics and repairmen
 Millers; grain, flour, and feed
 Millwrights
 Molders, metal
 Molder apprentices
 Motion picture projectionists
 Opticians, and lens grinders and polishers
 Painters, construction and maintenance
 Painter apprentices
 Paperhangers
 Pattern and model makers, exc. paper
 Photoengravers and lithographers
 Piano and organ tuners and repairmen
 Plasterers
 Plasterer apprentices
 Plumbers and pipe fitters
 Plumber and pipe fitter apprentices
 Power station operators
 Pressmen and plate printers, printing
 Pressman apprentices
 Rollers and finishers, metal
 Roofers and slaters
 Sheetmetal workers and tinsmiths
 Sheetmetal apprentices
 Shipfitters
 Shoe repairmen
 Sign painters and letterers
 Stationary engineers
 Stone cutters and stone carvers
 Structural metal craftsmen
 Tailors
 Telephone installers and repairmen
 Telephone linemen and splicers
 Tile setters
 Tool and die makers
 Tool and die maker apprentices
 Upholsterers
 Specified craft apprentices, n.e.c.
 Not specified apprentices

135 CRAFTSMEN AND KINDRED WORKERS-
Continued

Craftsmen and kindred workers, n.e.c.
Former members of the Armed Forces

OPERATIVES, EXCEPT TRANSPORT

Asbestos and insulation workers
Assemblers
Blasters and powdermen
Bottling and canning operatives
Chainmen, rodmen, and axmen; surveying
Checkers, examiners, and inspectors; manufacturing
Clothing ironers and pressers
Cutting operatives, n.e.c.
Dressmakers and seamstresses, except factory
Drillers, earth
Dry wall installers and lathers
Dyers
Filers, polishers, sanders, and buffers
Furnacemen, smeltermen, and pourers
Garage workers and gas station attendants
Graders and sorters, manufacturing
Produce graders and packers, except factory and farm
Heaters, metal
Laundry and dry cleaning operatives, n.e.c.
Meat cutters and butchers, exc. manufacturing
Meat cutters and butchers, manufacturing
Meat wrappers, retail trade
Metal platers
Milliners
Mine operatives, n.e.c.
Mixing operatives
Oilers and greasers, exc. auto
Packers and wrappers, except meat and produce
Painters, manufactured articles
Photographic process workers
Precision machine operatives
Drill press operatives
Grinding machine operatives
Lathe and milling machine operatives
Precision machine operatives, n.e.c.
Punch and stamping press operatives
Riveters and fasteners
Sailors and deckhands
Sawyers
Sewers and stitchers
Shoemaking machine operatives
Solderers
Stationary firemen
Textile operatives
Carding, lapping, and combing operatives
Knitters, loopers, and toppers
Spinners, twisters, and winders
Weavers
Textile operatives, n.e.c.
Welders and flame-cutters
Winding operatives, n.e.c.
Machine operatives, miscellaneous specified
Machine operatives, not specified
Miscellaneous operatives
Not specified operatives

TRANSPORT EQUIPMENT OPERATIVES 16

Boatmen and canalmen
Bus drivers
Conductors and motormen, urban rail transit
Deliverymen and routemen
Fork lift and tow motor operatives
Motormen; mine, factory, logging camp, etc.
Parking attendants
Railroad brakemen
Railroad switchmen
Taxicab drivers and chauffeurs
Truck drivers

LABORERS, EXCEPT FARM

Animal caretakers, exc. farm
Carpenters' helpers
Construction laborers, exc. carpenters' helpers
Fishermen and oystermen
Freight and material handlers
Garbage collectors
Gardeners and groundskeepers, exc. farm
Longshoremen and stevedores
Lumbermen, raftsmen, and woodchoppers
Stock handlers
Teamsters
Vehicle washers and equipment cleaners
Warehousemen, n.e.c.
Miscellaneous laborers
Not specified laborers

FARMERS AND FARM MANAGERS

Farmers (owners and tenants)
Farm managers

FARM LABORERS AND FARM FOREMEN

Farm foremen
Farm laborers, wage workers
Farm laborers, unpaid family workers
Farm service laborers, self-employed

SERVICE WORKERS, EXC. PRIVATE HOUSEHOLD

Cleaning service workers
Chambermaids and maids, except private household
Cleaners and charwomen
Janitors and sextons
Food service workers
Bartenders
Busboys
Cooks, except private household
Dishwashers
Food counter and fountain workers
Waiters
Food service workers, n.e.c., except private household

SERVICE WORKERS, EXC. PRIVATE HOUSEHOLD-Continued

Health service workers
Dental assistants
Health aides, exc. nursing
Health trainees
Lay midwives
Nursing aides, orderlies, and attendants
Practical nurses

Personal service workers
Airline stewardesses
Attendants, recreation and amusement
Attendants, personal service, n.e.c.
Baggage porters and bellhops
Barbers
Boarding and lodging house keepers
Bootblacks
Child care workers, exc. private household
Elevator operators
Hairdressers and cosmetologists
Personal service apprentices
Housekeepers, exc. private household
School monitors
Ushers, recreation and amusement
Welfare service aides

Protective service workers
Crossing guards and bridge tenders
Firemen, fire protection
Guards and watchmen
Marshals and constables
Policemen and detectives
Sheriffs and bailiffs

PRIVATE HOUSEHOLD WORKERS

Child care workers, private household
Cooks, private household
Housekeepers, private household
Laundresses, private household
Maids and servants, private household

STUDENT

OTHER OCCUPATIONS

INSTRUCTIONS FOR CODINGCIS RELEASE FORM

(To be attached to CIS
Intake Codebook)

Revised Date: 12/26/79

Page 1

Variable	Columns	Operational Definitions and Assigned Values
Site #	1-2	<u>SITE LOCATION NUMBER</u>
		01 - Boulder
		02 - Kansas City
		03 - Springfield Jail
		23 - Springfield Corrections
Inmate ID#	3-8	04 - New Orleans
		<u>INMATE I.D. NUMBER</u>
		Mutually exclusive ID# assigned by Jail staff. Must be identical to ID# assigned on Intake Form.
		<u>BOOKING NUMBER</u>
		Assigned by Jail staff. Must be identical to Booking # assigned on Intake Form.
V201	9-15	
V202-204	16-21	<u>DATE FORM COMPLETED</u>
		Month, Day, and Year indicating date this form was completed.
		<u>CHARGES</u>
		Specify the actual charges at time of release on the lines provided, listing the most serious charges first. Use Appendix I to code each charge.
V205	22-23	
V208	27-28	
V211	32-33	
V214	37-38	
V217	42-43	

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Page 2

Variable	Columns	Operational Definitions and Assigned Values
V206	24	<u>TYPE OF CHARGES</u>
		Specify the type of charge at time of release and enter in appropriate box.
		1 - Felony
		2 - Misdemeanor
		3 - Infraction/Municipal
V209	29	4 - Holds/Warrant
V212	34	5 - Other - specify
V215	39	
V218	44	
V207	25-26	<u>LEGAL DISPOSITION OF CHARGES AT RELEASE</u>
		Specify the legal disposition of the listed charges at the time of release.
		01 - Charges still pending - no court decision
		02 - Charges Dismissed
		03 - Convicted - Fined
V210	30-31	04 - Convicted - Probation (Formal or Informal)
V213	35-36	05 - Convicted - Jail Sentence
V216	40-41	06 - Convicted - State Prison Sentence
V219	45-46	07 - Convicted - Federal Prison Sentence
V220	47-50	08 - Convicted - Fined and Probation
		09 - Convicted - Fined and Jail
		10 - Convicted - Fined and State Prison
		11 - Convicted - Fined and Federal Prison
		12 - Convicted - Fined, Probation and Jail
9998 - Death Penalty		13 - Convicted - Declared Insane, Transferred to Mental Hospital
		14 - Convicted - Death Penalty
		15 - Convicted - _____
		16 - Convicted - _____
		17 - Convicted - _____
9999 - Life Sentence		18 - Convicted - _____
		<u>MONTHS SENTENCED</u>
		Specify the official number of months inmate was sentenced to jail or state/federal prisons. Do not deduct estimated good-time or credited time-served. For example, 6 year sentence for rape would be coded 0072. Add time sentenced for consecutive sentences but not for concurrent sentences.

Variable	Columns	Operational Definitions and Assigned Values
<u>SECURITY/HOUSING ASSIGNMENTS - INTRODUCTION</u>		
The purpose of this section of the form is to record <u>major</u> housing classification decisions. It should not be used to record cell transfers within a housing unit or tier. Use it to record shifts in security confinement.		
<u>LOCATION</u>		
V221	51-53	Specify each housing change beginning with the first housing change up through the most recent classification. Use the same codes developed for V92 on your intake forms.
V226	62-64	
V231	9-11	
V236	20-22	
V241	31-33	
V246	42-44	
V251	53-55	
V256	64-66	<u>DATE OF HOUSING CHANGE</u>
V222-V224	54-59	
V227-V229	65-70	
V232-V234	12-17	
V237-V239	23-28	
V242-V244	34-39	
V247-V249	45-50	
V252-V254	56-61	Specify the MONTH, DAY, AND YEAR of each housing classification change. If you do not know the exact day, use the number 15 to code the two column boxes for day of transfer.
V257-V259	67-72	

Variable	Columns	Operational Definitions and Assigned Values
<u>RATIONALE FOR HOUSING CHANGE</u>		
V225	60-61	Specify the official rationale for making the housing assignment. The following codes reflect generic rationales for making housing assignments. Within each category you may list the specific reason for the assignment to facilitate detailed analysis of your jail's classification decisions. The detailed code list must be developed prior to actual coding of date.
V230	71-72	
V235	18-19	
V240	29-30	
V245	40-41	
V250	51-52	00-09 Disciplinary Reasons 10-19 Change In Program Participation 20-29 Change In Sentence Status 30-39 Change In Medical Needs 40-49 Change In Psychological/Mental Health Needs 50-59 Change In Security Requirements 60-69 Protective Custody Request 70-99 Other, please specify
V255	62-63	
V260	73-74	
<u>PROGRAM PARTICIPATION DATA: INTRODUCTION</u>		
Data collected within this section documents what types of programs inmates participated in, length of stay, and why services were terminated.		
<u>PROGRAM TYPE</u>		
V261	9-10	List each program the inmate participated in. If there are more than five, list what you consider to be the most important or significant to the inmate.
V264	16-17	
V267	23-24	The following codes reflect generic programs typically found within prisons and jails. Within each category you may specify the name of your programs to facilitate detailed analysis for your jail. This code list must be developed prior to actual coding of data from inmate files.
V270	30-31	
V273	37-38	

Variable	Columns	Operational Definitions and Assigned Values
		00-09 Education Type Programs 10-19 Counselling-Therapy Type Programs 20-29 Vocational Training Type Programs 30-39 Drug/Alcohol Therapy Type Programs 40-49 Medical Type Programs 50-59 Legal Aid Type Programs 60-69 Religious Type Programs 70-79 Recreational Type Programs 80-99 Miscellaneous Programs
		<u>LENGTH OF STAY</u>
V262	11-13	For each program participated in by the individual, specify the number of days this person was involved in the program. This number should reflect days of participation only and not period of time from intake to termination.
V265	18-20	
V268	25-27	
V271	32-34	
V274	39-41	
		<u>DISPOSITION OF PROGRAM PARTICIPATION</u>
V263	14-15	For each program participated in by the individual, specify the reason why the person left the program. Listed below are the designated categories. Additional codes may be added to reflect additional dispositions. 01 - Successful completion of program 02 - Removed for disciplinary reasons 03 - Voluntarily withdrew from program 04 - Lack of cooperation from individual/fails to appear for program activities 05 - Program administratively terminated 06 - Person discharged from institution 07 - _____ 08 - _____ 09 - _____ 10 - _____
V266	21-22	
V269	28-29	
V272	35-36	
V275	42-43	

Variable	Columns	Operational Definitions and Assigned Values
		<u>SUPERVISING STAFF PERSON</u>
V276	44-46	Indicate the code for staff primarily responsible for supervising this person's activities. Develop your own code for each staff person. Codes may be developed to reflect multiple staff supervision.
		<u>DISCIPLINARY DATA - INTRODUCTION</u>
		Data collected for this section summarizes the disciplinary record for each resident during his/her period of incarceration. Violations should only be recorded where the inmate is found guilty of charges.
		<u>MAJOR DISCIPLINARY VIOLATIONS</u>
V277	47-49	Specify the total number of major disciplinary violations accrued. A major disciplinary violation involves all incidents resulting in revocation of good time, placement in an isolation or temporary holding cell, confinement to cell, denial of visit, or appearance before a disciplinary committee.
		<u>MINOR DISCIPLINARY VIOLATIONS</u>
V278	50-52	Specify the total number of minor disciplinary violations accrued by this individual. A minor disciplinary violation involves all violations resulting in disciplinary action other than revocation of good-time, placement in an isolation or temporary holding cell, confinement to cell, or denial of visit. Typically minor disciplinary violations are handled outside of a disciplinary committee hearing.

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Variable	Columns	Operational Definitions and Assigned Values
V279	53-55	<u>DAYS IN ISOLATION</u>
		Specify the total days this individual has been placed in isolation or solitary confinement due to disciplinary violations.
V280	56-58	<u>DAYS CONFINED TO CELL</u>
		Specify the total days this individual has been confined to his/her cell due to disciplinary violations.
V281	59-61	<u>GOOD-TIME REVOKED</u>
		Specify the total days of good-time revoked due to disciplinary violations. If partial days are computed, round off to the nearest whole number, e.g., 4.49 = <u>004</u> days, 4.50 = <u>005</u> days.
V282	62	<u>RELEASE DATA - INTRODUCTION</u>
		This section is designed to collect data summarizing when and for what reason the individual was discharged from the jail.
V282	62	<u>SENTENCE STATUS AT RELEASE</u>
		Indicate if at the time of release the individual is under pre-sentenced or sentenced status. 1 = Pre-Sentenced 2 = Sentenced

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Variable	Columns	Operational Definitions and Assigned Values
V283	63-64	<u>DATE OF RELEASE</u>
		Indicate the month, day and year of discharge from the jail.
V284	65-66	
V285	67-68	<u>REASON FOR RELEASE</u>
		Specify the official rationale for discharge. Listed below are the designated codes. Additional codes may be assigned to reflect additional reasons for release.
V286	69-70	01 - Jail Sentence Completed 02 - Acquitted; Charges Dismissed 03 - Transferred to State/Federal Prison 04 - Transferred to Probation Authorities 05 - Transferred to Parole Authorities 06 - Bailed/Bonded Out 07 - Released to Other Jurisdictions with Warrant or Hold on Inmate 08 - Released to Mental Health Facility 09 - Released to Medical Facility 10 - Released to Special Program
V287	71-73	<u>HOUSING ASSIGNMENT AT RELEASE</u>
		Indicate where inmate is housed at the time of release. Use codes previously developed for housing assignment data.
V288	74-75	<u>PERSON COMPLETING THIS FORM</u>
		Specify what staff person completed this form. Use the same codes developed for the Intake Form.