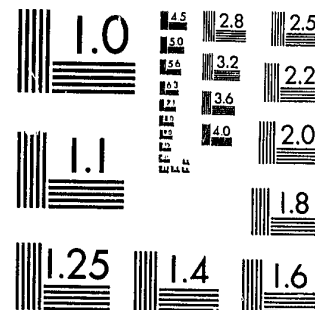


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Evaluation Research Design
For
Pre-Release Centers
At
Facilities of NYS Department of
Correctional Services

U.S. Department of Justice
National Institute of Justice

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OVERVIEW OF PROGRAM DEVELOPMENTS AND INTRODUCTION TO RESEARCH DESIGN

This Intensive Evaluation Grant was originally designed to study the operations of Downstate Correctional Facility as a centralized provider of separation services to inmates during the ninety-day period prior to release. However, subsequent factors resulted in the development of Downstate into a Classification Center. The Grant was subsequently re-worked to focus on the facility-based Pre-Release Centers in operation at various facilities. As is indicated on the subsequent page, the re-worked project application "indicated that two facilities (Attica and Auburn) did not have Pre-Release Centers and therefore could serve some of the functions of control groups." At the time of the application, the Department had Pre-Release Centers in various facilities which were operating under the direction of inmates, with facility administrative coordination. In addition, one program was operating at Bayview under the direction of a private organization, The South Forty Corporation.

Subsequent to the award of the Grant to the Department and the appointment of Project Staff, a meeting was held in Albany involving Commissioner Coughlin, Parole Board Chairman Hammock, Inmate Resident Directors of the 15 Pre-Release Centers, and other involved parties concerning Statewide standardization of the program. As an outcome of this meeting, Commissioner Coughlin and Chairman Hammock released a July 31st Interagency Memorandum of Agreement "affirming their commitment to enhance and expand the program." This was followed-up with a July 31st Interagency Memorandum by the Director of Correctional Services Guidance and the Director of Institutional Parole Services mandating implementation of Pre-Release Center Programs at all facilities, except various camps and community-based facilities.

The impact of these program developments is that currently all of the specified facilities, that is, those which have existing Centers as well as those slated to establish new Centers, are mandated to develop the following core activities and services within the Pre-Release Center Program:

1. orientation to PRC Services and Activities
2. Parole Board appearance sessions
3. job development techniques
4. mock employment interview
5. coping/life skills techniques
6. mock Parole Board hearing
7. legal class
8. consumer affairs class
9. reorientation to family life
10. field parole supervision
11. summary session

Research Design

The problems in developing a research design to study the Pre-Release Centers of New York State are numerous. The major problem is there is no available control group. The initial project application indicated that two prisons (Attica and Auburn) did not have Pre-Release Centers; and therefore, could serve some of the functions of control groups. Of course they would not have been control groups in the true experimental sense because they would have been constituted by random assignment. Consequently, differences would have been expected in inmate characteristics between the groups. However, by knowing the differences, we could have exacted some control over the variables and obtained some results indicating the effects of pre-release over no pre-release program exposure. During the course of this grant, the Department has directed attention to the Pre-Release Centers and an interdepartmental memo has been issued instructing those facilities which don't have centers to start them; therefore, our original research plan is now inapplicable with the situation in New York, since there will be no major facilities which do not have Pre-Release Centers.

One-shot multiple case studies. As Campbell and Stanley (1963) write, there are many drawbacks with a one-shot case study. The researchers have no control over "history" (the accumulated change produced by non-experimental events between the pre-test and post test) or maturation (change not produced by the program exposure.) We will have these problems also, but the design which has been developed alleviates the problems somewhat by incorporating several Pre-Release Centers in the questionnaire administration. Although this does not completely solve the problems, it does strengthen the design. We will have information about the variables we have determined to be important and so can test internal validity to some extent through controlling these variables over several centers. What we will be testing for is convergent effect - if there is significant change in attitudes, knowledge acquisition and so forth. We can be somewhat assured that this change is due to pre-release. If there is a positive linear relationship between amount of change and amount of services offered (Pre-Release Centers vary in their services), we can be even more assured that Pre-Release Centers effect change.

The fact that the groups aren't strictly comparable is both an advantage and a disadvantage. We will be able to test differences in change by program format, but because inmate characteristics also change from program to program, we will be able to make only tentative statements about relative effectiveness. If the groups within each prison were larger we could develop some adaption of "a Solomon four groups research design" (i.e., pre-test only one-half within each facility to test for pre-test effects), but this would be unfeasible because the initial group will be too small. Unless the study period is extended beyond that originally anticipated for the two-month observation/data collection phase.

The other major problem we have in designing an evaluation for the Pre-Release Centers is the instability of program formats. Programs are not only different from Center to Center, they also change from month to month depending on available resources, creativity and energy of staff and general development of a particular program. This has forced us to pay particular attention to the variation among programs and also made it impossible to complete the research design. One section of the questionnaire will need to be completed at the beginning of the evaluation project and not before, since it tests what the Center teaches and that body of information is variable over time.

In summary, the attached research design is applicable to a Departmental program which, within several months, will be operational at all Department facilities except the following: "the five camps and the Rochester, Edgecombe, Lincoln and Fulton Correctional Facilities." Due to this development, there will not, in the near future, be any major facilities without Pre-Release Centers. Hence, comparison facilities (Attica and Coxsackie) have been selected for this evaluation project.

The attached research design consists of the following sections:

1. Research design
2. Facilities (program-based versus comparison)
3. Pre-post test: Discussion
4. Overview of variables and research hypotheses
5. Summary of research hypotheses and discussion of Path Analysis
6. Needs-assessment-discussion
7. Research instruments
 - a. Pre-test
 1. needs-assessment: asks whether certain types of information were needed
 2. Internal-External Locus of Control
 3. Alienation (includes cynicism scale)
 4. Pre-release anxiety
 5. Self-worth (Feelings of Inadequacy Scale)
 6. Optimism about release prospects
 - b. Post-test - Same as pre-test except for first section: needs-assessment asks whether certain types of information (a) were needed, (b) were available.
 - c. Questionnaire for parole officers - discussion
8. Timetable
9. Summary Reports on Pre-Release Center Programs Visited During Summer 1980
 - a. Bedford Hills
 - b. Bayview
 - c. Taconic
 - d. Eastern
 - e. Elmira
 - f. Green Haven
 - g. Woodbourne
10. Conclusion

Our decision to use the multiple pre-post test design was based on the constraints of the situation as explained above, but also because it does have some advantages. We will be able to test to some extent the impact of different program formats on different types of inmates. Using center staff in the development of at least one part of the questionnaire will encourage interest and hopefully start an ongoing evaluation process even after this project is over. Of course there are also disadvantages to the design which have already been discussed.

The various components of the design will be discussed separately.

Pre-post test design. The major part of the design is the administration of a pre-post test questionnaire to inmates in eight facilities. All inmates who are eligible for orientation during the target month will take the pre-test possibly as part of the orientation to pre-release. During the three months, records will be kept on participation in pre-release programs and disciplinary reports in the facility. At the end of the three month pre-release period these same inmates will take a post test before release. After 6 months on parole a questionnaire will be sent to the inmates' parole officers which asks about adjustment to parole.

All of this information will be available after the 9 month period to test the hypotheses put forth previously. An index of "success" will be established for each inmate which will be a composite of attitude change, knowledge acquisition and parole adjustment. The hypotheses concerned with the influences of alienation, locus of control and various demographic characteristics will be tested through statistical techniques such as partial and multiple correlational methods.

A separate part of the research design is a needs assessment for the purpose of assessing the needs of individuals as they approach the pre-release eligibility time period. This will be set up so that we will reach individuals before they have been contacted by the PRC and thereby will hopefully obtain an unbiased view as to what an inmate feels he/she needs in order to adequately prepare for the post-release period. This part of the design will utilize inmates 120 days before release and will not use inmates who participate in the pre-test segment. The interviews which comprise the format of this part can be carried out either during the three month period while the major body of subjects are going through pre-release or, (more logically) during the six month period before contacting the parole officers.

Each component of the design is discussed in depth subsequently.

FACILITIES

<u>Facility</u>	<u>Description</u>	<u>Approx. Number</u>
Bedford	Strong administrative direction female/mixed ages	15-20
Bayview	Private vender operated; female	5-10
Woodbourne	Adult male; medium security inmate	30
Elmira	Young adult male; maximum security inmate	35-40
Green Haven	Adult male; maximum security inmate	50
Taconic	Young adult male; medium security inmate	20
Attica	No PRC; Adult male	50
Coxsackie	No PRC; Young adult male	

In addition to the questionnaire, information will be collected on participation in programs and disciplinary code violations during the three month period. After six months on parole the individual parole officers will be contacted and asked to complete a questionnaire on the individual inmates.

PRE-POST TEST - DISCUSSION

The following scales will be administered to the groups of inmates as explained in the preceding research design. The questionnaires will be administered by members of the research team with the assistance of pre-release center staff. Below are brief discussions of each section of the questionnaire.

a) Needs Assessment. This first section is the only section which changes from the pre-test to the post test. The purpose of this section is to determine what types of information are felt to be needed by inmates and also whether these needs are met during the three months. Several possible relationships might occur. For instance, the types of information which are felt to be needed might change during the course of the three months - either more, different or less. This could mean, for instance, that inmates initially feel little is needed and then change their minds to decide more information is needed but isn't given. The type and amount of information requested might be correlated with age, sex or commitment history. These correlations and others will be explored with the results of this section.

b) The next section is Rotter's Internal - External Locus of Control Scale (1966).³ This scale measures the degree to which an individual "feels (a) reward is controlled by forces outside of himself and may occur independently of his own actions." (Rotter, 1966). This form of Rotter's scale includes six filler items (1, 8, 14, 19, 24 and 27).⁴ Internal statements are paired with external statements. One point is given for each external statement selected. Scores can range from zero (most internal) to 23 (most external). Some changes were made in the wording of the statements to make them more applicable to inmates. For instance, the statement (#5), "The idea that teachers are unfair to students is nonsense" was changed by inserting "guards" for teachers and "inmates" for "students." The companion statement was changed from "Most students don't realize the extent to which their grades are influenced by accidental happenings." to "Most people don't realize the extent to which their lives are influenced by accidental happenings." Another statement (#23) was changed from "Sometimes I can't understand how teachers arrive at the grades they give." to "Sometimes I can't understand how parole boards make their decisions." and the corresponding statement was changed from "There is a direct connection between how hard I study and the grades I get" to "There is a direct connection between what people do in prison and whether or not they get paroled." None of these changes are expected to change the reliability or validity of the scale.

The Rotter scale has been administered to numerous samples. An internal consistency co-efficient (Kuder-Richardson) of .70 was obtained from a sample of 400 college students and Rotter obtained a test-retest reliability coefficient of .72 for a one-month period.⁵ Rotter reports that correlations with a social desirability scale ranged from -.07 to -.35.⁶ This indicates that there is some social desirability bias; however, this is not an uncommon or extreme finding for attitude scales. Although Rotter's scale has been criticized as not being as "pure" (measuring one construct) as it was initially believed to be,⁷ (Mac Donald-1974) it is still recommended as a measure of generalized IE expectancy.

c) Dean's (1961) alienation scale was chosen because of its multi-dimensional approach.⁸ This scale taps powerlessness (items 3, 6, 13, 18, 21, 25, 28, 30, 32);

normlessness (6, 10, 14, 17, 23, 27) and social isolation (2, 4, 7, 11, 16, 20, 24, 31).⁹ There were two changes made in this scale to adopt it to this study. First in statement (#4) Dean's original item read "I don't get invited out by friends as often as I'd really like." This was changed to "I don't do things with friends as often as I'd really like" to make it more applicable to incarcerated inmates. The last item in Dean's scale was dropped completely for the same reason - it read "I don't get to visit friends as often as I'd really like." One other item was left in "We are just so many cogs in the machinery of life" even though it is possible this item will not be clear to inmates who are unfamiliar with the phrase.

As reported in Robinson (1974) the reliability of the subscales, tested by split-half method and corrected by the Spearman-Brown prophecy formula was as follows: powerlessness .78; normlessness .73 and social isolation .84; and the total alienation scale, with items rotated to minimize a possible halo effect, had a reliability of .78.¹⁰ This particular scale has correlated in the .30's with other alienation scales (Scrole's and Netter's).¹¹

Dean's scale or portions thereof have been used in prison studies with some success, for instance Ward, (unpublished) has used it in a current study of Minnesota's prisons.¹²

d) A 10 point cynicism scale was inserted in the alienation scale (items #1, 5, 8, 12, 15, 19, 22, 26, 29, 33) since both used the agree - disagree answering format. This scale was borrowed from Thomas (1971) and also used by Zingraff (1975).¹³ The title of the scale according to these two authors is "Opposition to the Institution" and is part of a larger scale measuring aspects of prisonization.¹⁴ It was decided that this scale would well serve the purpose we had in mind which was to measure cynicism, especially towards the prison, which might be correlated with age of inmate or time spent in institution. The advantages of using an existing scale rather than developing one are numerous, but the major reason is it facilitates comparison and the reliability and validity of the scale are better established.

Each item was correlated with the scale and the result ranged between .368 and .528.¹⁵ Thomas and others have used his prisonization scale several times and when the questionnaire is used, the author will be contacted to obtain validity information.

e) A pre-release anxiety scale was found which had been used in a study of 40 inmates of the Federal Correctional Institution at Fort Worth, Texas.¹⁶ The subject pool consisted of all inmates within three months of a release date during 1977. Random selection procedures were used, stratified by unit of assignment. This scale was only part of a design which also included interviews.

The questionnaire items were developed as follows (from Holley and Mabli, 1978):

"Specific questionnaire items were obtained by interviewing five prisoners that had been charged with rule infractions while "short" and had indicated to administration officials that the violations occurred because they were in such a "nervous state". Validity of the questionnaire was assessed in a subsequent study in which the subject's 'best friend' also (and separately) completed a questionnaire on the subject. A correlation of .92 was obtained in this study.¹⁷

The researchers found that females exhibited more negative behavioral and

perceptual changes ($F=9.42$; $df=1.38$; $p .01$).¹⁸ No reliability measures were reported. Because this scale has been used in at least one study, it was decided to employ it for our purposes, rather than develop our own scale. The only changes made were to convert a nine point Likert scale to a five point scale. This modification will increase inter-response category reliability. Also, items referring to the inmate's "group" (unit) or team have been deleted since such units are not present in this Department. Correspondence with the authors has assured access to their past and future findings for comparison purposes.

f) One attitude that seemed to be focused upon by peer counselors was the inmates' attitude about their own adequacy of self-worth. The women peer counselors, especially but also the counselors in the male facilities, seemed to feel that this was one area that usually needed a lot of attention during the three month preparatory period. The Janis-Field Feelings of Inadequacy Scale was selected to tap this area.¹⁹ It is a 20 item questionnaire set up with a Likert scale. Some adjustments were made for our use since the original scale used different wording on some items and the user needed to adapt the Likert scale himself when the need arose. (e.g., The Likert Scale varies between "very often" to "practically never". Yet one item was, "when you talk in front of a class or a group of people . . . how pleased are you with your performance.") All these items were changed so that they applied to an "often" continuum. Also, most references to classes were dropped and a few other items were adapted for an inmate population.

A split half reliability for this scale has been reported at .72 and another sample .88.²⁰ This scale has correlated .67 with the CPI esteem scale and .60 with self-ratings of esteem (Crandall, 1974) indicating some assurance of validity.²¹

g) The scale which taps the inmates optimism about his/her own release prospects is a 10 item questionnaire set up on a "very unlikely" to "very likely" Likert scale.²² The items include both predictions about further criminal involvement and general life satisfaction.

h) The last section of the questionnaire could not be completed at this stage of the design. Due to the nature of the PRC's in New York State - each has a considerable amount of freedom to tailor its own program, therefore at the appropriate time, the research staff will need to work with the staff at the individual PRC's to develop a section which taps what each PRC emphasizes in its program. Unfortunately, this part of the design could not be completed at this time since PRC formats change, not only from center to center, but also over time.

POST TEST: Only the first section of the post test has been changed from the pre-test. The rest is exactly the same and will be administered soon before release.

Overview of Variables and Research Hypotheses

Due to the limited nature of the existing research literature on pre-release programming, this field is especially well-suited for a research effort concerning a broad range of exploratory hypotheses as to (a) program dynamics - for example, which types of inmates achieve the greatest degree of learning of pre-release program information, (b) outcomes of program participants while they are under parole supervision - for example, recidivism as well as prosocial behavior, such as seeking of employment, and (c) impacts upon pre-release programs of interorganizational relationships. Examples of the latter include (a) the relationship, at each facility, between institutional corrections and institutional parole, and (b) the relationship, at each facility, between the pre-release center and community-based agencies involved in development of employment opportunities.

Variables

A. Dependent Variables

A key dependent variable in this study is acquisition and retention of knowledge provided through pre-release programs. Since the only assessment of information gain by pre-release program participants was conducted in California during 1965-66, there has been hardly any focus in the pre-release literature on learning and the variables affecting learning during exposure to pre-release programs.²³ Until the pre-release program is standardized statewide, the measure of acquisition and retention of pre-release knowledge will differ depending upon the particular types of information offered at the individual Pre-Release Centers (see attached program descriptions).

In addition, the dependent variable of prison adjustment during exposure to the pre-release program will be examined. A widely utilized measure of prison adjustment is the inmate's institutional disciplinary record. In the N.Y.S. system, inmates involved in the disciplinary process may appear before a minor-type proceeding (Adjustment Committee) or a Superintendent's proceeding for the more major types of disciplinary infractions. The Warden's Card, located in each facility, has data on disciplinary adjudications. It is also recognized that positive behaviors are indicative of prison adjustment. For example, in a recent study by Goodstein (1979) relating prison adjustment and transition to community life, a range of institutional behaviors were examined including "disciplinary record, work assignment, supervisor's rating, and participation in treatment and recreational programs."²⁴ However, since the inmate involved in the pre-release program may be extensively involved in other related program offerings, the focus will be on the dependent variable of record of disciplinary involvement rather than on other types of program participation.²⁵ Pre-program data on other types of program participation will also be collected.

Dependent variables concerned with attitude change will also be examined. One attitude concerns an inmate's perception of self-worth or self-adequacy. In this regard, some adjustments were made to the Janis-field Feelings of Inadequacy Scale. The particular version of this scale which was adjusted was a revised version reported by Eagly (1967).²⁶

A second inmate attitude of interest to this plan of research is an inmate's degree of optimism concerning his/her own release prospects with a focus on further criminal involvement and general life satisfaction. This specific attitude has, surprisingly, not been the subject of much empirical work in corrections despite the fact that various programs are premised upon such attitude change. However, a researcher cited earlier in the discussion

on alienation, Zingraff (1975), has referred to Thomas' (1971) development of a post-release expectation scale, which is also discussed in Thomas (1975).²⁷ His scale was developed to test the hypothesis that the degree to which an inmate has positive expectations concerning his probable post-release adjustment would imply lower prisonization.²⁸ Also, as Thomas (1975) notes, "to the extent that inmates anticipate their release from prison with apprehension and fear, one would expect them to be more alienated than those who expect to approach release with considerable self-confidence."²⁹ This hypothesis by Thomas is one approach to relating the independent variable of alienation - to post-release expectations.

Upon review, one drawback of the scale developed by Thomas may be that the items may be too general in nature. For example, the scale refers to an inmate's fear that family or friends have given up on him/her and to fears that being incarcerated has ruined the inmate's life.³⁰ The scale constructed for the proposed research project is more specific in nature, focusing upon such expectations as (a) remaining drug free, (b) securing and holding a job, (c) having good mental and physical life, (d) having a good family life, etc.

Finally, through the administration of a questionnaire to field parole officers on the parole adjustment of selected parolees on caseload, the dependent variable of parole adjustment will be examined. As was earlier mentioned, data will be reported on recidivism as well as prosocial behaviors during the parole supervision period, such as seeking of gainful employment, etc. The procedure for administration of the survey to the field parole officers will be coordinated through the Division of Research and Evaluation, which is within the Division of Parole. It is felt that such coordination will improve the survey return rate of the field parole officers.

As is indicated on this questionnaire, part of the data to be collected will be concerned with prosocial behaviors, such as job (seeking and holding), personal (problems concerning family, drugs) and parole regulations. Contingent upon collaborative review of the proposed questionnaire by the Division of Parole and Department staff, there may be further development of the questions regarding prosocial behavior. In this regard, a relevant reference by Carlson (1978) was reviewed, in which a rationale was provided for the use of social adjustment scales, in addition to recidivism scales, in studies of parolee populations.³¹ Carlson referred to the social adjustment scale as a scale of "quality of life" including such success indicators as stable residency, participation in self-improvement programs, financial stability, involvement in a training program, school and/or job, and "vertical" mobility (i. e. raise in level of employment, education or vocational program).³² Carlson indicated that such adjustment scales have been used for research on operations of halfway houses, parolee reintegration centers, etc.³³ Furthermore, "in each case, high adjustment scores were found to be associated with low rates and seriousness of recidivism."³⁴

In summary, Carlson's discussion of a "quality of life" scale is most relevant to this proposed research on post-release follow-up of pre-release program participants. As Carlson indicates, each item in this scale "suggests stability, responsibility, maturity, and a sense of general order in a life style correlated with socially accepted patterns of behavior."³⁵ Given the various proposed benefits of institutional pre-release programming, it is most important to assess such indicators of social adjustment as well as recidivism measures.

B. Independent and Intervening Variables

Various independent variables have been identified for inclusion into the project's research design. Because this proposal has an intensive focus upon the neglected variable of learning of knowledge imparted through pre-release programs, several variables related to learning have been selected.

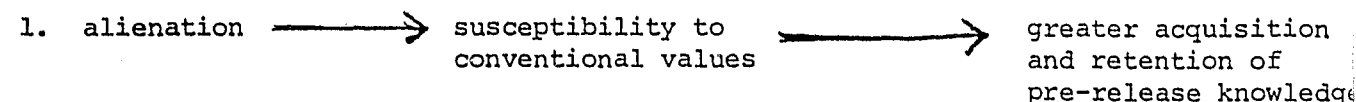
1. Alienation

First, alienation, especially as powerlessness, has been demonstrated by Seeman (1963) to be related to inmates' ability to learn information about conditions related to success on parole.³⁶ First, earlier work by Dean (1961) on university-based populations indicated that of the three components in the alienation scale - powerlessness, normlessness and social isolation,³⁷ the component of powerlessness had the highest correlation (.90) with alienation.³⁷ A key finding regarding alienation is that it has been found to be a factor distinguishing between the high and low scores during the "recovery process" identified by Wheeler (1961).³⁸ Wheeler's research on incarcerated populations showed that inmates nearing the end of confinement periods are susceptible to the influence of conventional value orientations.³⁹ As a special case of "anticipatory socialization", inmates at the conclusion of the incarceration period experience a recovery process from the direct influence of the inmate subculture.⁴⁰ They, therefore, would appear to be more susceptible to the influences of conventional values and should exhibit readiness to learn the various knowledge components offered by pre-release service programs.

In addition, alienation has continued to attract the attention of prison researchers. For example, a relevant doctoral dissertation by Guenther (1972), in part, applied alienation theory to inmate conceptions of the release process.⁴¹ Alienation was defined as an individual's expectancy that his own behavior cannot determine the outcomes he seeks, and was measured by Seeman's powerlessness scale items.⁴² Release ideology was seen as "a pattern of beliefs held by prisoners regarding the learning of facts objectively relevant to parole, the importance of criteria allegedly important in getting parole, and judgments about 'the chances for parole' of four hypothetical candidates."⁴³ The major finding was that alienation (as well as inmate role structure) was an independent predictor of release ideology. In other words, alienation had some influence upon inmate conceptions of parole release. Given such findings, it should be expected that alienation should have influence upon an inmate's degree of pre-release learning.

Finally, Hyman (1977) examined the relationship between alienation and prisonization. Two measures of alienation were examined; they included "societal alienation and alienation from the formal organization of the prison (contextual alienation)".⁴⁵ Hyman and associates (especially Thomas) have published other studies concerning prisonization. In an earlier paper, Zingraff (1975) identified the components of prisonization, as conceptualized by Thomas (1971): (a) "normative assimilation (degree of inmate adoption of tenets of the inmate normative system) and (b) social role adaptation (position occupied by an inmate within the inmate society's formal structure)."⁴⁶ Through the use of beta weights and multiple partial coefficients, it was shown that contextual alienation was most important in accounting for variance in prisonization, followed by the following two independent variables: (a) societal alienation and (b) length of time served.⁴⁷ One conclusion was that a coercive organizational structure leads to inmate alienation which, in turn, leads to prisonization.

As is indicated on the attached chart, the research hypothesis on alienation would consist of the following:

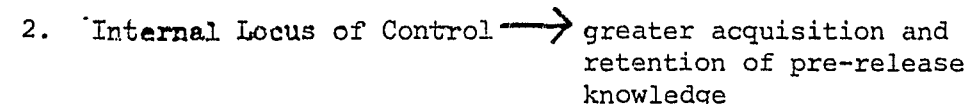


With reference to the earlier mentioned construct of prisonization, it would appear that this construct is related to the abovementioned postulated intervening variable of "susceptibility to conventional values". As Zingraff (1975) notes, one of the prisonization components postulated by Thomas (1971), normative assimilation, involves extent of inmate's adoption of the inmate normative system including "emphasis of physical toughness, negation of legitimacy of the formal organization, and exploitation of institutional staff and programs".⁴⁹ Examples of this prisonization component include "the other boys are right when they say - "don't do anything more than you have to".

2. Locus of Control

The influence upon learning of locus of control will also be examined. Locus of control is derived from the social learning theory of Rotter (1966) and it refers to the "extent to which persons perceive contingency relationships between their actions and their outcomes".⁵⁰ Individuals who are "internals" believe that at least some control over their destinies resides within themselves whereas "externals" believe that their outcomes are determined by agents or factors extrinsic to themselves. Recent literature on locus of control includes a study of Groh and Goldenberg (1976) among subgroups in a midwestern medium-security prison.⁵¹ Consistent with earlier research (Brown and Strickland, 1972; Strickland, 1965), locus of control scores were predictive of involvement in social activities, with inmates active in inmate organizations being more "internal than uninvolved inmates".⁵² Although this research finding would be useful in terms of possibly accounting for inmate affiliation with pre-release programs, the focus in this study for the independent variable of locus of control is its potential relationship to learning of pre-release knowledge. With respect to the issue of inmate affiliation, subsequent research efforts may wish to examine whether the inmate pre-release counselors display internal locus of control scores. Although this proposed study focuses on the inmate program participants, later research may address issues concerning the characteristics of these inmates who become pre-release counselors.

It is postulated that inmates displaying internal locus of control scores should score relatively higher in degree of learning than inmates displaying external locus of control scores. The research hypothesis would consist of the following:



One possible explanation of such an 'empirical' relationship would be that since "internals" believe that at least some control over their destinies resides within themselves, they should perceive that learning of knowledge provided through the pre-release center program is instrumental to subsequent success under parole supervision. This suggested process may also relate to the earlier cited reference to Guenther's (1972) study on alienation, in which pre-release ideology was independently predicted by alienation (defined as the expectancy that one's own behavior cannot determine the outcome one seeks).⁵³

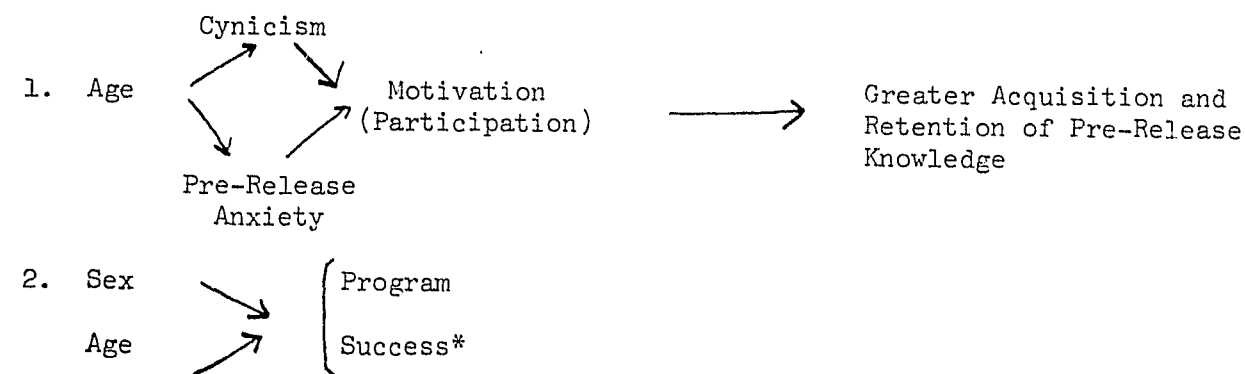
It is useful to compare the constructs of alienation and locus of control in order that there may be a clear understanding of the differences between them. As is indicated in the discussion of the research design, the scale for alienation was selected due to its multi-dimensional approach. That particular scale taps various components including powerlessness, normlessness, and social isolation. (In addition, a scale to measure an intervening variable - cynicism - was inserted into the alienation scale). Whereas the alienation scale is multi-dimensional, the version of the Rotter (I-E) Internal-External Locus of Control Scale which has been selected is recommended as a measure of generalized I-E expectancy.

With regard to a differentiation between the two constructs, alienation is viewed as a measure of the individual's perception of the environment through such components (as measured on Dean's 1961 scale, which will be used in this study) as powerlessness, normlessness and social isolation.⁵⁴ In comparison, locus of control is viewed as a measure of the individual's attitude toward self as an effective instrumentality. In summary, the specific environmental perceptions conceptualized as alienation are quite distinct from locus of control, especially since the latter involves self-perception.

3. Demographic Variables - Age and Sex

In the proposed design, six of the eight specified facilities currently have pre-release centers (two facilities, originally selected for comparison purposes since they do not currently have centers, are expected to eventually implement the pre-release center concept--they are Attica and Coxsackie). Of the six operational centers, two (Bedford and Bayview) service female inmates and four service male inmates. Of the four male facilities, two (Taconic and Elmira) service young adult males whereas two (Woodbourne and Green Haven) service adult males.

Given this distribution of types of service populations, it has been planned to include in-program and post-release data concerning the possible influences of the following two independent demographic variables--gender of client and age of client. In order to study the effects of these variables, the following research hypotheses have been developed.



*As measured through index which is a composite of knowledge acquisition, attitude change and parole adjustment.

A. Age Variable

Although criminological research has included studies relating the influence of gender and age upon delinquency and adult criminal behavior, institutional corrections literature has only had brief discussions of these variables with a greater focus in the parole literature, especially during the sixties and seventies.⁵⁵

The first above-mentioned hypothesis posits a direct relationship between the age of the program participant and the extent of acquisition and retention of pre-release knowledge. This is based upon the assumption that the older offender (dependent upon the extent of his criminal career, as measured by time served in adult correctional institutions) may be relatively more motivated to acquire and retain pre-release knowledge and apply such knowledge to facilitate his/her post-release adjustment. Also, the older, more experienced offender may have more knowledge about actual release conditions, as compared to the inmate in State prison for the first time. Other factors which might mediate this relationship would include the following:

1. Cynicism

The degree of cynicism may affect the older, experienced (re number of major incarcerations) inmate's extent of pre-release program involvement and subsequent knowledge acquisition by influencing the perception of the utility of such involvement. In order to measure this variable, a cynicism scale was inserted into the alienation scale. This scale was taken from the study reported by Thomas (1971), as extended by Zingraff (1975).⁵⁶ As is indicated in the research design section of this proposal, the prisonization studies of Thomas included one scale measuring "opposition to the institution", and it was decided to include this scale in order to measure cynicism.⁵⁷ The specific hypothesis is as follows: if cynicism is high, then motivation (as measured by program participation) should be low. Furthermore, this relationship should be especially prevalent for the older, experienced offender. This is predicted because the experienced offender's cynicism is expected to be greater due to extensive criminal justice system involvement. In summary, the age variable is hypothesized as being directly related to acquisition and retention of pre-release knowledge through the intervening variables of (a) cynicism, and (b) motivation (participation). In addition, the intervening variable of cynicism is viewed as also impacting upon knowledge acquisition and retention through the variable of susceptibility to conventional values (see diagram on p. 25) with this susceptibility having already been related to prisonization (see p. 12). That is, if cynicism is high, susceptibility to conventional values should be low.

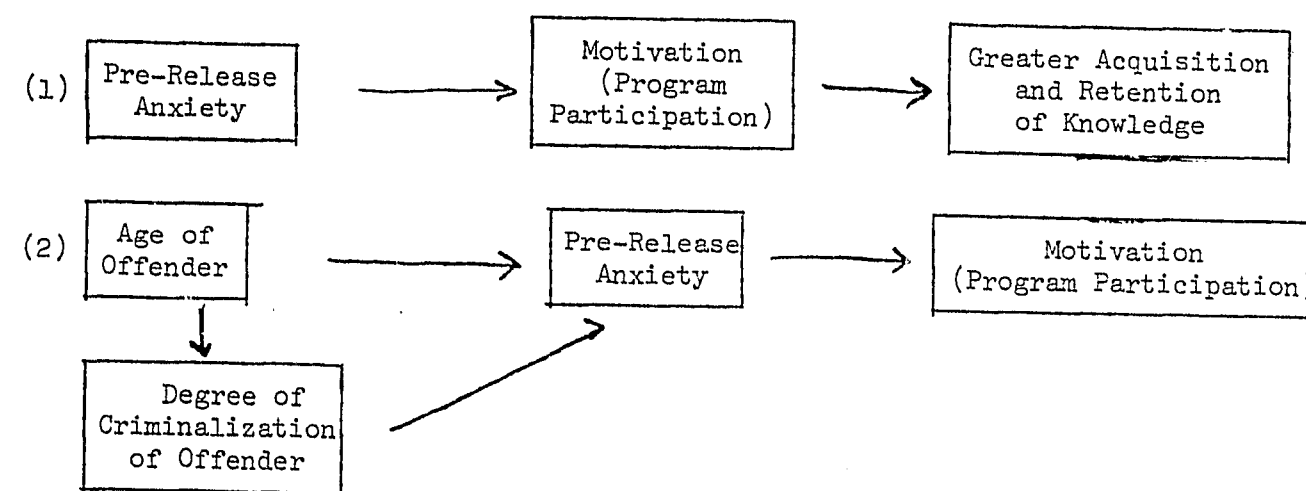
2. Pre-Release Anxiety

A scale has been included to measure pre-release anxiety, or "short-itis." This scale was taken from the one published study on this phenomenon by Holley and Mabli (1978), who studied inmates at Federal Correctional Institutions--Fort Worth.⁵⁸ One of the findings was that according to inmates who were interviewed, the most frequently cited variables associated with susceptibility to "short-itis" were being young and female.⁵⁹

The following hypothesis is postulated for pre-release anxiety; that there is a negative relationship between the extent of pre-release anxiety, or "short-itis", and the extent of acquisition and retention of pre-release knowledge. In other words, if pre-release anxiety is high, acquisition and retention of pre-release knowledge should be low. It is further postulated that this effect is mediated through motivation, as indicated by program participation of the inmates.

One possible mediating effect of the anxiety variable would be as follows: it is predicted that the "first" offender who is relatively younger would have a tendency to exhibit greater pre-release anxiety than the offender who possesses more incarceration experience (and who may be relatively older). This antecedent variable may be conceptualized as extent of criminalization or criminal self-identification. It may be operationalized as extent of incarceration experience (i.e., number of prison commitments).

These two proposed relationships involving pre-release anxiety may be diagrammed as follows:



The concept of criminalization may also be related to the emerging literature on career criminal offenders, with its focus on younger offenders whose repeated criminal justice system contact is followed by adult correctional system experience. For example, reference is made to the NIJ/LEAA-funded study, by Rand Corporation, on the prison experience of career criminals.⁶⁰ This sizeable component of State correctional populations represents an emerging program need, especially in terms of preparing for subsequent release to the community.

B. Sex Variable

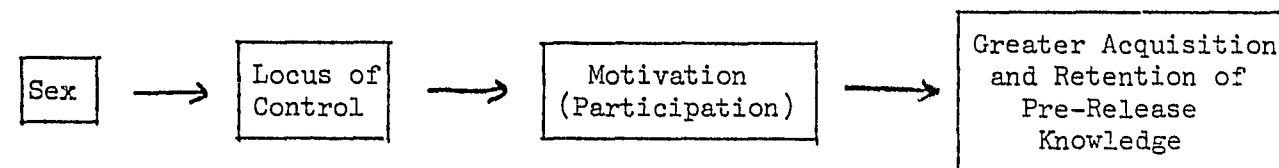
The variable of gender of inmate will also be examined. Recent correctional literature has focused upon the stresses, both individual and familial, facing the female offender returning from an adult correctional institution. As a case example in New York, conversations with female offenders at this State's facility at Bedford Hills indicate a concern that the female offenders would prefer returning to a type of halfway-house environment which would allow them to both (a) seek and hold gainful employment, and (b) live with their children, with day-care or alternative arrangements enabling them to work during the daytime hours. This preference was expressed as part of their concern that upon return to an apartment in civilian society, a female offender usually must waive opportunities for employment in order to provide full-time care for her young children.

Given the existence of such stresses, (in addition to the previously mentioned findings of Holley and Mabli (1978) concerning inmate perceptions of pre-release anxiety among young female inmates), it may be expected that female pre-release programs would experience considerable difficulty in preparing the offender for coping with such post-release stresses.⁶¹

However, a countervailing tendency that might be operational in the post-release adjustment of female offenders may be the existence of more extensive social support systems. There is a perception among correctional system practitioners that the female parolee has more extensive support systems such as a parent (typically, the mother), children, etc. Such support systems might be expected not only to influence post-release behavior but also to reinforce the offender's interest in preparing for parole through participation in pre-release center programming. Hence, the hypothesis concerning female offenders in this study is that female pre-release program participants should exhibit a higher index of program success than male inmates. As part of this hypothesis, it is also predicted that female program participants will exhibit relatively greater acquisition and retention of pre-release knowledge, in comparison to male program participants.

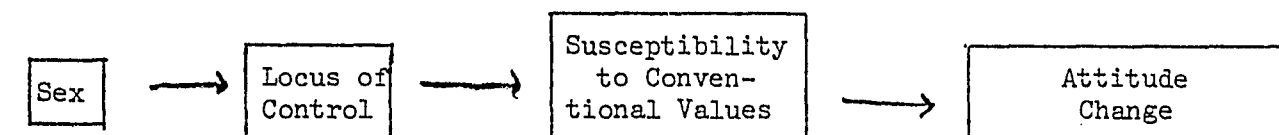
On a preceding page (13) and on subsequent pages 23, 25, the hypothesized effects of the variable of gender (sex of inmate/client) have been diagrammed, as follows: (1) females should experience greater program success, and (2) females should experience greater acquisition and retention of pre-release knowledge. Furthermore, the following (pp 16-17) section on program format, in regard to Bayview's program, indicates that it would be possible to explore the hypothesis as to whether, if female inmates are relatively passive, they are likely to possess external locus of control which in turn might lead to less receptivity to acquisition and retention of pre-release knowledge.

This prediction relates back to the hypothesis which was discussed earlier (on p. 12) concerning the expectation that inmates displaying internal locus of control scores should score relatively higher in degree of learning than inmates displaying external locus of control scores. The relevant excerpt from the subsequently presented path analysis (on p. 25) is as follows:



In addition, the above-mentioned path analysis also suggests that the variable of inmate/client gender, through its impact on locus-of-control, is subsequently expected to impact upon the dependent variable of attitude change. Attitude change and knowledge acquisition are the two dependent variables.

Locus of control is viewed as impacting upon attitude change through the variable of susceptibility to conventional values, as follows:



4. Program Format

In an earlier section, the overview of the experimental design indicated that the following facilities with Pre-Release Centers had been selected for this study:

1. Bedford Hills - strong administrative direction. Female/mixed ages
2. Bayview - private vendor-operated. Female
3. Woodbourne - adult male. Medium-security inmate
4. Elmira - young adult male. Maximum-security inmate
5. Green Haven - adult male. Maximum-security inmate
6. Taconic - young adult male. Medium-security inmate

Descriptions of each of the above-mentioned Pre-Release Center programs (and Eastern's Program) are found in the last section. As is indicated in the above-mentioned description, the programs differ on a number of characteristics.

First, the two programs for female inmates have strong differences. In contrast to the male programs, the program at Bedford Hills has had a history of strong administrative direction from the correction counselor assigned as the administrative liaison. (The male programs tend to have strong policy/planning direction from inmate staff.) As is indicated in the section on program descriptions, "Bedford's inmate staff serve to implement programs, counsel and correspond, while the director of the program (who is also program manager of the Network program at Bedford) determines program policy and planning."

At the time of the summer 1980 field visit, Bayview's program staff from The South Forty Corporation indicated that they were planning training sessions in order to recruit inmate peer counselors. However, the program format at the time of the August 1980 visit was that in which a private foundation (South Forty) delivers pre-release program services to the inmate population. At Bayview, the South Forty Program has strong support from the facility's administration and is the only State facility pre-release service system which is mandatory for eligible inmates.

The remaining programs are at four male facilities - Woodbourne, Elmira, Green Haven, and Taconic. The basic differences between the programs involved are the age of the client population and the particular security-level (maximum or medium-security) within which the program operates.

The program format utilized at Bayview is of particular interest in this research study and hypotheses have been discussed in the program description section. First, it was stated that it will be useful to determine whether the program's mandatory status has any effect on knowledge acquisition

or attitude change. In this regard, it is a commonly heard assumption that programs are more effective when clients volunteer rather than when they are unwilling participants through either explicit or implicit. The appropriate comparison group would be the female group of program participants at Bedford Hills, where the program is voluntary.

Furthermore, the discussion on Bayview's program suggested other possible hypotheses on female clients, as follows:

"It will be interesting to see if female clients possess any significant difference on any segment of the pre-test, and whether they experience a greater change during the three months of pre-release. If women are more passive, as some say, this might lead to greater receptivity to learning. On the other hand, being passive might indicate that women are more likely to possess external locus-of-control which in turn might lead to less receptivity."

For these hypotheses, the data for the two female facilities - Bedford Hills and Bayview - could be contrasted to data from the four male facilities.

It would be expected that certain of these relationships may be specialized components of the overall postulated relationship (see p.12) between locus of control and acquisition and retention of pre-release knowledge. That hypothesis indicated that inmates with internal locus of control scores should display high acquisition and retention of pre-release knowledge. If female participants possibly score relatively more extensively in terms of external locus of control, according to the passivity prediction, it would be expected that they would show relatively less acquisition and retention of pre-release knowledge. With regard to the age variable, it would be predicted that both female and male participants who are relatively older should display internal locus of control scores and, therefore, score higher in terms of greater acquisition and retention of pre-release knowledge. The underlying reason suggested would be that with more extensive life experience, older individuals come to see themselves as having relatively more control over their destinies residing with themselves.

Hypotheses Concerning Program Impacts
of Interorganizational Relationships

Earlier (on Page 9), the reference to the above-mentioned variable of interorganizational relationships was discussed and examples of such relationships were provided including (a) each facility's relationship between institutional corrections staff and institutional parole staff, and (b) each facility's relationship between the Pre-Release Center program and staff and various community-based agencies involved in development of employment opportunities for prospective releasees. Another example would be the relationship between institutional parole staff and such community-based agencies.

Only a very limited amount of information exists in the correctional literature on this interorganizational relationship variable. The most recent discussion appeared in an LEAA-funded report assessing "the present state of knowledge regarding community-based programs which provide employment services to prison releasees."⁶² Special attention is devoted to linkages between community-based employment service systems and corrections and parole systems. As this study indicates, "a wide variety of relationships exist between corrections officials and Employment services programs."⁶³ Furthermore,

"In some cases, corrections officials have changed their procedures to facilitate programs' activities . . . On the other hand, corrections officials may hinder program operations."⁶⁴

However, alternative approaches by corrections staff are recognized; it is also noted that "even if prison officials are uncooperative toward programs seeking to conduct outreach activities within the institution, they may nevertheless refer releasees to these programs."⁶⁵

Attention is also focused upon the relationship between parole officers and such community-based programs. The report noted that "parole officers can both refer potential clients to programs and monitor clients' employment process."⁶⁶ Furthermore, it was indicated that "despite the need for good relationships with parole officers, programs rarely assess these relationships in a systematic manner."⁶⁷

Since this interorganizational relationship variable was first conceptualized, the Department and the Division of Parole have (a) signed a July 31st interagency memorandum of agreement committing both agencies to work cooperatively, and (b) signed a September 24th memorandum on the Pre-Release Center organization and operation.⁶⁸ The latter memorandum details the involvement of both agencies and, for review purposes, Parole is described as being responsible for the following activities under the plan of joint program administration by both Correctional Services and Parole (Institutional Services).

1. Participation on Pre-Release Center Management Committee
2. Participation in Center orientation for prospective inmate participants

3. Conduct of Pre-Parole Board appearance sessions.
4. Possible conduct, where appropriate expertise is possessed, of job development technique sessions.
5. Possible conduct, where appropriate expertise is possessed, of Mock Employment Interview Sessions.
6. Supervision of Mock Parole Board Hearing Session.
7. Conduct of Field Parole Supervision session "cooperation with a Field Parole Officer, where available." 69

With regard to involvement of staff of the Department of Correctional Services, each Center's Department administrative liaison (which has typically been a Correction Counselor from the Service Unit) and other Department staff having appropriate expertise are responsible for participating in the various "core" activities and services of the Pre-Release Center. In addition, along with the Senior Institutional Parole Officer and the Inmate Resident Director, the Correctional Services staff member designated by the Superintendent participates in the Pre-Release Center Management Committee.

This outline has been presented to provide examples of the various aspects of the relationship between institutional corrections and institutional parole, specifically referring to the operations of the Pre-Release Center. Further discussions with Parole Division staff should result in a more comprehensive understanding of alternatives for the measurement and study of the interorganizational variable and its potential impacts upon the Pre-Release Center program. These discussions will also focus upon the linkages between the community-based employment service programs and Parole and Correctional Services pre-release staff (as well as the pre-release program itself).

A major reason for the focus on these employment service programs is that, with the reduced extent of Federal funding for ex-offender programs, the number of community-based programs providing employment services to prison releasees is decreasing. It is, therefore, important to review the relationships of the currently existing service programs to the pre-release center program in order to determine which types of interorganization relationships result in the most productive system of service delivery to (a) inmates prior to release while within the pre-release program, (b) releasees during the period of parole supervision.

Although this variable of interorganizational relationship (among Correctional Services and Parole pre-release components and community-based employment service programs) is in the process of being conceptualized, it is possible to offer hypotheses concerning the program impacts of this variable, as follows.

1. The greater the extent to which the employment service program is provided access to pre-release program participants during the pre-release cycle (90 day period prior to release), the greater the extent to which the service program will be utilized by the participant subsequent to his release to parole supervision.

2. The greater the extent to which both Correctional Services and Parole (Institutional Services) staff participate in "core" services and activities of the Pre-Release Center, the greater the extent to which inmates will participate in the program (for example, with the Center's inmate peer-counseling staff).

Another hypothesis concerning the employment service programs would relate to the paraprofessional nature of the pre-release counseling program, that is, the inmate peer counseling component. Various ex-offender service programs have former inmates in counseling and placement service positions, and this factor may be congruent with the peer counseling aspect of the pre-release program, as follows:

3. The greater the extent to which inmate peer counseling is relied upon within the pre-release program, the greater the extent to which employment service programs will be integrated within the pre-release program and utilized by participants subsequent to their release to parole supervision.

The following rationales are provided for the preceding three hypotheses:

1. It is hypothesized that the greater the access provided to the community-based employment service system during the program cycle, the greater the extent to which the inmates will utilize the program prior to and subsequent to release.

By providing the community program access to inmates within the facility during the cycle (preferably during the early phase), it is expected that the inmates will become familiar with the program's offerings and perceive the advantages of becoming involved in the program. It is expected that the inmates would become familiar with both the program's components and its staff. This should be especially important since the inmates would probably work with the same program staff subsequent to their release to parole supervision.

2. It is hypothesized that the greater the extent to which staff of both agencies (Correctional Services and Parole) participate in the Center's "core" services and activities, the greater the extent to which inmates will participate in the Pre-Release Program's various components.

Although the Pre-Release Program originated as an inmate initiated effort, with inmates as peer counselors, staff of Correctional Services have been involved in an administrative liaison capacity (and Parole staff will now share this liaison function). Furthermore, the program has provisions for various types of participation of staff of both agencies possessing relevant expertise. It is predicted that in Centers where such staff participate to a relatively greater extent in "core" activities, there will be relatively greater inmate program participation. One possible explanation for such a relationship would be that this staff participation (such as leading selected seminars and role playing sessions for inmates) should confer further legitimacy upon the program, thereby leading to a greater willingness among the inmate population to become involved with the program. In this regard, this relationship may hold given reports, by inmate staff, that certain types of inmates are reluctant to accept services such as peer counseling because they do not recognize the helping abilities of their fellow inmates.

3. It is hypothesized that the greater the extent to which inmate peer counseling is relied upon in the Pre-Release Center programs, the greater the extent to which (a) the community-based employment service program is integrated, and (b) the employment service program is utilized subsequent to the release of the inmates to parole supervision.

This reference to the extent to which inmate peer counseling is relied upon is concerned with the program's emphasis on this mode of service-delivery. In this regard, during field visits earlier this year, it was noticed that some Centers (such as Green Haven) reported a strong emphasis on this program component whereas other Centers (perhaps due to a focus on other services such as employment preparation) do not report as strong an emphasis on inmate peer counseling.

This issue of congruence between pre-release peer counseling and ex-offender service programs (i.e. employment services) may be supported by reference to other human services literature concerned with interagency relationships involving paraprofessionals. For example, in a monograph on professional and paraprofessional drug abuse counselors, researchers indicated that, in terms of interagency relationships, the professional demeanor called for in the interactions between professionals and governmental agencies tends to be resisted by action-oriented community groups. Furthermore, "members of these groups may prefer to interact with paraprofessionals whose backgrounds are similar to constituents of the community groups and who, having often come from the same or similar neighborhoods, are more familiar with community issues."⁶⁹

The exact methodology for study of these organizational - level variables will subsequently be developed in collaboration with staff of the State's Parole Division. For example, a method will have to be devised for assessing the extent of involvement by staff of Corrections and Parole in the Program's core services and activities.

In collaboration with Parole Staff, Department Program Liaison staff and inmate Program Directors, methods will also have to be devised for measuring the extent of the following:

1. access of community-based employment service programs to Pre-Release Programs.
2. utilization of employment service programs by inmates subsequent to release.
3. emphasis placed upon inmate peer counseling within Pre-Release Programs.
4. degree of inmate participation in Pre-Release Program (i.e. seeking out peer counselors for assistance).

Summary of Research Hypotheses

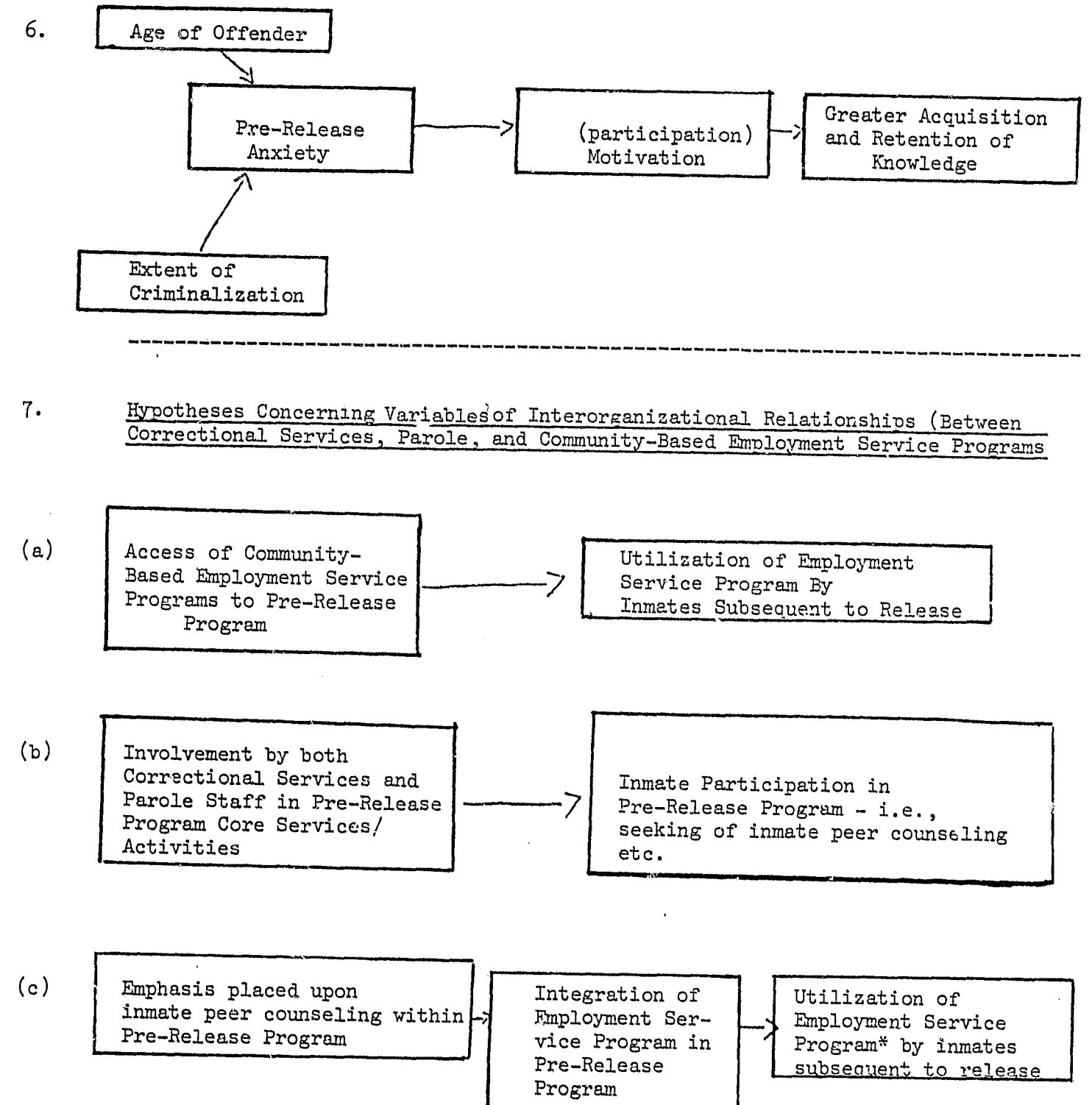
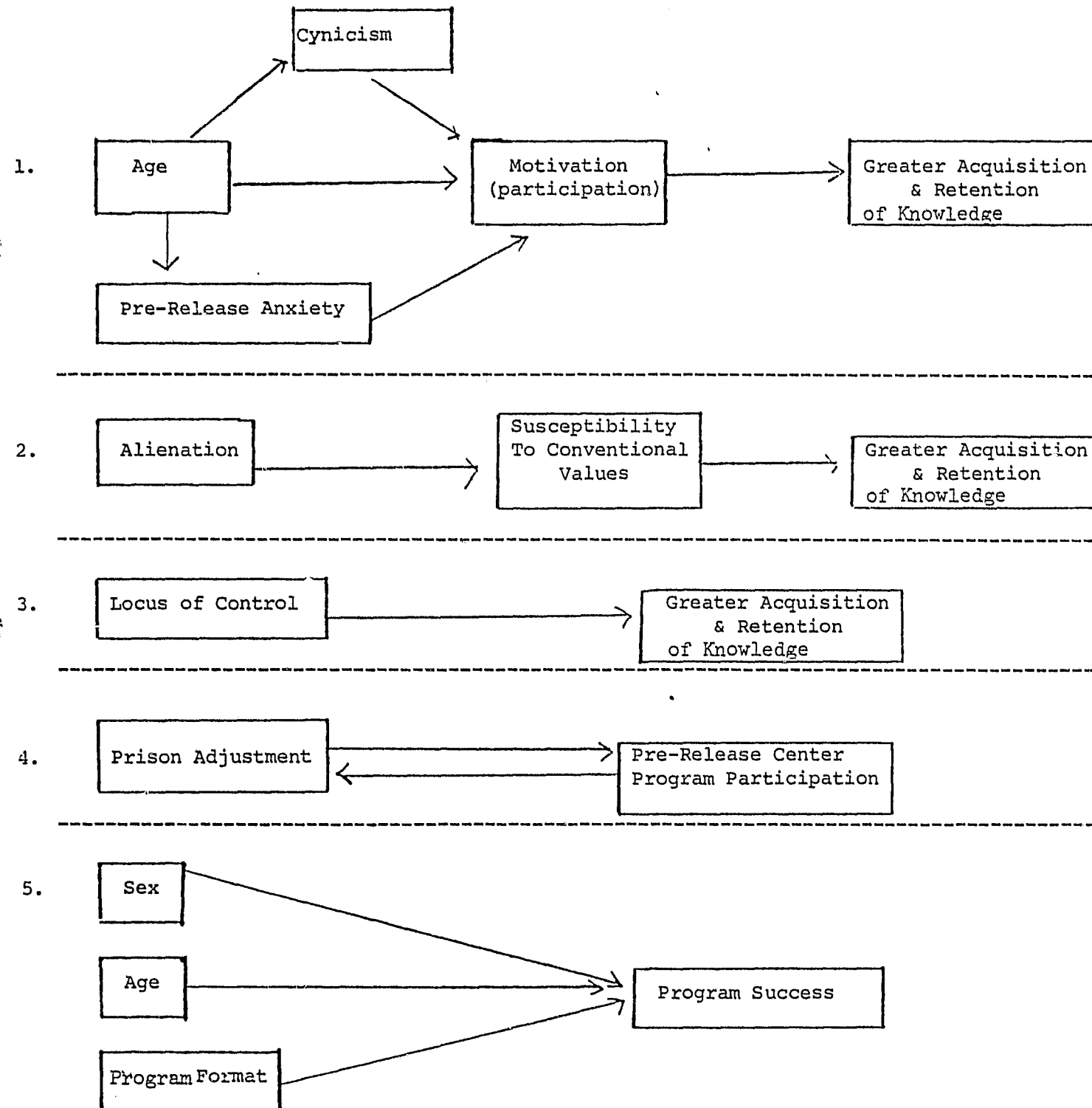
The following section consists of three diagrams illustrating the hypothesized relationships among the variables to be studied. The first diagram outlines, in six sections, individual-level variables, that is, variables concerned with the inmate from either a pre-program (i. e. alienation) or in-program (i. e. pre-release anxiety) perspective. The second diagram outlines organization-level variables since hypotheses are presented concerning inter-organizational relationships (between Correctional Services, Parole and Community-Based Employment Service Programs.)

The third diagram presents a path-analytic framework for analyzing the variables to be studied. One important aspect of this presentation is that it suggests the sequential order of the variables, as well as the impacts of multiple variables upon a given variable. This diagram is divided into two sections: the first section is concerned with variables operational in the Project's institutional pre-release services phase, and the second section is concerned with variables which are either (a) operational at the interface between the institutional services and parole supervision phases, or (b) operational in the Project's parole supervision phase.

The narrative following the aforementioned variable diagrams focuses upon the path-analytic presentation of the hypothesized relationships between the independent, intervening and dependent variables.

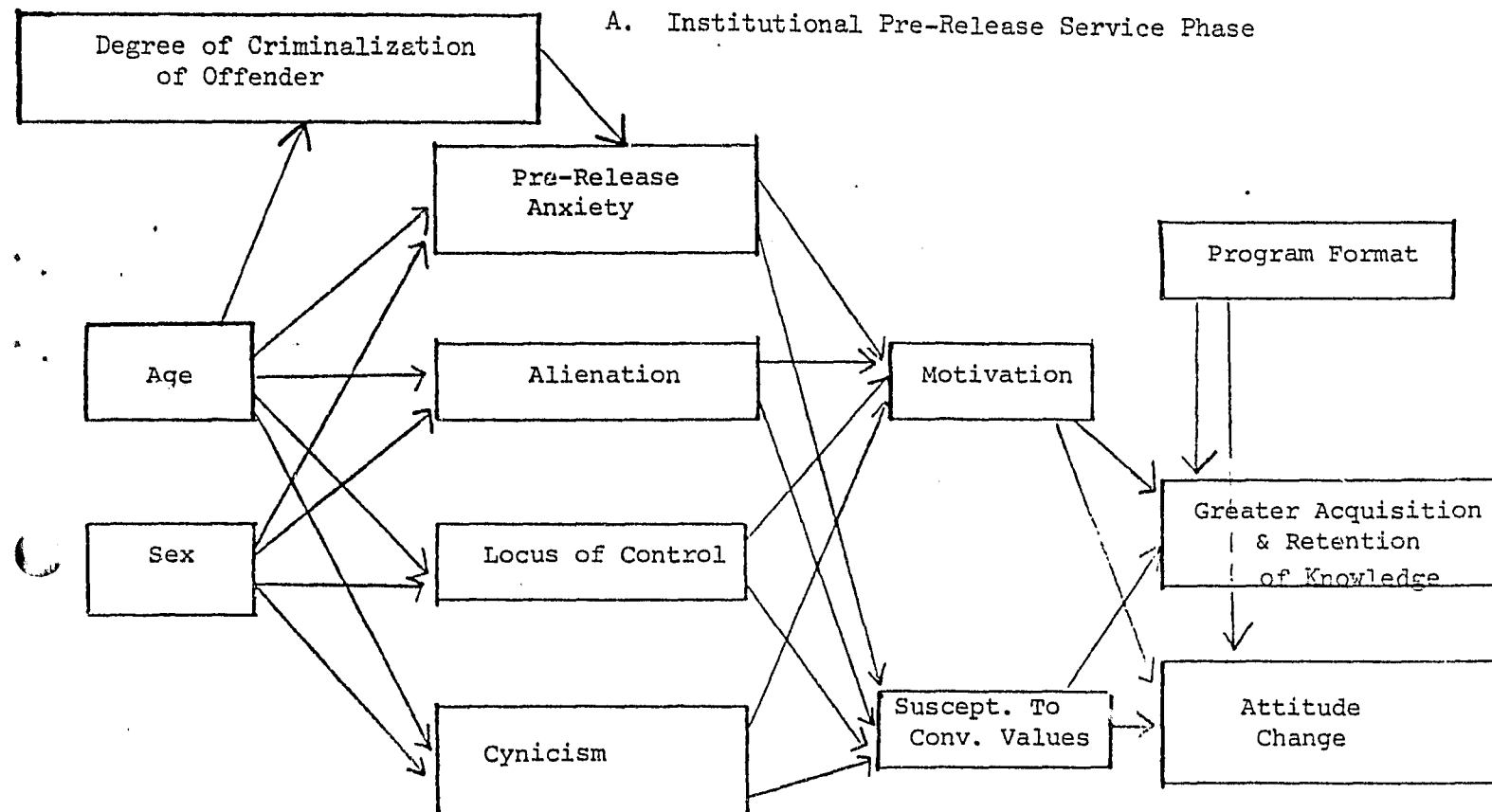
SUMMARY OF RESEARCH HYPOTHESES

The preceding six research hypotheses can be diagrammed as follows:

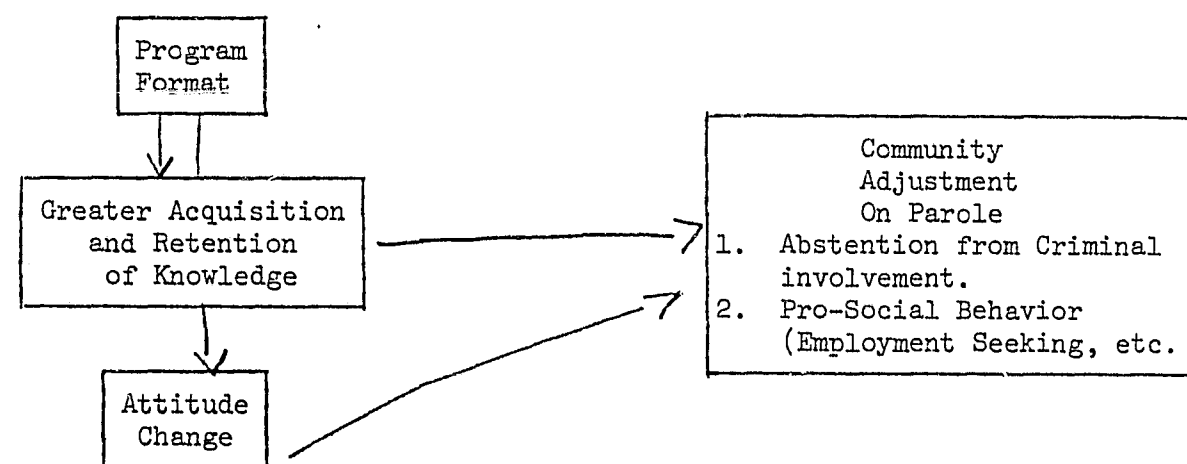


*Special emphasis placed upon such program staffed by ex-offenders.

A way of analyzing the variables together might be in a path analysis format as follows:



B. Parole Supervision Phase



Path Analysis - Relationships Between Variables Through Pre-Release and Post-Release Periods

The following comments concern the illustrated path analysis of the independent, intervening and dependent variables. In this discussion, the variables discussed in the section on hypothesized interorganizational relationships have been excluded in order to focus on individual-level variables such as alienation, attitude change, etc.

One goal of this section is to offer the reader an overview of the predicted dynamics of the relationships between the various variables. That is, the prior section describing the independent and intervening variables also discussed various possible relationships among the variables but an overview was not presented mapping the entire sequence of variables and hypothesized relationships. In summary, such an overview should facilitate greater understanding of the theoretical concerns underlying this proposed study.

One useful way of categorizing the variables in the path analysis diagram is to first view those which are pre-programmatic in nature. Such variables are brought to the pre-release program by the offender-in other words, they are characteristic of the inmate. They include the variables of age, sex, alienation, locus-of-control, cynicism, and degree of criminalization.

Other variables are program-specific in nature. For example, pre-release anxiety, as studied by Holley and Mabli (1978), is postulated to exist during the in-program period. Also, motivation of the inmate has been operationally defined as the degree of pre-release program participation.

Finally, there are post-program variables which are temporarily located outside of the pre-release program. For example, community adjustment while under parole supervision will be measured by reference to (a) abstention from criminal involvement, as well as (b) pro-social behavior.

The dynamics of the relationships between the variables are postulated as being quite complex, as indicated in the path analysis diagram. In the top half of the diagram, referred to as institutional pre-release services, various variables are seen as impacting through two mediating variables-- motivation and susceptibility to conventional values. (It has also been indicated that the widely cited construct of prisonization is related to this mediating variable of susceptibility to conventional values).

It is further postulated that each of these two mediating variables impact upon each of the following dependent variables:

1. greater acquisition and retention of knowledge
2. attitude change

In addition, the temporal order postulated in the diagram suggests that the knowledge acquisition/retention variable may precede the attitude change variable.

The other variable hypothesized as impacting upon each of the above-mentioned two mediating variables is program format; this variable has been earlier discussed with a special focus upon Bayview's private foundation (South Forty)- operated program.

The interface between the institutional pre-release and parole supervision phases of the path analysis diagram is viewed as the hypothesized impacts of the two dependent variables (acquisition and retention of pre-release knowledge, and attitude change) upon the variable of community adjustment while on parole.

With regard to attitude change, the focus is on the two components of the inmate's perception of self-worth and optimism concerning post-release prospects. As earlier indicated, post-release prospects focused upon further criminal involvement and general life satisfaction whereas perceived self-worth focuses upon the individual's feeling of self-adequacy in terms of social interactions, ability to succeed, etc. In this regard, perceived self-worth consists of various attitudes about oneself which happen to be measured while the inmate is incarcerated, whereas optimism about post-release prospects is more temporally constrained - that is, this attitude change component exists only prior to the inmate's release to parole supervision.

The aforementioned explication of the variable of attitude change is helpful in viewing the interface between the variables of (a) attitude change prior to release, and (b) community adjustment while on parole. One issue of concern would be the extent to which such components of attitude change are selectively related to the component of community adjustment pertaining to prosocial behaviors - specifically, job (seeking and holding), personal (problems concerning family relationships, abstinence from drug abuse), and observance of parole regulations. It may be possible to determine whether the two components of attitude change are more extensively related to the prosocial behavior component of community adjustment (as contrasted to the recidivism component of community adjustment).

In the latter section in the questionnaire about releasee community adjustment which will be forwarded to the parole officers, there are repeated references to the releasee's experience in securing and holding gainful employment, in addition to the releasee's preparation and knowledge (especially in terms of Pre-Release Center preparation) in the employment area.

This questionnaire component on the seeking and holding of gainful employment will be related back to the aforementioned two components of attitude change. It is possible that of the various aspects (job, personal, and compliance with parole regulations) of the prosocial behavior component of community adjustment of releasees, the employment aspect may be most extensively related to favorable attitudes concerning (a) optimism as to post-release prospects, and (b) perceived self-worth. In this regard, it is useful to note that the relationship between crime and poverty is receiving increased attention in the sociological literature.

Most recently, Berk, Lenihan and Rossi (1980) reported on the findings from two randomized experiments, each conducted with samples of close to 2,000 persons who were released over a six-month period in 1976 from the State prisons of Georgia and Texas.¹⁰ Under TARP (Transitional Aid Research Project), a Project funded by the U. S. Department of Labor, releasees assigned to one of four treatment groups received either "eligibility for unemployment benefits

at several levels or the alternative of job counseling."⁷¹ Specifically, three of the four treatment groups in these experiments had different mixtures of (a) maximum number of weeks for which unemployment benefits would be provided, and (b) the tax on earnings from legitimate employment.⁷² The fourth treatment group received job placement service only (special counseling, grants up to \$100 for purchase of tools, work clothes, etc.) Also one of the two control groups was followed in detail while the other was followed only through administrative records.⁷³ The 12-month period following release from custody was studied and the aim was to determine whether efforts to reduce post-release economic hardship by altering ex-felons' income prospects "lowered participation in crime and, therefore, the likelihood of arrest."⁷⁴

The findings from this study lead the authors to conclude that theoretical knowledge from economics and sociology may explain at least some of the sources of variation in criminal behavior, as follows:

"For ex-offenders, at least, unemployment and poverty do cause crime on the microlevel. Modest amounts of financial aid can reduce recidivism among ex-felons. Experimentally induced unemployment can increase recidivism."⁷⁵

Other reports concerning this type of post-release support service may be referred to, including those by U. S. Department of Labor (1977) and Reinerman and Miller (1975).⁷⁶ The latter study, which focused on parolees released from facilities of the California Department of Corrections, found a "broad range of the levels of improvement when financial assistance was provided and a relative lack of negative findings or even evidence of little improvement."⁷⁷ In other words, there was a rather broad effect of this form of aid across most of the sample's sub-groups. There was substantial and relatively long-lasting impacts on further crime and recidivism, most striking for the older, property offenders on parole, with many other sub-groups showing some degree of moderately improved parole outcomes. Such sub-groups include those which traditionally show little or no improvement from conventional correctional programming.

These positive findings on the impacts of financial aid during the first three months of parole lead these California researchers to suggest that future programs of this type be initiated excluding subjects only on the cases of need.

It was earlier noted that there are various aspects of the prosocial behavior component of community adjustment of parolees, including personal (family relations, drug abuse), employment seeking and holding and adherence to regulations promulgated by the Board of Parole. The preceding discussion on financial assistance to releasees has been pertinent to the issue of employment. Whereas other correctional evaluation research literature may be pertinent to the issues of parolee personal adjustment and adherence to parole regulations, it may be more useful to explore the potential relationships of such personal adjustment variables to other identified variables such as (a) attitude change and (b) acquisition and retention of pre-release knowledge. It would be expected that both of the attitude change components - perceived self-worth and optimism concerning post-release prospects - should lead to community adjustment while on parole in terms of both interpersonal adjustment (family relationships, etc.) and adherence to the various parole regulations. Whereas perceived self-worth may be more characteristic of the offender (while under custody and subsequently while under parole supervision), optimism concerning post-release prospects may be more situational for the following reasons: (a) it may be more reflective of the offender's particular

institutional adjustment through the pre-release stage, and (b) this optimism may become tempered as the offenders pass through the initial, stressful aspects of the experience of release to parole supervision.

However, this predicted change in optimism cannot be studied in the present investigation since the parolees will only receive a questionnaire from their parole officers and will not receive the two sets of questions concerning (a) perceived self-worth and (b) optimism on post-release prospects, which they previously received while under custody. The implications for this study are that perceived self-worth may be a relatively more stable measure of attitude change and, therefore, more reflective of the program's predicted effects.

NEEDS ASSESSMENT - DISCUSSION

The following needs assessment tool is to be administered in the following facilities: Bedford, Woodbourne and Elmira.

The procedure to be used has been explained in the introduction. It was decided that a group interview format would be beneficial because more individuals could be reached, literacy problems would be avoided and group dynamics, if managed properly, could contribute to honest responses.

Subjects used in this phase of the research design do not necessarily need to be those selected later for the pre and post test. In fact, in order to avoid subject bias it would be more appropriate to use different inmates.

The purpose of this phase of the research design is to determine how well the PRC's meet the needs that inmates themselves identify as priorities. PRC inmate staff will be told that the results of these interviews will be given to them in order to aid in their service to the inmate population. It was decided that to use pre-release staff as facilitators of the group discussion would introduce a biasing effect and, therefore, other inmates will be used, such as members of the ILC, grievance committee or other representative inmate groups.

Interviews will be identified by age of inmates and facility. They will be taped for later analysis. Attention will be given to common concerns and problems.

This part of the study is not related to the pre-post test design. However, this group needs assessment may be utilized in order to check the content coverage of service needs reported by inmates in the first component (needs assessment) of both the pre-test and the post-test questionnaires. As was indicated earlier, the needs assessment component of the questionnaire is designed "to determine what types of information are felt to be needed by inmates and also whether these needs are met during the three months." (The reference to "three months" pertains to the standard length of the pre-release program preparation time period.) Since inmates interviewed for the group needs assessment prior to pre-release eligibility (90 days prior to release date) will be a different group than those inmates participating in the pre-release program and responding to the needs assessment questionnaire (at the beginning and conclusion of the pre-release program cycle), the potential exists for comparison of both groups' perceived need for various types of information prior to release.

In addition, the potential exists for studying the phenomenon of change in the inmate's perceived pre-release needs over the three month program period. First, for the purposes of recapitulation, the following instructions for the needs-assessment questionnaire were given to inmates prior to and subsequent to pre-release program involvement.

1. Prior to Program Involvement

"This set of questions is about what sorts of information the pre-release center offers or should offer. Please indicate what degree of need you feel there is for the following types of information."

2. Subsequent to Program Involvement

"This set of questions is about what sorts of information the pre-release center might have offered or should have offered. Please indicate whether you felt this need was met during the past three months."

By comparing perceived needs at the two different time periods, it is possible to examine the extent to which such perceptions change over time.

NEEDS ASSESSMENT

Format: 1 interviewer
1 interviewer aid (inmate from ILC grievance or other inmate group)
10-15 inmates (comparable in age, time of release-120 days)
interview should be taped for later coding

Introduction:

"You were asked to be here today because all of you are entering the last stages of your confinement. Most of you will leave within the next four months. We are examining the period of pre-release and trying to see if there are any other things which can be done to make release easier. Part of the way we've decided to study this is to sit down and talk to men and women who are soon going to be released and ask them what sort of problems they expect to encounter. You can help us with this by being open and honest in the following discussion about what you feel, expect or have heard from others about release."

Different topics are presented separately. All follow the same procedure: the interviewer introduces the topic and asks open-ended questions allowing plenty of time for people to respond freely (even if there is a period of silence before someone speaks). If no one responds or after initial discussion has run its course, interviewer may ask secondary probes provided to encourage discussion.

General:

1. How do you feel about getting out?

Secondary probes: excited? scared? nervous?

2. Why?

(i.e. if answered nervous, ask what is it about being released that makes you feel that way?)

3. What do you feel will be the biggest problem about release?

Secondary probes? jobs? family? living by oneself? money management?
getting back with friends? talking to straight people? police?
following parole rules? stigma?

"Now I'd like to get some more information about some of these topics we've discussed"

EMPLOYMENT

1. Are you worried about getting a job? Why/why not?

Secondary probes:
interviewing
filling out forms
telling employer about being ex-con
qualifications
job market

2. Worried about keeping a job?

Secondary probes:
boredom
fighting with the boss/other employees
getting up for work everyday
getting laid off/ fired

3. Achieving goals . . .

Secondary probes:
getting job you want
promotion opportunities
pay scale to live on
using skills, aptitudes

FAMILY

1. Do you think you'll have any problems getting reacquainted with your family?

Secondary probes:
wife?
children?
parents?
other family members?

2. What sort of problems might someone have?

Secondary probes:
changed roles (wife working)
children unfamiliar
too much pressure too soon (expect too much)
re-establishing parental authority
handling family conflicts
family needs you can't meet (financial or otherwise)

3. Is having no family to return to a problem?

Secondary probes:
establishing relationships
meeting people
interacting with others

LIVING

1. Does carrying out day-to-day activities seem faraway and take getting used to?

Secondary probes:

public transportation
banking
driving
eating out
paying bills
buying food and other things
getting clothes
medical/dental care

2. Would any type of information or counseling be helpful?

Secondary probes:
consumer protection
social security
taxes
social service and government agencies

Will release be difficult because of social activities?

Secondary probes:
not having friends?
meeting people?
proper standards of behavior?
keeping your temper?

Is there any kind of information or counseling that would be useful to you?

Secondary probes:
leisure time activities
counseling by inmates who had been released previously

Relations with Criminal Justice Agencies

Do you foresee problems in staying out of trouble with police or parole for any reason?

Secondary probes:
police harassment
technical violations on parole
staying off drugs/alcohol
associating with old friends

What kinds of information about parole would prevent problems?

about rules?
about rights?
laws unique to parolee

Do you have questions about legal issues?

regaining civil rights
regaining legal status

CODING

Two people should code same tape for reliability. Base "high", "medium", "low" on frequency, intensity it was discussed:

General feelings

1.	high	medium	low
2.	"	"	"
3.	"	"	"

General problems

- | | | | |
|----|------|--------|-----|
| 1. | high | medium | low |
| 2. | " | " | " |
| 3. | " | " | " |
| 4. | " | " | " |
| 5. | " | " | " |
- etc.

INTRODUCTION

We are presently engaged in a research project to study the pre-release centers of New York State. To do this, we will be asking you a series of questions now and again after you go through the program. We don't want to know who you individually are, but we will need to make sure we can compare the answers you give now to those you give in three months. To do this, we will need to use your I.D. number. We hope you understand that the greatest care will be taken to keep all information we get confidential - the data will be grouped and reported by individual facility.

The following information is needed so we can see what different types of people think. Also we need to know your number so we can compare what you think now to what you think in three months. No one will see these questionnaires but the members of the research team.

PLEASE CHECK

Sex:	Male	_____	Commitment:	First	_____
	Female	_____		Second	_____
				Third or more	_____
Age:	16 - 20	_____			
	21 - 25	_____			
	26 - 35	_____			
	35+	_____			
			Inmate number	_____	

This set of questions is about what sorts of information the pre-release center offers or should offer. Please indicate what degree of need you feel there is for the following types of information.

	No need	Little need	Some need	Great need
1. Information about what the pre-release center offers.				
2. Information on outside agencies that help ex-offenders.				
3. Information on how to write a resume.				
4. Information on how to act in a job interview				
5. Information on who might be hiring.				
6. Information on how to get a social security card.				
7. Information on how to get a birth certificate.				
8. Information on child care.				

	No need	Little need	Some need	Great need
9. Information on how to get driver's license or renewal.				
10. Information on social services, food stamps, etc.				
11. Information on transportation from the facility or in the city.				
12. Information on what happens during a parole board hearing.				
13. Information on where and how to apply for school or vocational programs.				
14. Information about parole regulations.				
15. Information on where and how to get a G.E.D.				
16. Information on personal health and/or medical services.				
17. Information on how to budget money.				
18. Information on how to open a checking account.				
19. Information about insurance, credit or consumer issues.				
20. Information on where legal aid is available.				
21. Information about my legal rights as a parolee.				
22. Information on where to buy discount clothes and goods.				
23. Information on communicating with people.				
24. Information on how to set goals.				
25. Information on birth control, family planning and/or prenatal care.				
26. Information on community mental health services.				

Please turn the page for the next section.

In this section you have a choice between two statements. Please circle the letter beside the statement that you agree with the most, Only circle one letter please.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run, people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that guards are unfair to inmates is nonsense.
b. Most people don't realize the extent to which their lives are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what one is like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There is really no such thing as "luck".
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how parole boards make their decisions.
b. There is a direct connection between what people do in prison and whether or not they get paroled.
24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
25. a. Often I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

In this section you will again be choosing one of the boxes indicating your opinion. Please check the one which indicates your agreement or disagreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Staff are usually willing to meet us half-way.					
2. Sometimes I feel all alone in the world.					
3. I worry about the future facing today's children.					
4. I don't do things with friends as often as I'd really like.					
5. Most of the people on the staff are open to our suggestions on how to improve conditions here.					
6. The end often justifies the means.					
7. Most people today seldom feel lonely.					
8. Guards here don't seem to realize that each of us have different kinds of problems.					
9. Sometimes I have the feeling that other people are using me.					
10. People's ideas change so much that I wonder if we'll ever have anything to depend on.					
11. Real friends are as easy as ever to find.					
12. This place is run in a way that makes it easy for the staff but little consideration is shown for our needs and desires.					
13. It is frightening to be responsible for the development of a little child.					
14. Everything is relative, and there just aren't any definite rules to live by.					
15. The staff are here to make money, not to help us.					
16. One can always find friends if he shows himself friendly.					

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17. I often wonder what the meaning of life really is.					
18. There is little or nothing I can do towards preventing a major "shooting" war.					
19. All staff seem to have different rules they want us to follow.					
20. The world in which we live is basically a friendly place.					
21. There are so many decisions that have to be made today that sometimes I could just "blow up."					
22. The staff here are more interested in helping us than in punishing us for what we have done.					
23. The only thing one can be sure of today is that he can be sure of nothing.					
24. There are few dependable ties between people any more.					
25. There is little chance for promotion on the job unless a man gets a break.					
26. Some of the staff have taken a sincere interest in me.					
27. With so many religions abroad, one doesn't really know which to believe.					
28. We're so regimented today that there's not much room for choice even in personal matters.					
29. If you stop and think about it, most of the rules they have here make pretty good sense.					
30. We are just so many cogs in the machinery of life.					
31. People are just naturally friendly and helpful.					
32. The future looks very dismal.					
33. The staff here seem to believe that the only way to help us is to punish us as much as they can.					

Please turn the page for the next section.

The next set of questions are about changes you have experienced recently with friends and activities. Please check what amount of change you feel you have went through recently for the following items. (Check only one).

	Nega- tive Change 1	2	No Change 3	4	Posi- tive Change 5
1. The likelihood of receiving an incident report.					
2. Amount of medication taken for nerves.					
3. My attitude toward getting out and being on my own.					
4. My sleeping habits.					
5. Number of times going on sick call.					
6. My eating habits.					
7. My friends' attitudes towards me.					
8. Number of precautions I take to avoid getting an incident report.					
9. My attitude toward correctional officers.					
10. My attitude toward staff.					
11. My attitude toward other residents.					
12. Other residents' (excluding friends) attitudes towards me.					
13. My attitude towards friends.					
14. My belief that I can "make it" on the outside.					
15. Number of periods of being depressed.					
16. My usual level of "nervousness" or "irritability."					
17. How fast time seems to pass.					
18. How easily I get frustrated.					
19. My attitude toward being alone.					
20. Attitudes of correctional officers towards me.					
21. Attitudes of staff toward me.					

Please turn the page for the next section.

This section is very similar to the last except this time you will be checking boxes indicating how often you feel a certain way. Remember to check only one box.

1. How often do you have the feeling that there is nothing you can do well?
2. How often do you feel that you have handled yourself well at a social gathering?
3. When you have to talk in front of a group of people your own age, how often are you afraid or worried.
4. How often do you have the feeling that you can do everything well?
5. How often do you worry about whether other people like to be with you?
6. How often when you talk in front of a group of people of your own age, are you pleased with your performance?
7. How often do you feel self-conscious?
8. How often are you comfortable when starting a conversation with people whom you don't know?
9. How often are you troubled with shyness?
10. How often do you feel that you are a successful person?
11. How often do you feel inferior to most of the people you know?
12. How often are you confident that your success in your future job or career is assured?
13. How often do you ever think that you are a worthless individual?
14. How often when you speak in a group discussion, are you sure of yourself.
15. How often do you worry about how well you get along with other people.
16. How often are you sure of yourself when among strangers?

Practically Never	Once in a While	Sometimes	Fairly Often	Very Often

17. How often do you feel that you dislike yourself?
18. How often do you feel confident that some day the people you know will look up to you and respect you?
19. How often do you feel so discouraged with yourself that you wonder whether anything is worthwhile?
20. In general, how often do you feel confident about your abilities?

Practically Never	Once in a While	Sometimes	Fairly Often	Very Often

Think about how you expect yourself to be within a year of release and indicate how these statements apply to you. (Check only one).

1. Remain drug free (if applicable)
2. Get a legal job.
3. Hold a legal job.
4. Stay away from crime.
5. Have good physical health.
6. Have good mental health.
7. Have a good family life.
8. Have a good life in general.
9. Be a productive member of society.
10. Have no need of additional service.

Very Unlikely	Unlikely	Undecided	Likely	Very Likely

Please turn the page for the next section.

This last set of questions asks what you know about parole, interviews and other aspects of release.

(This section will be developed with the assistance of each PRC staff in accordance with what they teach in their classes).

Thank you very much for your cooperation in filling out this somewhat lengthy questionnaire. We hope you enjoy and profit from the next three months.

Sincerely,

LEONARD I. MORGENBESSER
Program Research Specialist III
Project Director/Intensive Evaluation Grant For
Pre-Release Centers
Division of Program Planning, Evaluation, Research

POST - TEST

INTRODUCTION

Three months ago you filled out a questionnaire for us which asked questions about how you felt about getting out, what sorts of information you felt you needed for release and some opinions about people and life in general. Now that you are much closer to release, we would like you to fill out the same questionnaire again. Don't try to remember how you answered the last one because everyone changes over the course of several months. We want to know how you feel now.

PLEASE CHECK

Sex: Male _____ Commitment: First _____
Female _____ Second _____
Third or More _____

Age: 16 - 20 _____
21 - 25 _____
26 - 35 _____
35 + _____

Inmate Number _____

This set of questions is about what sorts of information the pre-release center might have offered or should have offered. Please indicate whether you felt this need was met during the past three months. (Check only one.)

	Was this information needed?	Was this information available?
1. Information about what the pre-release center offers.	Yes _____ No _____	Yes _____ No _____
2. Information about outside agencies that help ex-offenders.	Yes _____ No _____	Yes _____ No _____
3. Information on how to write a resume.	Yes _____ No _____	Yes _____ No _____
4. Information on how to act in a job interview.	Yes _____ No _____	Yes _____ No _____
5. Information on who might be hiring.	Yes _____ No _____	Yes _____ No _____
6. Information on how to get a social security card.	Yes _____ No _____	Yes _____ No _____
7. Information on how to get a birth certificate.	Yes _____ No _____	Yes _____ No _____

	Was this information needed?	Was this information available?
8. Information on how to get driver's license or renewal.	Yes _____ No _____	Yes _____ No _____
9. Information on social services, food stamps, etc.	Yes _____ No _____	Yes _____ No _____
10. Information on transportation from the facility or in the city.	Yes _____ No _____	Yes _____ No _____
11. Information on what happens during a parole board hearing.	Yes _____ No _____	Yes _____ No _____
12. Information on where and how to apply for school or vocational programs.	Yes _____ No _____	Yes _____ No _____
13. Information about parole regulations.	Yes _____ No _____	Yes _____ No _____
14. Information on where and how to get a G.E.D.	Yes _____ No _____	Yes _____ No _____
15. Information on personal health and/or medical services.	Yes _____ No _____	Yes _____ No _____
16. Information of how to budget money.	Yes _____ No _____	Yes _____ No _____
17. Information on how to open a checking account.	Yes _____ No _____	Yes _____ No _____
18. Information about insurance, credit or consumer issues.	Yes _____ No _____	Yes _____ No _____
19. Information on where legal aid is available.	Yes _____ No _____	Yes _____ No _____
20. Information about my legal rights as a parolee.	Yes _____ No _____	Yes _____ No _____
21. Information on where to buy discount clothes and goods.	Yes _____ No _____	Yes _____ No _____
22. Information on child care.	Yes _____ No _____	Yes _____ No _____
23. Information on communicating with people.	Yes _____ No _____	Yes _____ No _____
24. Information on how to set goals.	Yes _____ No _____	Yes _____ No _____
25. Information on birth control, family planning and/or pre-natal care.	Yes _____ No _____	Yes _____ No _____
26. Information on community mental health services.	Yes _____ No _____	Yes _____ No _____

In this section you have a choice between two statements. Please circle the letter beside the statement that you agree with the most. Only circle one letter please.

- Children get into trouble because their parents punish them too much.
 - The trouble with most children nowadays is that their parents are too easy with them.
- Many of the unhappy things in people's lives are partly due to bad luck.
 - People's misfortunes result from the mistakes they make.
- One of the major reasons why we have wars is because people don't take enough interest in politics.
 - There will always be wars, no matter how hard people try to prevent them.
- In the long run, people get the respect they deserve in this world.
 - Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
- The idea that guards are unfair to inmates is nonsense.
 - Most people don't realize the extent to which their lives are influenced by accidental happenings.
- Without the right breaks one cannot be an effective leader.
 - Capable people who fail to become leaders have not taken advantage of their opportunities.
- No matter how hard you try some people just don't like you.
 - People who can't get others to like them don't understand how to get along with others.
- Heredity plays the major role in determining one's personality.
 - It is one's experiences in life which determine what one is like.
- I have often found that what is going to happen will happen.
 - Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
 - Many times exam questions tend to be so unrelated to course work that studying is really useless.
- Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - Getting a good job depends mainly on being in the right place at the right time.
- The average citizen can have an influence in government decisions.
 - This world is run by the few people in power, and there is not much the little guy can do about it.
- When I make plans, I am almost certain that I can make them work.
 - It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There is really no such thing as "luck".
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how parole boards make their decisions.
b. There is a direct connection between what people do in prison and whether or not they get paroled.
24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
25. a. Often I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

In this section you will again be choosing one of the boxes indicating your opinion. Please check the one which indicates your agreement or disagreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Staff are usually willing to meet us half-way.					
2. Sometimes I feel all alone in the world.					
3. I worry about the future facing today's children.					
4. I don't do things with friends as often as I'd really like.					
5. Most of the people on the staff are open to our suggestions on how to improve conditions here.					
6. The end often justifies the means.					
7. Most people today seldom feel lonely.					
8. Guards here don't seem to realize that each of us have different kinds of problems.					
9. Sometimes I have the feeling that other people are using me.					
10. People's ideas change so much that I wonder if we'll ever have anything to depend on.					
11. Real friends are as easy as ever to find.					
12. This place is run in a way that makes it easy for the staff but little consideration is shown for our needs and desires.					
13. It is frightening to be responsible for the development of a little child.					
14. Everything is relative, and there just aren't any definite rules to live by.					
15. The staff are here to make money, not to help us.					
16. One can always find friends if he shows himself friendly.					

Strongly
Disagree
Disagree
Undecided
Agree
Strongly
Agree

17. I often wonder what the meaning of life really is.
18. There is little or nothing I can do towards preventing a major "shooting" war.
19. All staff seem to have different rules they want us to follow.
20. The world in which we live is basically a friendly place.
21. There are so many decisions that have to be made today that sometimes I could just "blow up."
22. The staff here are more interested in helping us than in punishing us for what we have done.
23. The only thing one can be sure of today is that he can be sure of nothing.
24. There are few dependable ties between people any more.
25. There is little chance for promotion on the job unless a man gets a break.
26. Some of the staff have taken a sincere interest in me.
27. With so many religions abroad, one doesn't really know which to believe.
28. We're so regimented today that there's not much room for choice even in personal matters.
29. If you stop and think about it, most of the rules they have here make pretty good sense.
30. We are just so many cogs in the machinery of life.
31. People are just naturally friendly and helpful.
32. The future looks very dismal.
33. The staff here seem to believe that the only way to help us is to punish us as much as they can.

Please turn the page for the next section.

The next set of questions are about changes you have experienced recently with friends and activities. Please check what amount of change you feel you have went through recently for the following items. (Check only one).

1. The likelihood of receiving an incident report.
2. Amount of medication taken for nerves.
3. My attitude toward getting out and being on my own.
4. My sleeping habits.
5. Number of times going on sick call.
6. My eating habits.
7. My friends' attitudes towards me.
8. Number of precautions I take to avoid getting an incident report.
9. My attitude toward correctional officers.
10. My attitude toward staff.
11. My attitude toward other residents.
12. Other residents' (excluding friends) attitudes towards me.
13. My attitude towards friends.
14. My belief that I can "make it" on the outside.
15. Number of periods of being depressed.
16. My usual level of "nervousness" or "irritability."
17. How fast time seems to pass.
18. How easily I get frustrated.
19. My attitude toward being alone.
20. Attitudes of correctional officers towards me.
21. Attitudes of staff toward me.

[illegible]

Please turn the page for the next section.

This section is very similar to the last except this time you will be checking boxes indicating how often you feel a certain way. Remember to check only one box.

- 1. How often do you have the feeling that there is nothing you can do well?
- 2. How often do you feel that you have handled yourself well at a social gathering?
- 3. When you have to talk in front of a group of people your own age, how often are you afraid or worried.
- 4. How often do you have the feeling that you can do every-thing well?
- 5. How often do you worry about whether other people like to be with you?
- 6. How often when you talk in front of a group of people of your own age,, are you pleased with your performance?
- 7. How often do you feel self-conscious?
- 8. How often are you comfortable when starting a conversa-tion with people whom you don't know?
- 9. How often are you troubled with shyness?
- 10. How often do you feel that you are a successful person?
- 11. How often do you feel inferior to most of the people you know?
- 12. How often are you confident that your success in your future job or career is assured?
- 13. How often do you ever think that you are a worthless individual?
- 14. How often when you speak in a group discussion, are you sure of yourself.
- 15. How often do you worry about how well you get along with other people.
- 16. How often are you sure of yourself when among strangers?

Practically Never	Once in a 'While	Sometimes	Fairly Often	Very Often

- 17. How often do you feel that you dislike yourself?
- 18. How often do you feel confident that some day the people you know will look up to you and respect you?
- 19. How often do you feel so discouraged with yourself that you wonder whether anything is worthwhile?
- 20. In general, how often do you feel confident about your abilities?

Practically Never	Once in a While	Sometimes	Fairly Often	Very Often

Think about how you expect yourself to be within a year of release and indicate how these statements apply to you. (Check only one).

- 1. Remain drug free (if applicable)
- 2. Get a legal job.
- 3. Hold a legal job.
- 4. Stay away from crime.
- 5. Have good physical health.
- 6. Have good mental health.
- 7. Have a good family life.
- 8. Have a good life in general.
- 9. Be a productive member of society.
- 10. Have no need of additional service.

Very Unlikely	Unlikely	Undecided	Likely	Very Likely

Please turn the page for the next section.

Thank you very much for filling out this questionnaire again. Your assistance in this project is extremely important. We wish you good luck on release.

Sincerely,

LEONARD I. MORGENBESSER
Program Research Specialist III
Project Director/Intensive Evaluation
Grant For Pre-Release Centers
Division of Program Planning, Evaluation
and Research

QUESTIONNAIRE FOR PAROLE OFFICERS -DISCUSSION

The subjects who completed the pre and post test will be located six months after their release date and their parole officers will be asked to complete the following questionnaire. The objectives of this questionnaire are to determine what services helped them upon release and what problems they encountered when released that weren't covered by pre-release services.

There will probably be a problem with drop-outs when this stage of the design is reached, i.e., parole absconders, etc. It is also likely that there will be some resistance on the part of field parole officers. It might be the case that they will feel they are primarily responsible for the individual's adjustment on parole and not attribute any value to the institutional pre-release centers. This is especially possible since a new procedure now requires the field parole officer to find employment for the parolee instead of just relying on the letters of reasonable assurance from the agencies.⁷⁸

Being aware of these potential problems is crucial in taking steps to circumvent them. One possible solution could be to go through Parole in administering the questionnaires. This is a viable alternative since recently Parole has pledged support for pre-release centers.

QUESTIONNAIRE TO BE COMPLETED FOR:
(INMATE)

		<u>Yes</u>	<u>No</u>
1. Has this individual			
- Had any technical violations			
- Had any new arrests			
- Been involved in any police investigations			
- Had any other major trouble on parole			
2. Does this individual			
- Have a job			
- Feel satisfied with the job			
- Have any unresolved problems with family, drugs, etc.			
3. Code individual's adjustment in three areas:			
	<u>Success</u>	<u>Satisfactory</u>	<u>Failure</u>
Parole Regulations			
Job			
Personal			
4. Did the Pre-Release Center		<u>Yes</u>	<u>No</u>
- Help this person get the job they have now			
- Help with anything which indirectly got the job			
- Help deal with family, others			
- Change attitudes in any way			
5. Indicate the Parolees Preparation and Knowledge in the Following Areas:			
	<u>Very Prepared</u>	<u>Average</u>	<u>Not Prepared</u>
Knowledge About Parole			
Knowledge About How to Get a Job			
Ability To Cope With Stress			
Ability In Decision-Making			
Knowledge About Legal Rights & Responsibilities			
Knowledge About Consumer Affairs Issues			
Ability to Deal With Family Problems			
6. Has there been any needs or problems this person has experienced on parole which could and should be addressed by the Facility Pre-Release Center?			
7. Did the Center prepare this person realistically for release?			

Timetable

The various phases of the pre-release research design will be executed over an 18-month period, as follows:

<u>Month</u>	<u>Project Activity</u>
1 and 2	a. Orientation of Project staff to Pre-Release Program (Central Office, Field Visit) b. Preparation of the various questionnaires c. Establishment of schedule for travel to facilitate d. Establishment of interagency agreement with Division of Parole on data collection
3	a. Administration of Pre-Test to: 1. Bedford Hills 2. Taconic 3. Green Haven 4. Attica (comparison facility - adult male)
4	a. Administration of Pre-Test to: 1. Bayview 2. Elmira 3. Woodbourne 4. Coxsackie (comparison facility-young adult male)
5	Data Analysis
6	a. Administration of Post-Test to: 1. Bedford Hills 2. Taconic 3. Green Haven 4. Attica
7	a. Administration of Post-Test to: 1. Bayview 2. Elmira 3. Woodbourne 4. Coxsackie
8	Data Analysis
9	Group interviews for needs-assessment at Bedford Hills, Elmira and Woodbourne for determination of extent to which Centers meet needs which inmates identify as priorities. Inmates will be those approaching pre-release eligibility but not yet contacted by Center staff.
10	Analysis of group interviews for needs-assessment
11	Data Analysis

- 12
 - a. Location of each inmate who complete^d the pre-test and post-test six months after date of release to parole supervision.
 - b. Contacting of Field Parole Officers with abovementioned inmates on their caseloads.
 - c. Request that Parole Officers complete questionnaire on each parolee.
 - d. Coordination of these activities through Office of Research - Division of Parole.
- 13 Administration of parole officer questionnaire
- 14 Administration of parole officer questionnaire
- 15 Data Analysis
- 16 Data Analysis
- 17 Data Analysis and preparation of preliminary draft of Final Project Report
- 18
 - a. Completion of Final Project Report
 - b. Presentation of Final Project Report, in written and oral formats, to Department of Correctional Services and Division of Parole.

Comprehensive Descriptions - Bedford Hills Correctional Facility

The program at Bedford suffered from the absence of its director for several months. Although there is an inmate director, this program has very strong administrative direction. Inmate staff serve to implement programs, counsel and correspond, while the director of the program (who is also program manager of the Network program at Bedford) determine program policy and planning. This director holds such a crucial role that during her absence the center was for all intensive purposes, inoperative, opening only when other counselors unlocked it and supervised for a few hours at a time.

Both Bedford and Bayview have idiosyncrasies which set them apart from the male programs; however, they are also different from each other. On a continuum of voluntariness, one might say they fall at two extremes - Bayview is the only mandatory program, while Bedford only requires attendance at its orientation and everything else is completely voluntary. Bedford is set up as more of a client service center than the male programs. The counselors help women who express a need for it, classes are often for those who want to attend and instruction is given to those who ask for it. This can be contrasted to male facilities which run a planned cycle of classes with implicit coercion to attend (PRC's are just starting to submit reports to parole boards).

Bedford's program is quite small - - roughly 15 women a month become eligible (multiply by the three months to obtain a caseload of approximately 45 women at any one point in time). Because of the director's dual role in both programs, there are strong informal links between the pre-release program and Network. Some women belong in both programs and Network meetings were held in the pre-release center before the Network program was set up in one of the housing units.

If one were to describe the major goal of the peer counselors in Bedford, they would probably agree with the statement that their goal is to give the women self-confidence. The counselors feel that a majority of women lack confidence in themselves as women, as mothers and as job seekers. The peer counselors try to bolster confidence through increasing their skills in interviewing and job application form writing; and also, through counseling, they try to emphasize the women's good points. The peer counselors insist that one of the worst things someone can do is raise an inmates' hopes unrealistically about what they can achieve after release. For this reason, they try and keep the women thinking realistically about what needs to be done and what is likely. The women counselors disagree with the three month set-up of pre-release, arguing that three months is too short a time to complete a training or school program, if that's what the counselor and inmate client feel she needs.

Other things the staff try to impart to the women are survival skills, such as training how to compete, accepting criticism, accepting rejection without giving up and accepting responsibility for any change they wish to make. Another major problem, according to the peer counselors, was the meager amount of money an inmate receives when released which makes it impossible to survive for more than a week or so without some kind of income.

Special needs of inmate offenders often include the responsibilities of being a single parent, i.e., the difficulties of combining child care with employment. Counselors felt that women were more private than males when discussing their problems; consequently the counselors knew less about them. One might question the validity of this statement since the common perception of professional staff is that women are more vocal about problems which lead to "harder" caseloads in female prisons. Alternative explanations could be either that the female clients in question had less confidence in the peer counselors, and/or peer counselors made less effort to draw out the women who did not volunteer any information.

There seem to be no major problems in the organization of this PRC or communication with the counseling or parole staff-even though the lines to parole were informal. There did seem to be some concern expressed over the recent interdepartmental memo and what it would mean for lines of authority. The only problem between pre-release and parole was on the rare occasion when a plan developed by a PRC counselor was disapproved by the parole officer.

This center had a fairly large pool of outside agencies to which it sent requests for R.A. letters. There was dissatisfaction expressed with a number of the agencies indicating that one component of an evaluation of PRC's should be a process of evaluating or at least monitoring the success of these agencies in meeting their promises.

The peer counselor's role was said to be helping with orientation, finding out what kind of program the woman needs, writing letters and maintaining contact with agencies and counseling the woman about release plans. There is only informal training of the peer counselors. They learn techniques of counseling through their work with inmates, such as learning to maintain a non-directive role and how to help clarify goals, values and interests. Although there was no formal training available, the women expressed an interest in and need for it.

In summary, the Bedford Center is run more or less by the counselor who is the director and inmates play a less directive role than in the male facilities. The center is service oriented, running classes sporadically (and mainly) setting up release programs for the women and providing counseling. There is an orientation approximately once a month to inform the women what the center offers and this is the only part of the program that is mandatory. The inmate staff estimate that 1/3 of their clients use the center to obtain R.A. letters and nothing else, while the other 2/3 take advantage of its other services.

Comprehensive Descriptions - Bayview Correctional Facility

Bayview's pre-release center is different from the majority of the pre-release centers in the New York system in several ways. It shares with Bedford the distinction of serving women; but is different from Bedford's program in that it is administered by a private vendor (South Forty Corporation) and it does not employ peer counselors, at least at this time. Neither Bayview nor Bedford has the inmate input or direction that characterizes the pre-release center's of the male prisons. Whether this is a fluke or a factor of having women as clients remains to be seen. South Forty's staff, although planning to train peer counselors in the future, at present administer the program as professionals to clients. They feel that women have trouble "accepting responsibility"; although women might work together even better than men, once started.

Bayview's program is quite small (20-25) and this allows for personal attention given to each inmate. The program is mandatory (the only mandatory program in the system) and the women are scheduled into the center when they have no other assignment. Because the South-Forty staff also administer an Office Practice Program, there is a large overlap between the two-both in clientele and energy expenditure. Over 1/2 of the Office Practice group are also in the pre-release program. One wonders, in fact, if this might present a problem - perhaps more energy is expended on Office Practice clients to the detriment of those in pre-release. It seems to be the case that the "Office Practice" program is the "favorite" of the staff, in the sense that they are excited about its success and potential. This program has a post-release component that manages to place a large proportion of the women who finish the program in secretarial or clerical jobs.

Although a large part of the program is involved with acquisition of skills, there is also an emphasis on psychological services. The director's background is teaching and practicing psychology and South-Forty also has a large counseling emphasis. This emphasis might be possible only because of the presence of the professional staff. In other words, a peer staff could not attempt to "treat", rather they must take the role of educator at most-more client participation not only is desirable for a peer counselor program, but it is the only possible format since the inmate counselor would have a difficult time presenting himself as "treator" in the classical sense.

Obviously, this program has strong links to the South-Forty program outside. It is less clear what contacts the program has with other agencies, or with South Forty when the inmate does not belong to the Office Practice program. It seems that these contacts are at least as good as the contacts other Pre-Release Center's have and the fact that the program is administered by an ex-offender agency does not result in a disadvantage to the inmate seeking aid from another ex-offender agency.

Special needs of this inmate population are related to the needs of women - child care, training, women's health. Their programs are programmed around the following segments: career development, life skills, health education, social services. It is not organized into a cycle as in the male pre-release centers, and is flexible in that the program takes advantage of resources that come to the attention of the counselors. The staff who are there now have been there for a relatively short period of time (a matter of months) and were not entirely clear what the staff did before they arrived or how pre-release operated in other prisons in the system.

It appears that operating the center with a strong professional component has some advantages and disadvantages for the inmate clients. The advantages include a well run program with a staff who have many contacts and skills. The staff seem to have good working relationships with the prison administration and this facilitates both resource allocation (they have several rooms in a wing of the building) and ease in getting security clearance for outside people coming in. There are no strong ties with the institutional parole staff, or at least there was no indication of it during our visit; but this will probably be developed as a result of the interdepartmental memo recently written between parole and corrections.

Several components of Bayview's program will provide interesting research issues. For instance, it will be interesting to see whether being a mandatory program will have any effect on knowledge acquisition or attitude change. It is an often heard axiom that programs are more effective when the clients volunteer rather than when they are unwilling participants through explicit or implicit coercion.

Regarding females as clients, it will be interesting to see if they possess any significant difference on any segment of the pre-test; and whether they experience a greater change during the three months of pre-release. If women are more passive, as some say, this might lead to greater receptivity to learning. On the other hand, being passive might indicate that women are more likely to possess external locus of control which in turn might lead to less receptivity.

The fact that the program is located in the city does not seem to have resulted in a great deal of benefit for the program. Although the individuals in pre-release pull counselors and staff from South-Forty often for programs and presentations, it also works the other way in that the staff in pre-release many times are not physically there, but rather are at the South-Forty office.

In summary, this is a fairly small program, servicing roughly 25 people, operating as a private vendor under contract to DOCS. The program is unique in the above, and also in the fact that it does not use peer counselors. Rather, professional staff administer or coordinate a changing, flexible program of workshops and classes covering topics, similar to what is offered in the cycles of the male programs. There is a large emphasis on South-Forty's Office Practice program and the two share a large percentage of clientele. The orientation is more psychological than any other program in the system and is also different in that it is the only program where participation is mandatory.

Comprehensive Descriptions - Taconic Correctional Facility

The program at Taconic was started by an inmate who was in the initial group at Green Haven which started the first Pre-Release Center. This program mirrors the format Green Haven initiated which is one emphasizing strong inmate direction with only a peripherical, facilitating role played by administered staff. This center's coordinator is an educational supervisor, not a correctional counselor as is the case with most other centers. His major role seems to be one of aiding communication within the facility, approving callouts, processing for entrance of outside people and playing a troubleshooter role; while inmate staff plan and organize programs - perform all the clerical, bookkeeping and correspondence duties, and carry on the classes and counseling that the center offers.

The twelve week cycle format is used at Taconic which includes parole, intake, job hunting, legal services, budgeting and finance. The final week is entitled "home sweet home". (Some topics cover more than one week.)

Special needs of this inmate population arise from their age. Taconic has a very young population (17-19 year olds) and this results in different types of services which the PRC needs to offer - such as a greater amount of help with obtaining social security cards and G.E.D.'s. The staff of the Pre-Release Center are aware of these needs and are adding to their curriculum to meet them.

This program is not very large - only about twenty inmates becoming eligible every month. The staff consists of an inmate director and assistant director, clerk and peer counselors. There is also a cadre program wherein inmate volunteers assist PRC staff and are trained in anticipation of an opening as a staff member. The training within this cadre program is not formal except for requiring cadre members to attend classes offered by the PRC. There is an evaluation component of this PRC in that an evaluation form is completed on every presentation and class offered. Feedback is given to the individual who gave the presentation.

If one were to characterize the basic tenor of this program, it would be one of education. Counseling per se is less emphasized than at Bedford's program; rather, classes are the main offering for those who want to attend. Staff admit some amount of implicit coercion to encourage attendance since they do make a small report to the parole board.

Inmate staff at Taconic feel that they're limited by the lack of a budget and no material support from the administration. In spite of this they are attempting to start a driver's training program in addition to their other services whereby an inmate could get the required hours of driving time with a qualified instructor while still in prison and also take the test. The amount of services they offer and programs or classes they run seem to be about average.

Taconic's staff are older than the majority of the inmate population and seem to be impatient with "the kids" they have to deal with. It is an interesting research hypothesis that this type of population (young males) will be less influenced by the "role models" of the older inmates.

In summary Taconic's fairly small program is administered to a young population. It is basically similar to other male programs operating under the 12 week cycle.

Eastern Correctional Facility Pre-Release Center

At the time of the field visit during July, 1980, Eastern's program was proceeding through a transition state. Mr. Virelli, a Correction Counselor, had just assumed the responsibilities of Pre-Release Administrative Liaison Coordinator from his predecessor. Subsequently, during September, the facility acquired a new Superintendent, Mr. Coombs, from Otisville.

The program appeared to have strong direction from inmate, Stanley Johnson, a prolific writer who has communicated various pre-release proposals/packages to Department administrators. As an example, in his July 1980 Monthly Report, Johnson noted that Commissioner Coughlin had endorsed his proposals for (a) Pre-Release Research/Development Commission, and (b) One Year Pre-Release Bilingual Module and Six-Day Recycling Module and provided appropriate direction to Deputy Commissioner Kevin McNiff.

During the visit, inmate staff shared negative feelings about facility administration which resembled those expressed by inmates at Green Haven's Pre-Release Center. However, these negative perceptions have not impeded the establishment of innovative program directions. For example, inmate, Michael Minutoli, was planning to introduce a seminar concerning TA (Transactional Analysis), since he has completed extensive readings on this particular type of self-help system. The Director's particular interests are the presentation of orientation and employment opportunity seminars. Employment Opportunity Seminar is for clients who have already received Board dates and, as such, is a "Post-Release" Program. The entire staff conducts Mock Parole Board. A Pre-Parole Class is conducted by another staff member.

Eastern, in addition to utilizing its own staff talents, makes use of externally-based social service agencies. For example, in the July 1980 report, reference was made to utilization of the Legal Action Center for staff training. Also, the report indicated that a contract was established with Synanon to provide monthly programs; "Synanon, basically, is a communal program that can provide the clients with both housing and employment opportunities." In addition, there are seminars provided by Planned Parenthood and by ROCAC (Rockland Community Action Council). Other program components are underway, for example, in his July Report, Johnson noted that he had proposed implementation of an upstate regional component for NAACP Project Rebound Residential Re-Entry Center and that, subsequently NAACP's National Office committed \$250,000 to the program.

The Monthly Report also indicates the involvement of various organizations which provide RA (reasonable assurance) letters, with the most (4) of the total (8) provided by NAACP Project Rebound.

In terms of a program summary, Eastern utilized a "cycle" approach of three months with some components similar to those at other Centers such as orientation, mock parole and pre-parole. Also, there is liaison to the Institutional Parole Officer. In addition, there are various workshops specific to Eastern, such as the above-mentioned TA Seminar by inmate, Minutoli.

Finally, during the course of the Eastern visit, staff noted that after a period of several months, staff case files on inmate/clients are destroyed. This factor may impinge on future program evaluations since there are, therefore, no cumulative case files to refer to, for example, for analysis of characteristics of inmate/clients in the Pre-Release Center.

Pre-Release Center - Elmira Correctional Facility

At the time of the July 1980 field visit to Elmira's Pre-Release Center, the program was thriving and enjoying the continued close involvement of the Institutional Parole Officer, Ms. Faith Hallock.

The Center is supervised by a representative of the Facility's Service Unit, Mr. Gerald Holloway, who has been affiliated with the Center since its inception. He works in close collaboration with Ms. Hallock in terms of the program's interface with Parole.

At the time of the field visit, the Center was preparing for changes in program staff. The Resident Director, Mr. Davis, was remaining, but his experienced Senior Resident Director (Mr. Woods) was transferring to another facility and two of his resident staff were entering the Facility's College Program on an all-day basis. This problem of staff turnover has also been noted at other Pre-Release Centers. One of the departing staff members had been responsible for maintaining the Monthly Statistical Report which reports characteristics of released inmates who received services from staff of the Pre-Release Center. This type of statistical report is prepared by only a few of the various Centers.

The staff stressed, in discussions with this Project Director noted that Elmira's Center utilizes the format of having outside speakers conduct the various specialized seminars within the program cycle rather than relying upon inmates. Their rationale for this format is that the community-based professional is more knowledgeable about developments in the specific subject area than inmates who may have specialized knowledge in such areas.

The Center strives to develop close linkages with community-based service agencies which are in a position to provide supportive services to Center clientele prior as well as subsequent to their release from custody. For example, during the course of the field visit, Mr. Guy Gladden of PROBE, a Binghamton-based ex-offender agency, presented a movie on employment interviewing to inmates within the pre-release cycle. This activity is tied into the Center's Life Skills component; this program component involves ex-offender agencies instructing inmates on coping with factors which will impact upon them in the community upon their release. Mr. Gladden also counsels inmates who will be released to the Broome County area.

In addition, the Center has continued to arrange for the involvement of New York City-based ex-offender service agencies since the majority of the releasees from Elmira return to the Metropolitan New York area. For example, the NAACP Project Rebound has continued to be of assistance to the Center. The Center's August 1980 Monthly Report noted that Mr. William Murray, a counselor with Project Rebound, would be visiting the Center on a monthly basis.

The Center's staff indicated, in discussions, the special needs of the youthful population receiving services. For example, a considerable proportion of young adult offenders, upon release to the community, are for the first time in their life in a situation in which they are independent (in their own residence, with their own source of income, etc.). This stage of emancipation

requires new coping skills, especially given the current state of the economy and the continuing difficulties experienced in the placement of offenders in gainful employment. In addition, the first-time young adult offender is, during the pre-release period, preparing himself for the transition to parole adjustment. In contrast, the experienced adult offender or young adult offender has a clearer understanding of the parole process.

Comprehensive Description - Green Haven Correctional Facility Pre-Release Center

At the time of the field visit during July, 1980, Green Haven's program appeared to be the strongest of the various programs in terms of inmate direction. (Since that time, the facility has acquired a new Superintendent and the Center has been assigned a different correction counselor as administrative staff liaison, and it is reported that administrative direction over pre-release has increased.) Nevertheless, inmate staff complained of alleged conflicts which they were experiencing with administration.

In conjunction with the findings of this field visit, reference is made to the recently issued July 1980 report of the Green Haven Center (Tyrone Larkins, Resident Director) which noted that "July Parole Board cycle was the first board to start and complete Green Haven Center's expanded four month cycle, implemented as a joint effort with parole to better meet the needs of men being released." This constitutes the first reported expansion of the Pre-Release Center cycle to a time period in excess of three months.

Various factors may account for the long period of time of strong inmate direction over the pre-release program. Foremost as a factor would be that the inmate peer counseling model of pre-release programming originated at Green Haven during the early seventies. In addition, Green Haven, as a large maximum-security institution located seventy miles from New York City, has had a history of continuing inputs (i.e. visits) from community-based service groups (i.e. ex-offender placement agencies, etc.) and this has fostered a facility climate conducive to inmate-initiated programming, such as pre-release.

The program is based upon the former twelve week cycle of pre-release program modules. Information is provided on such topics as consumer affairs, family relationships, employment, parole, etc. Although various inmate staff members have specialty areas, all inmates provide peer counseling services to their fellow inmates. In addition to the provision of information, role playing is utilized; for example, mock Parole Board sessions are held in which inmates play the role of Parole Board Commissioner for the benefit of men approaching their Board dates.

Although information is provided at the various group sessions, the pre-release staff took issue with this Project's perception of staff as pre-release educators concerned with having their inmate/clients reach certain levels of knowledge attainment. Rather, staff perceive their role as "deprogramming" inmates in order to develop their attitude and orientation towards that of release preparation. The staff conveyed the feeling that rather than being concerned about acquisition of specific facts, staff are more concerned with quickly, during the course of a three to four month period, preparing the inmate to be able to cope with the realities of civilian life under parole supervision.

The Center has liaison with institutional parole as well as close liaison with community-based assistance agencies, many of which have longstanding relationships with the Pre-Release Center and its staff.

The Green Haven Center maintains a high caseload. For example, during March 1980, 76 inmates appeared before the Parole Board and 58 received services from the Center. The Center also reports demographic characteristics on its clients for example, during March, of the inmates receiving services,

In summary, despite the internal difficulties already experienced, the program has continued to evolve through various innovations. For example, during June 1979, with approval of the Board of Parole, the Pre-Release Center involved itself with the development of a significant document, the Prospective Career Development Application. Parole was sufficiently supportive of this application process so that, with inmate consent, the completed application would be placed in the inmate's correctional/parole case folder and, hence, available for Parole Board review and evaluation. The application process includes the inmate's receipt of a Prospective Career Development Guide, also designed by the Center's inmate staff.

Woodbourne Correctional Facility Pre-Release Center

At the time of the July 1980 field visit, there was some program transition due to the impending release of Resident Director, Blake, and the appointment of inmate, Sixto Lopez as the new Director.

Of the various Centers visited, Woodbourne was the most supportive of the concept of a Department program evaluation of pre-release to be implemented in conjunction with the inmate staff of the various Centers. In addition, along with Elmira's Center staff, Woodbourne's staff provided the most positive observations concerning the working relationship with facility administration. In this regard, the Center enjoys a high profile with other facility Divisions. For example, teachers borrow the Center's Resource Library holdings of educational films which are usually themselves on loan (for review) to the Center by commercial film companies. This Resource Center/Library is one of the major components of the Pre-Release Center, with literature available on a broad range of topics of interest to the inmate in pre-release status. This particular component is the responsibility of one of the Center's staff, Mr. Ed Flores (Senior Resource Specialist).

At the time of the visit, the Center gave evidence of continued strong inmate program direction. Although, Mr. Sennett, the Counselor who is Staff Liaison, sat in on the all-day visit, his comments were brief with the inmate staff providing observations.

The Center offers a mixture of in-house presentations and presentations by externally-based groups within the context of the three-month cycle format. For example, prior to his appointment as Director, inmate, Lopez, and other staff functioned, in part, as presenters of information to inmates/clients concerning all aspects of parole laws including revocation procedures and prisoner rights. A broad range of skills are involved, such as interview techniques, counseling techniques, parole rules and procedures, and various office procedures.

In addition to daily responsibilities as peer counselors, the staff participate in various unique aspects of the Woodbourne Program, such as the Home-Sweet-Home Family Counseling Day. This particular program component received videotape visibility at the June Pre-Release Director's Conference jointly chaired by Commissioner Coughlin and Parole Board Chairman Hammock.

A variety of externally-based agencies are utilized in the delivery of supportive services. For example, the recent (August) Monthly Report noted the fact that "Reality House and Project Equinox drug therapy programs are still valid programs that we offer". Reference was made to Project Equinox's (an Albany-based group) interest in the possibility of conducting personal therapy as well as group therapy since certain types of inmates/clients are not too comfortable with group sessions. This particular program development is of interest given the developing recognition, in the drug abuse treatment program, of the need for differential programming for clients. Woodbourne, it should be noted, has a longstanding commitment to drug/alcohol programming for inmates, with its continuing development of the ASAT (Alcohol and Substance Abuse Treatment) program effort involving such program elements as AA groups, etc. One of the goals of such pre-release drug abuse programs is to orient the inmate towards the availability of post-release service programs for dealing with his/her addiction program. This is especially important in terms of inmates who may not have been exposed to such treatment programs during the prior period of incarceration in State facilities.

Other types of programs by external groups are coordinated through The Pre-Release Center. Types of community-based service group inputs into pre-release include those of NAACJ Project Rebound, whose representative (William Murray) provides various services including data on opportunities and trends in the current labor market. Furthermore, of 27 job services (presumably RA letters) secured by the Center during the month of August, the largest number (8) was secured through Project Rebound.

The Woodbourne model of pre-release provides a varied 3-month cycle of components for the inmate/client population, as follows:

1. Orientation
2. Pre-Parole Summary
3. Parole Plan
4. Labor Market
5. Servicing Agencies
6. Job Interview (Role-Playing)
7. Community and Family Expectations
8. Parole Revocations (Video)
9. Life Skills and Consumerism (Video)
10. Street Supervision (Rules)
11. Mock Parole (Role-playing)
12. Home Sweet Home - Family Counseling Day Workshop

Within the context of the activity cycle, there is inclusion of a specific pre-release educational function. Specifically, Sullivan County Community College is responsible for the Financial Aid Seminar. One of the philosophies shared by Woodbourne (as well as Eastern) is that where field-based experts exist, it is preferable to include them in a pre-release educational capacity rather than expect Center pre-release staff to deliver such educational seminars.

Inmate staff reported a high degree of support and coordination from the Institutional Parole Staff. At that time, an Officer considerably involved with Pre-Release had been assigned to Parole Central Office - Albany and a successor had been named.

The Woodbourne model gives evidence of continued program development, especially concerning staff development. During the course of the visit, this Project Director suggested that inmates might wish to construct a pre-release "kit" for inmates entering the program, which would also be useful for staff purposes. Although this has not been adopted, staff report that a training manual staff is being prepared to facilitate the training of new members.

Finally, the size of the Woodbourne pre-release operation is relatively smaller than at the larger institutions. For example, of 41 inmates meeting the Parole Board during August, 23 received services from the Center (for comparative purposes, for the same time period, of the 90 men who met the Elmira Board, 52 received services from the Elmira Center).

Conclusion

This research proposal is offered as a potential contributor to the very limited knowledge of effectiveness of correctional program efforts to prepare inmates to cope with the various problems facing them in the transition period immediately subsequent to release to parole supervision. Although more program-specific as well as criminological literature is appearing on those issues, the overall state of knowledge in this area is quite sparse. An example of the growing criminological interest in this particular area is exemplified by a recently published doctoral dissertation by Marc Renzema (1980) of State University of New York at Albany - School of Criminal Justice. Renzema interviewed "a panel of 53 men released into a large metropolitan area from prisons in predominantly rural areas." Interviews were scheduled just prior to release and at two to four weeks, three months and six months after release to parole supervision. One key part of the findings indicates a certain pessimism as to the post-release support structure for parolees, as follows:

"Analysis of environmental support and aids to coping suggests that the parolees have large numbers of attachments and supports which somehow fall short of counterbalancing their deficits and requirements. Further, support is perceived as decreasing as time passes after release; respondents perceived the world as increasingly uncaring."

In light of findings such as these, it becomes increasingly important to carefully investigate the possible contributions of institutional-based pre-release programs in both (a) preparing the offender for release through group and individual programs, and (b) easing the transition and re-entry problems by facilitating a firm linkage between the soon-to-be-released offender and family and community-based support systems, such as community-based employment service efforts.

Footnotes

1. Campbell, Donald and Stanley, Julian, Experimental and Quasi-Experimental Designs for Research, Rand Mc Nally, Chicago, 1963.
2. Ibid., pp. 24-25.
3. MacDonald, A.P., "Internal-External Locus of Control" (Chapter 4 in Measures of Social Psychological Attitudes, by J. Robinson and P. Shaver, Survey Research Center - Institute for Social Research - University of Michigan, 1974), pp. 227-243.
4. Ibid., pp. 232-234 (Rotter's Scale).
5. Ibid., p. 228.
6. Ibid.
7. MacDonald (1974), p. 229.
8. Robinson, John, "Alienation and Anomia" (Chapter 5 in Measures of Social Psychological Attitudes, by J. Robinson and P. Shaver, pp. 275-278).
9. Ibid., pp. 277-278.
10. Ibid., p. 275.
11. Ibid., p. 276.
12. Ward, David, et al, Stillwater Prison. A Survey of Inmate and Staff Views of Personal Safety and Other Aspects of Living and Working in the Minnesota State Prison (Technical Report, Preliminary Draft). Stillwater Transition Study - University of Minnesota Department of Criminal Justice Studies, May 1980 (unpublished), pp. 62-65.
13. (a) Thomas, Charles, Determinants of Prisonization: A Test of Two Analytical Perspectives on Adult Resocialization in Total Institutions, Dissertation Abstracts International, November 1972, p. 2525-A.
(b) Thomas, Charles, W. Theoretical Perspectives on Alienation in the Prison Society: An Empirical Test, Pacific Sociological Review, Volume 18, Number 4, October 1975, pp. 483-499.
(c) Zingraff, Prisonization as an Inhibitor of Effective Resocialization, Criminology, Volume 13, Number 3, November 1975, pp. 366-388.
14. Ibid, Zingraff (1975), pp. 374,386.
15. Ibid, Zingraff (1975), p. 386.
16. Holley, C.S. and Mabli, J., "Short-Itis: Pre-Release Anxiety Among Prison Inmates", Crime Et/And Justice, Volume 5, Number 4, February 1978, pp. 329-338.
17. Ibid.
18. Ibid.
19. Crandall, Rick, "The Measurement of Self-Esteem and Related Constructs (Chapter 3 in Measures of Social Psychological Attitudes, by J. Robinson and R. Shaver) pp. 76-80.

20. Ibid, p. 76.
21. Ibid.
22. The measurement of post-release expectations of inmates has received some attention in the literature. For example, see Zingraff (1975), pp. 374, 387-88, who reported on a ten-item scale measuring post-release expectations.
23. Holt, Norman and Renteria, Rudy, Pre-Release Program Evaluation: Some Implications of Negative Findings, Federal Probation, June 1969, Volume 23 - Number 2, pp. 40-45
24. Goodstein, Lynne, "Inmate Adjustment to Prison and the Transition to Community Life", Journal of Research in Crime and Delinquency (NCCD), July 1979, Volume 16 - November 2, pp. 246-272
25. However, pre-program data will also be collected in order to compare program participants and comparison group subjects on such factors as (a) extent of participation in facility programs and (b) extent of disciplinary involvement. This will enable conclusions to be drawn regarding, for example, the extent to which participants in pre-release have also been active participants in other facility programs during the period of incarceration subsequent to classification and prior to pre-release involvement.
26. Crandall (1974), pp. 76-80
27. Zingraff (1975), pp. 366-388
Thomas (1975), pp. 483-499
28. Ibid (Thomas, 1975)
29. Ibid
30. Zingraff (1975), p. 388
31. Carlson, Eric W., Evaluation of Model Pre-Release Centers: A Final Proposal, prepared for Office of Program Evaluation, NILECJ/LEAA, August 10, 1978
32. Ibid
33. Ibid
34. Ibid
35. Ibid
36. Seeman, Melvin, "Alienation and Social Learning In a Reformatory", American Journal of Sociology, November 1963, Volume 69 - Number 3, pp. 270-284 for a concise overview of Seeman's theoretical and empirical work on alienation, see Seeman's "Alienation: A Map of Its Principal Territories", Psychology Today, August 1971, pp. 83-84, 94-95. Seeman's prison study was conducted at Ohio's Chillicothe Reformatory, "a medium-custody federal institution that is officially defined as dealing with young offenders who are amenable to rehabilitation; the average age of the inmates in the present sample was 21 years" (Seeman, 1963). Chillicothe is currently part of Ohio's State Department of Rehabilitation and Correction.

36. Continued - Another excellent overview of Seeman's work is found in an NIMH publication - Mental Health Program Reports - IV - January 1970, pp. 127 - 141. A chapter prepared by Antoinette Gattozzi and entitled "Behavioral Consequences of Alienation" reviewed Seeman's studies between 1959 and 1967.
37. Dean, Dwight G., Alienation: Its Meaning and Measurement, American Sociological Review, October 1961, Volume 26 - Number 5, pp. 753-758.
38. Wheeler, Stanton, Socialization in Correctional Communities, American Sociological Review, October 1961, Volume 26-Number 5, pp. 697-712.
39. Ibid.
40. Ibid.
41. Guenther, Anthony Larimore, Alienation, Inmate Roles and Release Ideology in a Penitentiary Setting, Dissertation Abstracts International, December 1972, Volume 33 - Number 6, pp. 3043A-3044A.

Guenther conceived of alienation "as a social psychological condition whose consequences for inmates were to become disenchanted with parole as an incentive, to remain uninformed about facts objectively pertinent to parole, and to derogate "idealistic" parole candidates." In contrast to earlier investigators, Guenther found that high and low-alienation inmates were "more distinguishable on a test of knowledge about general institutional facts than on a test of parole knowledge." (Earlier researchers showed that high-alienation inmates, with low expectancies for control over their careers, learned less information about conditions such as parole which were objectively subject to control.)

Guenther viewed these findings as, in part, "an artifact of how difficult the knowledge items were, since both high and low-alienation groups had average scores that were quite low (two-thirds of the total possible)." He offered an additional interpretation that "alienation in custodial settings does not require active efforts to avoid information circulating about parole". In other words, "avoidance of parole" scuttlebutt may be no more characteristic of high than low-alienation inmates, since avoidance would require deliberate seclusion from information sources". (pp. 132-33)

42. Ibid.
43. Ibid.
44. Hyman, Jeffrey M., Alienation and Prisonization, Criminology, August, 1977, Volume 15 - Number 2, pp. 263-265.
45. Ibid.
46. Zingraff (1975), pp. 372-73.
47. Hyman (1977), pp. 264-65.
48. Ibid.
49. Zingraff (1975), pp. 372-73, 384.

50. MacDonald (1974) op cit ref. 3, p. 227.
51. Groh, Thomas and Goldenberg, Edward, "Locus of Control Within Subgroups In a Correctional Population, Criminal Justice and Behavior, Volume 3, Number 2, pp. 169-178.

See also Hawk, K., Relationship Between Initial Adjustment In A Correctional Institution and The Constructs of Locus of Control, Assertiveness and Coping Styles, Doctoral Dissertation (West Virginia University) abstracted in NCJRS/LEAA Literature Search on Locus of Control. Locus of Control was used "to refer to the construct of internal versus external control of reinforcement." Rotter's I-E Scale was used and the data indicated that a significant relationship existed between incident reports and the construct of locus of control.

Also, see J. Brown, "Internal-External Locus of Control and Adjustment In A Correctional Institution" (Federal Correctional Institution Research Reports, Volume 6--Number 4, 1974). This study supported the concurrent validity of the Internal-External Locus of Control construct and its relationship to adjustment. Furthermore, "it was shown that the more internally controlled an inmate was the better adjusted he appeared on the Minnesota Multiphasic personality inventory and the California Psychological Inventory, whereas the more externally controlled an inmate was the less adjusted he appeared on these widely used personality instruments. The predictive validity study indicated a linear relationship between I-E Locus of Control and adjustment. However, there was also slight suggestions that this relationship may be curvilinear in nature. Future research could clarify this issue by utilizing larger subject pools, and using as dependent variables operational indices of adjustment, e.g., in the case of prison adjustment; number of disciplinary reports filed; types of offense committed; and number of prior commitments."

52. (a) Brown, J. and Strickland B., Belief in Internal-External Control of Reinforcement and Participation in College Activities, Journal of Consulting and Clinical Psychology, 1972, Volume 38 - Number 1, p. 148.
53. Guenther (1972), p. 138.
54. Dean (1961).
55. For example, most of the limited amount institutional corrections literature has a programmatic thrust. For example, an LEAA-funded study by Ruth Glick and Virginia Neto entitled National Study of Women's Correctional Programs (June 1977) reported on available programs in various State prisons and also assessed selected attitudes of a sample of female offenders; for example, on most (eight of twelve) items in a questionnaire, "the majority of women scored in the direction of high self-esteem."

In addition, studies of prisonization mostly involve male inmates. One exception has been a study of Alpert, Noblitz and Wiorkowski ("A Comparative Look at Prisonization: Sex and Prison Culture", Quarterly Journal of Corrections (1977, 1, pp. 29-34) which included interviews of male and female inmates in the Washington State Prison System. Findings were reported which were consistent with the "curvilinear prisonization hypothesis."

For the female inmates, months in prison was only slightly related to degree of prisonization whereas time left to serve is more strongly related to degree of prisonization. In other words, "as time in prison increases, degree of prisonization slightly increases while as time left to serve decreases, degree of prisonization decreases."

56. Zingraff (1975), pp. 374, 386.

57. Ibid.

58. Holley and Mabli (1978), pp. 329-38.

59. An October 8, 1980 personal communication received from Dr. Jerry Mabli (Regional Administrator for Research-South Central Region - Federal Prison System) described a proposed study entitled "Pre-Release Stress in a Federal Prison" and scheduled to be undertaken at FCI-Fort Worth (the site of the earlier study) between November 1980 and January 1981. The proposed study will include administration of the MMPI (Minnesota Multiphasic Personality Inventory) in order "to determine whether the personality type normally associated with persons that would experience separation anxiety would be more likely to experience "shortitis" (pre-release stress). This test will be administered so that those with MMPI scores indicative of separation anxiety will be compared to a "control group" whose scores do not indicate this condition.

This study is designed to determine whether "shortitis" exists or not. Hence various data (sick calls, incident reports, ratings of work performance, emotional adjustment and interpersonal relations by work/education supervisor, caseworker, counselor and best friend) will be collected on (a) inmates with less than three months to probable release date as well as on (b) inmates with at least a year until probable release date.

The inmate will also complete the Taylor Manifest Anxiety Scale. Those nearer to probable release date are expected to exhibit greater anxiety as measured on this scale.

60. The Prison Experience of Career Criminals, by Joan Petersilia and Paul Honig (The Rand Corporation, R-2511-DOJ, May 1980, under NILECJ/LEAA Grant Number 77-NI-99-0072.

61. Holley and Mabli (1978), pp. 329-338.

62. "The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs (National Evaluation Program, Phase I Report, July 1978), by Mary Toborg et al (Lazar Institute, NILECJ/LEAA Grant Number 76-NI-99-0083).

63. Ibid

64. Ibid

65. Ibid

66. Ibid

67. Ibid

68. See (a) Interagency Memorandum of Agreement, Under Date of July 31, 1980, from Thomas A. Coughlin III (Commissioner of Correctional Services) and Edward Hammock Concerning Pre-Release Centers, and (b) Interagency Memorandum, Under Date of September 24, 1980, from Arthur A. Leonardo (Director of Correctional Services Special Housing/Guidance) and James J. Williams (Director of Parole Institutional Services) Concerning Pre-Release Center - Organization and Operation: PRC-1-80.

69. Ibid.

70. Berk, Richard, Lenihan, Kenneth and Rossi, Peter. "Crime and Poverty: Some Experimental Evidence From Ex-Offenders", American Sociological Review, Volume 45 - Number 5, October 1980, pp. 766-786.

71. Ibid.

72. Ibid.

73. Ibid.

74. Ibid.

75. Ibid.

76. Unlocking The Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners (Research and Development Monograph 45 - U.S. Department of Labor: Employment and Training Administration, 1977).

Reinarman, C. and Miller, D., Direct Financial Assistance to Parolees: A Promising Alternative in Correctional Programming (California Department of Corrections - Research Unit, May 1975)

77. Reinarman and Miller (1975), p. 45.

78. Memorandum by Edward Elwin, Executive Director - NYS Division of Parole, Under Date of April 15, 1980, to All Area Offices and All Institutional Parole Offices Concerning Community Preparation.

79. Renzema, Marc W., Coping with Freedom: A Study of Psychological Stress and Support in the Prison-To-Parole Transition, Dissertation Abstracts International, Part A (Humanities and Social Sciences), November 1980, Volume 41, Number 5, p. 2306-A.

END