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COUNTER-ATTRITION PROGRAMS
IN THE UNITED STATES ARMED FORCES

Jack M. Hicks and Glenda Y. Nogami

Submitted by

Paul A. Gade, Chief
PERSONNEL UTILIZATION TECHNICAL AREA

and

Joyce L. Shields, Director
MANPOWER AND PERSONNEL RESEARCH LABORATORY



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This document provides an overview and analysis of extant counter-attrition programs across the US Armed Services. Extensive telephone interviews, perusal of documentation, and on-site program examination, produced the bulk of information contained herein. Promising counter-attrition programs included pre-enlistment basic skills education and military familiarization, attrition prediction screening, realistic expectations interventions, post-enlistment functional literacy training, and correctional retraining. <i>Organizer supplied keywords include IMPACT program, Screening, and Correctional</i>		

FOREWORD

The Manpower and Personnel Research Laboratory of the US Army Research Institute for the Behavioral and Social Sciences (ARI) the Army as it seeks optimal utilization of its human resources. This assistance is manifested principally in the areas of personnel education and training programs, recruiting and retention strategies, and leadership and management.

↳ This report is concerned with

The work reported herein is in the area of enlisted personnel retention. The authors catalogued and evaluated a broad spectrum of programs, interventions, strategies, and management tools which directly or indirectly demonstrated promise in countering first term enlisted attrition. It is Tri-Service in scope and moves throughout the personnel life-cycle for pre-enlistment to permanent duty retraining programs.

This work was accomplished completely in-house. It required numerous hours of telephonic interviewing, examination of documents, together with some on-site visits to particularly prominent or promising programs. Special thanks are due to many individuals throughout the Services.

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COUNTER-ATTRITION PROGRAMS IN THE UNITED STATES ARMED FORCES

BRIEF

Requirement:

Considering the high enlisted attrition rates since the inception of the All Volunteer Force, a plethora of activities, interventions, and strategies have been attempted to stem the tide of attrition. Due to the size of the military organization, and the variety of programs, many of them existed in relative isolation. This report provides an overview in order to prevent "re-invention of the wheel," facilitate communication, and to encourage and expedite research and program evaluation.

Procedure:

A complete search of the Tri-Services literature was completed for documentation of counter-attrition programs. To supplement and clarify the written literature, an extensive network of informants was developed. Many lengthy telephone interviews were conducted with program sponsors, report authors, and administrators.

Findings:

Promising areas for effective counter-attrition programs revealed by this investigation were pre-enlistment education and training, attrition prediction screening, realistic expectations interventions, and correctional retraining. The relationship between post-enlistment basic skills education and attrition showed mixed results. There is much need for systematic pilot testing and evaluation of such programs.

Utilization of Findings:

This report should provide an invaluable reference document for researchers, program directors, program evaluators, and policy makers in the general arena of enlisted attrition. It will serve to reduce duplication of effort, and inadvertent repetition of past problems. It should also serve as a primer for future would-be program developers by providing a historical perspective.

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Chapter 1

The purpose of this report is to document the counter attrition programs in the tri-services. A key concept motivating this effort is the need for a service-wide, life-cycle, inter-service perspective on counter attrition programs.

All programs that improve living conditions, provide more and better support and management, provide more training and education in the Army, Navy, Air Force, Marine Corps and National Guard may be called counter attrition programs. In fact, it may be difficult to find a program which impacts upon personnel, which has no implications for attrition.¹ After all, one of the aims of any personnel program implemented and sustained is to improve military life, thereby decreasing discontent which could lead to attrition.

Consequently, some selection criteria had to be applied to limit the scope of this paper. The first criterion was the degree to which a given activity or program was specifically designed to "counter" first term enlisted attrition. The more the program was designed as a "counter" attrition measure the more likely it was to be included in this report. Those programs which were designed for other purposes (e.g. compensation, housing, mental hygiene clinics, social work services, hospitals, the chaplain, legal assistance, Army emergency relief, Red Cross) with a positive (or negative) effect to decrease attrition were not included. The second criterion was whether the program or activity showed express potential for attrition reduction, especially among marginal and high-risk personnel. The third criterion was the degree to which these programs served to enhance the initial acceptability, orientation,

¹Attrition is defined as separation from the military of first-term enlisted personnel prior to completion of the obligated tour of duty.

adjustment, performance, and readjustment of these individuals to military life.

Investigative Procedure

Information for this report came from two sources: military points of contact (POCs) and subject matter experts (SMEs) on these projects. Much effort was expended in identifying sources of expertise and documentation relating to programs selected for study. This resulted in an extensive "data-bank" of names, phone numbers, notes on personal conversations, descriptive documents, program evaluations when available, newspaper clippings, magazine articles, letters, memoranda, films, and other paraphernalia.

The telephone was used as much as possible, usually in attempts to obtain documentation on programs as well as current developmental and operational status, and program evaluations.

As might be expected, there was considerable variability in the degree of success experienced in obtaining such materials. In some cases, follow-up phone calls and site visits were necessary.

Organization of the Report.

This report is organized around the military "life cycle" of enlisted personnel. This life cycle consists of a civilian enlisting, and becoming a trainee, who is distributed into various units as a trained soldier, who either reenlists or separates back into the civilian sector. The counter-attrition programs are organized chronologically to parallel the life cycle of enlisted personnel.

The first two sections of this report investigate the pre-enlistment preventive attrition programs: pre-enlistment education and military training and attrition prediction screening. The third section deals with counter attrition programs during the enlistment phase involving realistic expectations. The fourth section covers post-enlistment remedial education programs. The final two sections deal with soldier correctional retraining and management programs.

The remainder of this introduction section will give the reader an overview of the various programs documented in the following sections.

Pre-enlistment Education and Training

This chapter includes several remedial education/military orientation programs, and an English-as-a second language program. These programs are all operated by Army National Guard organizations. The remedial education/military orientation programs began in Oakland, California in 1977, and have since expanded to Los Angeles, Sacramento, Washington state, and Milwaukee. The English-as-a-second-language program is offered by the Puerto Rico National Guard. All of these programs are approximately 2 months long, and attempt to facilitate the military acceptance and adjustment process. All of them, particularly the English program in Puerto Rico, claim lower rates of training attrition than typically reported for non-pretrained recruits.

Attrition Prediction Screening.

This category consists of two types of prediction devices. The first results in attrition probabilities based on actuarial attrition data for

individuals with given characteristics. Such information has been formally developed into "expectancy tables" by the Navy and Marine Corps, and have generally found that educational level, mental category and age are the most consistent and practically useful predictors. Such information has been used by the services in setting lower limits on entrance standards for individuals in high risk categories.

A second approach to attrition prediction which focuses upon high-risk applicants makes use of biographical background (biodata) information. Foremost among such efforts at present is the Army Military Applicant Profile (MAP), administered to non-high school graduate male applicants. The Air Force has also implemented a predictor (AF Medical Evaluation Test), a 3 phase process completed subsequent to enlistment. The Navy and Marine corps are in the process of validating their Recruit Background Questionnaire.

These predictors are relatively inexpensive to research and to implement. Current advocacy for such measures may lead to a joint-service instrument.

Realistic Expectations Interventions.

These efforts primarily consist of color videotapes of training activities presented to new recruits at reception stations. These films fall into two categories: realistic expectations, and coping skills. Realistic expectations films show training, whereas coping skills films concentrate more on adjustment problems.

The Marine Corps was the first service to develop both types of videotapes. Their efforts were followed by similar products by the Navy and the Army. The Marine Corps and Navy have different versions, depending on the sex of viewer, and training center location.

Early evaluations of the effectiveness of such interventions in reducing enlisted attrition have shown mixed results. However, experimentation and use of such films has been too short as yet to have fully explored their potential. Evaluations are being conducted.

Post-Enlistment Remedial Education.

This section reports on educational programs as they may differ by the four services. For the most part, these programs fall into the (1) general literacy or basic skills training category--including English-as-a-second language, and (2) functional (job-related) literacy training. General literacy programs are offered in conjunction with initial entry training. Of interest was some evidence of a positive relationship between basic skills remedial education and training attrition. That is, higher attrition rates tend to be associated with remedial education recipients. It remains unclear as to what factors account for the common variance.

Also in question is the effectiveness of brief general literacy programs. Though Reading Grade Level gain scores have been consistently shown, no control group or other comparison data are available by which such gains can be unequivocally attributed to the program content.

Correctional Retraining.

Correctional retraining programs are addressed to enlisted personnel who have a military record of transgressions of greater or lesser seriousness, but who are considered potentially retrainable for further duty. The programs

fall into three categories on a continuum of increasing seriousness of offense; (1) marginal performer retraining, (2) non-judicial punishment retraining, and (3) prisoner retraining.

Marginal performer programs are designed as preventative measures. These programs are aimed at individuals identified as trouble-bound if not placed on a corrective course of action. The Army conducts such a program at Fort Riley called the Individual Effectiveness Course. The Navy has maintained a similar program (Behavioral Skills Training Unit) at the Naval Amphibious Base at Little Creek, Virginia.

Non-judicial punishment retraining programs are held at Correctional Custody Facilities which have adopted a retraining orientation. The best example at the present time is the Intensive Training Unit at Ft. Carson, Colorado. Like all Correctional Custody Facilities, the Intensive Training Unit is a non-confinement facility accepting Field Grade Article 15 offenders. The Navy carries on a similar program at the Coronado Naval Amphibious Base in San Diego.

A model prisoner retraining program was developed by the US Army Retraining Brigade (USARB) at Ft., Riley, Kansas. This program has been in operation since 1967. All Army courts-martial convicts with a sentence of 6 months or less duration are sent for retraining at USARB.

Management and Miscellany.

This section consists of programs which are not readily classifiable in the above categories, but nonetheless deserve mention. Among such programs are the Army's New Manning System, the Navy's Project RETAIN and Fireman Apprentice Course, and the joint Navy/Marine Corps Exit Survey System.

Project COHORT is a current attempt by the Army to test and evaluate the effectiveness of keeping entire companies together as units throughout the 2 year enlistments of its members. Thus, instead of disbursing AIT graduates as traditionally done, they will be deployed together. A major dependent variable is unit cohesion.

Navy's Project RETAIN is a complex intervention designed to better prepare naval enlisted personnel for what is in store for them aboard ship. The program includes realistic expectations videotapes, and some time aboard ships.

The Navy's Fireman Apprentice Course has recently been expanded from 4 to 8 weeks to better prepare general detail seamen (GENDET) for shipboard duty and to stem their high attrition rate.

Navy/Marine Corps Exit Survey System is a comprehensive effort to gather data concerning reasons for leaving the service among all officer and enlisted personnel separating voluntarily or involuntarily. The objectives are to determine how current policies affect retention, and to provide trend information on persons leaving active duty.

Chapter 2

Pre-enlistment Education and Military Training

Of perennial concern to the Armed Services is the quality manning of the force. This is a chronic problem of recruiting sufficient numbers of qualified literate young people in a time of a dwindling manpower pool and decreasing literacy. Presently, 20% of the American adult population lack the basic computational and communication skills to cope effectively with everyday life (Sellman 1980). Approximately 1/3 of military enlisted applicants fail to pass the Armed Services Vocational Aptitude Battery (ASVAB). If the eligible youth pool is thus further limited due to such illiteracy, the proportion of males recruited to the eligible population will have to be even higher than the presently projected 25% by 1990.

One way of attempting to solve this "numbers" crunch is to provide pre-enlistment education and training for applicants.

Pilot Adult Basic Skills Education Programs.

In 1979, the Department of Defense and the Department of Education entered into a collaborative effort involving three one-year pilot adult basic skills education programs. The programs were "designed to correct the educational deficiencies of applicants who failed to qualify for enlistment in the military." (Sellman, 1980, p. 2). The purpose of these programs was to correct educational deficiencies in otherwise qualified prospects and then to enlist them. Of a base group of 4,061 non-high school graduates who failed the ASVAB, and thus becoming eligible for the pilot programs, only 267 were actually referred to the program. An undetermined number of the base group

simply moved on to join another of the Services with lower entrance standards. Another reason for the low referral rate had to do with a high number of requests not to be referred due to a reluctance to re-enter the classroom. Of the 267 who were referred, 98 actually enrolled in a pilot program, and a miniscule 28 ended up enlisting in a Service (Sellman, 1980).

Due to such outcomes, combined with the constraint against DoD funding of civilian educational programs, there has not been continued general interest in pre-enlistment education or training. The only such pre-enlistment program at the DoD level currently in effect is a joint DoD-Department of Labor (Job Corps) effort begun in May 1980. This program is designed to correct for the major weaknesses of the previous program by providing on-site financial assistance and transportation to learning centers. It is too early yet to evaluate the effectiveness of this program.

Despite the bleak history of DoD level programs, four Army National Guard pre-enlistment education and military training programs in operation currently show potential as recruiting tools and as counter attrition programs. The remainder of this chapter will be devoted to discussion of these programs. Three of these are referred to as Innovative Military Projects and Career Training programs (IMPACT). These programs are located in California, Wisconsin and Washington. All three programs have a core curriculum in common, but because of specific characteristics in each state, they will be discussed separately. The fourth pre-enlistment program is an English-as-a-second language program conducted by the Puerto Rico National Guard.

California IMPACT Program.

The first IMPACT Program began in Oakland, California on a pilot basis on

1 October 1977. Program Headquarters are presently maintained in Oakland, but field operations have been extended to Los Angeles, Long Beach, and Sacramento as of October 1981. The program is designed to combine military service and civilian employment, and is co-sponsored by the California National Guard and the California State Employment Development Division.

According to a recent Information Sheet:

"The goal of the program is to train and job-place young men and women, ages 17-21, into unsubsidized employment in the labor market. At the same time the program is designed to expose the cadet to self-discipline, self-esteem and motivation that the military can provide.

To prepare the cadet for meaningful employment, the program provides 8 weeks of employment preparation which includes discipline, career assessment, remedial skills instruction, pre-military training and day-to-day survival skills. The survival skills training includes cultural studies, money management, conflict resolution and group dynamics.

Upon completion of the 8 weeks training, they will report to a military school for basic training and vocational training. Of course, to enter these schools, the participant must become a member of the Military Reserve. The vocational facilities are located in various parts of the country. This exposure to other communities initially aids in the broadening of the individual. The school they attend is based on their interest and their Armed Services Examination scores.

The cadet must meet Title IIB CETA criteria (unemployed or under-employed, economically disadvantaged). They will receive minimum wage while in the 8-week training and military pay of \$550.00 per month, plus room and board while in basic training and vocational school. They will also receive free medical and dental services."

Phase I: Enrollment. Awareness of the Program has usually been through small newspaper advertisements, with some television and radio advertising. Initial screening is based on applicant's residence within the metropolitan area and applicant's age--between 17 and 21 years of age.

Orientation. The orientation outlines the history, objectives, benefits offered, the military connection, the various aspects of the training program, standards of individual conduct expected, and the advantages of military

skills training and Reserve membership. Following the orientation, those who continue to be interested in the Program are pretested for suitability for entry into the Program.

Pretesting. The purpose of the pretest (a local revision of the Army Classification Battery) is to determine the applicant's functional literacy level and to assess motivation. Those who score sufficiently low to suggest failure in the core curriculum are not rejected outright, but are advised to prepare for a retest by doing remedial drills on their own initiative. Appropriate response is taken as a sign of interest and motivation.

Counseling. There are three types of counseling: military, administrative, and employment marketing. Military counseling involves an attempt to subjectively assess an applicant's willingness and ability to follow orders in accordance with military tradition and requirements. It requires that the applicant sign a "nonbinding" commitment to enter the National Guard. An explanation of the stages of military training and a review of the military advantages of the IMPACT program are also given. Those individuals who do not appear suited to the military or are unwilling to sign the commitment are rejected.

The purpose of administrative counseling is to ascertain technical qualifications to enter the Program. The counselor seeks to determine educational deficiencies, juvenile arrest records, and other impediments. Referrals may be made to other programs when obstacles appear insurmountable.

Employment marketing counseling attempts to assess vocational interest patterns, and to assist the prospective cadet in developing an employability plan.

The roughly 20% of the original applicants who survive all stages of the enrollment phase must submit documentation to determine financial eligibility

according to regulations of the Comprehensive Employment Training Act (CETA). Once CETA certified, the new cadets are ready for Phase II (California IMPACT Story, 1982).

Phase II: Classroom and Field Training. The training course is of 6, 8, or 10 week duration depending upon individual needs. The courses follow an 8-hour per day, 5 days per week format. The content is divided into three subject areas: military skills, basic skills, and pre-employment.

Military Skills. About half of Military skills training consists of physical fitness (PT) and drills/ceremonies. Also included are leadership instruction, a military field trip, basic weapons orientation, first aid, military discipline, and other topics to provide a realistic preview of military training.

Basic Skills training. This is the largest subject area and is divided into two sections: (1) developmental, and (2) survival skills. The Developmental section consists of reading comprehension, writing, mathematics, and listening skills. The key objective of this area is to help the trainee to pass the ASVAB.

Survival training concentrates upon skills enabling one to cope more adequately, and with an emphasis upon civic responsibility. Group dynamics, community service, and cultural studies are the largest components. Other important topics are money management, racism/sexism, and conflict resolution.

Pre-employment preparation. Thirteen topics are covered, including job interview techniques, "job survival," employment application techniques, resume writing, employment exploration, and a heavy emphasis on career assessment. A comprehensive presentation of the course is at Appendix A (Education and Training Course).

Phase III: Military Training. Graduates of Phase II are given a choice between two vocational directions: the military path or the civilian path. In the civilian path, the graduate chooses to go directly into the civilian job market without further military obligation. These individuals pass up the opportunity for military skills training.

Military path. Those who choose the military path are processed at Military Entrance and Processing Stations (MEPS). Once the recruit is successfully sworn in, he or she is sent to Army Basic Combat Training (BCT), and Advanced Individual Training (AIT).

Phase IV: Job Placement and Follow-up. Those who complete BCT/AIT are given the option of remaining with the Active Services or returning to their home community for job placement and a 6 year Guard or Reserve obligation. Those choosing the latter option usually attempt to parlay their Military Occupational Specialty (MOS) into an acceptable entry-level job.

The follow-up program consists of three month and six month reviews of the Guardsman's employment record. Such reviews provide feedback as to (a) appropriateness of the core curriculum for employment placement, (b) transferability of MOS skill training to employers' needs, and (c) the interface between Reserve activities and civilian job placement as an aid or hindrance to vocational advancement (California IMPACT Story, 1981).

Phase V: Successful Vocational Placement. The criterion for successful vocational placement is six months of continuous and satisfactory unsubsidized military or civilian employment or continuing education and training. There

is no further obligation by the IMPACT staff to assist the individual in finding or maintaining employment beyond the first 6 months (California IMPACT Story, 1981).

Program Evaluation. No formal evaluation of the California IMPACT Program has been attempted as of this writing though cumulative records and summary statistics have been maintained.

According to program records, 552 persons have been enrolled in the Oakland Program since its inception. Two-hundred fifty three of these were enrolled in the pilot phase of the program from October 1977 through January 1979, and 299 cadets enrolled beyond the pilot phase from 1 February 1979 through 30 September 1981.

Of the 299 cadets, 208 (68%) were male and 95 (32%) female. The ethnic classifications were as follows:

Black.....	82%
Hispanic.....	13%
Caucasian.....	3%
Asian.....	2%

Only 30 (10%) failed to successfully complete the Program. However, the total number of "non-positive terminations" increased to 70 (23%) when several post-program outcomes were taken into account. Among these were refusal to accept jobs offered, failure to pass military entrance requirements, withdrawal from further association with IMPACT, moving to different locations, failure to attend Guard meetings, and failure to leave forwarding addresses. Of the 229 remaining positive terminations, 172 (76%) have been successfully job placed. Of the other 56 (24%) positive terminations, approximately half

returned to school. Following is a breakout of the decisions of the 125 individuals who opted for the military, passed entrance standards, and completed all training:

Army National Guard.....	94
Air National Guard.....	6
Army Reserve.....	8
Active Army.....	12
Active Navy.....	2
Active Air Force.....	1
Active Marine Corps.....	2

An additional 7 of a total of 132 who entered the military were still in training as of this writing (Participant Summary Report, 1982).

Attrition. A total of 14 (10.6%) of 132 have attrited from BCT/AIT to date. This rate is considerably less than the training attrition rate usually reported for those who enter the Army without pre-enlistment training. In order to account for this difference, a more complete data base and formal program evaluation is needed, as well as a thorough explication of the linkage between program elements and outcomes.

Cost Benefit. It costs approximately \$2,000 per cadet to complete the pre-enlistment training program (Ware, 1982). According to a recent Army Audit Agency Report (SW 81-1, 1981, p. 6), it costs approximately that same amount to deliver the average recruit (without pre-enlistment training) into the Army--at least 15% of whom would potentially attrit during training.

Thus, the cost advantage of pre-enlistment training is strongly suggested. However, much more in the way of cost and attrition data are needed in order to complete an adequate cost-benefit analysis.

Wisconsin IMPACT Plan.

This program began in the Fall of 1980 and is modeled after the California IMPACT Program. It seeks entry-level private sector employment for economically disadvantaged youth between the ages of 17-23 in return for a six year enlistment in the Wisconsin National Guard (or other Reserve component).

Like the California Program, one of the key features is the high degree of selectivity of participants. There can be no pending court action, parole or probation. Those ever convicted of a felony are likewise rejected. Even outstanding traffic violations have to be cleared up. Those who score excessively low on a literacy pre-test are also rejected, as are those who display openly hostile attitudes toward authority and the military (Weihs, 1981).

Training Course. The training lasts seven weeks (280 hours), and has three major subject areas. The largest is Basic Skills, comprised of developmental and survival skills. Eighty of the 110 hours of basic skills is spent on developmental skills. The second most emphasized topical area is Military Skills Training (90 hours) with a heavy emphasis upon PT and drills and ceremonies. The third major area is pre-employment preparation, with an emphasis on career assessment, and job interview techniques (Weihs, 1981).

Unlike the California Program, the Wisconsin Program provides only a military path. Upon completion of training, a choice is made to remain active or return to Milwaukee as a reservist.

Program Evaluation. No formal program evaluation is available at this time. According to Weihs (1981) approximately 80% of initial applicants are rejected. Of the remaining 20% that are accepted into the program, about 50% graduate. Thus, about 10% of the original applicants successfully complete the program. All participants were reported to be non-high school graduates; 60% Black, 20% Hispanic, and 20% female. Approximately 1/3 of those completing training have elected to remain with the active military, the remainder choose to serve as reservists.

Attrition. Of the select group comprising 10% of the original population of applicants, approximately 90% successfully complete BCT/AIT, a figure consistent with the California Program. Most of the new Guardsmen are said to have been successfully job placed.

A recent letter from Fred G. Luber (Chairman, Milwaukee Private Industry Council) to Senator Kasten of Wisconsin, included the following table.

<u>Class</u>	<u>In Training</u>	<u>Graduates</u>	<u>Sworn In</u>	<u>Placements</u>
I		15	15	13
II		21	19	19
III		18	12	2
IV	22			

Thus, a good record of military acceptability following program completion is shown. Also indicated is a high percentage of job placements for returnees. The low percent of placements for Class III is because most trainees were still in BCT/AIT.

Cost Benefit. Mr. Luber also commented that over the past year, Wisconsin IMPACT had received \$190,541 to train 100 individuals, resulting in \$1905 per individual. This is very close to the \$2,000 estimated for the California Program.

State of Washington Project IMPACT.

The most recent IMPACT Program began in the Fall of 1981 in the "Tri-cities" vicinity (Richland, Pasco, and Kennewick) of the state of Washington. This Program was initially funded with \$230,000 of CETA Title 7 money via contract from the Department of Labor (Mendoza, 1981).

Training Program. A key departure of this program from those previously discussed is the relative lack of emphasis on military and pre-employment training. It is a 4 week program emphasizing basic skills education and including some basic knowledge areas. Like the other programs, this program is designed for youths who show a deficiency in functional literacy skill and basic knowledge.

The Washington State program curriculum is laid out in six-units as follows (Wynne, 1982):

- | | |
|----------|--|
| Unit I | Mathematics (36 hours)
-Computation
-Concepts
-Numerical Operations |
| Unit II | Language Usage (12 hours) |
| Unit III | Mechanical Comprehension (32 hours)
-Automobile Operation
-Physical Principles
-Space Perception
-Shop Information |

- | | |
|---------|---|
| Unit IV | Science (12 hours)
-Reading Comprehension
-Vocabulary |
| Unit V | Electronics (32 hours)
-Application of Electronic Principles
-Vocabulary
-Math Reasoning |
| Unit VI | Military Orientation (12 hours) |

Program Evaluation. No evaluative information is as yet available on this Program.

Puerto Rico National Guard Program.²

This is an English-as-a-Second-Language (ESL) Program which has been operating at the English Technical Language School (ETLS) at the Puerto Rico National Guard Training Site (Camp Santiago), Salinas, Puerto Rico since June 1976. The primary mission of the school is to provide elementary and intermediate English instruction to Puerto Rico National Guard (PRNG) trainees. The secondary objective is to provide pre-basic military training.

Historically, the ESL was established due to an extremely high BCT/AIT attrition rate among PRNG trainees. Before the program began in 1976, training attrition was as high as 29%. Not only were these trainees at a disadvantage due to English not being their native language, but also due to the culture-shock of being abruptly transplanted from Puerto Rico to the United States for purposes of training and adjusting to military life.

²The principle source for information about this program was obtained from a document titled "Here to Learn" published by the Puerto Rico National Guard English Technical Language School (1982).

Curriculum. The ESL Training Program runs for nine 40 hour weeks with 2/3 of the time spent studying English. About one hour per day is spent on mathematics. The remainder of the time (17%) is concentrated on common military subjects, with drill and ceremonies, field training exercises, and PT.

Program Evaluation. Reported statistics indicate an admirable performance of this program. By the end of FY 81, the ETLs had graduated a total of 2,435 students (since the first cycle of June 1976), 75% of whom are still members of the PRNG. This group makes up approximately 20% of the total PRNG strength.

Attrition. As of the end of FY 81, training attrition had dropped to 2% from the 29% shown prior to the Program's inception.

Discussion.

All of the above IMPACT programs report attrition at a rate markedly lower than that typically reported for the non-pretrained recruit. Preliminary indications are that the programs are cost-beneficial, but any firm conclusion must await formal program evaluation. An evaluation will identify those elements which are most effective in reducing attrition. Several possible factors are discussed below.

One factor which may account for the programs' effectiveness may be the training curriculum and format. IMPACT staffs typically depict the youth who thrive in their program as capable, but "neglected" by society. The

"forgotten ones," or the "ones that fell between the cracks" are typical comments in characterizing program participants. Thus, remedial education under semi-structured conditions may be an appropriate combination.

Useful in this regard would be trainee achievement gain-score comparisons with non-pretrained control groups. Such gain-score comparison data would serve to dispel suspicions about the training course serving merely as a test "coaching" device to pass the ASVAB.

A second factor, orientation to the military provided by the military skills segment of the curriculum, (to be discussed in detail in Chapter 4) may provide an important key to easier and better military adaptation.

A third factor may be the preliminary counseling each applicant receives. Unlike recruiters, program cadre are under no requirement to deliver new recruits. Thus, they may be more inclined to counsel out of the military or into the civilian path those cadets judged least likely to adapt to the military. This may result in a better selection of cadets and elimination of the costs of sending many poor risks into training. Also, initial screening may produce "attrition" before entry into the program and thus enhance the success rates among those who are accepted into the programs.

At present these programs remain small and few. They have focused upon intellectually capable, highly motivated, center-city unemployed minorities with positive attitudes and no police records. With such a combination of requirements, the IMPACT programs are not presently geared to handle large numbers. Just the constraint of police record alone eliminates from consideration many youths who might benefit from these programs. Assuming the utility of these programs, a broadening of target populations would seem a worthy objective as well as attempts to test them in other states, regions, and depressed rural areas.

Increasing and expanding these programs pose problems of insufficient numbers of trained cadre. That is, the success of the programs seems partly dependent upon a well trained and selected cadre. Emotional stability, empathy, and role-model credibility may be the cadres most important attributes. Selection for these attributes, plus the requisite training may not be easy to accomplish on a large scale, and experienced guidance and carefully designed training program may be in order.

Also critical to such programs is the need to cultivate and maintain private sector employer support. Without this, the all important and ultimate criteria of job availability, successful job placement, and career success are placed in jeopardy. Not only must good contact and liaison be maintained among potential employers, they must be convinced of the value of the types of training received by graduates. Directors of both the California and Milwaukee programs report that the credibility of military training in terms of instilling the basic discipline needed to perform reliably on a job, is the main attraction that employers have for their programs.

A third problem area is funding. State and local funding has not generally been strong, particularly with cutbacks in CETA monies. This has resulted in a number of overtures from program proponents to the Department of Defense.

However, according to the Honorable Lawrence Korb, Assistant Secretary for Manpower, Reserve Affairs and Logistics, in a letter to Senator Kasten of Wisconsin, "DoD lacks the authority to underwrite directly the training costs of civilians for private sector employment" (1982).

Dr. Korb went on to praise the program, pointing out that "... 19% of the participants have chosen the active military upon completing the program." In addition, Dr. Korb sent a memorandum to Dr. Edward Philbin,

Deputy Assistant Secretary of the Army for Reserve Affairs, attaching a copy of the Wisconsin IMPACT Program Plan, and requesting that he ask the National Guard Bureau to ". . . assess the program's potential for expanding into other states as a recruitment incentive."

In the event of such an assessment, it should be recommended that these programs not only be evaluated in terms of recruitment incentives, but attrition and retention as well. In addition to training attrition rates, the following variables should be among those tracked:

- a. Number of initial applicants
- b. Acceptance ratio
- c. Demographics of applicant population
- d. Demographics of participant/graduate/trainee population
- e. Attrition from pretraining
- f. Show-up rate Guard/Reserve meetings
- g. Percent who choose Active Service
- h. Percent of entrants and graduates who failed ASVAB
- i. Job placement rate among returnees
- j. MOS-placement match rate among returnees
- k. Attitudes toward pretraining program (cadets, cadre employers, military flunkouts, etc.)
- l. Cadre qualifications
- m. Test-retest data on program contents
- n. Cadet-control group comparisons

Finally, also showing promise is the Puerto Rico ESL Program. Since its inception, BCT/AIT training attrition has dropped from 29% to only 2% of those

students who complete the program. This dramatic reduction in training attrition is strongly suggestive of a highly successful program. However, this result is based solely upon information supplied by a Puerto Rico National Guard internal document ("Here to Learn") cited above. Thus, before any firm conclusions can be drawn, independent program evaluation is needed. Such an evaluation should not only test the above findings, but should also throw light on the important factors responsible for the presumed success of the program.

Chapter 3

Military Attrition Prediction Screening

The purpose of this discussion is to examine current practices in the Armed Services regarding the use of enlisted screening systems designed to differentiate among those likely to complete their initial tours from those who are less likely.

Historically, demographic data such as mental category and education level have been found useful. Of particular use have been Armed Forces Qualification Test (AFQT) scores. For example, based upon FY 77 non-prior service accessions data, over 36% of Category IV enlistees attrited within 36 months, whereas only 23.5% of Category I and II recruits attrited during the same time frame (DMDC Report 6166, September 1981).

Another traditionally used attrition predictor, even more powerful than mental category, has been educational level. For the same FY 77 Service-wide cohort as above, attrition within 36 months among non-high school graduates was approximately 44%, and only 24% for high school graduates—a 20% difference. Previous years showed even greater disparities. FY 75 yielded a 25% differential, with non-high school graduates attriting at approximately 52%, as compared to about 27% for high school graduates (Hicks, 1981).

The Navy and Marines, in particular, have been active in capturing the predictive utility of the above and other demographic variables in the development of "tables of chance" of completion of certain periods of service. These efforts will be discussed below.

First-term enlisted attrition has become sufficiently alarming and costly as to stimulate the development of additional predictors to supplement the

above. Such predictors utilize biographical background data (bio-data) for attrition prediction.

Army.

For the past several years the Army has been engaged in a project to gain a better understanding of personal characteristics which might serve to identify attrition-prone recruits, and to develop corresponding objective measures. This effort has resulted in the development of the Military Applicant Profile (MAP).

Military Applicant Profile (MAP). The MAP is a paper-and-pencil, biographical questionnaire currently operational at all Military Enlistment Processing Stations (MEPS) to predict training attrition among 17-year old, non-high school graduate males. Validation work, begun in 1975 has resulted in alternative forms (4A and 4B) of the MAP, each 60 multiple-choice items in length. Items on these inventories cover the following general content areas:

- Family-early years experience
- Self concept, esteem
- Academic achievements, experiences, perceptions
- Athletic experience, perceived physical competence
- Social participation, social style
- Work experiences, work values
- Military service expectations

Both forms of the MAP have been validated and cross-validated, yielding statistically significant validity coefficients ranging from $r_b=.32$ to $r_b=.42$. An additional effort was conducted in 1978 and 1979 to reduce the likelihood of faking on the MAP.

In July 1979, Form 4B became operational. An effort is presently underway to evaluate the results of operational use of the MAP by examining attrition rates among the subject population who initially passed it and gained entry into the Army. Preliminary results based on approximately 15,500 recruits shows the lowest 180-day attrition rate (14.4%) among those selected by the MAP than any previous group studied. Members of the two previous validation groups (none of whom were rejected on the basis of MAP score) yielded a 180-day attrition rate of 19.8% and 21.8%.

The MAP is presently being administered to all female enlistees for purposes of determining the feasibility of developing a female version. This is a test development and item validation phase, and no females are being rejected by the Army on the basis of a low MAP score at this time (An Operational Test: The Prediction of Early Army Attrition, 1982).

The MAP has also been studied as to its potential validity for enlistee race, education and age subgroups (Eaton, Weltin, and Wing, 1982). These issues were addressed in the process of investigating the MAP's potential expansion for use with other than 17 year old high school dropouts, such as older recruits and high school graduates. The subject population consisted of 4,282 male recruits in the winter of 1976-77. Of this group 621 (14.5%) attrited within the first 6 months of service. A striking finding, shown in Figure 1, was the overall relationship between MAP score and attrition rate ($\chi^2=317, p<.001$).

As to subgroup validations, significant relationships between MAP scores and attrition rates were found for blacks as well as whites, and for high school graduates as well as non-high school graduates. Education level was clearly the best attrition predictor, with high school graduates showing the lower rates ($\chi^2=56.51$, $p<.001$). Also, the small, but significantly lower attrition rate among blacks disappeared when education level was taken into account.

It was concluded from this investigation that the MAP has potential as a useful predictor for blacks, whites, and across several age groups when analyzed separately as to educational level.

Navy.

The Navy has been active in the development of two screening devices; one capitalizing upon demographic variables--Success Chances of Recruits Entering the Navy, and the other utilizing primarily bio-data--Recruiting Background Questionnaire.

Success Chances of Recruits Entering the Navy (SCREEN). This program initially got underway in 1973. SCREEN is a table of probabilities of new recruits completing their first full year of service based on combinations of AFQT scores, age, and other demographics. It was developed on actuarial one-year survival statistics of non-prior service male Navy enlistees in the calendar year (CY) 1973. SCREEN has been used by recruiters for screening applicants since October 1976 (Lockman & Lurie, 1980).

The present day version of SCREEN, shown in Table 1, is an expectancy table with proportions entered to reflect probabilities of success of future

applicants with given combinations of characteristics. The characteristics found to be of greatest utility were (a) high school grade completed, (b) AFQT score, (c) age, and (d) whether or not the examinee claims dependents. A minimum chance of success of .70 is shown in Table 1 as needed to qualify for entry into the Navy.

The validity of the 1973 cohort data in determining probabilities was conducted by following approximately 68,000 CY 1977 recruits through their first full year of service. A comparison of the two cohort groups revealed some differences between the characteristics of the groups. The 1977 group had an increased use of the Delayed Entry Program, more recruits 20 years of age and older, a higher percentage of "A" school attendees, a higher percentage of minorities, and a first-year attrition rate up from 17% to 20%. In spite of these differences, Lockman and Lurie concluded that "the relationship between recruit characteristics and first-year survival could be similar in 1973 and 1977." Education, age, mental group, and dependency status were again found to relate significantly to first-term attrition. Similar outcomes were found for additional 1977 cohorts of approximately 15,000 Navy Reservists, and 4,500 Navy enlisted women.

Based upon the attrition performance of the CY 77 enlisted female cohort, a female version of SCREEN was developed, as shown in Table 2. It will be noted that the only variables utilized are mental category and whether or not one graduated from high school with a diploma. Also to be noted is that mental category only dips through mental category III. Such truncations in

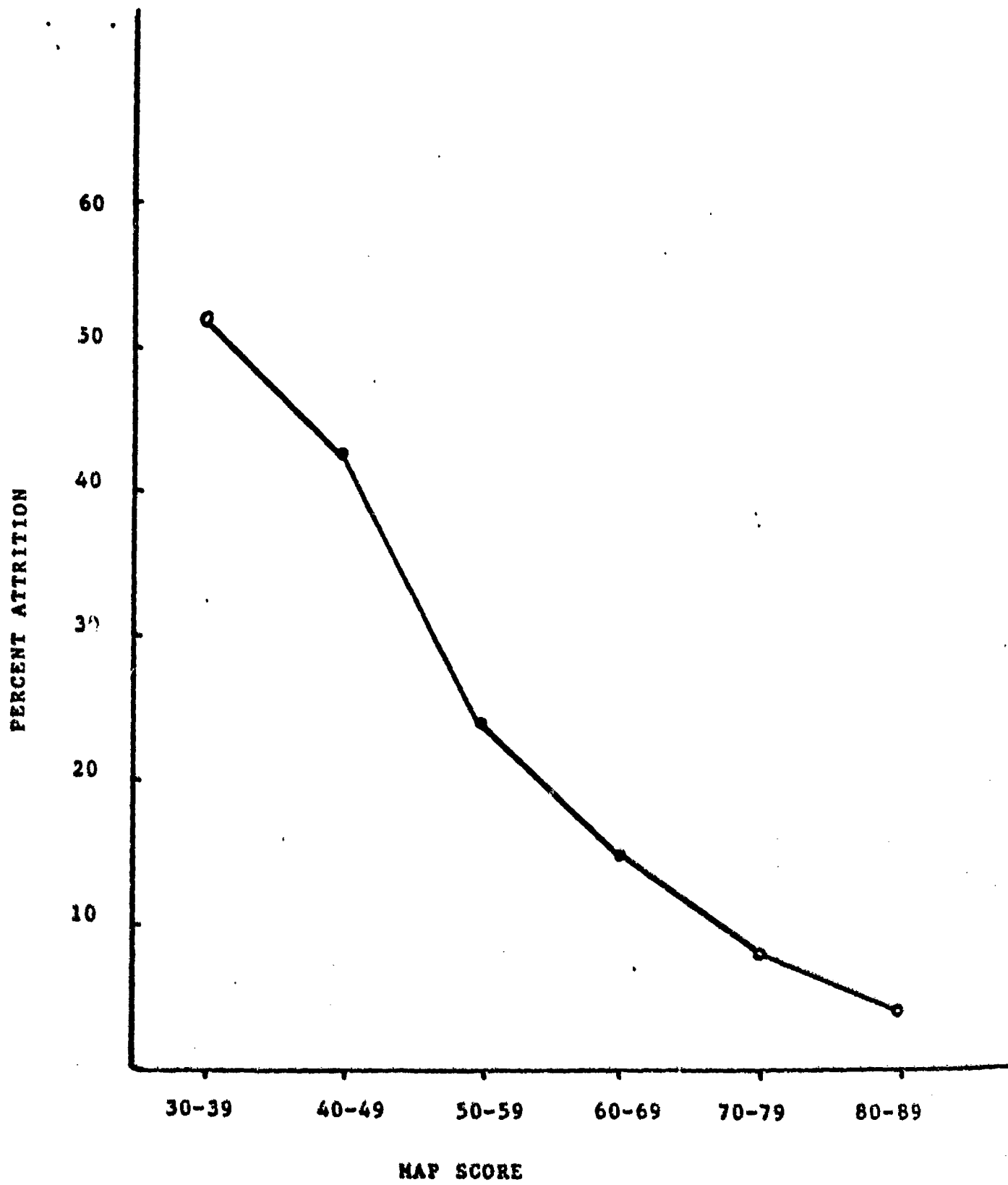


Fig. 1. Percent Attrition as a function of MAP score for total 1976-77 enlistee sample

Table 2

First Year Screen for CY 1977 USN Females

<u>Mental Group</u>	<u>Diploma</u>	<u>GED</u>
1	92	85
2	87	81
3 (Upper)	85	78
3 (Lower)	84	76

the data are due to recruiting policies requiring that women be high school graduates (high school diploma graduate [HSDG] or GED), and score no lower than Category III on the AFQT. Due to these constraints the SCREEN table for women displays relatively little variance among the "chances for success" entries and thus has limited utility.

In addition, a "streamlined" current SCREEN table has been developed as a possible alternative to the operational SCREEN shown in Table 1. The streamlined SCREEN, shown in Table 3, differs from the current version in that (a) 17 year olds were pooled with 18 and 19 year-olds, (b) years of education greater than 12 is pooled with 12 years of education, and (c) dependency status has been eliminated as a predictor.

Table 3

Streamlined Current SCREEN

<u>AFQT</u>	<u>Age</u>	<u>Grade</u>		
		<u>12 or more</u>	<u>11</u>	<u>Less than 11</u>
95-100	17-19	94	90	89
	20+	92	87	85
67-94	17-19	90	82	79
	20+	86	76	73
50-66	17-19	88	78	75
	20+	83	73	70
35-49	17-19	82	71	67
	20+	77	65	61
21-34	17-19	80	67	63
	20+	74	61	56

Recruiting Background Questionnaire (RBO). The RBO is the Navy's counterpart to the Army's MAP. The objective of the RBO is to predict attrition of enlistees in recruit training by identifying potentially useful biographical items.

This work was initiated in 1974 with seven forms of the RBO being administered to sizeable numbers of recruits at the Naval Training Center in San Diego, California. As a result of this effort an original set of 370 items was distilled down to a more manageable 82 items. The original 16 categories of biographical items was reduced to 14, with the categories of marital status and disciplinary problems being eliminated due to lack of discriminative validity. The two most useful categories turned out to be school performance, and attitudes and expectations. Other important categories were employment record, and demographic data (Atwater, Skrobiszewski, and Alf, 1976).

Recent progress on the RBQ has resulted in the construction of 55-item alternate forms (RBQ-1 and RBQ-2) which have been administered to more than 44,000 Navy and Marine Corps applicants for enlistment. Those applicants accepted for enlistment are currently being tracked through the first 18 months of service (Atwater, 1982).

Several cross-validation efforts have been conducted, yielding statistically significant biserial correlations with attrition measures ranging from .20 to .36. RBQ scores have also been reported to compare favorably with the SCREEN expectancy table in attrition prediction capability. Significant improvement in attrition predictability is also reported to result when the RBQ is used in combination with SCREEN (Atwater, 1982).

Future work with the RBQ calls for demonstrating its relationship to additional criteria such as unauthorized absences, desertion, school performance, and job performance. Separate scoring keys will also be developed for high school graduates, non-high school graduates, and minorities.

Marine Corps

The Marine Corps has used two screening devices to predict first-term enlisted attrition. One of these is the RBQ discussed above, which is also being validated for Marine Corps applicants, and the second is the Profile of a Successful Marine--a demographic profile.

The only difference between the Marine Corps and the Navy versions of the RBQ will be that the Marine Corps scoring norms will be derived from a Marine Corps applicant normative population. Data are currently being collected for norming.

Profile of a Successful Marine. The purpose of this effort, similar to SCREEN, was to develop a demographic profile which would effectively differentiate between those who complete their obligated tours of duty from those who do not. The analysis included such variables as age, race, educational level, number of dependents, aptitude, and attitudinal scores (Sims, 1977).

This effort was based on the tracking of approximately 52,000 recruits the first year after inception of the All Volunteer Force. The results of this endeavor yielded three separate profiles. Profile I was based upon (a) educational level, (b) age at enlistment, and (c) an "attrition composite" derived from a combination of ASVAB subtest scores and an "attitudinal test." No further details as to the precise nature of this "attrition composite" were reported by Sims. Profile II was based on education level, age at enlistment, and mental aptitude. Mental aptitude was substituted for "attrition composite." Profile III was identical to Profile II except that educational level was measured by number of school grades completed, rather than whether or not one graduated from high school.

Profile I turned out to be the superior predictor. This resulted in two expectancy tables, one for high school graduates, and one for non-high school graduates, shown in Tables 4 and 5.

Table 4

Predicted Chances of Success: Profile I
(High school graduates)

Attrition composite raw score	Age						
	17	18	19	20	21	22	23+
180	100	100	100	100	100	100	100
160	100	100	100	98	96	95	93
140	93	92	90	88	87	85	84
120	84	82	80	79	77	76	74
100	74	73	71	69	68	66	65
80	64	61	61	60	58	57	55
60	55	53	52	50	49	47	46

Table 5

Predicted Chances of Success: Profile I
(Nonhigh-school graduates)

Attrition Composite Raw Score	Age						
	17	18	19	20	21	22	23+
180	99	98	96	94	93	91	90
160	90	88	87	85	83	82	80
140	80	79	77	75	74	72	71
120	71	69	67	66	64	63	61
100	61	60	58	56	55	53	52
80	51	50	48	47	45	44	42
60	42	40	39	37	36	34	33

Like SCREEN, the entries in the tables are proportions reflecting actuarial rates of completion of tours of duty contingent upon the particular combination of predictors.

In spite of the superiority of Profile I as a predictor of attrition, Sims expressed misgivings about its implementation. One reason was that Profile I was not the best predictor of school performance. Another reason was the fact that the "attrition composite" included an attitude test which would be susceptible to "coaching".

Air Force

The Air Force has developed two testing programs which combined, provide the basis for prediction of premature terminations of their enlisted personnel. These tests are the Air Force History Opinion Interest (HOI) and the Air Force Medical Evaluation program, which includes the HOI as a component.

Air Force History-Opinion Interest (HOI). According to Guinn, Johnson, and Kanter (1975), the HOI, a self-descriptive questionnaire, was useful as a rough preliminary screening device. They further recommended that the HOI be limited to preliminary screening, with supplementary psychometric and psychiatric assessments conducted on individuals identified by the HOI as having low potential for service to determine feasibility of enlisting those persons.

Air Force Medical Evaluation Test Program (AFMET). This program both utilizes and has evolved out of research and development on the HOI. Further research and development on military adaptability screening resulted in the clinically oriented AFMET program. This program was implemented in June of 1975, and consists of two phases.

The purpose of Phase I is to provide preliminary screening of enlisted airmen having low potential for military service. The HOI is used for this purpose and those so identified are given additional evaluation. Unlike use of the Army's MAP, the HOI is administered only after recruitment.

Phase II has two components, with regard to the further evaluation of marginal airmen. The first involves administration of the Minnesota Multiphasic Personality Inventory (MMPI). Each individual is then also interviewed by a trained technician. Based upon this screening process, individuals determined to have low potential are transferred to the Mental Hygiene Clinic.

Between June 1, 1975 and June 15, 1976, the first year of the AFMET program, 80,732 recruits were administered the initial HOI (Phase I). This preliminary screening identified 5,369 trainees for Phase II testing. Of these, 1,331 were referred to the Mental Hygiene Clinic for further action. A total of 444 basic trainees were discharged on the basis of the AFMET process (Bloom, 1977).

Discussion.

It would appear that the future is bright for preliminary attrition screening instruments, particularly those that utilize bio-data. They are relatively inexpensive to develop, administer, score, and interpret. The key lies in their predictive validity for attrition-prone youth populations.

None of the bio-data predictors being developed and used by the military have clearly demonstrated validity as yet. The farthest along is the Army's MAP, which has yielded strong suggestive findings, but nothing clearly interpretable. "Validity" evidence, thus far, has pointed to a lower dropout

rate in the high school male dropout population which has been subject to MAP screening, than in similar previous populations not subject to screening. However, since there have been no control groups, there is no way to estimate what the attrition rates for the currently tested population would have been without the MAP. Other factors such as the availability of civilian entry-level jobs or improved military propensity might just as well explain the lowered attrition rate in these groups.

Another consideration has to do with degree of validity. Even if the predictors are "valid" in the sense that they show statistically significant correlations with attrition criteria, too low validity could work hardships on recruiters. If the predictor is to be effective, it must discriminate between those who will successfully complete their tour and those who will not complete their tours. On the basis of the predictor, some applicants will be rejected. To the extent that the validity of the test is imperfect, there will be some "false negatives" among the rejects (i.e., those erroneously predicted not to complete, although they would have completed). The lower the validity coefficient of the test, the greater the percentage of erroneous rejects (i.e., false negatives). A validity coefficient of .40, for example, only shows a 16% overlap between the criterion and the test. This, together with a high cut-off score would result in the rejection of a great many applicants who would not have attrited. Thus, if such a predictor is to be used successfully, there must be a sufficiently large recruiting pool available to afford the luxury of eliminating many who might have succeeded. Such has indeed been the case since the inception of the AVF—for that population (i.e., low AFQT scoring, non-high school graduates) for which the attrition predictors are intended. Even in the worst of recruiting markets, with military propensities at a low ebb, there has not been a shortage of high

school dropout applicants. Thus, a validated MAP with all its imperfections, can be an important tool in pre-screening this attrition-prone population.

A recent development with regard to bio-data screening devices has been an advocacy for the development of a joint-service instrument. An excerpt from a letter (March 12, 1982) from Clifford Gould, Director of the General Accounting Office, to the Honorable Casper Weinberger, Secretary of Defense, is as follows:

"In our view, now that the initial development and validation efforts for biodata screening instruments are being completed by the individual services, better use of the resources available within the services for continuing efforts could be realized through a joint-service program."

Gould points out that during the fiscal years of 1974 through 1977, 445,000 military personnel were separated prematurely, costing the Government \$5.2 billion. Obviously, not all, or even a large percentage of these attritees could have been detected prior to enlistment by a biodata questionnaire. However, even a predictor with relatively low validity would have saved millions if applied to numbers of this magnitude.

Chapter 4

Realistic Expectations Interventions

Interest in realistic expectations interventions has been stimulated by alarmingly high enlisted attrition rates, coupled with research literature indicating that as realism of job expectations increases, turnover rate decreases. According to this literature, experiences encountered by an individual before and immediately after entering a new organization can have a considerable effect upon his or her attitudes and behaviors (Horner, Mobley & Meglino, 1979). As a result, a number of studies of business and military organizations have suggested supplying new members realistic information about the organizations they are joining. A longitudinal study of attrition in the Marine Corps suggested that "an initial recruit depot program aimed at clarifying expectations. . . may help reduce attrition among first-term male enlistees." (Mobley, Hand, Logan & Baker, 1977).

The Armed Services have begun efforts within the past several years to better orient new recruits as to what is in store for them, and how they may respond. Two basic approaches have been used, both utilizing the medium of color videotapes. The first provides a realistic preview of the basic military training curriculum. The second approach focuses upon the coping skills needed to succeed in basic training.

Army

The US Army has recently developed two Basic Combat Training (BCT) preview films under the auspices of the US Army Research Institute for the Behavioral

and Social Sciences (ARI). The first of these - realistic previews - is an introduction to the rigors of basic training and provides information about the sequence of training objectives. The second is a coping skills film dealing with problems a recruit will face in the Army and various ways of coping with them.

Realistic Previews. This effort resulted in a film titled "I WIN", an acronym for Introduction, Weapons Training, Individual Tactical Training, and Necessary Testing Activities. It is a 28 minute color videotape, and provides an orientation to the four basic components of BCT. The objective of the film is to aid in the military adjustment process especially during the first two or three weeks, by informing the recruits about what to expect upon entering the Army.

The film begins with a discussion of what activities will take place at the Reception Station. Such matters as receiving uniforms, getting identification cards, medical check-ups, dental X-rays, shots, and haircuts are mentioned (though not necessarily shown). Unlike counterpart films developed by the Marine Corps and Navy to be discussed later, this film is for showing to both male and female recruits. First, the structure of BCT is described. The recruits are told that upon arrival at their BCT Unit, they will meet their drill sergeant, who is a "trained professional with a tough job." He is generally depicted as a humane individual, but who must maintain firm control of his unit. Viewers are told not to worry when the drill sergeant yells at them, and that he is doing it for their welfare and that he is not "mean". The important thing, they are told is "to do exactly as you are told."

The film goes on to describe the four training phases of BCT: Introduction, Weapons Training, Individual Tactical Training and necessary testing (I WIN). It is explained that the Introduction Phase consists of three weeks of classroom, drill, physical training (PT), and orientation activities. Drill and Ceremony is a major component where recruits learn to march and handle a rifle properly. They are oriented on the Nuclear, Biological, and Chemical Defense (NBC) training that is in store for them, and that they should not "worry about the gas chamber." PT is also stressed, and scenes are shown of strenuous, but successful efforts to negotiate a confidence course.

Weapons Training lasts two weeks and concentrates upon acquiring skills for using and maintaining an M16 automatic rifle. The recruits are informed that they will learn to assemble, disassemble, and fire the weapon. They will be given classroom instruction and also practice at aiming, holding the rifle steady, and firing with live ammunition. Lastly, they are told that most of them will eventually qualify and receive medals as at least "a marksman", and some even as "experts".

The third phase, Individual Tactical Training, involves a two week bivouac. This is where trainees are taught battlefield techniques. They will learn how to maintain equipment under field conditions, and gain familiarity with additional weapons such as grenade launchers, and light anti-tank weapons. They will learn how to hide and camouflage their equipment, use flares and defend against attack. They will also be allowed to throw one live hand grenade, and to attack an "enemy" position with live ammunition. Last, they will take a fifteen mile hike back to post after completion of the bivouac.

The fourth phase, and the final week of BCT is devoted to Necessary Testing Activities. The film describes the company inspection and a variety of tests. PT tests consist primarily of sit-ups, push-ups, and a distance run. A major test is the end-of-cycle test, known as the "Superbowl." It is comprised of guard duty, first aid, military customs and courtesies, rifle maintenance, and drill and ceremony proficiency.

Finally, graduation day is shown. This is a ceremonious occasion with the viewers being told that "you've won." "you've made it" and about lifetime memories.

I WIN was shot at Ft. Jackson, South Carolina, and shows actual training exercises, and activities. Although it has a professional narrator, all participants are actual on-site personnel at Ft. Jackson. An evaluation of this film, including its relationship to first term enlisted attrition is presently underway (Meglino, personal communication, April 14, 1982).

Coping Skills. Coping Skills are presented in a 20 minute color videotape titled "Adjusting to Basic Training." The film is designed to reduce training attrition by pointing out the proper methods of reacting and dealing with several problem areas encountered by recruits (Randolph, Youngblood, Meglino, Laughlin & DeNisi, 1981).

The film was shot at Ft. Jackson, SC, and shows actual training situations and activities. It differs from I WIN primarily in that it concentrates not so much on what happens in training, but rather what are the common problems a new recruit is likely to encounter, how he or she might react emotionally, and what steps to take in coping with them.

The film begins by pointing out that a major factor in succeeding in BCT is getting past the first two weeks. The viewers are told that the key

concerns of new recruits are (a) adjusting to living with new people, (b) leaving home and friends, (c) taking orders, and (d) physical training. They are reminded that everybody is under pressure and that they must work as a team to succeed.

The film proceeds with a step-by-step reiteration of the above four problem areas, but with an emphasis upon recommended solutions. To help adjust to group living with strangers, recruits are advised to meet with other trainees as soon as possible. In particular, they should each get to know one other person well. About leaving home and friends, the recruits are first reminded that they are bound to be home-sick at times. The recommended coping mechanisms are to "talk to your newly made friends," to remember that these are temporary feelings, to write letters and call home, to keep busy, and concentrate on "other things." As to taking orders, the recruits are told that strict discipline, and quick response to orders are absolutely essential to the proper functioning of a military unit. They are told that the drill sergeant will yell at them, and come down hard on them, such as giving extra PT on the spot for failure to follow orders. The proper way to respond, the recruits are advised, is to listen carefully, not to worry about the drill sergeant's tone of voice, to do exactly as they are told, and that they cannot question the drill sergeant's authority.

The area of greatest concern to new recruits is PT. They are told that running is generally the hardest exercise, and that push-ups is the most difficult calisthenic for women. To help the recruits cope with PT, they are reminded that their bodies will adjust, that it gets easier, to think positively, to "talk yourself through," "get your mind off it," to "encourage one another," to set goals and to practice.

Finally, the recruits are presented some information on resources that are available when they need extra help. They are told that they should first approach their drill sergeant, and in the evening if they can wait that long. A scene is shown in which initial counseling is conducted by a drill sergeant who accomodates the recruit's desire to see the chaplain. Other resources mentioned are the Red Cross and the Inspector General.

A follow-up evaluation of this film is currently underway (Meglino, personal communication, May 5, 1982).

Both I WIN and "Adjusting to Basic Training" are operational at all Army Reception Stations at posts which offer BCT--as opposed to one-station-unit-training (OSUT). The films are also made available to the training companies for showing in case circumstances do not permit their being shown at the reception station.

Navy

Realistic Previews. The Navy has produced three boot camp realistic preview videotapes, all under the auspices of the Chief of Naval Technical Training. Unlike the Army and Marine Corps, all of the Navy films are to be classified as realistic previews. They are very similar in approach to the original Marine Corps film discussed below, though there are some variations due to differences in basic training curricula. The Navy films differ substantially from the Army film I WIN in that they are much longer (78 minutes), and provide more specific examples and realistic details about recruit training. The Navy films are the most vividly realistic of all the realistic previews of training.

San Diego Version. The first of these films was designed for orientation of new recruits at the San Diego Recruit Training Center (RTC), and was filmed on-site in 1979. No professional actors were used. The bulk of the film was made up of unobtrusive filming of actual recruit activities, training exercises, chow lines, obstacle courses, swimming classes, pistol firing, drill instructors yelling, physical training, rope tying, first-aid, chipping paint, and much more. Numerous recruit comments are heard, such as "the first week is hardest," and "no privacy at all." The entire chronology of training phases are shown along with appropriate commentary. The film begins with emphasis placed upon the difficulty of getting through the first few weeks of training. Gradually the film shifts away from the hardships towards the rewards of accomplishment the recruits will feel at the end of training. That is, the film moves all the way from showing recruits grimacing as they are stuck with needles to pride in wearing their dress uniforms, scenes of proud parents, and the playing of "Anchors Aweigh" on graduation day.

Great Lakes Version. A Great Lakes RTC version of the above film was more recently produced, being partially filmed on-site at Great Lakes. The film script is the same as for the San Diego version, including many of the identical film clips. Differences generally were limited to situations showing background, scenery, or other cues that might reveal the physical setting.

Orlando Versions. The most recent Navy realistic preview films were designed to orient recruits arriving for boot camp at the Orlando RTC. One of the films shows training for males, and the other concentrates on training for women. Again, these films are similar to the above in script and content, differing in scenes appropriate to the physical location.

Evaluation. An evaluation of the Great Lakes and San Diego films has been conducted by Lockman (1980), who presented a realistic preview film to every other company of incoming recruits at each RTC over a six week period. The alternate companies were not shown the film--the control group. The San Diego study was conducted first, spanning from March to mid-April 1980. A total of 2,051 new recruits participated, with 1,049 in the realistic preview group and 1,002 in the control group. The administration period of the Great Lakes study was from November to Mid-December 1980. A total of 2,607 recruits was involved, with 1,342 viewing the realistic preview, and the remaining 1,265 in the control group. The sole dependent variable was boot camp attrition.

Lockman's basic finding was that there was no statistically significant relationship between showing of the realistic preview and training attrition. Realistic Preview viewer attrition at San Diego was 9.4%, compared to 9.9% for non-viewers ($p > .05$). At Great Lakes, viewer attrition was 14%, whereas non-viewer attrition was 13.6% ($p > .05$). There were however, significant differences in attrition rates between the two RTCs, with overall attrition at San Diego markedly lower than at Great Lakes. Lockman does not report an overall significance test, but does report t-test significance levels between Realistic Preview viewers at the two RTC ($p < .001$), and between non-viewers ($p < .01$) at the two locations. No attempt was made to explain these differences between the RTCs.

An additional Probit analysis was conducted for the Great Lakes sample, yielding statistically significant coefficients ($< .01$) for years of education, AFQT score, and age at entry. That is, attrition rate was lower for the better educated, higher scoring, and older trainees.

Marine Corp

The Marine Corps was the first of the Armed Services to produce realistic previews of training, and coping skills videotapes. Their efforts go back to 1978 when the first of these films - PIRATE - was shot at Parris Island, South Carolina. Since that time, a San Diego version of the Parris Island film, a Woman Recruit version, and two stress-coping skills videotapes have been produced.

Realistic Previews. As mentioned, the Marine Corps has produced three realistic previews of recruit training; Parris Island, San Diego, and Female.

PIRATE. The Parris Island Recruit Assimilation Exercise (PIRATE) resulted in a 74 minute color videotape named "The Beginning." It's purpose is to orient male Marine Corps recruits as to the rigors of recruit basic training at Parris Island. It has served as the forerunner and perhaps a model for subsequent films developed by the Army and Navy discussed above.

The choice of content for this film was based upon observations of basic training at the Marine Corps Recruit Depot (MCRD) at Parris Island, and interviews with over 300 recruits, drill instructors (DI), and other Marine Corps personnel.

The film begins with the arrival of new recruits at Parris Island and their first few days of processing. Since the main purpose of the film is to stem early training attrition, emphasis is placed upon the first three weeks of training. The program includes many aspects of daily life, from morning to night. All major segments of training are covered, including a section on how DIs are trained and tend to view new recruits. The DIs tell how they want the recruits to act, and offer advice to the recruits on how to cope with their

DIs. Actual training situations and exercises comprise most of the scenes. Poor to good performing recruits are depicted in the film to provide the new recruits a range of potential role models. Information is also presented concerning average improvement on physical training tests, number of failures on classroom examinations, that not all recruits are expected to graduate, and the like.

Evaluation. A formal evaluation of PIRATE was conducted by Horner, et al (1978) at the MCRD at Parris Island, SC. Six hundred and seventy-eight enlisted male recruits were divided into experimental, placebo, and 2 control groups. The experimental group was shown PIRATE and the placebo group was shown a series of three standard Marine Corps recruiting films shortly after arrival at the MCRD. No treatment conditions were administered to the control groups. Questionnaires encompassing numerous variables were administered at various intervals.

Attrition in the placebo group closely approximated that of the control groups and thus was combined with the control groups for purposes of this report. The major results of the study showed a somewhat lower attrition rate for the realistic preview group (10.3%), than for the combined control groups (14.9%) at the end of recruit training. Although this was a 4.6% difference in attrition, statistical significance was not attained ($p > .05$). However statistically significant differences were found at the six month and twelve month junctures. The attrition rate for the realistic preview group after six months was 14.9%, whereas the control groups reached 23.8% ($p < .05$). After twelve months, attrition for the realistic preview group stood at 22.4% as compared to 33.1% for the controls ($p < .05$). Another finding was a significantly higher performance level for the realistic preview group than for the control groups in Military Skills marks. There was also a

significantly lower expectation of job ambiguity for the realistic preview group than for the control groups after viewing PIRATE ($p < .05$).

The authors made mention of the possibility that the significant attrition effect at the six and twelve month points, but not immediately after training, could have been due to a "sleeper effect." That is, the effects of the film may not have an immediate impact, with effects only starting to surface after 6 months.

It had also been hypothesized that those receiving the realistic preview would display fewer intentions to quit, fewer thoughts of quitting, greater job satisfaction, greater commitment to the organization, higher efficacy expectations on the job, greater ability to cope, more value change, and greater feelings of trust and honesty toward the organization. None of these hypotheses was supported.

They also expressed confidence that the results of the study demonstrated that the realistic preview does have sufficient utility to warrant continued use and evaluation. They pointed to the relative lack of expense involved in developing and showing realistic previews, and the need to do show them on "moral grounds."

San Diego Version. A very similar videotape, also titled "The Beginning" has been produced at the San Diego MCRD for orientation of new recruits at that location. The script is very similar to the original PIRATE differing only in actual setting, "cast of characters", and the like. The same information about training is presented. No evaluations of the film are available at this time.

Female Recruit Training. This recently produced 55 minute Marine Corps film is a version of the above described films which shows enlisted women Marines undergo recruit training. The film is titled "The First Step" and

follows the format of the above films very closely. There are some differences, however, to be noted. For one, recruit training for women Marines is 8 weeks rather than 11 weeks, with the principle exclusion of weapons training. For another, poise, appearance, and military bearing are emphasized as essential skills to acquire.

No evaluations of this film are available at this time.

Coping Skills. Two recent recruit orientation projects have been undertaken by the Marine Corps, resulting in two stress-coping skills films with identical titles of "Making It: Minute by Minute, Day by Day." Both of these videotapes are approximately 20 minutes in length, and are otherwise so similar in purpose and content that they will be discussed in common. They will be referred to as "Making It I" and "Making It II" in reference to the chronological order of their development.

These films both emphasize (a) what to expect in training, (b) how one may feel about it, and (c) what to do about it. Both films show a variety of scenarios designed to depict stressful situations one may encounter in training. The recruit is told that it is natural to worry and feel anxious. "Making It I" tends to emphasize (c), that is, the proper coping mechanisms. Of particular importance is that the recruit maintain concentration upon the immediate task at hand. "Making It II" dwells on (b), emotional reactions and their control more than does "Making It I." It is pointed out that common feelings during recruit training are nervousness, anxiety, frustration, anger, loneliness, and discouragement. As indicated, there is a high degree of overlap between these films. Both films offer repeated advice as to the importance of controlling emotions, not worrying about the future, and learning from mistakes. Comments are also made about the purposes of the

training, importance of teamwork and cooperation, positive mental attitude, and so forth.

Evaluation. The Marine Corps stress-coping films are shown between days 1 and 4 at the Marine Corps Recruit Depots. "Making It I" has received evaluative attention from Githens (personal communication, April 1, 1982) who reported negative results concerning any direct relationship of the film to training attrition.

Sarason (personal communication, May 4, 1982) compared the effects of "Making It I" to PTRATE ("The Beginning") and a control group which received no film. He found that those who viewed "Making It I" had a greater inclination than the other groups to perceive recruit training as difficult and challenging, and also to have greater confidence in their own ability to succeed. Sarason also reported a 2% reduction in training attrition which he attributes to "Making It I".

Experimentation by Sarason (personal communication, May 1982) is presently underway regarding the best utilizations of the films. He is determining whether the films should be shown singly or in some combination.

Air Force

There are at this time no reported efforts by the US Air Force toward the development of realistic expectations interventions. This is probably attributable to two factors: Basic Military Training (BMT) in the Air Force is not a "combat training" program as it is for the other Services, and consequently the stresses of initial adjustment may not be as great. A considerable portion of the BMT program of instruction is designed to "orient" new recruits to skills training and life in the Air Force. Audio-visual

presentations are used as orientation devices. Second, the Air Force typically has not had to deal with the large numbers of marginal personnel as have the other services. It is marginal personnel that attrit in the largest numbers, and the group for which realistic expectations interventions should have the greatest effect.

Discussion.

There are three key issues surrounding a proper evaluation of the effectiveness of these films: standardized usage, professional control, and criteria for evaluation.

As of now, there appears to be little procedural standardization, with usage of these films in considerable flux. For example, the videotapes are operational at Reception Stations, Recruit Training Centers, and/or Recruit Depots, with the intent of showing them to all recruits during the first few days of in-processing. However, when in-processing activities become too hectic, the films may not be shown until the recruits reach their training companies. There is also little standardization among other impinging films and activities, nor clear understanding of how they may alter the impact of realistic preview and coping films.

A related issue is the desirability of professional control, or at least guidance, regarding the conditions of presentation. This would seem even more important in the absence of a standardized procedure of presentation. At present, the only professional control being exercised is in connection with evaluation efforts.

The third major issue deals with the proper criteria for evaluation. The criterion of greatest interest, and the focus of evaluation efforts thus far,

has been first-term enlisted basic training attrition. Though some positive effects have been reported, the reliability of these findings are questionable. The reported differences have been very small, and when combined with the several negative outcomes reported, a very ambiguous picture emerges. A significant relationship with attrition may be too much to expect of a short videotape, especially when it is mixed in with the remainder of a full day's schedule. Also, attrition can occur, according to definition, any time during the first tour (3 or 4 years). Such a time span may serve to override effects of the films upon attrition by permitting potentially interfering events to occur between the measurement occasions. Perhaps other criteria should be employed which are not subject to the considerable time lag which may occur between the independent variable (film), and the dependent variable (attrition). Criteria which could be considered are more abstract; intervening variables such as attitudes toward training, morale, accuracy of expectations, confidence in success, anxiety reduction, and difficulties encountered in training.

Another view holds that the bottom line remains first-term enlisted attrition. From a cost-benefit standpoint, it is the only hard criterion against which one can measure effectiveness. Time and intervening events are not treated as confounds, but rather as integral parts in the process of adjustment or coping. This view conceives of the impact upon attrition reduction not as a sole function of the film, but rather of the interaction between the film and training. This phenomenon is basically what Campbell and Stanley (1963), referred to as "test-X interaction", or the "sensitization" effects of a pretest, whereby the film is analogous to a pretest due to its content similarity and temporal contiguity to training.

Before one can determine the effectiveness of realistic previews, there must be more controlled usage—both when these films are shown, the manner in

which films are shown, and agreement on evaluative criteria. Work on these problems is continuing.

Chapter 5

Post-Enlistment Remedial Education

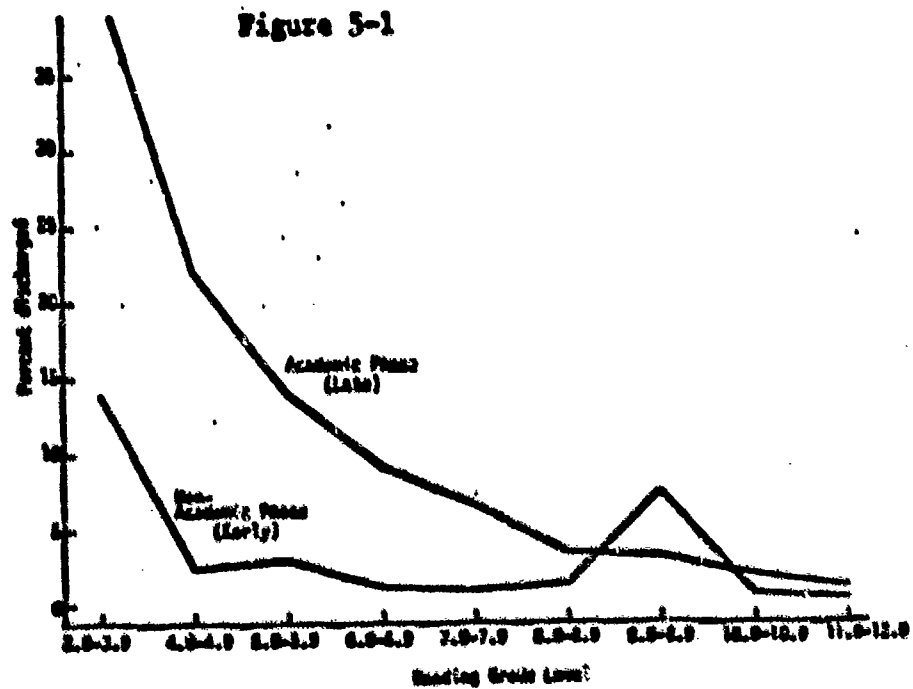
The purpose of this section is to describe on-going military basic skills remedial education programs, and report evaluative information particularly as it relates to enlisted attrition. Basic skills includes such activities as reading, arithmetic, spelling, English language usage, grammar and punctuation.

According to Sticht (1982), basic skill deficiencies among soldiers in reading, writing, and arithmetic, can be traced back to George Washington and the Revolutionary War. The problem has existed ever since, and according to Defense Audit Service (Report No. 81-041, 1981), the combined Services spent \$56.3 million on 162,105 enrollments in basic skills education in FY 79 alone.

The greatest issue over the years with regard to basic skills education has been "whether or not the teaching of basic skills to young adults is a proper function of the armed services" (Sticht, 1982). Though Congress has gone on record as suggesting that basic skills education should occur prior to enlistment, it has also, as pointed out in Chapter 2, made it illegal for the Department of Defense to directly fund such pre-enlistment programs. Thus, due to the fact that the literacy needs of the modern military constantly exceed what it is able to attract from the youth population, post-enlistment basic skills remedial education programs have become a fact of life in the military.

A second major issue, and one most relevant to this report, is the relationship between basic skills deficiencies and attrition. The data

indicate an inverse relationship between attrition and reading skills. That is, the lower the reading and listening skills, the higher the attrition. Such a relationship is demonstrated in Figure 5-1 between reading grade level and percent prematurely discharged among 26,032 Navy recruits (Sachar & Duffy, 1977). The figure also shows a much higher discharge rate for poor readers during the academic phase of training--a phase involving much more reading and paper-and-pencil test taking than the non-academic phase. Also, the attrition rate among Army recruits who scored below the 5th grade reading level (RGL), was $2\frac{1}{2}$ times greater than for those scoring above the 5th RGL (Sticht, 1982). There is also a clearcut relationship between reading skill and tendency to listen effectively, as shown in Figure 5-2.



Percent discharged by reading grade level for nonacademic phase (early) and academic phase (late). (Sachar & Duffy, 1977)

Table 5-2

Comparison of Learning by Listening
and by Reading for Low and High Skill Readers

Reading Group	Average Grade Level of Material					
	6.5		17.5		14.5	
	Listen	Read	Listen	Read	Listen	Read
Low (RGL 6) (N=40)						
Mean	52.87	51.68	52.46	42.98	25.48	26.02
SD	19.96	27.39	16.25	19.48	13.43	17.83
High (RGL 10) (N=56)						
Mean	72.25	72.46	69.54	65.18	44.89	48.72
SD	19.93	21.04	15.88	18.45	19.76	20.63

Army

The Army conducts the largest Basic Skills Educational Program (BSEP) of all the Services with total enrollments of approximately 185,000. The BSEP is a major component of the Army Continuing Education System (ACES), and consists of BSEP I - literacy, BSEP I - English as a Second Language (ESL), BSEP II, and the Advanced Skills Education Program (ASEP).

BSEP I - Literacy This program is comprised of basic skills such as reading, writing, spelling, arithmetic, grammar and punctuation. It is designed as a primary on-duty education program to upgrade performance and reduce attrition rates during Initial Entry Training (IET).

The traditional BSEP I - literacy is of six weeks duration, and is offered at several installations. Other posts, such as Fort Dix and Fort Jackson offer smaller BSEP programs lasting from 2 hours to 2 days on specific skills needed to enhance chances of later succeeding in AIT (Sticht, 1982). BSEP I is available to soldiers who score below the 5th grade level on SelectABLE - a preliminary screening device used to determine which level of

the Adult Basic Learning Examination (ABLE) is most suitable for use with a particular individual.

Testing on SelectABLE started in October 1978 at selected Training and Doctrine Command (TRADOC) installations. It had been expanded to 22 TRADOC installations and administered to all enlistees arriving for IET by November 1979. By 1982, the SelectABLE had been administered to 200,483 enlistees.

Evaluation. According to an evaluation (TRADOC Evaluation - BSEP I, 1980) of the over 209,000 thousand recruits tested on SelectABLE:

4.3% (8,993) scored below the 5th Grade Level (GL)

14.3% scored between GL 5-7

39.9% scored between GL 7-9

41.5% scored above GL 9

The 4.3% (8,993) who scored below the 5th GL were longitudinally tracked. Only 4,142 (46%) of those people could still be found in training due to attrition and completion of ATT. For these 4,142 soldiers, the following demographics were reported:

(a) 37.8% were high school degree graduates or GED

(b) 44.9% were Regular Army enlistees

7.3% were US Army Reserve

47.8% were ARNG

- (c) 44.4% were white
- 54.1% were black
- 1.5% were "other"

Furthermore, of this group of 4,142 trainees, only 887 (21.4%) were actually enrolled in BSEP I. Their mean GL gain score was .93 during the six week course. That is, they improved almost one full grade level (TRADOC Evaluation, BSEP, 1980, p. 8).

Attrition. Overall, those who scored below GL 5 attrited during IET at $\frac{1}{2}$ times the rates of those who scored above GL 5 (TRADOC Evaluation - BSEP Phase I, p. vi, 1980). This was true for those in the BSEP I program and those who were in the control group. Thus, literacy level is shown to be a major factor in attrition.

When looking comparatively at the below GL 5 enrolled in BSEP and the below GL 5 control group, a different picture emerges. Eight hundred ninety (21.5%) of the group of 4,142 BSEP eligibles was discharged from IET between 1 October 1978 and 30 November 1979. Of the 887 eligibles who enrolled in BSEP I - literacy, 261 (29.4%) attrited during IET. Of the remaining 3,255 eligibles who did not enroll in BSEP I, we find only a 19.3% attrition rate.² Though no significance tests were reported, there appears to be a considerably greater training attrition rate among BSEP trainees, a finding contrary to expectation. Thus, BSEP, though it is shown to upgrade literacy scores somewhat, does not seem to stem attrition, but rather accelerates attrition. There could be a phenomenon similar to that mentioned in Chapter

²This observation was overlooked in the TRADOC Evaluation, BSEP I, 1980, which ignored the "control group" of BSEP eligibles who did not enroll. Instead, it was concluded that "626 enlistees successfully completed initial entry training who might have otherwise been discharged."

2, where it was found that many who failed the ASVAB were hesitant to go back to the classroom for remediation. The classroom and academic study again loom as aversive stimuli sufficient to increase attrition. However, this argument would only logically apply to those who attrited during the special program. For that attrition occurring during initial entry training, but after completion of basic skills training, a different explanation is needed.

BSEP - ESL. The English as a Second Language component of BSEP I uses the core curriculum of the Defense Language Institute's American Language Course (ALC). Speaking and listening skills are stressed, though each Army Training Center supplements the base curriculum with its own materials designed to aid in BCT/AIT.

ESL is targeted to those who score sufficiently low (<70) on the English Comprehension Level Test (ECLT) to indicate likely difficulty in English language communication. It is given to all enlistees for whom English is a second language.

The ECLT became mandatory in March 1979, and through November 1979 had been administered to 6,478 recruits. Of these 6,478 recruits, 3,648 (56%) scored below 70.

TRADOC tracking data were only available on 1,093 of the 3,648 scoring below 70 due to training attrition and completion of training 2,555 individuals. These tracking data showed the following:

- (a) 73.3% were high school graduates (including GED)

(b) 65.0 were regular Army enlistees

5.7% were US Army Reserve

29.3% were ARNG

(c) 80.0% were insular Puerto Rican

15.3% were other Spanish

4.7% were "other"

Evaluation. Of the above 1,093 ESL eligibles, 534 (48.9%) were enrolled in BSEP I - ESL. Their average gain on the ECLT over the full ESL program was 12 points (TRANOC, 1980, p. vii). Due to a standard deviation of 27.4 on the ECLT for non-native speakers, this amounts to an increase of almost $\frac{1}{2}$ a standard deviation. A recent study (Hahn, Krug, McLaughlin, Rues-Eft, and Wise, 1982, p. 23) reported an average gain of 2.4 points per week for 2,881 soldiers enrolled in ESL at eleven Army posts. Control group gain-scores were not reported.

Attrition. Hahn et al (1982 p. 23) reported that attrition has been shown to be greater for those with post-training ECLT scores below 50, as follows:

ECLT	Attrition (1979-80)
Below 50	7.8% (n=908)
50 or above	1.8% (n=939)

The TRANOC (1980, p. vii) data indicate that of 534 ESL enrollees, only 49 (4.5%) attrited during IET. Corresponding losses among the 559 eligibles not

enrolled was 104 (18.6%). Thus, there was an attrition outcome opposite to that reported above for BSEP I - literacy. This reversal of program effects on attrition is made more poignant in light of a summary of "commander's comments" about ESL eligibles such as suffering from culture shock, and inability to follow directions and understand materials, and motivation. One potential explanation of the opposite results from BSEP I - literacy and BSEP I - ESL is that the BSEP I - ESL population differs from the BSEP I - literacy population by being less averse to the classroom.

Other potential explanations may include the soldier's motivation in joining the Army, expectations in the Army, different cultural background, etc. The data need to be better scrutinized before one can come to a conclusion on the reason(s) for the differences between the two programs.

Basic Skills Educational Program (BSEP II). This recently initiated program takes up where BSEP I leaves off, i.e., at permanent duty stations. It is offered to enlisted personnel whose reading grade level is above five (GL above 5), but who have a General Test (GT) score of 90 or below, and one or more basic skills below the 9th grade level. Also, referrals can be self-initiated, made by the commander, or on the basis of a failing Skill Qualification Test (SQT) score.

BSEP II concentrates on teaching reading and mathematics skills needed to achieve at least a 9th grade level on Tests of Adult Basic Education (TABE), and to apply these skills in comprehending technical and field manuals and in actual practice. Curriculum materials are provided by contracted educational institutions at each of the 326 Army Education Centers worldwide, with considerable variation in structure and content (Sticht, 1982).

Evaluation. BSEP II is currently in operation. No evaluations or attrition data are available at the present time.

Advanced Skills Educational Program (ASEP). The purpose of this program is to serve the remedial and continuing education needs of non-commissioned officers, E6 and above. Content areas include personnel supervision and human relations, basic management, personnel management, military management, oral and written communication skills, technical writing, public speaking, vocational counseling, and other relevant topics. As with BSEP I and BSEP II, ASEP is offered by accredited educational institutions under contract with Army Education Centers (Sticht, 1982).

Evaluation. Again, ASEP is operational, but no evaluations or attrition data are forthcoming at this time.

Navy

Three basic skills programs are presently being conducted by the Navy. Sticht (1982) includes a fourth program - the Behavioral Skills Training Unit (BEST) - but due to the taxonomy of this report, it is preferable to treat BEST as a correctional retraining program. The Navy's Academic Remedial Training (ART) program is conducted at the three Recruit Training Centers (RTC), and is similar to the Army's BSEP I, and an Air Force program discussed below. A basic skills program conducted at permanent duty stations, and comparable to the Army's BSEP II, is the Functional Skills Training (FST) program. The third Navy program is Job-Oriented Basic Skills (JOBS) training.

Academic Remediation Training (ART). This program has been offered at the Great Lakes, San Diego, and Orlando RTCs since 1967. It was standardized in 1978 to include functional basic skills training in decoding, vocabulary, comprehension, reading rate, and study skills (Literacy Skill Curriculum for Academic Remedial Training, CNTT-A207, 1979). Additional curricula including verbal and mathematical skills have been undergoing field tests at the Orlando RTC (Bowman & Kerr, 1981).

The program is designed to aid those enlisted personnel who may have difficulty succeeding in recruit training by virtue of a lower level of reading comprehension. Approximately 4,000 students attended ART in 1981, and an estimated 5,000 will be enrolled in 1982.

Admission to ART is determined primarily on the basis of RGL score on the Gates-MacGinitie Reading Test, which is administered to all new recruits. Those recruits who score below the sixth RGL are retested on a parallel form of the Gates-MacGinitie. All of those who score between the 4th and 6th RGL are automatically assigned to the ART program. Those who retest below the 3rd RGL are usually recommended for discharge. Also admitted to the program are those who experience academic difficulties in the Recruit Training Centers (RTC) even though they meet the 6th RGL criterion based on entry testing.

All candidates for ART are also administered the Stanford Diagnostic Test to assess more precisely the nature of their deficiency. Recruits are then assigned to specific modules where weaknesses are revealed.

Curriculum. The ART curriculum provides four to six weeks of reading and study skills training to recruits who are identified as needing remedial instruction (see above). The curriculum consists of five learning modules: decoding, vocabulary, comprehension, reading rate, and study skills, as mentioned above.

The first of these, decoding, is generally comprised of activities that teach recognition and discrimination of phonetic sounds such as consonants, vowels, diphthongs, and blends. Identifying compound words, prefixes, suffixes, syllabication, and other activities are included as well. The objective of this module is to enable the recruit to pronounce most new or unknown words.

Vocabulary is the second module of the curriculum and concentrates upon word meaning within the context of short phrases or sentences. Activities include study of words with more than one meaning, the use of context to determine meaning, study of word roots, and Navy-relevant terms taught in the academic component of recruit training.

Comprehension is the third module and is comprised of both literal and inferential comprehension. Literal comprehension is concerned with correctly interpreting what is stated explicitly. It is necessary for locating specific information, and as a basis for inferential comprehension. The latter type of comprehension teaches the drawing of conclusions, and the making of inferences and generalizations from other statements.

Reading rate, the fourth module, is not only concerned with how fast one reads. Just as important is the understanding of what is read. Recruits receive instruction and are drilled to the point that they can read and understand rapidly enough to complete academic examinations in recruit training.

The fifth area of the curriculum is use of study skills, particularly with regard to military manuals. Techniques of note-taking, locating information, and studying for examinations are stressed (Literacy Skills Curriculum for Academic Remedial Training, CNTT-A207, 1979).

Evaluation. According to Wisher (1980), the average pretest-posttest improvement of ART students on the Gates-MacGinitie Reading Test was 2.5 RGL. No comparison control group change scores were reported.

Attrition. According to a Navy Technical Training Fact Sheet (January 1981), of the 2,468 recruits assigned to ART during FY 79, 2,187 completed both ART and recruit training. This results in an attrition rate of 11.4%. However, the Navy-wide recruit training attrition rate, as reported by Sticht (1980) was 10.7%. Thus, there was a slightly greater training attrition rate for those who participated in ART (though no statistical significance tests are available), a finding in the same direction as discussed above for BSEP I - literacy. For FY 80, of 3,868 recruits assigned to ART, 3,278 completed ART and recruit training for an attrition rate of 15.2%³ A study of the long term effects (post-RTC) of ART has begun under the auspices of the Chief of Navy Technical Training.

Functional Skills Training (FST). This program is primarily designed for basic skills remediation at permanent duty stations, though it may also be offered to personnel awaiting "A" school (technical training) who score below 12.9 RGL. It is the Navy counterpart to the Army's BSEP II. The program covers such topics as reading, mathematics, spelling, English grammar, and science. It is offered through contracts with local educational institutions, which provide 45 hours (semester length) of instruction in the above topics. Enrollments for FY 81 were approximately 22,000 with projections of 30,000 by FY 86.

³The 23 January 1981 Navy Technical Training Fact Sheet mistakenly reports an attrition rate of 8.8% based on these numbers.

Evaluation. Sticht (1982), has reported an improvement of about two RGL by 88% of FST students. He also indicates a significantly reduced attrition rate for those who take the program while awaiting "A" school. However, no statistics could be found to substantiate the reports.

Job-Oriented Basic Skills (JOBS). Unlike the other Services, not all Navy enlistees who successfully complete Boot Camp pass on automatically into Class "A" schools. About one-third of those who complete Boot Camp score below the minimum "A" school qualifying score on the ASVAR, and thus normally proceed to Apprenticeship Training as General Detail (GENDET) personnel. It is these individuals for which JOBS is primarily designed.

Curriculum. JOBS differs from APT in that it is not designed specifically to upgrade functional literacy, but rather to improve one's prerequisite skills and knowledges" needed for success in "A" schools. These skills and knowledges fall into four basic training categories (strands): Propulsion Engineering, Operations, Administrative/Clerical, and Electricity/Electronics. Additional strands such as Ship Maintenance, Ordnance, Navigation, and Airframe Mechanic are being phased in (Harding, Hogford, Melching & Showel, 1981).

JOBS began as a Research and Development project in July 1979, and became an institutionalized Navy program in October 1980. A total of 2,895 students were selected for the program in FY 81, a number expected to reach 4,400 by FY 86. Candidates for JOBS are primarily selected on the basis of AFOT 37 or less, and an ASVAR composite score tailored to the specific strand. For example, the ASVAR composite for Propulsion Engineering involved Mathematical Knowledge plus Automotive Information.

The three basic ways of being selected for the program are the (a) Direct Input Path, (b) Fleet Preselection Path, and (c) Fleet Recommended Path. The Direct Input approach allows individuals to report directly to the appropriate JOBS school after completion of the Recruit Classification Process. In the Fleet Preselected Path, the individual goes directly to the fleet via Apprenticeship Training for 6 to 18 months before being reassigned to JOBS. The Fleet Recommended Path enables a ship's commanding officer to recommend fleet personnel for JOBS training. All three approaches are for GENDETS who show motivation and potential for good performance. It is hoped that this program will reduce attrition among these individuals (JOBS Program Plan, 1980).

Evaluation. A formal program evaluation has been conducted by Baker and Huff (1981). These authors identified 2,212 individuals who volunteered for JOBS out of the total of 4,520 JOBS-eligible candidates (between May 1977 and April 1981). The 2,212 volunteers were then randomly assigned to two groups; the direct-track group, and the delayed-track group. The direct-track group (n=649) were sent to the JOBS school immediately following Boot Camp. The delayed-track group (n=1,569) spent 5 to 8 months in the fleet prior to assignment to JOBS. Three additional comparison groups were (a) 2,308 JOBS-eligible recruits (fleet control groups) who turned the program down, (b) 714 direct-track "A" school eligibles, and (c) 260 delayed-track "A" school eligibles.

One curious finding was that 89% of the JOBS students had high school diplomas, as compared to 67% for "A" school students. This finding is partly explained by the fact that a high school diploma is not required for "A" school admission provided a sufficiently high ASVAB score is attained. As would be expected, the "A" school groups scored 28 points higher on the AFQT than the JOBS groups. Another demographic finding of interest was that over

half of the JOBS students were minorities, as compared to less than 20% for "A" school groups. Another basic finding was a highly significant gain in skills and knowledge in the Strand areas among JOBS graduates.

Attrition. As of 30 September 1980, discharge data were available for 487 (31%) of the JOBS delayed-track group and 2,301 (98%) of the fleet control group. There was found to be a 30% premature discharge rate among delayed-track JOBS eligibles, as compared to only 13% in the fleet control group. Baker and Huff suggest as a possible explanation, that the delayed-track group, which displayed high enough motivation to volunteer for JOBS, may have been less tolerant of doing GENDET work. This group was also promised training that they had to wait several months to receive.

Of 873 of the original 2,212 JOBS volunteers (since July 1979), 831 (95%) graduated and only 5% attrited. Three fourths of these attrited for nonacademic reasons. Six hundred fifty-five of these JOBS graduates subsequently enrolled in "A" schools, with 492 graduating and 163 (25%) attriting. Of the direct and delayed track "A" school eligible comparison groups, 87% graduated from "A" schools, and 13% attrited. Thus, even with JOBS training, the JOBS group later attrited from "A" schools at almost double the rate of the non-JOBS trained, "A" school eligibles.

Air Force.

Like the Army and Navy, the Air Force conducts three basic types of post-enlistment basic skills programs. These programs are offered during Basic Military Training (BMT), during technical skills training, and during tours at permanent duty stations.

BMT Literacy Programs. There are two types of literacy programs conducted by the Air Force during BMT; Remedial Reading and Corrective Reading. These programs are generally comparable to the Army's BSEP I - literacy, and the Navy's ART in that these programs are offered during basic training.

The Remedial Reading and the Corrective Reading programs differ by (1) the target population and (2) times of instruction. Remedial reading is for those who score below a 5.9 RGL as measured by the Test of Adult Basic Education (TABE), a test administered to all incoming enlisted personnel. The program is conducted prior to entry into BMT and during duty hours. The curriculum is focused on general literacy rather than functional literacy and is self-paced. On the average, an enlistee spends eight training days in the program. During FY 80, only 63 recruits were enrolled in this program (Sticht, 1982).

The Corrective Reading Program is designed for recruits scoring between 6.0 and 7.9 in RGL as measured by the TABE. It is an additional duty assignment conducted for two hours at the end of the training day, so as to not interrupt the normal training routine. This program has proven a good deal more popular than the Remedial Reading Program, with 1,000 enrollees in FY 80 (Sticht, 1982).

Evaluation. No evaluations of this program are available at this time.

Basic Skills Programs in Technical Training. This program is similar to the Army's BSEP II, and the Navy's JORS. It is designed for those individuals who have completed BMT, but who read below 9.0 RGL. Approximately 1/3 of Air Force enlisted personnel fall into this category. These programs are offered at Air Force technical training schools. They have three basic functions: (a) to provide for constructive utilization of delay time while awaiting entry

into technical schools, (b) to provide requisite literacy skills needed to compete satisfactorily in technical schools, and (c) to provide upgrading of basic skills for permanent duty personnel stationed at technical training schools (Sticht, 1982).

Evaluation. No evaluations of this program have been conducted.

Individual Development and Educational Advancement Program (IDEA). This is a basic skills program offered at the permanent duty station after completion of RMT and technical training. It can be thought of as a general counterpart to the Army's ASFP, and the Navy's FST, in that both of those programs are also designed for permanent duty station enlisted personnel. IDEA is open to all enlisted personnel who may be experiencing difficulties with basic skills. It is offered at local civilian educational institutions under contract to the base's Educational Service Center.

Evaluation. Enrollment in IDEA has increased from 12,500 in FY 79 to 17,000 in FY 81. However, the Air Force probably remains the most ambivalent of the military services toward basic skills education. This is doubtless largely a function of their traditionally enjoying the highest basic skills selection standards among the Services, thus standing to be in less need of such programs. The Air Force has tended, rather, to view basic skills education as something of a luxury item to be indulged in particularly during long waiting periods between RMT and technical training. That is, it provides a constructive means of spending otherwise idle time (Sticht, 1982).

Marine Corps

The Marine Corps offers the least by way of basic skills programs of all

the Services. There are no such programs in place in either recruit training or job technical skills training. The Marine Corps, however, does offer a BSEP-type training program at 14 locations for permanent duty station personnel. These programs include English grammar, spelling, mathematics, reading, and English-as-a-Second Language. It is offered to those who score below about the 8th or 9th RGL, or are otherwise judged deficient on the job due to basic skills problems (Sticht, 1982).

Evaluation. No evaluations of this program are available presently.

Discussion.

With regard to adult basic skills programs in general, the paramount issue arises as to the feasibility of attempting to overcome years of academic deficiency with short, intensive remedial programs. According to Sticht, optimism on this issue is supported by the assumption that adults have a higher "reading potential" than school children who score at the same RGL on standardized tests. This optimism is based partly on the fact that the adults have higher oral language skills, and world experience. Further supportive evidence is derived from the fact that concentrated programs have consistently yielded a 1 or 2 year gain in RGL among marginal literacy adults. Such a gain normally takes children 1 or 2 years.

However, the reading tests yielding the increased RGL scores cannot be assumed to be equally valid for literacy deficient adults as they are for the children for whom the tests were designed. That is, comparability in RGL score does not necessarily translate into comparable general literacy skill. Sticht (1982) has conducted three studies which bear out this conclusion. In

his studies, adults who scored at the 5th RGL on a standardized test normed for children performed less well in the processing of oral and written language than typical 5th grade children.

The question arises, therefore, as to what in fact is being reflected by increases in RGL by marginally literate adults. One problem in interpreting the data is that control groups have been virtually non-existent in evaluations of general literacy training programs in the military. Thus, there is no method to causally associate RGL gains with the individual basic skills programs. In addition, since only those who score well below the mean on the literacy tests are eligible for basic skills programs, statistical regression toward the mean looms as a strong possibility in accounting for gain scores registered on post-tests.

Another methodological flaw to be considered is the fact that the standardized test of literacy used as the pretest is sometimes different from the test used after the program is completed. Thus, interpretation of gain scores may be based on non-comparable pre- and post-tests, further complicating the determination of program effectiveness.

Where the same pre- and post-tests are used, there is the possibility that repeated measurements could introduce learning set, or practice effects, which might serve to enhance post-test scores. Enlistees may remember what the right answer or correct configuration is, and respond accordingly. This may increase post-test scores, but not necessarily indicate a real increase in RGL.

RGL gain scores may also perhaps be attributable to something akin to the "Hawthorne effect." In this classic study at the Chicago Western Electric Plant (Roethlisberger & Dickson, 1939), in order to increase productivity, certain changes in working conditions were instituted. Increased worker

productivity resulted. However, it was not specific intervention that increased productivity, rather any change, any attention paid the workers that increased productivity.

In all the above cases, trainees may emerge from general literacy skills programs with actual reading literacy levels not appreciably greater than before the program. It would be natural to assume that due to improved PGL scores, these individuals would now be adequately prepared to cope with academic materials in training, whereas, they are just about as ill-prepared as ever. The heightened expectations on the part of the trainee, as well as the cadre might have a deleterious effect on completing training. In addition, discouragement could set in due to confusion about what is wrong. The marginally literate non-participant, on the other hand, has no such false expectations. In fact, better realizing his deficiencies might increase his motivational level.

It would appear that doing a quick-fix on general literacy skills through a concentrated, brief basic skills program may be too much to hope for. The same pessimistic outlook may not apply, however, in the area of job-related or functional literacy training. In a study by Sticht (January 1982), marginally literate adults made twice the gain in job-related reading than in general reading. He therefore recommends more direct practice with functional materials rather than academic materials, particularly when training is focused on the functional, job-related material anyway.

Currently, although the bulk of data would support the contention that skills training reduces attrition, there are some contradictory results for which we have no final explanations. In order to determine the effects of basic skills training on attrition, we really need comprehensive controlled sets of evaluations. These formal evaluations of these programs would control

for test learning, Hawthorne effects, statistical regressions toward the mean, maturation (Campbell and Stanley, 1963), experimenter bias, etc. The results of these evaluations may lead to better, more tailored programs which increase functional literacy, decrease attrition and increase performance on tests and in job-related situations.

Chapter 6

Correctional Retraining

First-term enlisted attrition due to "adverse actions" is of great concern to the Army. Adverse action has been defined as that attrition implemented via the Trainee Discharge Program (TDP), the Expeditious Discharge Program (EDP), misconduct, unsuitability, discharge in lieu of court-martial, and punitive discharges resulting from courts-martial (Fox, 1979, p. 8). Adverse action attrition is costly both monetarily, due to recruiting training and outprocessing and organizationally, due to personnel turbulence and loss of readiness.

In the Army over three-fourths of the total first-term male enlisted attrition for the FY 78 cohort was classified as resulting from adverse action. Twenty-two percent of first term enlisted Army males were discharged through the TDP—prior to the completion of 180 days of service - a rough equivalent time for Basic Combat Training and Advanced Individual Training.* Approximately 33% were eliminated by use of the EDP, that is, after 180 days of service. Thus, over half of the total Army male adverse separations from the 1978 cohort utilized administrative discharge procedures of the TDP and EDP. The remainder of these adverse discharges were implemented through the various Chapters of Army Regulation 635-200 concerning enlisted personnel separations. A total of 19% of adverse discharges received a Chapter 10 discharge (resignation for the good of the Service); 9% received Chapter 9 (drug abuse); 8% Chapter 14 (misconduct); and 8% Chapter 13 (unsuitability).

*A small number of high skilled MOS require more/longer advanced individual training time.

The Defense Audit Service recently conducted a review primarily focused upon the Service's policies and procedures pertaining to personnel whose performance and conduct was substandard--a group primarily made up of first-termers with adverse discharges. According to this report, during FY 80 the Services separated approximately 63,000 personnel prior to Expiration of Term of Service (ETS) for unsuitability, misconduct, and poor performance. It was estimated that about 48,000 of those "substandard" personnel who were separated in FY 80 might have been rehabilitated through retraining (Defense Audit Service, 1981). The Services each have retraining programs designed to rehabilitate substandard personnel and return them to duty. The Army presently provides comprehensive, centralized Service-wide retraining programs, but only for light court-martial offenders, not for all categories of adverse action.

The purpose of this chapter is to examine several military retraining programs designed to rehabilitate problem soldiers and substandard performers. These are basically interventions which perhaps represent the closest device the US military presently employs toward the establishment of counter attrition programs, per se.

Three subcategories of retraining programs will be discussed: differentiated on the basis of the severity of offense. These programs are (a) prisoner retraining, (b) nonjudicial punishment (NJP) retraining, and (c) marginal performer retraining.

Army.

Since the inception of the All Volunteer Force (AVF), the Army has been forced to rely upon a force with a relatively high percentage of "marginal"

soldiers to maintain Army strength requirements.* As a result, the Army has developed the most elaborate system of correctional retraining among the Services. The primary activities in the Army Correctional System (designed for prisoner retraining) are the US Disciplinary Barrack (USDB) at Ft. Leavenworth, Kansas, and the US Army Retraining Brigade (USARB), at Ft. Riley, Kansas. The Army non-judicial punishment programs are conducted at Correctional Custody Facilities located at most major installations. One of these, renamed the Intensive Training Unit at Ft. Carson, Colorado, will be singled out for special attention due to its retraining orientation. A unique marginal performer retraining program called the Individual Effectiveness Course at Ft. Riley, KS, will be the last program described.

Prisoner Retraining Programs. These programs are designed for punishment and rehabilitation of enlisted courts-martial offenders. The convicts are either sent to the US Disciplinary Barracks (USDB) at Ft. Leavenworth, KS, or the US Army Retraining Brigade (USARB) based on the length of their sentences. The USDB accepts convicts with sentences in excess of six months, whereas USARB takes all offenders with sentences of six months and less.

US Disciplinary Barracks (USDB). The USDB is the maximum security confinement facility for the Army, Air Force, and Marine Corps. The Navy maintains a separate maximum security facility in Norfolk, Virginia. The USDB prisoner population is made up predominantly of Army personnel, since the Air Force and the Marine Corps have far fewer courts-martial cases.

*Marginality is reflected in high numbers of high school dropouts and borderline mental test scores.

The program provides custodial supervision - with some correctional and vocational/academic training. Such education and training is designed to aid the prisoners toward reentry into civilian life after serving out their sentences. Since the focus of this discussion is upon correctional retraining programs designed to rehabilitate problem personnel for return to active duty, attention will be turned to USARB and other programs with this mission.

US Army Retraining Brigade (USARB). This program is an Army Forces Command (FORSCOM) field operating activity under the operational control of the Commander, 1st Infantry Division, Ft. Riley, Kansas. Physically, USARB occupies Camp Funston at Ft. Riley, a relatively isolated location on post. Camp Funston is equipped with World War II open bay barracks, an obstacle course, classrooms, counseling areas, parade fields, and amenities like a gymnasium, theater, bowling alley, athletic fields, tennis courts, swimming pool, and club. All necessary staff functions and support services are available to make USARB a self-sufficient operation, including a Research and Evaluation Division.

The mission of USARB is to provide specialized training, professional evaluation, and counseling in order to (a) return soldiers to duty with improved attitudes and behavior, and (b) to eliminate from the Army those who fail the program. Prerequisite for entry into the program are courts-martial of six months or less with no approved punitive discharge. All Army enlisted personnel in this category are automatically sent to USARB (USARB Annual Report, 1980).

A "typical" USARB prisoner might be characterized as follows: 21 years of age, a non-high school graduate, average General Test (GT) score, black, single, protestant, Combat Arms MOS, repeated AWOL violator, and having been stationed in Germany (USARB Annual Report, 1980).

Program.

During in-processing, the new trainees are assessed and assigned a prognosis of future performance based on bio-data obtained from the Enlisted Master File. Each trainee receives a "probability of success" score which becomes a factor in helping determine whether or not he will be returned to a unit upon graduation. Graduates with very low probabilities are given Chapter 5 (for the good of the Service) discharges (Chief of Research and Evaluation, personal communication).

The USARB Program of Instruction (POI) (see Table 1) is specifically designed to exert sustained physical and mental stress within a spartan military environment. Physical stress results from extensive PT, obstacle courses, confidence courses, and running. Mental stress is generated from continued observation, daily evaluations of progress, and high performance standards by cadre and peers.

Table 1

USARB Program of Instruction

<u>Annex</u>	<u>Training Hours</u>
Coping in a Military Setting (A)	145
Developing Appropriate Personal Behavior (B)	106
Military Duty and Performance Skills (C)	42
Interpersonal Skills and Self Awareness (D)	71
Learning Skills (E)	45
Information (F)	9
Administration (G)	<u>22</u>
	382

Annex A through E provide instruction/rehabilitation for the soldier. Annex F and G are administrative and orientational in nature. A description of each of the 5 instructional annexes will be provided below.

As shown in Table 1, the largest single element of the POI is Coping in a Military Setting (Annex A). This component is made up almost entirely by physical activities. Its stated purpose is to:

"Provide the soldier with the means to grow in self-confidence through the physical development of his body, to achieve increments of success by overcoming obstacles and through the accomplishment of specified physical goals, and to develop greater self-awareness." (POI, USARB, 1981).

The largest and most important of the Annexes shown in Table 1 to be discussed in turn are Annexes A, B, D, & E. The most time consuming portion of Annex A is made up of field training exercises. The second largest component is physical fitness training (PT) primarily calisthenics and running. Appendix B contains a detailed description of the contents of each Annex.

The second largest segment of the POI is Developing Appropriate Personal Behavior. The purpose of this Annex B is to:

"Provide the soldier with information relevant to the nature, causes, and manifestation of human behavior with a view toward encouraging insight into personal behavior, to provide an atmosphere in which the soldier can express and experiment with new ideas and to foster working relationships." (POI, USARB, 1981).

The largest and perhaps most significant component of this Annex is individual counseling/interviews. In these sessions, the trainee receives feedback from the cadre about himself, reasons for his assignment to USARB, problem areas to be worked on, goal-setting, and weekly progress.

Trainees also receive instruction from ex-convicts who provide the most credible sources of information about the unpleasant realities of lengthy incarceration.

Athletic competition is also included in this Annex because it is considered to have remedial value in terms of developing self-confidence, self-control, physical conditioning and stamina, utilizing time constructively, and in providing alternatives to misbehavior.

Another significant segment of the POI is Annex D (Interpersonal Skills and Self-Awareness). The stated purpose of this Annex is to:

"Provide the soldier with instruction in ethical, moral, and behavioral matters which will assist the individual in time of personal crisis, in the establishment of positive interpersonal relationships, and in expressing and insuring that he is being understood and accepted by others." (POI, USARB, 1981).

The two important segments of this Annex are Human Communications and Small Group Counseling. Human Communications is designed to teach the trainees improved methods of communication, and to impress upon them what they are actually conveying to others by verbal and nonverbal means. Thus, they may develop greater insight about how they are being perceived by others.

Small Group Counseling serves as another socializing technique designed to:

"...improve social skills, present alternatives to misbehavior, present constructive ways to use time, demonstrate the advantages and disadvantages to independence and interdependence, present successful models of behavior, allow individuals (cadre and trainees) to share experiences...present problem solving procedures, and stimulate peer interrelationships, insight, and teamwork." (POI, USARB, 1981).

One last important segment of the POI is Annex E - Learning Skills. This usually takes the form of correcting academic deficiencies and/or improving the soldier's basic literacy skills, and ultimately to earn a GED.

Evaluation.

Of the 3,572 prisoners who were processed by USARB in FY 81, 63% graduated from the Program, with 59% being reassigned to duty.

In addition to simply evaluating graduation rates, reassigned USARB graduates are longitudinally tracked. Commanders are asked to evaluate USARB graduates on a special Enlisted Evaluation Report (EER) 60 days after entry into their new duty assignments. Of 518 such evaluations returned to USARB during FY 81, over 70% received favorable ratings in terms of desirability to their units, and reenlistment potential (USARB Annual Report, 1981).

Nonjudicial Punishment Retraining Programs. Nonjudicial Punishment (NJP) refers to punitive action short of a court-martial, usually in the form of an Article 15. In order to provide corrective direction to some recipients of NJP, all military service commands operate Correctional Custody Facilities (CCF) at most installations under the provisions of Article 15, Uniform Code of Military Justice. The mission of the CCF is to (a) maintain close supervision of correctees, and (b) provide for additional duties and correctional treatment and referral services without confinement or court-martial. Correctees must have received a Field Grade Article 15 for referral to a CCF.

According to AR 190-34, an important objective of the CCF for the US Army is to provide commanders a means to "improve conduct and attitudes which are

ot hardened and which may be modified by intensive effort over a relatively short period of time," and also to "maintain a positive rehabilitative treatment program."

However, most Army CCFs remain in the traditional mold as work-detail and custodially oriented (Baker, personal communication, Summer, 1981). What retraining occurs is usually in the form of punishment, such as extra PT and marching. Most of the duty hours are spent on loan to other post facilities as work details, such as maintenance, KP, janitorial, yard-worker, and the like.

Though the traditional CCF approach is not without its advocates and potential benefits, more CCFs have been expressing interest in a correctional retraining orientation (Oddy, personal communication). One innovative Army CCF in particular, the Intensified Training Unit at Ft. Carson, CO, has adopted a full-fledged retraining curriculum, and has been serving as a model for other CCFs to emulate.

Intensified Training Unit (ITU). The ITU is unique to the Army at the present time in that it is the best developed CCF with a FOI dedicated to correctional retraining. The primary model for the development of this 30 day FOI was USARB and also the Individual Effectiveness Course (IEC) discussed below. The ITU represents an effort by the Ft. Carson, Colorado Law Enforcement Command to upgrade its correctional system by adopting a remediation program. The ITU differs from USARB in that it does not deal with court-martial cases.

Like other CCFs, a Field Grade Article 15 is a necessary but not sufficient condition for entry into the CCF. In other words, all CCF correctees have a Field Grade Article 15, but is not mandatory for all soldiers with an Article 15.

Evaluation.

According to a 1980 Management Review (R80-6), an average of 330 correctees are processed through the ITU annually. For FY 79, of 260 graduates of the ITU who could be longitudinally tracked, 198 (76%) were considered rehabilitated by ITU cadre. The remaining 62 (24%) either subsequently committed other offenses resulting in separation, or were in an AWOL/deserter status.

For purposes of a cost benefits analysis, the above report (R80-6) assumed a comparable 76% rehabilitation rate for those individuals who could not be tracked, bringing the success total to 251. It was then estimated that the total cost of training one Infantry soldier was \$17,832 (including recruitment, BCT and AIT, medical costs, uniforms, and miscellaneous costs). This figure was then multiplied by 1.4 based on an estimated requirement of 1.4 recruitments to replace one loss (based on applicant failure to pass entrance requirements and potential replacement attrition). This brings the total cost per Infantry soldier to \$24,964, adjusted to \$23,000 for purposes of a conservative analysis. It was also determined that the total operating cost of the ITU per year was \$260,000. By multiplying the above estimated 251 successes by \$23,000 (total cost per soldier), a cost savings of \$5,773,000 is produced. Subtracting the \$260,000 cost of operating the ITU, it was concluded that the total savings to the Army annually is \$5,513,000. Of course, this analysis makes the assumption that all of the 251 successes would have failed were it not for their ITU experience.

Marginal Performance Retraining Programs. These programs are designed for what may be termed "marginal performers"—those who have received neither a

court-martial nor a Field Grade Article 15. Thus, they are not eligible for the more institutionalized correctional programs such as USARB or the Correctional Custody Facilities (CCFs). These marginal performance retraining programs are focused on soldiers who are regarded by their superiors as headed for trouble. The two programs detailed in this section are the Individual Effectiveness Course (IEC) and the Military Adjustment Units (MAU).

The Individual Effectiveness Course (IEC). The IEC became operational at Ft. Riley in 1977. The key to this marginal soldier program is that judicial or nonjudicial punishment is not prerequisite for corrective action referral. This program is for individuals who appear to be destined for difficulty, but who are also regarded as having the potential to be productive soldiers. These individuals can receive corrective action before serious trouble develops.

The IEC is co-located with USARB (see above) at Ft. Riley, and has a virtually identical curriculum. It is slightly shorter--6 instead of 8 weeks--due to less in-processing and pretraining. The facilities can accommodate as many as 50 soldiers per class. This is not a confinement facility, but enrollees are not at liberty to leave the Program until graduation or termination. Soldiers are referred to the IEC by unit commander and are made aware that if they walk away, more dire consequences (i.e., a less than honorable discharge, more severe corrective action, etc.) will probably follow.

Evaluation.

During FY 81, 218 enlisted personnel from Ft. Riley were enrolled in the IEC. A total of 99 (45.4%) graduated from the Program and returned to Ft.

Riley Units with recommendations for further service (USARB Annual Report, 1981).

In a 1977 evaluation of the IEC, unit commanders indicated probable actions against 197 soldiers if they had not been admitted to the IEC. Predicted actions were 33% EDP, 32% unsuitability discharges, 27% transfers and administrative separations, and 8% Article 15. Some punitive action was expected against all of the soldiers if they had not been admitted to the IEC - mostly adverse discharges. Of the 197 soldiers, 54% completed the program and returned to duty. Of the remaining 46%, 40% were recommended for administrative separation, and 6% were lost through AWOL and medical problems. A 2 month follow-up showed that nearly half of the IEC graduates were rated as promotable immediately or promotable ahead of their peers (Individual Effectiveness Course Test 1, 1978).

According to an evaluation by the Army Audit Agency (SW 81-1), the IEC was considered to have made a major contribution to reducing attrition in the 1st Infantry Division. Since the IEC began, the annual attrition rate at Ft. Riley has declined from 62.1 per thousand, to 35.6 per thousand. Details are provided in Table 2 below.

Table 2

Target Discharge Categories	Fort Riley Attrition			
	Prior to Course	Since Course Began		
	Average Attrition	Number per 1,000 Enlisted	Average Attrition ¹	Number per 1,000 Enlisted
Expeditions	418	29.3	245	16.4
Chapter 10	173	12.1	121	8.1
Misconduct	176	12.3	129	8.9
Unsuitable	120	8.4	38	2.5
Totals	887	62.1	533	35.6

¹Reflects attrition of Individual Effectiveness Course graduates who did not complete term of service. (Army Audit Report: 81-1, 1981).

The report goes on to assert that the IEC could be utilized economically throughout the Army to reduce attrition. If extended and exported Army-wide, the IEC could help retain an additional 4,335 enlisted personnel with a savings of \$15 million annually.

The report points out other potential benefits of the IEC in addition to improved soldier performance by trainees and graduates. One of these benefits is increased leadership experience for the teaching cadre. It is stated that Ft. Riley cadre selected for the IEC have enhanced their leadership skills. Another benefit is improved implementation of the EDP. That is, at Ft. Riley, soldiers must enroll in the IEC before they can be separated through the EDP. This requirement has reduced EDP separations at Ft. Riley by 44%.

Although it would appear on the surface that exporting the IEC Program to other installations would be advantageous to the total Army, there are unique characteristics of the program and location to belie this. The Human Resources Development Directorate (HRDD) of the Office of the Deputy Chief of Staff for Personnel (ODCSPER) concluded that establishing the course at other installations would not yield the results obtained at Ft. Riley:

As currently operated, the course provides an opportunity to reassign marginal soldiers to a concentrated training program operated by skilled cadre in a carefully controlled environment. Barring the frequently cited problem of too few midlevel non-commissioned officers, who would be required to run the course, resulting in further mission degradation, it is unlikely that other Army installations could achieve the same success Fort Riley has achieved because of its proximity to the Brigade.

The proper approach to solving the marginal soldier problem lies in improved development and performance of Army leaders at all levels. To achieve combat success, the commander must take charge of his troops and instill in them the desire to willingly perform as a unit on the battlefield. Troops who see leaders pass problems and responsibilities to others cannot be expected to develop the mutual trust and confidence vital to combat success. Forming another "special" program would do more harm than help. A recently designed logical, and workable system will focus on Army

leadership rather than the Individual Effectiveness Course—a short term cure. A total cure can only be effected by improved Army leadership (Army Audit Report 81-1, 1981).

Military Adjustment Units (MAU). Much shortened versions of the IEC are now operational at Ft. Bliss, Texas, and Ft. Jackson, South Carolina. The programs are 3 to 5 days in length and are designed to provide intensive leadership, counseling, and training for BCT or AIT trainees experiencing problems adjusting to the military environment. They are staffed by small cadres of noncommissioned officers, with a first sergeant as commandant.

The target populations for MAUs are trainees in BCT and AIT. Referrals to MAUs are made on the basis of problems similar to those of IEC referrals. A check list is provided to organizations to insure that appropriate referrals are made. The list includes the following (Doherty & Robinson, 1981):

Cannot get along	Bad attitude
Chronic troublemaker	Poor duty performance
Cannot get along with peers	Slow learner
Cannot follow instructions	Immaturity
Homesick	Wants out of Army
Depressed	Lacks self-confidence
Fighting	Lacks self-discipline
Lack of motivation	Other

Evaluation.

A formal evaluation of the Ft. Bliss and Ft. Jackson MAUs has been conducted by Doughty and Robinson under contract to the Training and Doctrine Command (TRADOC).

According to this evaluation, the Ft. Bliss MAU processes approximately 500 trainees annually, and the Ft. Jackson MAU about 1,600 annually. Of these trainees, the Ft. Bliss MAU has been recommending approximately 50% for continued training. The Ft. Jackson MAU has been recommending about 88% continuation. The training units to which the trainees are returned generally follow the recommendation made by the MAU staffs. Thus, the training attrition rate among those referred to the Ft. Bliss MAU has been approximately 50%, whereas the attrition rate among those referred to the Ft. Jackson MAU is about 12%. The actual success rate in completing BCT/AIT has been approximately 73% for MAU returnees at Ft. Jackson. No data were reported for Ft. Bliss.

Navy.

Prisoner Retraining Programs. The Navy does not use the USDB at Ft. Leavenworth as the other Services do. Rather, it maintains its own brig at Norfolk, Virginia, for court-martial cases with sentences of one year or more.

The Navy has no counterpart to USARB either in size of facility or extensiveness of retraining program. Instead, the Navy confines its lighter court-martial offenders in brigs, either aboard the larger ships or among the 21 brigs located ashore from San Diego, CA, to Norfolk, VA.

Activities for prisoners in the brig are work-detail oriented. Retraining is reserved for after-duty time, with 1 hour per evening allotted to remedial retraining activities (Gravein, personal communication).

NJP Retraining Program. To facilitate NJP corrective action, the Navy maintains 22 on-shore Correctional Custody Units (CCU). These CCUs serve the

same purpose as the Army CCFs, and for the most part are similar in approach. That is, 30 days of custody and work-detail oriented activities as previously described for the typical Army CCF. There are two exceptional CCUs for the custody of NJP offenders, to be discussed in turn.

Coronado CCU. By directive from the Commander in Chief, Pacific Fleet (CINCPACFLT), a correctional retraining program with a motivational orientation was started at the Coronado CCU in October 1978. The training philosophy and goals of this program are similar to previously discussed Army programs. The closest counterpart program maintained by the Army is the ITU discussed above. As with all correctional custody facilities, an NJP is required for assignment.

An evaluation by Doherty (1982), showed a 64% performance improvement in supervisors' ratings when compared to performance ratings prior to entry into the Program among "awardees" (program participants) at Coronado two months after retraining. However, there was a drop to 51% improvement at the 6 month follow-up, and 54% after 1 year. This study also reported only a 4% recidivism rate (program graduates who received an NJP during the year following retraining). As to attrition, 12.8% of Coronado CCU graduates had been separated during the 12 months following retraining.

Pearl Harbor. The only Navy program outside the continental United States is at the CCU at Pearl Harbor, established by the Commander in Chief, US Pacific Fleet as a pilot retraining unit in August 1978. The objectives were the same as the Coronado program—to reduce attrition by retraining marginal but potentially useful sailors.

According to Doherty, there was an 87% performance improvement shown by former trainees at the 1 week follow-up period after retraining. After 1 month, however, this figure dropped to 78%, and after 6 months it dropped

further to 61%. The recidivism rate, was a relatively high 36.4%. Pearl Harbor had a higher attrition rate than Coronado with 21.2% at Pearl Harbor attriting within one year after retraining. This figure is not different from the 22.8% reported for the control group of similar soldiers who received no retraining.

Marginal Performer Retraining Programs. Like the Army, the Navy presently has one program that legitimately falls into this category. That is, a correctional retraining program for errant enlisted personnel who have not received an NJP.

Behavioral Skills Training Unit (BEST). The Navy established a program similar to the Army's IEC at the Naval Amphibious Base in Little Creek, Virginia, in 1979. This program is called the Behavioral Skills Training Unit (BEST).

The mission of BEST is to provide low and marginal performance first term enlisted personnel behavioral skill training that will enable them to successfully complete their obligated service. Criteria for admission include no disciplinary action pending, at least 2 years of active obligated service remaining, and the potential to complete enlistment, but unlikely to do so given the present demeanor and record. A key feature of the orientation to this program is to convey to the soldiers that the program would not serve as an "escape hatch" and that they would be returned to their units regardless of whether or not they graduated.

As of June 1981, BEST had enrolled 47 classes, averaging approximately 24 each, for a total of 1,145 trainees. Of these, 86% graduated, with the remainder either failing the program or being returned to their Command at the outset. All participants, including nongraduates, are evaluated at 6 and 12

month intervals subsequent to BEST training. Of 700 trainees evaluated after 6 months, 69% were rated as performing average or above average. Six months prior to BEST training, 78% of the trainees were awarded nonjudicial punishments and/or court-martials. Six months after BEST, only 33% received similar punishments. Twenty-two percent have received recognition for outstanding performance, and an additional 22% have been promoted at least once within 6 months of BEST. The 12 month evaluations reveal a similar pattern, with even greater percentages (79%) having received recognition for outstanding performance or at least one promotion.

Air Force.

Due to the traditionally more stringent entrance standards employed by the Air Force, it has needed, and therefore, maintained a much lower level of activity in correctional retraining.

Prisoner Retraining Programs. As indicated earlier, the Air Force sends its major court-martial offenders to the USDB at Ft. Leavenworth. This may amount to about 100 airmen convicts at any given time, compared to approximately 1,000 Army inmates. The Air Force operates an additional prisoner retraining program, the 3320th Correction and Rehabilitation Squadron (CRS) at Lowrey Air Force base in Denver, Colorado, which is a rough counterpart to USARR.

3320th Correction and Rehabilitation Squadron (CRS). The CRS provides a retraining as well as a confinement function for court-martialed airmen. Through this program, prisoners are offered the opportunity to receive specialized training. Depending upon judgments of the cadre, an airman may be returned to active duty or separated upon completion of the sentence. The CRS

has been in operation since 1952 and has processed approximately 15,000 court-martialed airmen. Over one-half have returned to duty for further service (King, 1981).

There are several key differences between USARB and CRS. First, the CRS is entirely voluntary, whereas USARB is not. As a result, CRS is much smaller than USARB. Court-martialed airmen either not selected for the program or who do not volunteer for the CRS are confined either at USARB, or the USDB, depending upon the length of their sentences. A second key difference is that CRS is an open-ended program with an individualized therapeutic plan. When a volunteer enters the program he must agree to remain beyond his minimum sentence if deemed necessary. A third difference is that the CRS gives much less emphasis to physical conditioning than does USARB. It is primarily an attitude and behavior readjustment program. CRS tends to view USARB as primarily a physical confidence building program (King, personal communication, 1982).

Another difference lies in the burden being placed upon the volunteer airmen to demonstrate he is fit for return to duty. With USARB, there is a greater tendency to return the trainees to duty if at all feasible. Also, it is easier for CRS graduates to reenlist. For USARB graduates, Army Regulation 601-280 requires waivers from different command levels based upon amount of time lost. All waivers for court-martial offenders with over 30 days lost time must be approved by the Army Enlistment Eligibility Activity (King, 1981).

NJP Retraining Programs. The Air Force also operates correctional custody facilities at some of their bases, but they are not widely used. As of June 1980, the Air Force reported only 49 airmen to be assigned to CCFs throughout

the Air Force. Thus, retraining at the NJP level is essentially nonexistent in the Air Force (Defense Audit Service Project OS4-079, p. 16).

Marginal Performer Retraining Programs. To the authors knowledge, the Air Force does not maintain any marginal performer retraining programs.

Marine Corps.

Prisoner Retraining. Like Army and Air Force court-martial offenders, Marine Corps court-martial cases are sent to the USDB (see above for a description of USDB). Approximately 100 Marine Corps prisoners are present at any given time.

NJP Retraining Programs. The only Marine Corps CCF with a retraining orientation known of at this time is located at Camp Pendleton, California.

Camp Pendleton CCF. This program provides guidance counseling, problem-solving drills, goal setting practice, and other training similar to previously discussed NJP programs such as the ITU, Coronado, and Pearl Harbor.

Although evaluative data are limited at this time, improvements in performance and conduct have been reported for 70 of 110 (64%) trainees (Defense Audit Service Project OS4-079).

Discussion.

As was true of pre-enlistment and post-enlistment remedial education, the question of effectiveness of brief, concentrated programs again can be raised regarding correctional retraining. Although all three types of programs have

their distinctive features, they also have a number of common denominators. One of the more important of these is certainly remedial education, particularly literacy. Correctional retraining programs have not been particularly geared to the amelioration of such problems, but inevitably must deal with them. One of the findings in the evaluation of the MAUs by Dougherty and Robinson (1981), was that many of the referrals to MAU units would have been more appropriately referred to a BSEP program. Thus, the discussion in Chapter 5 of the true effectiveness of concentrated general literacy programs may apply here and to pre-enlistment programs as well.

Correctional retraining programs, as they are presently conceived, might be best characterized as "enriched" or "super" basic training programs. They concentrate heavily upon PT, drill, obstacle courses, taking orders, open-bay barracks living, severe regimentation and structure. These programs are "enriched" in that they include much more personalized attention than does basic training, in the form of individualized and group counseling. They also provide informational and educational benefits in addition to teaching how to "soldier". Some programs offer opportunities to progress toward a GED.

The programs may in part serve as elaborate post-screening devices. To the extent that this is true, the programs might be cost-effective merely by separating the "sheep from the goats." These programs may also serve as tests of motivation for trainees to stick it out for survival within the system. For those who pass the motivational test, the retraining curriculum may have considerable merit. For one, these programs may serve to reduce alienation or anomie as a result of the personalized attention and perhaps some degree of compassion being shown for their plights. Second, trainees may develop some personal accomplishment "momentum" which may not only become a habit, but will give the individual cause to embark upon a more positive view of himself or

've him more self-confidence that he can survive well under adverse conditions. Moreover, the discipline training received should help reinforce behaviors facilitating adaptation to the military system. In the conduct of informal interviews with correctional program cadre at the IEC, the following remarks were frequently made:

"the trainees develop pride and an improved self-concept from their improved physical fitness"

"For once someone seems to care about them"

"they develop discipline out of intense supervision and having to follow orders to the letter"

"they come in hostile and resentful, and leave high on the program"

"esprit de corps develops, and morale goes up"

Interesting is that these comments were made at both behavior modification oriented correctional retraining units and orthodox work-detail oriented units. Thus, what is special about the retraining oriented programs?

As of now, the retraining programs have a "face validity" which the traditional programs do not. The developmental benefits of counseling, remedial education, lectures, field trips, audio-visual aids, and other self-enhancement tools are largely being presumed by program advocates, who make a cogent and plausible case, but do not offer empirical evidence. A formal, independently conducted retraining program evaluation is clearly in order, especially involving outcome comparisons with work-detail oriented correctional programs.

In addition to objectively examining the cost-benefit effects of retraining programs and correctional programs in general, a program evaluation would enhance understanding of causal relationships between program elements

and successful graduates. This information would be extremely useful in making adjustments and modifications to the curricula and program to enhance success outcomes.

Currently, adequate models for tracing and explicating the corrective process are not apparent. The best so far is offered by Fersch (1980), who distinguishes between the "reform" model and the "rethinking" model. The reform model, is historical and deterministic in orientation. The individual's entire past history of learned behavior would be engaged in the process of retraining--a formidable task for a short-term program. The second model, and the one adopted by military retraining programs (Doherty, 1982), is an ahistorical "will power" oriented approach. This model suggests the traditional phenomenological view advocating that the individual is in control of his actions, and is capable of making whatever changes he is so motivated to make. The programs are designed to motivate him to make the necessary changes to succeed in the military.

At present, correctional programs are met with mixed perceptions at best. The rationale of the proponent group is well represented above. However, dissenting views are also heard.

Among the skeptics are those who perceive the retraining programs as "country clubs". Critics point to the fact that trainees do very little work, and spend a lot of time going to class and the like. Such accusations are also leveled at work-detail oriented programs. These people believe that unacceptable performance should be greeted with negative reinforcement, and that these programs appear to be an easy way out. Research on the "image" of correctional facilities would be in order.

Others complain that the resources required to operate correctional retraining programs could be better utilized in other ways. For example,

cadre for the programs are currently usually obtained on the basis of "special detail" assignments from active units.⁴

Still others point to the illogic of assuming the "positive transfer" of improvements made in a highly structured retraining environment to a relatively unstructured permanent duty station environment. This would be analagous to the transition from a training (e.g., BCT/AIT) environment to an active unit environment. There is ample documentation (e.g., Mobley, 1982; Fugita, 1982) that problems are inherent in this transition. Mobley (1982) reports a significant loss of morale associated with the early weeks of this transition. Fugita (1982) in his observational work on the "soldierization" process, comments as follows:

"The highly structural, unique environment of BT differs markedly from the work environment in which most soldiers will spend the remainder of their tour. In basic training soldiers are in constant contact with a drill sergeant who monitors their progress. When soldiers leave IET, they come under the control of NCOs who are likely to be neither as involved with their jobs nor as much of a "model soldier" as their drill sergeant.

Fugita corroborates Mobley's documented findings pertaining to lowered morale after completion of IET, by pointing out that "attitudes toward the Army are strikingly high when soldier graduate from BT. They plummet sharply after they spend some time at their first duty station. At least part of this is caused by disillusionment with the "real Army" which does not meet their high expectations."

Fugita goes on to recommend a greater effort toward "matching" IET to the realities of most duty stations. Suggestions include upgrading the training

⁴Such a method of acquiring cadre is presently a problem area, in that the less desirable personnel are often selected for assignment to retraining units.

of NCOs, and providing more in the way of realistic previews of the duty station environment. These suggestions and others may be equally applicable to soldier retraining programs in their relationship to the "real Army."

Another criticism expresses concern about the possible expansion of these programs, as has been recommended by the Defense Audit Service (1981). It is pointed out that a Service-wide requirement to provide such programs as the IEC, for example, would usurp resources from other organizations and undermine readiness.

In the final analysis, correctional retraining programs can probably be conducted within the framework of the current military corrections systems. By simply removing the requirement of a Field Grade Article 15, many potentially functional personnel might be salvaged via present in-place CCFs.

An important constraint to be dealt with, however, is the crucial importance of dedicated, stable cadre. As mentioned above, CCFs may receive some lower quality special detail NCOs. Though there are indications that these individuals also get "turned around" by the program, as well as the trainees, a standardized selection and preparation program for cadre would seem in order.

Finally, the currently positive recruiting climate cannot be assumed to continue on a dependable basis as a solution to early, unprogrammed attrition. As long as selection into the Armed Forces is not perfect, marginal performer programs will be needed and should be developed to deal with problem personnel.

Chapter 7

Management and Miscellany

This final section will briefly summarize several additional programs and efforts which show potential for impacting upon first-term enlisted attrition. Included are activities which do not readily fall into categories defined by previous chapters, yet do not form a clearcut category of their own. So, in the interest of some degree of comprehensiveness, these miscellaneous additional programs are mentioned.

Army.

New Manning System (NMS). The US Army has recently embarked upon an ambitious scheme to enhance unit combat effectiveness and to reduce unit turbulence and attrition. The NMS is an expanded outgrowth of the now defunct Project COHORT, as of 1 Oct 1982. The basic concept behind Project COHORT was to keep BCT/AIT training companies intact for a full 3 year period, instead of dispersing soldiers at the completion of training into separate active units. It is assumed that this "regimental" approach will result in greater unit cohesion in terms of enhanced (1) leader-soldier relations, (2) soldier-soldier relations, and (3) soldier to Army identification and dedication.

An Independent Evaluation Plan (IEP) is currently being developed by the Training and Doctrine Command Combined Arms Test Activity (TCATA) at West Ft. Hood, Texas. This plan calls for extensive data collection in the general areas of training, logistics, and personnel. As many as 90 companies may be involved in the evaluation, made up mostly of infantry, but with field

artillery and armor units as well. The IEP is not conceived so much as a true program evaluation as it is a barometer reflecting problem areas to be rectified; that is, a "fix-test-fix" approach. The Army Research Institute for the Behavioral and Social Sciences has agreed to provide technical assistance to the conduct of the IEP by developing questionnaires measuring relevant soldier and leader perceptions, and offering advice on data collection and analysis methodologies. It is hoped that by 1990 as many as 10% of all Army units will operate according to the NMS approach.

Navy.

Project RETAIN. Perhaps the most ambitious military counter attrition intervention program yet attempted is the Navy's Project RETAIN. In general, the program is designed to reduce the number of General Detail enlisted personnel (GENDET) leaving the Navy prior to completion of their four year obligated tours. Unlike the other services, the Navy has a sizable group of enlisted personnel, GENDETS, who do not qualify for skills (A school) training, analogous to the Army's AIT. Rather, these "non-rated" personnel, which make up approximately 1/3 of Navy enlistees, are sent to Seaman, Fireman, or Airman Apprenticeship schools. This population has been attriting at the alarming rate of approximately 80% (Lakota, 1981).

According to Lakota, RETAIN basically involves two interventions designed to "touch early critical transition points of a GENDET's enlistment: adjustment to recruit training and orientation to fleet duty." The adjustment phase is a one-week training program combining both information and skill training. It is offered at the beginning of recruit training to aid the recruits in acquiring the coping skills they need to make the adjustment to

military life. The orientation component occurs during apprenticeship training following boot camp. It is intended as a supplement to give a realistic picture of shipboard living and working conditions. The program also emphasizes what GENDETS can expect out in the fleet, and opportunities that exist for them.

Pilot testing and evaluation of this program are underway at the present time by the Navy Personnel Research and Development Center.

Fireman Apprentice Course. Other training programs aimed at the GENDET are the Fireman and Airman Apprentice Courses. Of particular interest at this junction is the Fireman Apprentice Course which was recently (December 1980) expanded from 4 to 8 weeks in length in order to better prepare the GENDETS for shipboard duty and to stem their high attrition rate.

The purpose of the Fireman Apprentice Course is to provide GENDET trainees with the basic job skills and knowledge to serve as useful engineering department assets in the fleet. The course includes shipboard engineering organizations, engineering safety, engineering technical documentation, introduction to engineering, watchstanding training and POS qualification, typical shipboard propulsion plan configurations, piping system components, and planned maintenance system documentation and procedures. The course trains the apprentice to perform routine preventive maintenance of common stop valves and to perform selected engineering watchstation tasks.

The course is taught at the primary naval training locations--Great Lakes, Orlando, and San Diego. The primary mode of instruction is group paced, with 1 instructor per 25 student classes. In order to be eligible, trainees must have completed recruit training (boot camp), but have failed to achieve "A" school eligibility.

Instruments and procedures for measurement of student performance are criterion referenced tests at the completion of each academic module. No evaluations of this program, in terms of reduced attrition rates are available as yet (Instructional Management Plan for Fireman Apprentice Course, May 1981).

Navy and Marine Corps.

Exit Survey System. At the present time, this system has been adapted for use for Navy officers and enlisted personnel, and for Marine Corps enlisted personnel. The survey probes two phases: (1) the period of transition from initial entry training through the first two months at the permanent duty station, and (2) the full period of time at the permanent duty station. The surveys contain approximately 30 items in length, and are routinely administered to all exiting personnel. The specific intent of the questionnaires is to identify managerial acts which may have an influence - positively or negatively - upon violations. All types of violation are of concern, but special interest is placed upon unauthorized absence (UA). The respondents are asked to indicate the importance of various issues involving quality of life considerations, travel family separation, sea duty, regulations, job satisfaction, promotional opportunity, being treated with respect, and so forth. The items were distilled from a larger set which reflected the major concerns of Navy and Marine Corps personnel. (See Appendix C for sample enlisted exit survey questionnaires for the Navy and Marine Corps.)

The exit survey system is currently operational on a pilot basis. Utilization of results in terms of management policy changes is as yet

premature. The second and third years of this three year project will involve experimental field testing and evaluation (Githens, 1982).

Chapter 8

Conclusions and Recommendations

Overall evaluations of attrition data are incomplete regarding most of the programs discussed in this report. It is thus difficult to conclude precisely to what extent the previously mentioned programs impact upon attrition. This is not to say that promise is not shown nor that relationships cannot be found. Cogent arguments can and have been made. Correlations and other information indicative of an important impact upon attrition have been reported. However, these relationships do not clearly show causality, and tend to be difficult to interpret. Also, more program information needs to be developed by independent program evaluators, not personally identified with the programs, to enhance confidence in investigative objectivity.

This is not to suggest that quality attempts at program evaluations have not been made. The evaluation of Navy correctional retraining programs by Doherty (1982), and Baker and Huff's (1981) evaluation of the Navy JOBS program, serve as admirable models. But even here there remains a dependence upon criterion data that may be subject to bias. Doherty, for example, reports performance evaluation follow-ups on retrainees returned to active duty. These performance appraisals are subject to the judgmental bias of performance ratings in general (e.g., "halo" effect, etc.). In the case of follow-up evaluations of correctional retrainees, bias might be operating due to a stigma associated with the soldiers' known past, or observations of behavior which contradict expectations.

It is not necessarily being suggested that research on performance evaluation measures is essential to the validity of operational program evaluations. It is rather to serve as a word of caution in interpretation of

many of the findings reported. It is thus recommended that more independent evaluations of the calibre of those of Doherty (1982) and Baker and Huff (1981) be conducted.

In the process of conducting more independent and thorough program evaluations, it is recommended that greater attention be given to the ubiquitous spectre of pre-selection bias pertaining to program participants. In the case of BSEP programs, for example, we have seen indications of a positive relationship between program participation and attrition. A couple of perhaps plausible explanations were offered for this apparent phenomenon in Chapter 5. However, another possibility is that supervisors may be tending to refer to the programs those eligibles for whom they have least regard. Assuming at least partial accuracy of supervisor's personnel assessments, these individuals would be the ones most likely to fail, thus accounting for the higher attrition rate among BSEP trainees.

A recurrent theme throughout the military enlisted personnel system, particularly with regard to marginal individuals, is the presence of remedial education programs. As we have seen, such programs appear prior to enlistment (Chapter 2), subsequent to enlistment (Chapter 5), and again in correctional retraining programs (Chapter 6). These programs include but are not necessarily limited to general literacy, functional literacy, English-as-a-second language, and coping skills. The programs vary according to needs at a given point in the military life-cycle of the marginal individual. For example, pre-enlistment programs go beyond the above components to include military orientation and job preparation (see Appendix A). Correctional retraining programs tend to concentrate more on physical training, and counseling oriented activities (see Appendix B). Whatever the variations, a sizeable component of basic and coping skills education can generally be found when it comes to programs designed to facilitate the military acceptability of

marginal personnel. Therefore, more research is needed which clearly link remedial education program ingredients to program outcomes, such as attrition.

As pointed out in Chapter 5, the validity of reading grade level gain scores as a function of basic skills training is open to question. Though the functional utility of the above programs has not been clearly established from a strict scientific standpoint, there are promising indications that many of these programs may be effective in a global sense. But the crucial ingredients and most efficacious mosaic of program elements have to be more fully investigated and identified. It is thus recommended that field experimentation be conducted which will provide such data.

Particularly in the case of correctional retraining programs, elaborate quasi-experimentation could be readily built into the existing operational system. Every major installation has one or more correctional facilities. All of the Services, for example, have correctional custody facilities for NJP offenders. Some of these have overhauled their traditional programs or at least superimposed a retraining component. Others have probably done so partially, but basically maintain a work-detail orientation. Still others continue to be orthodox, full-fledged work-detail CCFs. It would seem very feasible, reasonably unobtrusive, and involving minimal perturbations in the system to perform comparative analyses within this already available spectrum of correctional units.

Another area to be investigated more thoroughly in the case of correctional retraining, is the active unit environment itself. The common refrain is that the NCOs do not have the time needed to work with problem personnel. And that if they did, there would be no need for CCFs. One suggestion, therefore, would be to provide the necessary correctional retraining resources at the company or platoon level. This "mini-CCF" concept would eliminate the necessity of maintaining a separate facility such as a

CCF. It would also serve to eliminate the loss of time involved in referring an individual to a 30 day program, since the personnel could continue their normal duties during the day. This approach might make the even greater contribution of conducting the retraining within the unit environment to which he or she must ultimately adapt anyway, rather than the artificially structured CCF environment. Such an approach should satisfy the oft heard criticism that correctional retraining will not transfer positively to the unit environment just because of such differential structure. A pilot mini-CCF program could be built into the quasi-experimental research design without difficulty.

Correlary to the mini-CCF concept is the hypothesis that leadership is an important variable in enlisted attrition. Research by Sarason (1982) has differentiated between "high attrition" and "low attrition" DIs in the Marine Corps. That is, those DIs with the more nurturant attitudes toward their personnel tend to have lower unit attrition. Those who take a "fish-or-cut-bait" approach tend to have higher attrition rates. More research is needed to identify leader characteristics that affect enlisted attrition. Such research should be focused more intensively upon leaders who are in closest contact with the enlisted personnel on a day-to-day basis (NCOs and platoon leaders), but should also include the chain of command up to Brigade commander. The resulting information would aid in the development of training programs for dealing with marginal personnel at the unit level.

The need for a better understanding of the impact of unit leaders upon attrition is reinforced by the previously made point that trained and dedicated cadre are perhaps essential to remedial programs, whether they be pre-enlistment, remedial, or correctional. This point has been made by Doherty (1982) in her investigation of Navy correctional programs. At present, however, there is no standardized system for selection of cadre, let

alone training. Many correctional retraining cadre are special detail personnel whom unit commanders feel can best be spared. In many instances such cadre arrive for duty apparently not much better prepared than the trainees themselves.

However it is intriguing that claims of transformation into effective and dedicated cadre after a period with a retraining cohort are so often made. It may be a phenomenon of becoming immersed in a sense of mission, with autonomy, authority, and responsibility not previously entrusted with. It is recommended that this apparent phenomenon be investigated more thoroughly. Perhaps it will be found that the OJT training approach is best in this situation, or at least as a vital supplement to a standardized system-wide cadre training program.

If such a program were to be implemented, it is recommended that a systematic approach be taken in its curriculum development. All too often when a need arises a "task force" is organized, with few resources and a short suspense date. Such an approach may tend to perpetuate dysfunctional program features, adapt them to inappropriate conditions, and discourage the exploration of innovations.

Another area to be researched and developed more extensively is that discussed in Chapter 4--realistic expectations interventions. Even at the present exploratory phase in the investigation of effects of realistic preview and coping skills videotapes, there have been signs of positive effects upon lowering attrition. Even if the attrition reduction is only 2% based on the presentation of a 20 minute coping skills film, as Sarason (1982) has claimed, the cost-benefit over time would be enormous. This is especially true considering the relatively trivial expense of developing and instituting such interventions. Then too, there is much more to be learned about this tool. Can the content be modified to be more effective? Should the films be longer

or shorter? Should they be combined with other materials? Should their impact be reinforced through reshooting? Sarason (1982) has made this latter point by suggesting that the films be broken up in 5 minute modules to be shown periodically.

Counter-attrition programs at present, in spite of all the discussion about their potential over the past several years (Sinaiko, 1977), remain few, scattered, non-uniform, varying in emphasis and support among the services and unaware of one another. Needless to say, there should be improvements made in these areas. Perhaps this report will aid in the dissemination of information relevant to the programs. Another complication is that in today's positive recruiting environment, counter-attrition programs are being de-emphasized. This positive recruiting environment is largely due to high unemployment for youth. In the future years (until 1995), it is projected that the economy will improve, and that there will be a smaller 17-19 year old manpower pool. These two factors will have a negative impact on recruiting. Retention of qualified soldiers becomes very important in that hostile environment. At the very least, the Armed Services should have a retention/counter-attrition system ready for implementation.

Lastly, of benefit would be an historical overview of counter-attrition strategies. This need not be limited to the military. Such strategies may be found in a variety of organizations when quality manpower is in short supply. The exploration of such programs and strategies beyond the military, such as educational systems, might serve to infuse new ideas for military adaptation. At the very least, such an effort should help prevent "reinvention of the wheel."

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APPENDIX A

CALIFORNIA IMPACT PROGRAM TRAINING COURSE

SECTION: I - Summary

COURSE: California Impact Training Course

HOURS: 400

<u>SUBJECTS</u>	<u>HOURS</u>	<u>ANNEX</u>
A. Military Skills	126.0	A
B. Basic Skills	179.0	B
C. Career Assessment	40.0	C
D. Pre-Employment	55.0	D

Curriculum Total 400.0

RECAPITULATION HOURS

1. Security Classification

Secret 0

Confidential 0

Unclassified 400.0

2. Type of Instruction

Lecture 140.0

Practical Exercise 260.0

	<u>HOURS</u>	<u>ANNEX</u>
B. <u>BASIC SKILLS TRAINING</u>	179.0	B
<u>Part I - Developmental</u>		
1. Reading	40.0	
2. Writing	35.0	
3. Mathematics	30.0	
<u>Part II - Survival Skills</u>		
1. Banking	4.0	
2. Conflict Resolution	4.0	
3. The Communicative Process	4.0	
4. Racism/Sexism	4.0	
5. Community Awareness	8.0	
6. Community Service	20.0	
7. Guest Speaker	4.0	
8. Cultural Studies	10.0	
9. Group Dynamics	6.0	
10. Nutrition	10.0	
Annex Total	179.0	

	<u>HOURS</u>	<u>ANNEX</u>
C. <u>CAREER ASSESSMENT</u>	40.0	C
1. Individual Assessment	30.0	
2. Testing, Evaluation & Counseling	10.0	
Annex Total	40.0	

	<u>HOURS</u>	<u>ANNEX</u>
D. <u>PRE-EMPLOYMENT TRAINING</u>	55.0	D
1. Vocational Skills Research	12.0	
2. Employment Application Techniques	6.0	
3. Resume Writing	8.0	
4. Test Taking	4.0	
5. Job Interview Techniques	6.0	
6. Job Survival	8.0	
7. Examination	4.0	
8. Advanced Education Review	2.0	
9. Basic Business English	3.0	
10. Basic Business Math	2.0	
	Annex Total	55.0
	CURRICULUM TOTAL	400.0

SECTION IV - ANNEXES

ANNEX A - MILITARY SKILLS TRAINING

PURPOSE: To provide participants with a working knowledge of those skills necessary to successfully complete Basic Training and Advanced Individualized Training. (AIT)

<u>FILE NO.</u>	<u>SUBJECT</u>	<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
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CIP-400-A-01	INTRODUCTION TO PRE-BASIC COURSE	U	4.0/L
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OBJECTIVE: The participants will become familiar with the course outline, class schedules, attendance procedures and purpose of this pre-basic training course.

REFERENCE: Specially formulated briefing notes.

CIP-400-A-02	ROLE OF THE MILITARY	U	4.0/L
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OBJECTIVE: The participant will be familiarized with the federal and state missions of the California National Guard.

REFERENCE: NGR 350-1; CAL NG Fact Sheets; DA Pam 135-3.

CIP-400-A-03	ACHIEVEMENTS AND TRADITIONS (Army & NG)	U	2.0/L
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OBJECTIVE: The participants will become familiar with the organization and historical background of the military service.

REFERENCE: FM 21-13; CAL NG Fact Sheets.

CIP-400-A-04	MILITARY JUSTICE (Fed & State Enl)	U	2.0/L
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OBJECTIVE: The participant will become familiar with the military due process legal system at the state and national level.

REFERENCE: A Subj Scd 21-10; 21-3; FM 21-10.

CIP-400-A-05	INTERIOR GUARD	U	4.0/L PE
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OBJECTIVE: The participant will become familiar with the concepts and procedures of fixed and roving guard and security requirements.

REFERENCE: A Subj Scd 21-5; FM 22-6.

ANNEX A - MILITARY SKILLS (Cont)

		<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
CIP-400-A-06	TROOP INFORMATION Schools/560/RR/ANG/Drug Abuse	U	6.0/L
OBJECTIVE:	The participants will receive information and guidance about various military schools and educational programs available in the Armed Forces, current policies of equal employment opportunity and the problems of drug abuse in the military environment.		
REFERENCE:	CAL ARNGR 350-8; CAL ARNGR 350-7; NGR 355-5.		
CIP-400-A-07	DRILLS AND CEREMONIES	U	28.0/L PE
OBJECTIVE:	The participants will learn how to perform facing and marching movements with or without weapons and to give proper commands with respect to functioning as a team.		
REFERENCE:	FM 22-5.		
CIP-400-A-08	MILITARY LEADERSHIP	U	2.0/L
OBJECTIVE:	The participant will be instructed in the basic principles of military leadership and the importance of each task to be carried out in order to accomplish a military mission.		
REFERENCE:	FM 22-100.		
CIP-400-A-09	MILITARY FIELD TRIPS	U	24.0/PE
OBJECTIVE:	The participants will visit various military and governmental facilities to broaden their knowledge of the California National Guard and its relationship to the active military forces. The participants will camp in the open range and learn procedures for bivouac. They will learn the use of a compass for geographical orientation and practice map reading to learn to identify topographic features.		
REFERENCE:	FM 30-10; FM 21-26; CC 341.		
CIP-400-A-10	MILITARY EXAMINATION/CRITIQUE	U	4.0/L PE
OBJECTIVE:	The participants will be given an examination covering military skills training they have received.		
REFERENCE:	Local SOP.		
CIP-400-A-11	STANDARD ARMY PHYSICAL FITNESS TRAINING	U	22.0/L PE

ANNEX A - MILITARY SKILLS (Cont)

		<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
OBJECTIVE:	The participants will learn the purpose of fitness training and be introduced to the Army's physical training program to develop and maintain the appropriate level of physical readiness required of all military personnel.		
REFERENCE:	FM 21-20; FM 35-20; A Subj Scd 21-37.		
CIP-400-A-12	ORGANIZED PHYSICAL FITNESS TRAINING	U	12.0/L PE
OBJECTIVE:	The participants become part of organized physical training activities; i.e., sports or athletic endeavors to promote "team" spirit and condition participants to an acceptable physical readiness.		
REFERENCE:	FM 21-20; FM 35-20.		
CIP-400-A-13	PHYSICAL SKILLS EXAMINATION	U	4.0/PE
OBJECTIVE:	The participants are tested to insure that each participant meets the physical readiness standards established for the Army.		
REFERENCE:	FM 21-20; FM 35-20; A Subj Scd 21-37.		
CIP-400-A-14	BASIC WEAPON SECURITY	U	4.0/L
OBJECTIVE:	The participant will be familiarized with procedures and requirements for adequate protection and security of weapons.		
REFERENCE:	NGR 190-11; CAL ARNGR 190-11.		
CIP-400-A-15	FIRST AID	U	4.0/L PE
OBJECTIVE:	The participant will be familiarized with the basic first aid techniques necessary for the performance of immediate medical care.		
REFERENCE:	American Red Cross materials.		
	Annex Total		126.0

ANNEX B - BASIC SKILLS TRAINING (Cont)

		<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
CIP-400-B-05	RACISM/SEXISM	U	4.0/L PE
OBJECTIVE:	The participant will become familiar with the socioeconomic impact of racism/sexism on groups and self; and will understand ways to combat racism/sexism.		
REFERENCE:	"Racism & Ways to Combat It."		
CIP-400-B-06	COMMUNITY SERVICE PROJECT TRAINING	U	20.0/L PE
OBJECTIVE:	The participants will become familiar with the community needs by participating in work projects related to community service.		
REFERENCE:	CNG Outline Material.		
CIP-400-B-07	YOUR COMMUNITY	U	8.0/L
OBJECTIVE:	The participant will become familiar with the contemporary issues of the Los Angeles community and will understand how those issues may impact on their lives.		
REFERENCE:	News clippings from local newspapers.		
CIP-400-B-08	GUEST SPEAKER (Employer)	U	4.0/L
OBJECTIVE:	The participants will become familiar with the various forms of employment, wages, benefits, advancement and other employment factors.		
REFERENCE:	Guest speaker outline.		
CIP-400-B-09	CULTURAL STUDIES	U	10.0/L
OBJECTIVE:	Participants will become familiar with the differences, ethnic and cultural values that make up the United States.		
REFERENCE:	DDRI material.		
CIP-400-B-10	GROUPS DYNAMICS	U	6.0/L
OBJECTIVE:	The participant will become familiar with the dynamics of inter- and intra-group relations and how such relations may impact on his/her life.		
REFERENCE:	DDRI material.		

ANNEX B - BASIC SKILLS TRAINING (Cont)

		<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
CIP-400-B-11	NUTRITION	U	10.0/L PE
OBJECTIVE:	The objective of this course is to promote good nutrition habits and to provide opportunities for the students to learn to identify and select appropriate food for their own needs and healthy living.		
REFERENCE:	Nutrition by D. A. Wenk, M. Daren & S. P. Dewan.		

ANNEX C - CAREER ASSESSMENT TRAINING

PURPOSE: To provide participants with the necessary work sampling, specialized testing, exploration of career options and professional counseling required to insure an acceptable match is made between participant, available training and available employment.

<u>FILE NO.</u>	<u>SUBJECT</u>	<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
CIP-400-C-01	INDIVIDUAL ASSESSMENT	U	30.0
OBJECTIVE:	The participant will know and understand the importance of matching his/her desired career with his/her individual abilities to perform such careers and its availability in the local area.		
REFERENCE:	Singer Company materials.		
CIP-400-C-02	ASSESSMENT TESTING, EVALUATION AND COUNSELING	U	10.0
OBJECTIVE:	The participant will be tested, evaluated and counseled on his/her individual abilities in some 13 specific DOT occupations.		
REFERENCE:	Singer Company materials.		
Annex Total			40.0

ANNEX D - PRE-EMPLOYMENT TRAINING

PURPOSE: To prepare the participants for employment and assist them in the development of a realistic employment objective through exposure to job market information, job interview techniques and vocational research. To develop the skills to communicate and verbalize about his/her background using the terminology of his/her occupational area.

<u>FILE NO.</u>	<u>SUBJECT</u>	<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
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CIP-400-D-01	VOCATIONAL SKILLS RESEARCH	U	12.0/L PE
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OBJECTIVE: The participant will be provided with guidance and supervision in the research of his/her career choice. The needed compatibility between their military occupational specialties and the "demand" occupations in the local community will be emphasized to insure that each participant will have a marketable skill upon completion of his/her AIT training.

REFERENCE:

CIP-400-D-02	EMPLOYMENT APPLICATION TECHNIQUES	U	6.0/L PE
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OBJECTIVE: The participant will be made familiar with various employment applications from the employer's perspective.

REFERENCE: Materials from various employers in the local area.

CIP-400-D-03	RESUME WRITING	U	8.0/L PE
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OBJECTIVE: The participant will learn the proper method of writing a resume.

REFERENCE: EDD materials, National Alliance of Businessmen's materials.

CIP-400-D-04	TEST TAKING	U	4.0/L PE
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OBJECTIVE: The participant will be made familiar with the standards of selection utilized in various companies and corporations in the Los Angeles area.

REFERENCE: Various employment materials.

CIP-400-D-05	JOB INTERVIEW TECHNIQUES	U	6.0/L PE
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OBJECTIVE: The participant will be made familiar with employers' expectations, such as job proficiency, punctuality and their relationship to his/her obtaining and maintaining employment.

ANNEX D - PRE-EMPLOYMENT TRAINING (Cont)

<u>FILE NO.</u>	<u>SUBJECT</u>	<u>CLASS</u>	<u>HR/TYPE OF INSTRUCTION</u>
CIP-400-D-06	JOB SURVIVAL	U	8.0/L PE
OBJECTIVE:	This course will address personal hygiene, appropriate interview attire, overall personal care, employer dress codes and will conclude with a professional makeup demonstration. Role playing is a major portion of this course which will help participants open up, articulate feelings and establish dialogue with employers.		
REFERENCE:	Janus Books.		
CIP-400-D-07	EXAMINATION	U	4.0/L
OBJECTIVE:	Test will cover the entire pre-employment course. It will include multiple choice, true/false, essay and fill-in-the-blanks type of question material.		
REFERENCE:	Specially formulated briefing notes.		
CIP-400-D-08	ADVANCED EDUCATION REVIEW	U	2.0/L PE
OBJECTIVE:	This course will provide information about college/business education materials. Assistance with financial aid, BEOG grants forms, scholarships, loans, admissions requirements, fees, transcripts, etc., and special curriculum course offered. Resource materials used will be actual application forms and college catalogs.		
REFERENCE:	Federal and state financial aid booklet.		
CIP-400-D-09	BASIC BUSINESS ENGLISH	U	3.0/L
OBJECTIVE:	This course will highlight basic business English terms that one would find in a business or corporate environment. Students will be required to know the spelling and meaning of these terms.		
REFERENCE:	Specially formulated briefing notes.		
CIP-400-D-10	BASIC BUSINESS MATH	U	2.0/L
OBJECTIVE:	This course reviews and emphasizes math terms that will be found in business, banking or cash handling situations. Students will also learn how to work basic math problems; i.e., percentages, interest rate computations, etc.		

ANNEX D - PRE-EMPLOYMENT TRAINING (Cont)

REFERENCE: Specially formulated briefing notes.

Annex Total 55.0

CURRICULUM TOTAL 400.0

APPENDIX B

US ARMY RETRAINING BRIGADE (USARB) TRAINING PROGRAM

Appendix B

Section III - Body

Course - US Army Retraining Brigade Training Program

<u>Annex Title and Subject</u>	<u>Pre-Trg Hours</u>	<u>Trg Hours</u>	<u>Annex</u>	<u>Pages</u>
<u>ANNEX A. COPING IN A MILITARY SETTING</u>			A	A-1 thru A-7
Physical Fitness Training	8	24		
Physical Fitness Tests		4		
Obstacle Course (Recondo)		4		
Stress		1		
Swimming Test/Drown Proofing (Recondo)		4		
Map Training		4		
Confidence Course (Recondo)		4		
Land Navigation		4		
Survival Training		4		
Ropes and Swiss Seat Training		2		
Confidence Training		4		
Orienteering Course (Recondo)		4		
Mountaineering Techniques (Recondo)		8		
•Towers (4)				
•Cliffs (4)				
Patrolling Techniques		3		
OPFOR (Opposing Forces) Briefing		1		
Field Training Exercise (FTX) (Recondo)		47		
•Preparation for FTX (3)				
•Patrolling (34)				
•Survival Meal (4)				
•Escape and Evasion (6)				
Team Reaction Course (Recondo)		4		
Road March	4	4		
Care and Cleaning of Weapons		1		
Cross Country Run	2	1		
ANNEX TOTAL	<u>14</u>	<u>131</u>		
<u>ANNEX B. DEVELOPING APPROPRIATE PERSONAL BEHAVIOR</u>			B	B-1 thru B-6
PROBLEM SOLVING & PROBLEM AVOIDANCE				
Benefits of an Honorable Discharge	1			
Considerations in Decision Making	2			
Individual Counseling/Interviews	9	15		
Self Defeating Behavior	2			
Seventh Step Counseling	2	12		
Making Personal Changes		2		
Team Commander's Time		19		
Marriage		2		

Appendix B (Cont)

	<u>Pre-Tng Hours</u>	<u>Tng Hours</u>	<u>Annex</u>	<u>Pages</u>
PROBLEM SOLVING & PROBLEM AVOIDANCE (con't)				
Hazards of Alcohol & Drug Abuse		2		
Deception in Advertising/Money Management		1		
Family Problems and Solutions		2		
Military & Social Assistance Organizations		2		
Problem Solving Process		2		
New Unit Adjustment		1		
Military Justice		2		
ALTERNATIVES TO MISCONDUCT				
Bowling		2		
Athletic Competition		22		
Abilene Tour		4		
ANNEX TOTAL	<u>16</u>	<u>86</u>		
<u>ANNEX C. MILITARY AND DUTY PERFORMANCE SKILLS</u>				
Military Customs & Courtesy	1			
Drill and Ceremonies	4	4		
Inspections	8	25		
ANNEX TOTAL	<u>13</u>	<u>29</u>		
<u>ANNEX D. INTERPERSONAL SKILLS AND SELF AWARENESS</u>				
Human Communications	2			
Cadre Review		22		
Surprises of Failure		1		
Small Group Counseling		18		
Second Effort		1		
Human Growth and Development		2		
Success		4		
"How to Get Along.."		5		
Living with Yourself/Living with Others		2		
Fundamentals of Leadership		4		
Equal Opportunity Introduction & Training/ Update on Female Soldier		2		
Effective Communication		2		
Brian's Song		2		
Becoming an Independent Person		1		
Religious Retreat		3		
Responsibility of Moral Decision Making		1		
ANNEX TOTAL	<u>2</u>	<u>69</u>		

Appendix B (Cont)

<u>Annex Title and Subject</u>	<u>Pre-Tng Hours</u>	<u>Tng Hours</u>	<u>Annex</u>	<u>Pages</u>
<u>ANNEX E. LEARNING SKILLS</u>			E	E-1 thru E-2
Diagnostic Testing	4			
Basic Skills Education Program (BSEP/GED Classes)		8		
GED Study Hall	2	21		
GED Testing		10		
ANNEX TOTAL	<u>6</u>	<u>39</u>		
<u>ANNEX F. INFORMATION</u>			F	F-1 thru F-2
Chaplain/SJA Briefing	1			
Brigade Orientation	2			
Unit Commander's Orientation		1		
Team Commander's Orientation		1		
Team NCOIC Briefing		2		
Hazardous Weather/Weather Injuries Prevention		1		
Safety Briefing (pre-FTX)		1		
ANNEX TOTAL	<u>3</u>	<u>6</u>		
<u>ANNEX G. ADMINISTRATION</u>			G	G-1 thru G-2
In-Processing	4	3		
Clothing Inspection		1		
Trainee Reception		1		
Finance Out Processing		3		
Turn-In Equipment		3		
Quartermaster Sales		3		
R & E Evaluation		2		
Graduation		2		
ANNEX TOTAL	<u>4</u>	<u>18</u>		

APPENDIX C

NAVY AND MARINE CORPS EXIT SURVEY QUESTIONNAIRES

NAVY 136 Adm 1199

ENLISTED SEPARATION QUESTIONNAIRE

NAVPERS 8AU078

NCS Trans-Optic PB701-64321

INSTRUCTIONS:

Your sincere responses to the following questions are needed to help improve decisions affecting Navy personnel. Use a soft lead pencil to indicate your responses and be sure to blacken in the spaces completely.

PRIVACY ACT STATEMENT

Under the authority of 5 USC 301 regulations you are requested to complete this questionnaire. Information furnished will be used for statistical studies to help the Navy improve policies and procedures. It will not be used for any administrative action concerning you specifically and will not be made part of your permanent record. No adverse actions will be taken if you decide not to furnish the requested information.

THIS SECTION FOR OFFICIAL USE ONLY

1. DATE OF SEPARATION		
Day	Month	Year
	Jan. <input type="radio"/>	
	Feb. <input type="radio"/>	
<input type="radio"/> 0	Mar. <input type="radio"/>	<input type="radio"/> 0
<input type="radio"/> 1	Apr. <input type="radio"/>	<input type="radio"/> 1
<input type="radio"/> 2	May <input type="radio"/>	<input type="radio"/> 2
<input type="radio"/> 3	Jun. <input type="radio"/>	<input type="radio"/> 3
<input type="radio"/> 4	Jul. <input type="radio"/>	<input type="radio"/> 4
<input type="radio"/> 5	Aug. <input type="radio"/>	<input type="radio"/> 5
<input type="radio"/> 6	Sep. <input type="radio"/>	<input type="radio"/> 6
<input type="radio"/> 7	Oct. <input type="radio"/>	<input type="radio"/> 7
<input type="radio"/> 8	Nov. <input type="radio"/>	<input type="radio"/> 8
<input type="radio"/> 9	Dec. <input type="radio"/>	<input type="radio"/> 9

4. Number of Times You Re-enlisted

(Count extensions of two years or more. Do not count first enlistment or short extensions.)

0 1 2 3 4 5 6

9. LAST NAME (or first 8 letters) F I I

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	B	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	E	E	E	E	E	E	E	E	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	H	H	H	H	H	H	H	H	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	K	K	K	K	K	K	K	K	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	N	N	N	N	N	N	N	N	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	Q	Q	Q	Q	Q	Q	Q	Q	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	T	T	T	T	T	T	T	T	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	W	W	W	W	W	W	W	W	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Z	Z	Z	Z	Z	Z	Z	Z								

11. Discharge Code

12. Re-enlistment Code

RE-R1
 RE-1
 RE-3P
 RE-3R
 RE-4
 OTHER

14. Completion Check

Declined
 Verified

15. LAST PERMANENT DUTY STATION

MAJOR CLAIMANT

Atlantic Fleet
 Pacific Fleet
 Other

TYPE DUTY

Sea
 Shore
 Overseas (Sea)
 Overseas (Shore)

ASSIGNMENT TYPE

Amphibious Ship
 Carrier
 Destroyer/Cruiser
 Service Force Ship
 Submarine
 Headquarters/Major Staff
 Fleet Air Squadron
 Support Air Squadron
 Fleet Training Squadron
 Naval Air Station/N.A.F.
 Training Command
 Naval Base
 Other

UNIT IDENTIFICATION CODE

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. RATING

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Pay Grade

E 1
 E 2
 E 3
 E 4
 E 5
 E 6
 E 7
 E 8

5. SEX

Male
 Female

6. BRANCH OF SERVICE

USN
 USNR

7. MARITAL STATUS

Single
 Married
 Divorced/Separ.

8. FORMAL EDUCATION

Yrs. Comp.	Degrees or Diplomas
<input type="radio"/> 0	None <input type="radio"/>
<input type="radio"/> 1	High School <input type="radio"/>
<input type="radio"/>	Associate <input type="radio"/>
<input type="radio"/>	Bachelor's <input type="radio"/>
<input type="radio"/>	Graduate <input type="radio"/>

10. SOCIAL SECURITY ACCOUNT NUMBER

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. SSC

Primary	Secondary
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

16. SPECIAL ANSWER SECTION

1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU ARE VOLUNTARILY SEPARATING, how important has each of the following been in your decision to separate?

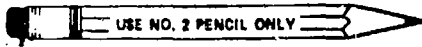
IF YOU ARE BEING INVOLUNTARILY SEPARATED, how important has each of the following been in its influence on you?

	EXTREMELY IMPORTANT	VERY IMPORTANT	IMPORTANT	OF SOME IMPORTANCE	NOT TRUE OR OF NO IMPORTANCE
1. Working hours are too long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Fear of losing more fringe benefits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Senior officers don't care about enlisted people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Not being treated with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Poor berthing areas afloat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Poor quality of dental care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Too many petty regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Work I'm assigned doesn't use my educational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Poor leadership of my work center supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Little freedom to use non-work hours as I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Pay is too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Lack of recognition for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Dislike wearing of the uniform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Fear of losing retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I want to live someplace permanently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Dislike family separation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Can't get the education or skills that I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Too much unfair treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Poor quality of Commissary/Exchange	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Can't get into the rating I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Poor quality of medical care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Not enough chance to do job my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Dislike sea duty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Navy housing not available or of poor quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Can't get the detailing desired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Dislike the kind of people I must work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I want to be able to quit anytime I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Regulations keep me from advancing faster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. To keep from losing GI benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Not enough chance to do more interesting/challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

USMC ENLISTED SEPARATION QUESTIONNAIRE NPRDC-EXPERIMENTAL 04-81

INSTRUCTIONS

YOUR SINCERE RESPONSES TO THE FOLLOWING QUESTIONS ARE NEEDED TO HELP IMPROVE DECISIONS AFFECTING MARINE CORPS PERSONNEL.



- DO NOT USE INK OR BALLPOINT PENS.
- BLACKEN THE BUBBLE COMPLETELY.
- MAKE NO STRAY MARKS.
- ERASE COMPLETELY ANY RESPONSE YOU WISH TO CHANGE.

PRIVACY ACT STATEMENT

Under the authority of 5 USC 301 regulations you are requested to complete this questionnaire. Information furnished will be used for statistical studies to help the Marine Corps improve policies and procedures. It will not be used for any administrative action concerning you specifically and will not be made part of your permanent record. No adverse actions will be taken if you decide not to furnish the requested information.

THIS SECTION FOR OFFICIAL USE ONLY

1 Date of Separation

Day	Month	Year
	Jan <input type="radio"/>	
	Feb <input type="radio"/>	
0	Mar <input type="radio"/>	0
1	Apr <input type="radio"/>	1
2	May <input type="radio"/>	2
3	Jun <input type="radio"/>	3
4	Jul <input type="radio"/>	4
5	Aug <input type="radio"/>	5
6	Sep <input type="radio"/>	6
7	Oct <input type="radio"/>	7
8	Nov <input type="radio"/>	8
9	Dec <input type="radio"/>	9

2 Pay Grade

E1

E2

E3

E4

E5

E6

E7

E8

E9

3 Formal Education

Years Comp.	Degree or Diplomas
0	<input type="radio"/> None <input type="radio"/> High School Equivalent <input type="radio"/> High School <input type="radio"/> Associate's <input type="radio"/> Bachelor's <input type="radio"/> Post-Graduate
1	
2	
3	
4	
5	
6	
7	
8	

4 Race

Black/Afro-American

American Indian/Alaskan Native

Hispanic/Mexican/Latin American

Oriental/Filipino/Pacific Islander

White/Caucasian

Other

5 Number of times you re-enlisted

Count extensions of two years or more. Do not count first enlistment or short extensions.

0 1 2 3 4 5 6

6 Sex

Male

Female

7 Branch of Service

USMC

USMCR

8 Marital Status

Single

Married

Divorced/Separated

Widowed

9 Last Name (or first 8 letters) F I

Last Name (or first 8 letters)								F	I
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

12 Separation Program Designator

A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F
G	G	G	G
H	H	H	H
I	I	I	I
J	J	J	J
K	K	K	K
L	L	L	L
M	M	M	M
N	N	N	N
O	O	O	O
P	P	P	P
Q	Q	Q	Q
R	R	R	R
S	S	S	S
T	T	T	T
U	U	U	U
V	V	V	V
W	W	W	W
X	X	X	X
Y	Y	Y	Y
Z	Z	Z	Z

13 Re-Enlistment Code

RE-1A

RE-2A

RE-2B

RE-2C

RE-3A

RE-3B

RE-3C

RE-3E

RE-3F

RE-3H

RE-3D

RE-3P

RE-4

14 M.O.B.

Primary	Secondary
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

15 Completion Check

Decline

Verified

10 Social Security Account Number

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

14 Last Permanent Duty Station

MAJOR CLAIMANT

Fleet Marine Force

Non-Fleet Marine Force

TYPE DUTY

CONUS-EAST Coast

CONUS-WEST Coast

Overseas

DEPENDENTS STATUS

Accompanied

Unaccompanied

Not Applicable

ASSIGNMENT TYPE

Sea Duty

Drill Instructor Duty

Recruiter Duty

Marine Barracks

Marine Security Guard

I & I/MARTD

Headquarters/Major Staff

Regiment/Battalion Deployed

Regiment/Battalion Not Deployed

Group/Squadron Deployed

Group/Squadron Not Deployed

Training Unit/Organization

Training Command

Base/Station

Other

11 Special Answer Section (Use only if instructed)

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I

A

If you are **VOLUNTARILY SEPARATING**: How important has each of the following been in your decision to not reenlist?
If you are **INVOLUNTARILY SEPARATING** or **RETIRING**: How important has each of the following been in its influence on you?

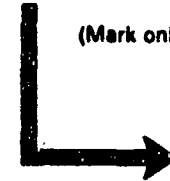


Extremely Important
Very Important
Important
Of Some Importance
Not True or of No Importance

B

After completing A, indicate here the 1st, 2nd, and 3rd most important reasons.

(Mark only one in each column)



- | | Extremely Important | Very Important | Important | Of Some Importance | Not True or of No Importance | 1st | 2nd | 3rd |
|----|-----------------------|-----------------------|----------------------------------|-----------------------|------------------------------|-----------------------|-----------------------|-----------------------|
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please check to be sure you have answered every item on front and back of this form. If the items (above) do not adequately reflect your reasons for separating, please state your reason within the box provided below.

DO NOT WRITE OUTSIDE THIS BOX

Appendix E

MOS CATEGORIES FOR FY 80 TRAINEES

(N=2,858 Trainees)

