

Final Report

Evaluation of Ohio's Prison Programs

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Executive Summary

Overview

The University of Cincinnati Corrections Institute (UCCI) was contracted in 2010 by the Ohio Department of Rehabilitation and Correction (ODRC) to conduct an evaluation of the state's "Reentry Approved" programs offered in all correctional institutions. This study was designed to explore the effectiveness of programming on institutional misconduct and recidivism. Additionally, the study took into account program integrity and the institutional context. This study was designed with the following goals as a guiding framework:

- A. To assess selected ODRC institutional programs and to identify strengths and weaknesses, both on the level of the individual program and across program types, and to make recommendations to improve program integrity.
- B. To determine if participation in programs had an effect on institutional behavior and if the type, quality and mix of programs made a difference.
- C. To determine if program participation had an effect on recidivism, and if the type, quality, and mix of programs made a difference.
- D. To measure the organizational climate for programs in each institution and its effect on institutional behavior.

To address the first goal (A), site visits were conducted in 2011 and 2012 at each of the 28 state-run institutions in Ohio. Based on interviews and observations conducted during these site visits, UCCI staff provided a midway report to ODRC in 2013 that identified strengths and areas for improvement related to programming. This report also included specific recommendations for improvement on a larger scale, such as increasing the consistency of program delivery and including more cognitive behavioral program elements.

The current report focuses on the results and recommendations related to the last three goals (B, C, & D). To fully explore these goals, UCCI developed 13 specific research questions, which are outlined in the full report. To achieve these three goals and to answer the research

questions associated with these goals, UCCI staff analyzed ODRC data to explore the effects of program participation on institutional misconduct and recidivism. Additionally, prison staff were surveyed at two points in time with responses spanning from May 2012 to May 2014 in order to measure support for rehabilitation and organizational climate. Data collected during the site visits was also used to help contextualize results as needed. The current report focuses on answering the goals outlined above through a series of specific research questions.

Summary of Methods

In order to examine the research questions related to program effects on misconduct and recidivism, a quasi-experimental design was employed, where several treatment and comparison groups were examined. The treatment groups consisted of inmates who participated in reentry approved programs, and the comparison groups consisted of inmates that did not participate in *any* reentry approved programs. Comparison cases were matched with treatment cases on the following factors: *age at admission*, *race* (African American versus other), *ethnicity* (Latino/other), *marital status at admission* (married or spouse alive versus other), *education at admission* (high school diploma or GED versus other), *number of prior prison sentences*, *security classification level*, *sentence length*, *sex offender* (yes/no), and *whether inmate engaged in any rule violations during first year of incarceration*. All offender data and conviction outcome data were provided by ODRC. Most program level data was provided by ODRC, with the exception of program fidelity data, which was collected by UCCI researchers during site visits using the Correctional Program Checklist (CPC) and the Correctional Program Checklist-Group Assessment (CPC-GA). Outcome measures included institutional misconduct and recidivism, defined as either return to prison for a new crime or return to prison for a parole violation. Results were examined separately for males and females as well as for inmates who

terminated the program before completion (non-completers) versus inmates who completed the programs (completers).

Treatment cases were sampled based on several criteria related to the outcome measure of interest. In regard to the analysis of programming effects on institutional misconduct, treatment cases were comprised of inmates who had been incarcerated for at least two years. To explore program effects on recidivism, treatment cases had to be released from prison by June 30, 2012. Treatment cases are comprised of inmates who participated in one or a combination of the reentry approved programs provided by ODRC. Reentry approved programs were grouped into six categories: general education, vocation/apprenticeship, college classes, mental health programs, unit management programs, and recovery services programs.

Summary of Results

The following briefly summarizes our findings and conclusions for each of the goals:

A. To assess selected ODRC institutional programs and to identify strengths and weaknesses, both on the level of the individual program and across program types, and to make recommendations to improve program integrity.

- Reentry approved programs did not sufficiently target the main dynamic risk factors related to recidivism. These targets include: antisocial attitudes, values, and beliefs; antisocial peer associates and lack of prosocial peers; antisocial personality characteristics such as poor problem solving, insufficient coping skills, and pleasure seeking; family factors such as dysfunctional family communication; lack of educational and vocational achievement; poor use of leisure time; and substance abuse.
- Curricula were not all based on cognitive behavioral underpinnings and often did not include both cognitive restructuring and skill building components. Related, group facilitators often failed to adhere to the curriculum manuals in groups observed by UCCI researchers.
- Relatively few offenders received reentry approved programs, and there was inconsistency in the availability of these programs across institutions.
- Inmates who successfully completed programs had better outcomes compared to inmates who did not successfully complete programs (discussed in more detail below).

- Quality assurance practices were lacking for many programs, which resulted in problems related to data collection and data coding. This limitation hinders the ability of the program staff, institution staff, and central office staff to make data driven decisions.

B. To determine if participation in programs had an effect on institutional behavior, and if type and mix of programs made a difference.

- Four of six types of reentry approved programs were generally effective at lowering the odds of engaging in misconduct among male and female inmates. These were college classes, mental health programs, unit management programs, and recovery services programs.
- Completers of the four programs mentioned above were less likely to engage in misconduct compared to non-completers.
- Participation in certain combinations of programs was more effective than others at lowering misconduct. For males, the combination of any education class and a recovery services or unit management program further lowered misconduct rates. Also, participation in both a unit management program and a recovery services program reduced misconduct. For females, participation in college classes, general education classes, or a recovery services program paired with participation in unit management further lowered misconduct. Participation in both a general education class and a recovery services program further reduced misconduct.

C. To determine if participation in programming has an effect on recidivism, and if the type, quality, and mix of programs makes a difference.

- Four of the six types of reentry approved programs are generally effective at lowering recidivism among male and female inmates. These were vocation/apprenticeship, college classes, unit management programs, and recovery services programs
- Inmates that completed the four programs mentioned above were less likely to recidivate than non-completers.
- Participation in certain combinations of programs was more effective than others at lowering recidivism. These combinations include the completion of a college class and a recovery services program for males. For females, these combinations include the completion of a general education class and a recovery services program, as well as the completion of a general education class and a unit management program.
- For males, as the variety of reentry approved programs completed increased (e.g., mental health programs, recovery services, and general education), the rate of recidivism decreased.

D. To measure the organizational climate for programs in each institution and its effect on institutional behavior.

- Key factors that tap into a positive organizational climate include leadership initiative, job efficacy, vision/future goals, and cohesion involvement.
- The first survey found that having a good organizational climate was associated with a decrease in Harassment misconduct, Rule 17 (defined as unauthorized group activities) and Rule 19 (defined as fighting with or without a weapon) misconducts.
- The second survey found a positive organizational climate was also related to decreases in Harassment misconducts.
- Although general decreases in misconduct were associated with positive organizational climate, a positive organizational climate was also associated with higher rates of Assault (first survey) and with higher rates of Harassment and Rule 19 misconduct (second survey).
- Warden change had a negative impact on organizational climate for both surveys, which may be a result of disruption in procedures. Given the importance of the wardens in the operation of prisons, this finding may help explain why in some instances a positive organizational climate was associated with higher rates of misconduct.

Substantive Findings for Misconduct

Violent Misconduct – Males	Completion Status	Percent Reduction
College Classes	Completers	-8.7%
Vocation/Apprenticeship <i>and</i> Unit Management Program	Completers	-6.6%
General Education <i>and</i> Mental Health Programs	Completers	-21.9%
General Education <i>and</i> Recovery Services Programs	Completers	-7.4%
General Education <i>and</i> Unit Management Programs	Completers	-6.4%
Recovery Services Programs <i>and</i> Unit Management Programs	Completers	-8.0%

Violent Misconduct – Females	Completion Status	Percent Reduction
College Classes	Non-Completers	-5.2%

Violent Misconduct – Females	Completion Status	Percent Reduction
Recovery Services Programs	Completers	-5.0%
College Classes <i>and</i> Unit Management Programs	Non-Completers	-12.2%
General Education <i>and</i> Recovery Services Programs	Completers	-16.7%
Recovery Services Programs <i>and</i> Unit Management Programs	Completers	-7.9%

Drug Misconduct – Males	Completion Status	Percent Reduction
Vocation/Apprenticeship <i>and</i> Recovery Services Programs	Completers	-5.8%
College Classes <i>and</i> Mental Health Programs	Non-Completers	-11.8%
College Classes <i>and</i> Recovery Services Programs	Non-Completers	-5.1%
Mental Health Programs <i>and</i> Recovery Services Programs	Completers	-5.6%

Property Misconduct – Males	Completion Status	Percent Reduction
Vocation/Apprenticeship <i>and</i> Recovery Services Programs	Completers	-5.8%

Disturbance Misconduct - Males	Completion Status	Percent Reduction
College Education <i>and</i> Mental Health Programs	Non-Completers	-5.9%
General Education <i>and</i> Mental Health Programs	Completers	-9.4%

Disturbance Misconduct – Females	Completion Status	Percent Reduction
General Education <i>and</i> Unit Management Programs	Non-Completers	-6.2%

Other Misconduct – Males	Completion Status	Percent Reduction
College Classes	Completers	-11.0%
Mental Health Programs	Non-Completers	-6.1%
Mental Health Programs	Completers	-11.3%
College Classes <i>and</i> Mental Health Programs	Non-Completers	-20.6%
College Classes <i>and</i> Unit Management Programs	Completers	-17.5%
General Education <i>and</i> Mental Health Programs	Completers	-21.9%
General Education <i>and</i> Recovery Services Programs	Completers	-9.6%
Mental Health Programs <i>and</i> Recovery Services Programs	Non-Completers	-11.9%

Substantive Findings for Recidivism

Return to Prison for New Crime or Parole Violation – Males	Completion Status	Percent Reduction
College Classes	Completers	-9.0%
Mental Health Programs	Completers	-6.1%
Vocation/Apprenticeship <i>and</i> Unit Management Programs	Completers	-5.8%
College Classes <i>and</i> Unit Management Programs	Completers	-9.3%
College Classes <i>and</i> Recovery Services Programs	Completers	-15.6%
General Classes <i>and</i> Unit Management Programs	Completers	-5.6%

Return to Prison for New Crime Only – Males	Completion Status	Percent Reduction
Mental Health Programs	Completers	-5.3%

Return to Prison for New Crime or Parole Violation – Females	Completion Status	Percent Reduction
College Classes	Non-Completers	-9.0%
Unit Management Programs	Non-Completers	-6.6%
Vocation/Apprenticeship	Completers	-6.5%
Vocation/Apprenticeship <i>and</i> Unit Management Programs	Non-Completers	-8.1%
Vocation/Apprenticeship <i>and</i> Unit Management Programs	Completers	-6.5%
College Classes <i>and</i> Unit Management Programs	Non-Completers	-10.4%
College Classes <i>and</i> Unit Management Programs	Completers	-16.2%
General Education <i>and</i> Recovery Services Programs	Completers	-8.3%
General Education <i>and</i> Unit Management Programs	Completers	-9.9%

Overall, these results provide supportive evidence for different types of reentry approved programming in reducing both institutional misconduct and recidivism. Specifically, college classes, unit management programs, and recovery services had a significant effect on lowering the likelihood of inmates engaging in misconduct *and* subsequent recidivism for both males and females in the sample. Completers of these programs consistently achieved lower rates of misconduct and recidivism than non-completers. Additionally, the combinations of certain reentry approved programs proved more effective in reducing misconduct and recidivism than the completion of only one reentry approved program. Similarly, males experienced a reduction in recidivism as the variety of reentry approved programs they participated in increased. Higher program fidelity was not found to reduce misconduct or recidivism except for one instance; for females, higher scores in the program staff and support domain led to lower recidivism. Finally,

an organizational context conducive to leadership, cohesion, and job efficacy had an impact on misconduct, both in positive and negative ways.

Limitations

There were several limitations to this study that should be noted:

1. The prison site visits were time specific and only provided a snapshot of the institution at the time the assessment was conducted. Specifically, the interviews and observations occurred during a limited number of days. Additionally, timeframe during which the site visits occurred coincided with significant changes within the Ohio prison system, such as a shift to a three-tiered unit management system (e.g., control prisons, general population prisons, reintegration centers).
2. The response rates for the two surveys were inconsistent, as were the response rates across institutions. For example, the first administration of the survey initially received a response rate of 18%. Given the low response rate and feedback from institutions, the first survey was distributed again. The overall response rate for the first survey increased to 49%, with a range of 0% and 95% across institutions. The second administration of the survey was only distributed once, and had a much lower response rate (33%) with a range of 0% to 92%.
3. It should be noted that the recidivism outcome measure was limited to returning to an Ohio prison in three years. There was no measure of re-arrest or re-conviction and no out of state or federal incarceration was tracked.
4. No uniform measure of risk was available; therefore, inmates were matched on proxy measures of risk. While the proxy measures tapped into key covariates associated with the risk of reoffending (e.g., number of prior prison sentences, age at admission to prison), the findings of this study are not contextualized by risk level (e.g., low, moderate, high risk).
5. The measure of program fidelity, as outlined by the CPC and CPC-GA, has not previously been validated with a prison population. Additionally, the fidelity measure did not take into account all of the system issues that can affect the integrity of the program.
6. The final limitation is related to potential inaccuracies in data collection using the DOTS portal. Some programming information may have been inaccurately labeled as *reentry approved* or *not reentry approved* due to the inconsistent data collection procedures at the institution level.

Recommendations

Based on these findings several recommendations can be made. These recommendations relate to all four research goals described above.

1. ODRC should work to increase completion rates for reentry approved programs. Strategies can include: providing more incentives for program completers; training staff on motivational enhancement strategies and requiring their use; providing pre-treatment groups to better prepare inmates for programming; and identifying and addressing barriers to treatment completion (e.g., transfers, program removals, waitlists).
2. Different types of reentry approved programs should be combined to address a multitude of criminogenic needs. The marrying of programs, such as college classes with unit management programs, may further reduce misconduct and recidivism. The needs addressed should be individualized and driven by the ORAS assessment results.
3. Given the mostly positive results for the reentry approved programs in reducing misconduct and recidivism, more inmates need to receive these programs. Specifically, reentry approved programs run by unit management, mental health, and recovery services need to be offered more frequently and more consistently over time to increase the availability of programming for inmates.
4. Research continues to affirm that effective programming not only targets criminogenic needs, but also aims to change offender behavior through cognitive and social learning approaches. Current reentry approved program criteria are inadequate in the use of cognitive behavioral interventions. These criteria should be strengthened to include cognitive behavioral strategies such as practice and the demonstration of pro-social skills. In addition, prior to release, inmates should develop plans for handling risky situations.
5. In groups observed by the researchers, program facilitators often failed to adhere to the curriculum manuals. Management staff (e.g., unit managers and unit management administrators) should be trained to provide monitoring of groups to increase fidelity and to provide coaching to help staff improve their direct service delivery. Management staff should also be provided sufficient time in their schedule to complete these job tasks.
6. Quality improvement initiatives should be adopted to promote consistency in data collection and data entry procedures into the DOTS portal. Improving data management practices will improve the quality of the data at the agency level, which can lead to more accurate tracking of reentry approved programs and meaningful activities. Additionally, improvements in data entry parameters will ensure that data driven decision-making can occur.
7. To limit the disruption in management practices and procedures that affect organizational climate, fewer warden changes should be considered.

Conclusions

The overall results of this study indicate that reentry approved programming generally produced positive outcomes in reducing misconducts and re-incarceration. In particular, completing reentry approved programs and completing combinations of reentry approved programs produced fewer misconducts and re-incarcerations. Expanding the availability of programs, increasing completion rates, and prioritizing certain combinations of programs should benefit inmates. Further, gender differences should be considered when planning for program effectiveness. Other considerations for improving effectiveness include modifying policies and procedures and using data to drive future decisions.

Section 1: Study Overview

In 2011, the Ohio Department of Rehabilitation and Correction (ODRC) partnered with the University of Cincinnati Corrections Institute (UCCI) to conduct the Evaluation of Ohio's Prison Programs. The purpose of this evaluation is to determine the effect of reentry approved programs on recidivism and institutional misconduct across Ohio's prisons. The utility of reentry approved programming is evident with prison-based educational and vocational programs shown to reduce recidivism (Harer, 1995; Nuttall, Hollmen, & Staley, 2003). Additionally, providing programming in institutions that address criminogenic needs can lead to successful outcomes in the community (MacKenzie, 2006). While there are positive results associated with prison programming, it is also important to consider the integrity of these programs as well as the institutional context in which the programs operate. Considering the extant literature, there are four main Goals² for this evaluation:

- A. To assess selected ODRC institutional programs and to identify strengths and weaknesses of the assessed programs, both on the level of the individual program and across program types, and to make recommendations to improve program integrity.
- B. To determine if participation in programs has an effect on institutional behavior and if the type, quality, and mix of programs makes a difference.
- C. To determine if participation in programs has an effect on recidivism, and if the type, quality, and mix of programs makes a difference.
- D. To measure the support and organizational climate for programs in each institution and its effect on institutional behavior.

To meet these goals, the following study components were implemented: (a) site visits to all 28 prisons in operation in 2011/2012; (b) a staff survey to measure support for rehabilitation and organizational climate; and (c) the use of ODRC data to compare the effects of program

² The research goals have been slightly modified from their original version. First, they have been reordered to assist with report organization. Second, the final goal (originally goal 2, now goal 4) does not include institutional climate as a control factor for recidivism.

participation on misconduct and recidivism. In 2013, UCCI provided ODRC with a midpoint report which provided detailed information related to goals A and B of the study (Sullivan, Harbinson, & Latessa, 2013). Specifically, it included findings from the site visits and information collected from interviews conducted with staff from central office. This midpoint report also includes results from the first administration of a staff survey which measured support for offender programming and organizational climate. UCCI also provided ODRC separate reports for each of the institutions with findings specific to each institution. This final report will expand upon those results to fully answer all four of the main project goals.

Section 2: Background and Literature Review

Risk, Need, Responsivity (RNR)

The most effective correctional treatment programs appear to be those that follow the “Principles of Effective Intervention (PEI)” as posited by the RNR Model. These principles include the focus of treatment on factors correlated with offending (need), and the targeting of higher risk offenders, or more specifically, offenders who are more likely to recidivate (risk). The RNR model also outlines that the delivery of effective treatment models (e.g., cognitive-behavioral) be combined with treatment that is compatible with the individual’s strengths and weaknesses (responsivity).

Specifically, the risk principle emphasizes that the level of service should match an offender's risk of offending, based upon circumstances and personal attributes that are predictive of future criminal behavior (Andrews & Bonta, 2010). While risk factors can be both static and dynamic in nature, the need principle concerns crime-producing risk factors that can be changed through proper intervention and subsequently reduce recidivism. The central eight needs include: criminal history, antisocial cognition, antisocial peers, antisocial personality, school/work

problems, family/marital problems, lack of leisure activities, and substance use (Andrews and Bonta, 2010). The responsivity principle is broken down into general and specific. General responsivity entails the use of cognitive social learning methods to influence offender behavior (Andrews, Bonta, & Hoge, 1990). Specific responsivity tailors the treatment to account for individual characteristics of offenders, such as readiness to change, personality, and cognitive functioning.

There is strong evidence supporting the idea that correctional treatment programs that adhere to these principles have the ability to reduce recidivism and, in some cases, reduce institutional misconduct (Andrews, Zinger, Hoge, Bonta, Gendreau, & Cullen, 1990; Bahr, Masters, & Taylor, 2012; French & Gendreau, 2006; Gendreau, Little, & Goggin, 1996; MacKenzie, 2000; Sherman, Farrington, Welsh, & MacKenzie, 2002). Meta-analyses examining juvenile correctional programs and adult programs provide comprehensive support for the principles of effective intervention. Specifically, French and Gendreau (2006) conducted a meta-analysis of 68 studies and found that prison programming that incorporates behavioral treatment yielded the greatest reductions in institutional misconduct. For example, in a meta-analysis of more than 400 juvenile studies, Lipsey (1989) found that correctional treatment for juvenile offenders resulted in a 10% reduction in recidivism. When accounting for methodological features of the studies (e.g., sample size) and treatment factors (e.g. dosage, adherence to RNR), the reduction in recidivism was 30% in comparison to inappropriate treatment that resulted only in a 6% reduction on average. For adult programs, Andrews and colleagues (1990) found a 30% reduction in recidivism for those programs adhering to the RNR principles.

Fidelity

Although the literature dictates that evidenced-based principles of effective offender treatment are important, its effectiveness is also contingent on adequate implementation (i.e., fidelity). Correctional researchers and practitioners recognize that while a program may be based on evidenced-based practices, the implementation process may hinder the effectiveness of interventions. Specifically, this occurs when there is a discordance between the evidenced-based model (i.e., espoused theory) and the actual implementation (i.e., theory-in-use), creating an "implementation gap" (Andrews and Dowden, 2005; Latessa and Holsinger, 1998; Lowenkamp, Latessa, & Holsinger, 2006). Strong leadership, program director involvement, and trained and experienced staff are qualities that characterize effective program intervention (Latessa and Holsinger, 1998; Shaffer, 2011). There is a strong relationship between staff quality and program outcomes (Shaffer, 2001). For example, Makarios, Lovins, Latessa, and Smith (2014) found that staff characteristics influenced treatment effectiveness. Furthermore, programs that embody therapeutic philosophies in accordance with evidenced-based principles—such as building collaborative relationships between the staff and the offender—have been found to result in better outcomes (Elliot & Shrink, 2009). Programs reliant on control or coercion, and that have more stringent parameters (e.g. frequent drug testing) can increase the likelihood of violations (Lowenkamp, Latessa, & Holsinger, 2006; Lipsey, 2009). Additionally, research shows that program philosophies that are suggestive of a human service model, such as individual therapy, are important in changing offender behavior (Lowenkamp, Flores, Holsinger, Makarios, & Latessa, 2010). Finally, a factor in effective program implementation is the length of programming and supervision, which studies have shown should be dependent on levels of risk (Lowenkamp, Latessa, & Holsinger, 2006).

Effects of Prison Programming

In recent years, programming offered in prisons across the United States has focused on preparing offenders for their return to the community. As opportunities for reentry-focused programs increase, treatment and academic programs remain a staple in correctional rehabilitation. Specifically, correctional education programs have been shown to reduce the likelihood of reoffending (Aos, Miller, & Drake, 2006; MacKenzie, 2006; Wilson, Gallagher, & MacKenzie, 2000). Aside from reducing recidivism, correctional education programs also improved the odds of obtaining post-release employment when compared to non-participants (Wilson, Gallagher, & MacKenzie, 2000). Davis, Bozick, Steele, Saunders, and Miles (2013) found that individuals who participated in vocational training programs also had higher odds of being employed post-release, with a 28% higher chance in comparison to non-participants. For treatment programs, multi-stage therapeutic community treatment has been found to significantly reduce drug use and crime up to five years post-release (Hiller, Knight, & Simpson, 1999; Inciardi, Martin, & Butzin, 2004; Pearson & Lipton, 1999; Prendergast, Hall, Wexler, Melnick, & Cao, 2004). An example of one such treatment program is the Minnesota Comprehensive Offender Reentry Plan (MCORP), which improved employment rates, decreased homelessness, and significantly reduced rearrest, reconviction, and new offense reincarcerations (Duwe, 2012). Overall, prison programming, especially those that are reentry focused, help offenders reintegrate into society, improve social support, and reduce recidivism (Duwe, 2012).

Organizational Climate

Correctional philosophy, operations, and management all influence the organizational climate in a correctional facility. Broadly speaking, organizational climate can be described as the shared perceptions and the meaning attached to policies, procedures, and practices that

individuals experience (Schneider, Ehrhart, & Macey, 2013). The utility of understanding an institution's organizational climate is that it extends beyond shared values and beliefs among staff (i.e. organizational culture) by focusing on the specific attributes of the institution. The organizational climate within a correctional setting can contribute to job stress and a facility's administrative practices (Armstrong & Griffin, 2004). Empirically, the level of organizational support has been found to be a predictor of workplace stress among correctional officers (Auerbach, Quick, & Pegg, 2003). Additionally, poor leadership and management practices within an institution can induce stress among correctional staff and contribute to a lack of consistency regarding correctional practices (Whitehead & Lindquist, 1986).

Organizational factors not only have an undue impact on staff, but also can impact the behavior of inmates. Bottoms (1999) discussed the importance of the prison environment on inmate misconduct. Specifically, an inmate may perceive staff as "legitimate" if there is consistency in rule enforcement (Bottoms, 1999). Ultimately, consistency in rules and procedures is largely driven by the organizational climate. Leadership and organizational resources have been shown to predict the service climate in regards to customer service (Salanova, Agut, & Peiró, 2005). This notion can extend to the correctional setting with organizational climate impacting staff's relationships with inmates as well as the delivery of treatment services. Additionally, if the organizational climate is disorganized, inconsistent, and lacks adequate managerial approaches, this can lead to a disruption in controlling an inmate population (Colvin, 1992). While there is some research that links an institution's organizational climate to negative inmate outcomes, the majority of the literature examining the organizational context in corrections focuses primarily on the impact of organizational culture on prison violence (Byrne, Taxman, & Hummer, 2005).

Ohio's Prison Programs

In February 2001, ODRC developed The Ohio Plan for Productive Offender Reentry and Recidivism Reduction, which led to the creation of the Office of Offender Reentry and Correctional Best Practices. The reason for the comprehensive reexamination of offender reentry in Ohio was to provide offenders a foundation to become productive members of society upon release. Ohio's system of reentry was created to contribute to enhancing both safety in communities and the quality of life for the offender. The reentry initiative provides a holistic and systematic approach that aims to reduce the likelihood of future criminal behavior. Specifically, reentry approved programs are developed to incorporate the principles that facilitate effective correctional programming.

Reentry approved programs incorporate a number of principles to target offenders criminogenic needs and lower the likelihood of reoffending. In order to be approved, reentry programs need to clearly address a criminogenic need in one or more of the dynamic domains/need areas as indicated on the Reentry Accountability Plan (RAP), Supervision Accountability Plan (SAP), or Ohio Risk Assessment System (ORAS). Other principles that are incorporated by approved reentry programs include: properly trained staff facilitating programs, structured lesson plan(s), an admission process that includes an assessment of offender risk and need, a discharge/completion criteria for program participants, an evaluation or monitoring plan, and incentives for positive program participation and completion.

Programs that have been reviewed and approved by the Reentry Program Oversight Committee (RPOC) are designated as a reentry approved program. Offenders who participate in these programs receive earned time credit between one to five days that reduces their sentence length. Reentry approved programs expand programs run by unit management staff, mental

health staff, recovery services staff, education staff, and correctional officer staff. These programs are categorized into several specialized areas: General Education, Vocation/Apprenticeship, College Classes, Mental Health Programs, Unit Management Programs, and Recovery Services Programs. Specific examples of reentry programs include, but are not limited to, Thinking for a Change (T4C), Advanced Job Training, and Career Enhancement. Once a program has been implemented, if there are any changes to the curriculum or facilitators, this must be communicated to the RPOC chair. Additionally, reentry programs that have remained inactive for 12 consecutive months are removed from the Reentry Program Index.

Section 3: Methodology

This section of the report outlines the methods used for the three study components: (a) site visits; (b) staff survey; and (c) ODRC data collection and analysis. This includes all data collection and statistical analysis processes, including: a description of the study participants and the method employed for matching the treatment and comparison groups; the procedures for individual and program level data collection; an outline of the key measures of the study; and the study design and analytic plan.

Site Visit Methodology

Site visits to each of the 28 institutions were completed during an 11 month timeframe. The site visits began in December 2011 and were completed in November 2012. Site visit teams ranged from five to twelve researchers with the number of days on site ranging from two to five. Prior to each visit, UCCI staff contacted the Unit Management Administrator (UMA) working at the facility to discuss program schedules, staff availability for interviews, and other details for the site visit. Each site visit involved four main components:

- 1) Staff interviews: A wide array of institutional staff were interviewed. Those selected for interviews included: executive staff/management staff, such as Wardens, Deputy Wardens, and departmental supervisors (i.e., principle, unit management administrator, recovery services manager); security staff (e.g., Majors, Captains, Lieutenants, and line officers from multiple shifts); and direct services providers (i.e., academic and vocational teachers, apprenticeship supervisors, college instructors, case managers, unit managers, recovery service staff, and mental health providers).
- 2) Inmate interviews: Interviews were conducted with inmates that participated in reentry approved programs and with inmates that did not participate in reentry approved programs.
- 3) Group observations: Observations were conducted for reentry approved groups and classes that were being offered or in session during site visits.
- 4) Material review: Reentry approved program material and inmate files were reviewed.

Data Collection Tools

UCCI researchers used several instruments to collect data during the site visits. The Evidence-Based Correctional Program Checklist (CPC), the Evidenced-Based Correctional Program Checklist-Group Assessment (CPC-GA), and the Evidenced-Based Correctional Program Checklist-Vocation/Education Program (CPC-VEP)³ were used to assess the quality of the reentry approved programming. The CPC is designed to evaluate the extent to which correctional treatment programs adhere to the principles of effective intervention. Similarly, the CPC-GA assesses standalone treatment groups offered to offenders and evaluates how these groups adhere to the principles of effective intervention. The CPC-VEP assesses the education and vocation programs offered to offenders and compares those program practices to best practices in adult education. All interviews employed the use of structured interview guides. Additionally, group observation forms and material review forms guided the collection for these data. These processes ensured consistency in data collection across the site visits.

³ The CPC-VEP was developed for this study to assess and rate important elements of vocation and education programs. (e.g., career enhancement). The CPC-GA items are listed in Appendix A.

UCCI developed the CPC, CPC-GA, and the CPC-VEP. The CPC is modeled after the Correctional Program Assessment Inventory (CPAI) developed by Paul Gendreau and Don Andrews (2001). Items from the CPAI that consistently correlated with offender success were retained in the CPC and CPC-GA tools. The CPC also includes items that are not found in the CPAI. For example, items indicating if the program targets a 4:1 ratio of criminogenic to non-criminogenic needs, whether the treatment providers consistently use a detailed program manual during programs, and whether the program works with clients to develop a formal discharge plan before completion do not exist on the CPAI. The CPC-GA is a modified version of the CPC specifically designed to examine standalone groups within a correctional setting. Additionally, to capture the effectiveness of educational programs, UCCI developed the CPC-VEP for this study for use with vocation and education programs. Although there is a general consensus that correctional education programs reduce recidivism among participants, there is a lack of research demonstrating the specific program characteristics related to reductions in recidivism. The CPC-VEP tool was developed to capture current practices in education and vocation programs offered within correctional facilities. The CPC-VEP was constructed from the CPC and from previous studies of general education and correctional education (e.g., Meyer, 2011; The Ohio Department of Education, Office of Career-Technical Education, 2010; Winterfield, Coggeshall, Burke-Storer, Correa, & Tidd, 2009; Steurer, 2010; Tolbert, Klein, & Pedroso, 2006).

For this study, the CPC was used for residential programs while the CPC-GA was used to assess outpatient programs and standalone treatment groups. The CPC-VEP was used to assess all educational and vocational programs. All of the CPC tools contain two basic areas, capacity and content. The capacity area measures whether a correctional program has the capability to deliver evidence-based interventions and services for offenders. On the CPC and CPC-VEP,

there are three domains in the capacity area: (1) Program Leadership, Development, and Support, (2) Staff, and (3) Quality Assurance. On the CPC-GA, there are two domains that fall in the capacity area: (1) Program, Staff, and Support, and (2) Quality Assurance. For all three CPC tools, the content area addresses the extent to which the program meets the principles of risk, need, and responsiveness. The content area for the CPC and CPC-GA both focus on the two substantive domains of (1) Offender Assessment and (2) Treatment Characteristics. The content area for the CPC-VEP focus on the domains of (1) Offender Assessment and (2) Educational Practices.

For the CPC, there are 77 indicators with a maximum total of 83 points. There are 48 indicators, totaling up to 50 points on the CPC-GA tool. Each of the two areas and all of the domains are scored and rated as either "highly effective" (65% to 100%), "effective" (55% to 64%), "needs improvement" (46% to 54%), or "ineffective" (45% or less). The scores in all domains are totaled, and the same scale is used for the overall assessment score. It should be noted that not all of the items or the domains are given equal weight, and some items may be considered "not applicable" given the institutional context, in which case they are not included in the scoring. Since the CPC-VEP is not a validated tool, the indicators have not been assigned point values and there is no maximum number of points a program can receive. The CPC-VEP has a total of 60 indicators. Like the CPC and CPC-GA, the CPC-VEP is split into two areas: capacity and content. There are 27 indicators measuring capacity and 33 indicators measuring content.

Both the CPC and CPC-GA have been validated by several studies conducted by UCCI. Specifically, the studies found robust correlations between the outcome and overall score, as well as between outcomes and scores in the capacity and content areas, all domains, and individual

items (Holsinger, 1999; Lowenkamp, 2003; Lowenkamp and Latessa, 2003; Lowenkamp & Latessa, 2005a; Lowenkamp & Latessa, 2005b). UCCI staff plan to validate the CPC-VEP tool using data from the present study.

Outside of the CPC, the researchers developed a tool called the Institution Score Sheet to collect institution specific information (e.g., prison layout, total number of staff, year built, etc.) and observations related to organization climate (i.e., strengths and weaknesses of the management team, support for offender rehabilitation, number of reentry approved programs available, indicators for inmate idleness, etc.).

Scoring/Assessment of Programs

In terms of the program-level evaluations, four main program traces were sought, including (1) interviews with key staff, (2) interviews with participants, (3) observation of the program, and (4) review of materials. UCCI fully evaluated (i.e., scored the program using the CPC, CPC-GA, and CPC-VEP) reentry programs only if two of the four program traces were obtained *and* the interview with the group facilitator/teacher/instructor was conducted. UCCI scored 30 Adult Basic Education (ABE) programs at 24 institutions, 30 Pre-GED programs at 25 institutions, 31 GED programs at 27 institutions, 5 Transitional Education Program (TEP) programs at 5 institutions, 4 Title 1 programs at 4 institutions, 60 vocation programs at 20 institutions, 84 apprenticeship programs at 18 institutions, 56 college classes at 12 institutions, 25 T4C programs at 22 institutions, 16 Money Smart programs at 16 institutions, 32 Intensive Outpatient Program (IOP) programs at 26 institutions, 10 Inside Out Dad programs at 10 institutions, 12 Cage Your Rage programs at 10 institutions, 19 Victim Awareness programs at 18 institutions, 3 Personal Responsibility of Violence Elimination (PROVE) programs at 3

institutions, 2 residential units (Renaissance and Bright Future) at 2 institutions, and 2 Therapeutic Communities at 2 institutions.

Following each site visit, UCCI researchers met as a group to complete the Institution Score Sheet and review findings and score out each of the reentry approved programs assessed with the CPC, CPC-GA, and CPC-VEP. Again, staff could not score education and vocation programs since the CPC-VEP has not been validated. Instead, staff filled out a CPC-VEP validation sheet and indicated the presence or absence of the indicators listed. UCCI researchers also developed two supplemental summaries at each site that were combined into one site summary. The first summary involved observations about prison programming and institutional issues that included any notable considerations and issues that may not have been covered by the forms used by UCCI researchers. The second summary focused on education programs, documenting variation in teaching mediums and styles across the programs. The summaries were used as the basis for the formal institutional-level site visit reports previously provided to ODRC.

After the completion of the site visits, UCCI researchers met to determine what other information was needed in order to accurately describe and report on current institutional procedures. UCCI identified the need to supplement institution specific data by interviewing key ODRC staff from the Operational Support Center (OSC). Staff interviewed were those involved in oversight, implementation, quality assurance, and training of various reentry approved programs. As such, regional directors and operations managers; institutional audit staff; the Superintendent of the Corrections Training Academy and other training staff who develop and train on curricula for the entire prison system; educational staff which included the Superintendent of the Ohio Central School System (OCSS) and subject matter experts over

general educational programs, special education, college classes, and apprenticeships; Recovery Services staff including the Chief of Medical Services and Bureau of Mental Health Services Administrator; and staff that serve on quality assurance committees related to treatment components, such as T4C and ORAS, were all interviewed.

Program-Level Data

The scores from the CPC and the CPC-GA were used to measure fidelity. The indicators on the CPC-VEP were used to explore program practices. UCCI staff entered the data for these programs into databases and subsequently, this information was merged with the DOTS portal, which contains individual program participation variables including start/completion information and the institution where the inmate participated in the program.

Survey Methodology

In order to measure organizational climate, UCCI combined components from several different surveys. First, scales and subscales from the National Criminal Justice Treatment Practices (NCJTPS) were used. These included: staffing, retention, training, funding, physical facilities, computers and Information Technology (IT), programming, and community support. Aside from the organizational need scales listed here, UCCI also included the cynicism for change scale. This scale measures the extent to which staff members hold pessimistic views concerning their institution's ability to change or improve. Additionally, the leadership scale was included to tap into two components of leadership, transformational leadership (i.e., the ability of leadership to inspire change) and transactional leadership (i.e., the influence of leadership through transactions between leadership and staff). Lastly, the inclusion of the perspective taking scale measured the ability of correctional officers to take the point of view of treatment staff. Specifically, correctional officer's level of empathy regarding work done by treatment staff

and the positive attributions credited to treatment staff (e.g., treatment staff work well with correctional officers).

To comprehensively measure key staff attitude components, three other sources provided a combination of scales and subscales. First, the Professional Orientation Scale (Toch, & Klofas, 1982) provided subscales measuring empathy, punitiveness, concern with being corrupted by inmates, support for rehabilitation, and job satisfaction. The Work Conditions Scale (Cullen, Link, Wolfe, & Frank, 1985) supplied the job stress subscale. For organizational commitment, a subscale was obtained from the Organizational Commitment Questionnaire (Mowday, Steers, & Porter, 1979). Ratings for all scale items were standardized. The standardized items were based on a scale of 1-5 with higher scores indicating more agreement with the items incorporated in the scale/subscale. Reverse codes were used when applicable such that items were in the same direction when concerning level of agreement. For consistency, all scores were scaled to create a range from 10 to 50. Survey items and score sheets are included in this report in Appendix A (see page 134).

The survey was conducted towards the beginning of the site visit process and then re-administered towards the end of the study. The first administration of the survey was released in February 2012. Unfortunately, by the end of April 2012, the response rate was only 18%. As such, in May 2012, UCCI consulted with ODRC to increase the response rate. Given the feedback from institutions, UCCI decided to remove individual identification codes that would have allowed UCCI to track responses at the individual level. Subsequently, surveys were re-distributed to all institutions in July 2012 with only an institutional code to identify responses by institution. Based upon these changes, the final response rate increased to 49% (N = 5,546) with response rates ranging from 0% to 95% per institution. A second administration of the survey

was released in October 2013. UCCI accepted survey responses until the end of May 2014. The final response rate for the second administration was 33% (N = 3,753) with response rates ranging from 0% to 92% per institution.

UCCI was forced to eliminate suspicious survey responses from the sample. Specifically, the research staff were alerted to issues such as surveys being completed by non-staff (e.g., reports of surveys being left in visitation rooms for the general public to complete), staff being forced to complete multiple surveys in one sitting, and staff who were not granted confidentiality (e.g., staff being required to turn in their survey without an envelope to protect the confidentiality of their responses or submit it to their manager). Additionally, UCCI research staff removed suspicious surveys in which the veracity of responses was in question. Examples of this included clear patterns of designs that showed the same answer/option for every single answer.

Overview of Evaluation Measures

ODRC provided several databases to UCCI to meet the goals of the project. These databases provided extensive individual record data on over 105,945 inmates who were admitted to Ohio's prison system from January 2, 2008 to June 30, 2012. The starting period of June 2, 2008 was selected due to the availability of attendance records in order to successfully track offenders over time. The cut-off of June 30, 2012 allowed for a sufficient number of offenders to be released with an appropriate follow-up period of three years to allow for recidivism analyses. The individual-level data provided to UCCI included demographic information (e.g., sex, race, and last known address); sentencing details (e.g., length, security level); indicators of risk and need levels (e.g., criminal history, substance abuse, employment); programming information (type and modality, time in treatment); facility and unit movement information; institutional misconduct reports and sanctions; earned time credit received; GED testing and/or high school

graduation; classification and supervision levels (e.g., initial classification level, subsequent changes); release information; and recidivism information (i.e., if they returned to an institution for a new offense).

Offender Measures

Offender socio-demographic information. Indicators such as race/ethnicity, age, gender, and marital status were used in analyzing and contextualizing key findings.

Sentence information. The existing data include information related to the offense(s) that led to the current incarceration. The description codes for each count (i.e., offense type), the most serious offense for which they were sentenced, the felony/misdemeanor level (e.g., F1 or M3), and maximum/minimum sentence length were available.

Security classification. After an initial assessment upon ODRC admission, offenders are given a security classification level between 1 and 5. This is based on a combination of factors like current age, offense seriousness, known gang activity, and past escape attempts. Subsequent changes to security level and the date of such changes are included as well.

Risk and need levels. Over the course of the study, Ohio transitioned from the Reentry Accountability Plan (RAP; 2008-2011) to the ORAS (July 2011-present). As there was no uniform risk assessment score for inmates across the state of Ohio, UCCI developed a proxy risk measure. The proxy measure was developed to include empirically important variables. The measure was used to match the treatment and comparison cases.

Education history. UCCI has multiple measures of inmate education status. These measures indicate whether the offender had a high school diploma or GED upon admission and also provide information on various educational assessment tools (as well as GED testing).

Prison programming and treatment type. ODRC provided data for all programs the inmates in the sample participated in. As mentioned above, programs are either designated as reentry approved or non-reentry approved. These programs were assigned a numeric category and then further collapsed into one of seven types: general education, vocation/apprenticeship, college classes, mental health programs, unit management programs, recovery services programs, and non-reentry approved (see Item 1 in Appendix B for details).

Service dosage and program completion. Dosage is denoted by start and end dates, providing a length of treatment that is then considered in relation to the modality's guidelines. A variable for completion status identifies early termination or declined treatment.

Institutional misconduct and sanctions. UCCI was provided each inmate's full misconduct record (i.e., Rule Infractions Board [RIB] data). This includes the date of offense, location of offense, offense type, its disposition, and any sanction received.

Program measures. Program participation data was provided to UCCI in string format. In order to analyze program effectiveness, the names of each program had to be common across all inmates in the DOTS Portal. UCCI staff created numeric categories for each program and recoded the string variables for each program across all cases. There are six general types of programs, which includes: (1) general education, (2) unit management, (3) mental health, (4) vocation/apprenticeship, (5) recovery services, and (6) non-reentry approved programs (see Appendix B for a complete list of these programs). While the focus of the analysis is on the reentry approved programs, we assigned numeric values to non-reentry approved programs as well. Some program types contained only reentry approved programs, for example programs that fell under unit management and mental health were all reentry approved. Examples of non-reentry approved programs include self-help groups like Alcoholics Anonymous (AA), religious

groups, and tutoring/mentoring programs. To categorize these programs, UCCI staff looked at each program name and coded these programs with its corresponding numeric program code. Non-reentry approved program names that were unclear were placed in an unknown category. For example, if a program was named “brail transcriber certificate” in the DOTS database but the institution did not offer this program, this program would be coded as 35, which is “advanced education unknown.”

Institution-Level Measures

Basic prison information. During each site visit, UCCI staff filled out a document outlining numerous institutional details including the layout of each prison, housing type (open units, cells, both), the total number of staff (custodial, administrative, and treatment), the number of years in operation, offender classification level(s), and a rating of the strength of the prison management team.

Quality of treatment. The quality of treatment programs is measured using the CPC tools described above. Each tool is divided into two areas: capacity and content. The capacity area identifies the program’s ability to deliver high quality services (e.g., its leadership, quality assurance processes) and the content area focuses on adherence to principles of effective intervention. Each non-education reentry approved program receives a score based on adherence to evidence-based practices, which provides a method of determining each offender’s exposure to services of different degrees of quality.

Idleness. Inmate idleness is explored using staff interviews and surveys that contained items pertaining to idleness. Two idleness items were used, one from the staff interview and one from a mailed staff survey. The two responses provided by staff across different institutions were then averaged to create an idleness measure.

Organization climate. The staff surveys measured each institution's organizational climate via a number of summative scales, such as: staff retention, training, physical facilities, cynicism, leadership, empathy, job satisfaction and stress, and organizational commitment. Key measures include ratings on fairness of staff, resources, cohesive organizational environment, and management practices.

Warden Change. The change in wardens was tracked by calling and gathering information from the institutions examined. Warden change is a dichotomous measure that indicates whether an institution had a change in wardens during the study's time frame.

Data Analysis

In addition to the main research *Goals* of the evaluation, we have developed specific research *Questions* to guide the analyses of the aforementioned data (including both the secondary data and data compiled for program fidelity and organizational climate). For ease, these specific research *Questions* have been mapped to the *Goals* of the project in Appendix C. While *Goal A* is primarily addressed through the midpoint report and individual institutional reports provided to ODRC in 2013, key findings are included in this report as appropriate. As such, these analyses mainly relate to two main outcomes: misconduct and recidivism. Additional data were used to help control for key variables that may impact results.

Research *Questions* for *Goal B* (to determine if participation in programs has an effect on institutional behavior, and if type and mix of programs makes a difference) include:

- B1. Whether and what reentry approved programs reduce an inmate's odds of engaging in different types of crimes and other forms of misconduct during incarceration.
- B2. Are there differences in program effects from question B1 depending on whether inmates completed a program versus started a program but did not complete the program?

- B3. Do different *combinations* of reentry approved programs further reduce an inmate's odds of engaging in different types of crimes and other forms of misconduct during incarceration, beyond the effects found for question B1?
- B4. Are there differences in combined program effects from question B3 depending on whether inmates completed a program versus started a program but did not complete the program?

Research *Questions* for *Goal C* (to determine if participation in program has an effect on recidivism, and if the type, quality, and mix of programs makes a difference) include:

- C5. Whether and what reentry approved programs reduce an inmate's odds of recidivism (measured as returning to prison for a new crime or technical parole violation) after release.
- C6. Are there differences in program effects from question C5 depending on whether inmates completed a program versus started a program but did not complete the program?
- C7. Do different *combinations* of reentry approved programs further reduce an inmate's odds of recidivism, beyond the effects found for question C5?
- C8. Are there differences in combined program effects from question C7 depending on whether inmates completed a program versus started a program but did not complete the program?
- C9. Among inmates who completed reentry approved programs, are recidivism odds lower for those who completed more types of reentry approved programs (i.e., general education, vocation/apprenticeship, college classes, mental health programs, unit management programs, and/or recovery services programs)?
- C10. Among inmates who completed reentry approved programs, are recidivism odds lower for inmates who completed more hours of reentry approved programs?
- C11. Among inmates who completed reentry approved programs evaluated for fidelity, are recidivism odds lower for those who completed programs with greater fidelity (examined separately for program assessment, treatment, staff support, quality assurance, as well as for overall fidelity)?

Research *Questions* for *Goal D* (to measure the support and organizational climate for programs in each institution and its effect on institutional behavior and subsequent recidivism) include:

D12. Does the survey data compiled from the organizational climate survey produce factors (latent variables) reflecting each of the key dimensions of “climate”? What survey items load significantly on one or more factors?

D13. Do the organizational climate factors produced for question D12 significantly predict facility misconduct rates?

Below is a description of how these questions were answered, broken down by subsets of research questions.

Goal B: Questions B1 and B2

Study Period

To examine the impact of program effects on rule violations, we examined only inmates with a minimum of two years in prison. This allowed us to examine the effects of programming during the first year of an inmate’s sentence on the odds of rule violations committed during the second year of incarceration, controlling for rule violations committed during the first year. Jogging the two time periods provides a more reliable assessment of causal order.

We explored different lengths for the study period, such as six months up to two years of programming as well as six months up to two years for rule violations, and different combinations of each. The decision to focus on one year of programs followed by one year for rule violations was based on balancing the number of available cases for each analysis against the stability of the estimates for program effects. We determined that the two-year study period reached a threshold of stability in the estimates while also providing enough cases to ensure reasonably small standard errors and reliable hypothesis tests.

Program Measures

For the analysis, reentry programs were grouped into the following categories:

- a. General education classes
- b. Advanced education (vocational and technical courses)
- c. College classes

- d. Mental health programs
- e. Unit management programs
- f. Recovery services

Inmates falling into each of these six groups were compared (group by group) to inmates who did not participate in *any* reentry approved programs during their first year of incarceration. We could not compare inmates in these groups to those who had no programming whatsoever during their first year because only 2,000 of the 105,000 inmates did not participate in *any* programming. Given this restriction, it was important to also exclude inmates from the comparison/control group if they had participated in any reentry approved program because participants in any one of these programs might have looked more similar to each other compared to all other inmates. This situation, in turn, could make it more difficult to isolate program effects on rule violations if both the treatment and comparison groups are similar on unmeasured factors that also influence the odds of committing rule violations.

Participation in each group of programs was measured with a binary scale comparing program participants to non-participants. Based on our interest in separate analyses of program non-completers versus program completers, we created separate program measures for inmates who completed versus only started a program during their first year of incarceration. This allowed an analysis of whether program non-completers differed from program completers in their odds of engaging in rule infractions.

Outcome (Misconduct) Measures

Misconduct was limited to infractions referred to an RIB hearing where the inmate was found guilty of his or her offense. Using only guilty infractions ensured that the misconduct analyses did not include any incidents of staff citing inmates for behaviors that the RIB did not deem valid.

Rule violations were divided into seven groups, following empirical studies of inmate misconduct that underscore the different findings that can emerge based on the types of misconduct examined (e.g., Steiner and Wooldredge, 2014). For this study, misconduct was grouped as follows:

- a. Violence
- b. Drugs
- c. Property
- d. Disturbance
- e. Escape
- f. Weapons
- g. All other infractions

Each “misconduct” measure was a binary measure of whether an inmate was found guilty of a specific type of rule infraction during the second year of their incarceration. Prevalence/frequency measures of rule violations were too heavily skewed for a reliable analysis. Focusing on inmates who have been incarcerated for at least two years provided us the opportunity to look at program participation, or non-participation, in year one and misconduct in year two while accounting for temporal ordering. All inmates were assessed for rule violations for a full 12-month period.

Samples

A separate analysis was conducted for each program group. As such, each analysis of a program effect focused on a slightly different configuration of inmates. For example, the analysis of “recovery services” involved comparing inmates who either started or completed a recovery services program to inmates who did not start or complete *any* reentry approved program. By contrast, the analysis of “college classes” involved comparing inmates who either started or completed a college class to inmates who did not start or complete any reentry approved program. Therefore, the pool of “recovery services” inmates varied from the pool of “college

class” inmates because most inmates did not participate in both. Even the comparison group of “no reentry approved program participants” varied across analyses due to the use of propensity score matching (described below). For this reason, univariate descriptive statistics for each subsample are displayed in Appendix D and are referred to in the Results section of the report.

Propensity Score Analyses

To further improve the rigor of the analysis beyond simply jogging the time period of program participation and rule violations, we used propensity score matching to emulate a quasi-experimental research design and strengthen causal inference. “Matching” in this scenario involves comparing “program inmates” (the treatment group) to “non-program inmates” (the control group) who are identical or very similar to each other on important factors that influence program participation. These factors may also influence the odds of engaging in rule violations, so holding them constant by matching inmates on these traits is a more effective way of controlling for these influences on rule violations compared to the use of statistical control through multivariate modeling (Apel, & Sweeten, 2010).

All of the covariates used to match inmates between the treatment and control groups were examined for significant correlations with both program participation and rule violations. Failure to control these covariates could bias the estimated program effects on the odds of rule violations. These covariates included the following:

- a. Age at admission to prison
- b. Race (African American versus other)
- c. Ethnicity (Latino versus other)
- d. Marital status at admission (married/spouse alive versus other)
- e. Education at admission (at least high school diploma or GED versus other)
- f. Number of prior prison sentences
- g. Security classification level
- h. Sentence length
- i. Sex offender (yes/no)

- j. Whether inmate engaged in any rule violations during the first year of incarceration (yes/no)

Noticeably absent from this list is an inmate's sex, and this is because all analyses were conducted for men and women separately due to the myriad of unmeasured effects on misconduct that operate differently between female and male inmates (e.g., Wooldredge and Steiner, 2015). Education was also not used as a matching criterion for any of the three "education" program groups because education level at admission is tied to the education program itself, and using this as a criterion would have made it too difficult to find matches between the comparison groups.

The first step in the analysis of each program involved estimating a logistic regression model of participation in a specific program using the covariates above as the independent variables and each program measure described earlier as a dependent variable. From these models, the predicted (conditional) probabilities of program participation were saved (i.e., the "propensity scores" reflecting an inmate's "propensity" to participate in a program).

The second step of each analysis involved an assessment of the overlap in propensity score distributions between the program and non-program groups. There must be a fair amount of overlap in these two distributions so that inmates can be matched to similar inmates across groups.

Once it was established that there was adequate overlap in the distributions from step two, the third step involved matching inmates across groups. Each treatment group always included all of the inmates in each program. We used nearest neighbor matching without replacement in conjunction with a conservative caliper width of 0.01 (described and recommended by Barth, Guo, & McCrae, 2008; Diprete & Gangl, 2004). In addition, we matched two non-program (control) inmates to every program (treatment) inmate for a more

reliable analysis relative to one-to-one matching, as recommended by Loughran (2007). Use of non-replacement ensured that none of the inmates in the control group were matched more than once to an inmate in the treatment group.

To ensure adequate matching, step three also involved analysis of the balance across all matching variables for the program and non-program groups. This procedure is necessary for simulating experimental conditions. Obtaining proper “balance” means “for a given propensity score, exposure to treatment is random and therefore treated and control units should be on average observationally identical” (Becker & Ichino, 2002, p. 2). Balance was assessed by conducting *t*-tests on group means of the covariates between the treatment and control groups. We also examined standardized bias (SB) statistics to ensure balance, and values for all comparisons were less than 20 (as recommended by Apel & Sweeten, 2010).

The final step in each analysis involved a *t*-test of the difference in the percentages of inmates who engaged in misconduct between the treatment and control groups. Both the results of these tests as well as the group percentages and differences are presented in the Results section. All tests were one-tailed tests based on our general prediction that “program” inmates should have lower odds of rule violations compared to “non-program” inmates. The propensity score analyses were conducted using the StataSE 12 software.

Goal B: Questions B3 and B4

Analyses for research *Questions* B3 and B4 were identical as those for *Questions* B1 and B2 with the exception of the program measures examined. This is because *Questions* B3 and B4 focused on the effects of different program combinations on the odds of engaging in rule violations.

Program Measures

It was rare for an inmate to participate in, let alone complete, more than two different types of reentry approved programs in their first year of incarceration. Therefore, we restricted the focus to combinations of no more than two types of reentry approved programs. Also, we did not consider combinations of education groups because (a) those in advanced education versus college classes often have different goals, (b) those enrolling immediately in advanced education or college classes already had a high school equivalency, and (c) there were too few inmates falling into combinations of these education groups for a reliable analysis.

The combination of programs examined included the following:

- a. General education classes and mental health programs
- b. Advanced education (vocational and technical courses) and mental health programs
- c. College classes and mental health programs
- d. General education classes and unit management programs
- e. Advanced education (vocational and technical courses) and unit management programs
- f. College classes and unit management programs
- g. General education classes and recovery services
- h. Advanced education (vocational and technical courses) and recovery services
- i. College classes and recovery services
- j. Mental health and unit management programs
- k. Mental health programs and recovery services
- l. Unit management programs and recovery services

Similar to research *Questions 1 and 2*, inmates falling into each of these 12 categories were compared to inmates who did not participate in *any* reentry approved programs during their first year of incarceration.

Participation in each pair of program groups was measured with a binary scale comparing participants in both groups to non-participants. As before, based on our interest in separate analyses of “non-completers” versus “completers,” we created separate measures for inmates who completed versus only started programs in each pair of groups during their first year of incarceration.

Goal C: Questions C5 through C8

Research *Questions* C5 through C8 are similar to *Questions* B1 through B4, with the exception of the outcome measures examined. These *Questions* focus on program effects on recidivism, measured as whether an inmate returned to prison for a new crime or a technical parole violation within two years of their release. This shift in focus changed the study period of interest and the relevant sub-samples. Therefore, all *program measures* and *propensity score analyses* were the same as those described for *Questions* B1 through B4, but the *study period*, *outcome measures*, and *samples* differed.

Study Period

To examine the impact of program effects on recidivism, we included in the analysis all inmates who entered prison after January 1, 2008 and were released by June 30, 2012. Each inmate within this time period was followed for three years post-release. Also, program participation was measured as participation in any reentry approved program during incarceration, with separate analyses of program completers versus inmates who started but did not complete programs.

We included inmates with varying sentence lengths and expanded program participation to any point during incarceration to increase sample sizes relative to the analyses of program effects on rule violations. Also, nearly two-thirds of the entire sample of 105,000 inmates were released by June 30, 2012, permitting us to draw from the majority of inmates in the full sample.

Outcome (Recidivism) Measures

“Recidivism” was defined as whether a released inmate subsequently returned to an Ohio correctional institution within three years of their release. Three binary (no/yes) return-to-prison measures were initially explored as dependent variables:

- a. Whether an offender returned to prison for a technical (parole) violation.
- b. Whether an offender returned to prison for a new crime.
- c. Whether an offender returned to prison for either a technical (parole) violation or a new crime.

Findings for outcome “a” were completely redundant with findings for either outcomes “b” or “c”, so the findings presented in this report reflect those for outcomes “b” and “c” only.

Samples

As for the analyses of rule violations, a separate analysis was conducted for each program group (research *Questions* C5 and C6) or each combination of program groups (*Questions* C7 and C8). This means that each analysis reflects a slightly different configuration of inmates based on examining offenders in specific program groups separately while matching each of them to available “non-program” inmates. As for the analysis of rule violations, univariate descriptive statistics for each sub-sample are displayed in Appendix D and are referred to in the Results section of the report.

All of these sub-samples were larger relative to the samples examined for rule violations. Given our focus on program participation at any point after the first day of an inmate’s sentence up to a maximum of 4.5 years, some of these sub-samples of program starters/completers were considerably larger than the corresponding sub-samples for the analyses of rule violations. All *n*’s for the treatment and control groups are reported in the tables of univariate descriptives for research questions B1 through C8.

Goal C: Questions C9 and C10

Research *Questions* C9 and C10 focused on the “dosage” of treatment for inmates who completed one or more reentry programs at any time during their incarceration, and the effects of program dosage on the recidivism measures described immediately above. Due to the analysis of

recidivism, these analyses involved the same study period as the period considered for *Questions* C5 through C8.

Important to note is that research *Questions* B2, B4, C6 and C8 also deal with program “dosage” in the sense that program completers are exposed to higher dosages relative to inmates who start the same programs but never complete them. Therefore, in conjunction with *Questions* C9 and C10, the findings for these six research questions provide a fairly comprehensive description of “dosage” effects on both inmate rule violations and recidivism.

Program “Dosage” Measures

The program dosage measure for *Question* C9 is the number of different types of reentry approved programs completed by inmates during their sentences. That is, how many of the following types of programs were inmates involved in: recovery services, unit management, mental health, GED classes, advanced education, and/or college classes? Given the focus on program completers only, the scale could have ranged from one to six. However, there were no inmates in the sample who completed programs from more than five of these groups.

The program dosage measure for *Questions* C10 is the total number of hours an inmate spent in all completed reentry approved programs, regardless of “type.” The distribution of this measure was heavily skewed, with a maximum of over 500 hours, and so the distribution was logged (\log_{10}) to generate a more symmetrical distribution and remove the influence of outliers on the estimates of dosage effects on recidivism.

We could not examine the number of hours an inmate accumulated in non-completed programs because only information on total hours for each completed program in each facility was available. These hours were assigned to each inmate who completed each particular program in a specific facility, and then these hours were summed across all programs completed by an

inmate. A measure of total reentry approved programs completed (regardless of program “type”) was explored for the analysis of dosage effects, but it was ultimately excluded from the report because findings were redundant with those for total program hours (research *Question C10*).

Samples

The sub-samples examined for *Questions C9* and *C10* included only inmates who completed at least one reentry approved program. Our logic is that the analyses for *Questions C5* through *C8* addressed differences between program participants versus non-participants, so including non-participants in the analyses of *Questions C9* and *C10* (by scoring those inmates as “0’s” on dosage) would produce findings that are redundant with those for *Questions C5* through *C8* and would mask any differences among just program completers in dosage effects.

The sub-sample of inmates examined for *Question C9* included all inmates who completed programs at any point after the first day of an inmate’s sentence up to a maximum of 4.5 years (to provide a two-year follow-up for recidivism, as described earlier). As for the sub-samples described above, univariate descriptive statistics are provided for this sub-sample in Appendix D.

The sub-sample of inmates examined for *Question C10* included a much smaller group of inmates than the group examined for *Question C9*. This is because program hours were only available for the reentry approved programs specifically evaluated by the UCCI research team. This set of programs was a sub-set of all reentry approved programs at all facilities in Ohio. Univariate descriptive statistics are provided for this sub-sample in Appendix D.

Multivariate Logistic Regression Analyses

To estimate program dosage effects on recidivism, multivariate logistic regression models were estimated in order to control for the covariates described for research *Questions B1*

and B2. Propensity score matching could not be used for this segment of the study given the ratio of independent variables and the absence of meaningful cut-offs for matching purposes. For example, we could have matched inmates with fewer than 40 hours of programs to inmates with more than 40 hours, but there is no logical reason to guide this particular cut-off. Similarly, “fishing” for cut-offs by conducting many different statistical tests for different groupings would only lead to findings of some statistically significant differences attributable to chance alone.

Binary logistic regression models were estimated because of the binary outcome measures of recidivism. Each model included a dosage measure plus the following covariates:

- a. Age at admission to prison
- b. Race (African American versus other)
- c. Ethnicity (Latino versus other)
- d. Marital status at admission (married/spouse alive versus other)
- e. Education at admission (at least high school diploma or GED versus other)
- f. Number of prior prison sentences
- g. Security classification level
- h. Sentence length
- i. Sex offender (yes/no)
- j. Whether inmate engaged in any rule violations during the first year of incarceration (yes/no)

As for research *Question* B1 through C8, all models were estimated separately for women and men. These models were estimated using SPSS 22 software.

Goal C: Question C11

The focus of research *Question* C11 also involved program completers only, and the analysis included only those inmates who completed programs specifically evaluated by the UCCI research team (as for *Question* C10 above). Therefore, the only differences between the analyses for *Questions* C10 and C11 are the program measures included in each multivariate logistic regression model.

Program Fidelity Measures

As described earlier, scores from the CPC and the CPC-GA were used to measure program fidelity. Items in these instruments were grouped based on domains of program assessment, treatment, staff support, and quality assurance as dictated by the CPC-GA. Separate fidelity measures were created for each of these dimensions as well as for “overall” fidelity (all dimensions combined). Each scale ranges from 0.00 to 1.00, with higher values reflecting greater fidelity on the dimension of interest.

Program fidelity was evaluated for the following programs at particular facilities across the state:

- a. Thinking for a Change
- b. Inside Out Dad
- c. Cage your Rage
- d. Victim Awareness
- e. Personal Responsibility of Violence Elimination
- f. Money Smart
- g. IOP
- h. IPP

The analysis presented here examined fidelity scores across all of these programs rather than each program separately. Therefore, there were five fidelity measures examined overall. A separate model was estimated for each fidelity measure (including all statistical controls) due to the relatively high correlations across these measures.

Goal D: Questions D12 and D13

Organizational climate and its effects on overall facility misconduct rates are the foci of research *Questions* D12 and D13. The larger project was designed to assess organizational context at each facility using a series of survey instruments. These items reflected the strengths and weaknesses of the program management team, support for offender rehabilitation, indicators for inmate idleness, job satisfaction and stress, punitiveness, staff retention, training, community support, cynicism, and organizational commitment. Staff responses to these surveys were

aggregated to the facility level in order to generate an overall assessment of “climate” at each facility.

Questions D12 and D13 are treated together here because answers to both questions came from the same analysis, although the information specific to each question is different. Specifically, determining whether the survey data produced factors reflecting each of the key dimensions of climate involved estimation of a measurement model with confirmatory factor analysis (CFA), and testing whether these factors were significant predictors of facility misconduct rates involved estimation of a path model with these factors (latent variables) as independent variables. Both analyses constitute the two key components of a structural equation model (SEM). Therefore, estimation of a structural equation model answers both *Question* D12 (the measurement model) and *Question* D13 (the path model).

Study Period

Organizational climate was assessed during two different time periods throughout the study. The first administration of the survey occurred in February 2012. Given the low response rate (18%), the surveys were re-distributed in July 2012 to all institutions incorporating the suggested feedback from ODRC. The final response rate for the first administration of the survey increased to 49% (N = 5,546) with response rates ranging from 0% to 95% per institution. The second administration of the survey was released in October 2013 with survey responses being accepted until the end of May 2014. The final response rate for the second administration was 33% (N = 3,753) with responses ranging from 0% to 92% per institution. Therefore, the analyses for *Questions* D12 and D13 include models estimated for both periods.

Organizational Climate Measure

Using Taxman, Young, Tesluk, Mitchell, Rhodes, DeCelles, and Perdoni's (2007) organizational climate scale as a guiding framework, items were selected from the CPC to serve as proxy measures. While not all the items from Taxman and colleagues' (2007) organizational manual were represented in the CPC, the two assessments tap into similar organizational climate constructs. Four factors were proposed based upon the availability of survey items that tapped into aspects of organizational climate scale, such as perceptions of future goals, performance measures, availability of training/skills, staff openness to change and innovation, and the presence of leadership (Taxman, 2007). Taxman and colleagues' (2007) organizational measures manual suggest that there are five subfactors in organizational climate: future goals/vision, performance, training/skills, openness/innovation, and risk taking. However, because this survey was administered to criminal justice professionals working in areas that provide substance abuse treatment interventions, four factors were selected to represent the 2nd order latent variable of organizational climate: leadership initiative, job efficacy, vision/future goals, and cohesion involvement.

For all the items used, participants indicated their level of agreement for each statement by choosing either strongly disagree, disagree, neutral, agree, or strongly agree. There are two indicators that tap into leadership initiative by asking participants if their leader stays well-informed and provides necessary resources. Job efficacy contains four indicators: whether staff include new techniques, attend training programs, feel stressed at work, and if staff are generally satisfied with their job. Two indicators tap into vision/future goals and ask respondents if the leader of this facility is able to get others committed to his/her vision of the facility and if he/she can get people to work together towards the same goal. Cohesion involvement contains five

indicators that tap into whether the leader of the facility insists on good performance, carefully listen to other's concerns, offers advice, gives special recognition, and provides well defined goals and objectives.

Idleness

A major concern for institutions is the amount of unstructured time that inmates have when they are not working, in treatment, or otherwise busy with structured activities. For this reason, UCCI explored the level of inmate idleness several different ways. First, staff interviews contained items related to idleness. Staff were asked to indicate their level of agreement (on a scale ranging from 1-10) to the statement "Inmates have a lot of free time." Second, the staff survey discussed above concerning organizational climate also contained one item related to idleness. Specifically, staff indicated their level of agreement to the statement, "offenders have a lot of time where there are no structured activities available (i.e., groups, classes, meeting, etc.)," by circling a response on a scale ranging from 1-10 with 1 indicating "very little free time" and 10 meaning "a lot of free time." Given the two responses provided by staff in both interviews and mailed surveys, an average was taken from these responses across institutions for the idleness measure.

Warden Change

Given the influence of wardens on the daily routine and expectations of facility procedures and policies, the structural model accounted for the effect of wardens (Dililio, 1987; Steiner, 2008). Specifically, a change in wardens may disrupt the established daily routines of an institutional setting. Therefore, inmate misconduct may be driven by the discontinuity of facility management practices (Camp, Gaes, Langan, & Saylor, 2003; Colvin, 1992; Dililio, 1987). Given this, warden change was captured by calling the institutions to assess whether there was a

change in warden during the study's time frame. Warden change is a dichotomous outcome that indicates whether the warden of an institution changed during the time frame (no/yes).

Outcome (Misconduct Rate) Measures

Facility level misconduct rates were provided by ODRC for the two administrations of interest. Specifically, the misconduct rates for 2012 were examined for administration 1 and misconduct rates for 2014 were assessed for administration two. The 2012 and 2014 misconduct rates coincide with the time periods for both administration one and administration two, respectively. Misconduct rates were provided for each of the following offense categories and were examined separately:

- a. Assault
- b. Harassment
- c. Rule 17
- d. Rule 19

Assault misconduct includes both physical/sexual assault rule infractions. Harassment misconduct involves physical harassment (i.e., intentional grabbing to impede movement) and throwing bodily substances onto others. Rule 17 is defined as engaging in unauthorized group activities, which includes most active and disruptive security threat group participation (i.e., gang activity) and Rule 19 is defined as fights with or without weapons. Each rate is actually a proportion of the inmate population in a facility that engaged in a particular type of offense during each study period. While violent assault rates were provided, these rates were not examined due to the redundancy with the other types of misconduct. Specifically, violent misconduct includes physical assaults, fights, physical assaults, sexual assaults, throwing bodily substances or liquids onto others, and physical harassment, which are all captured in both assault and harassment misconduct.

Sample

This segment of the study focused on climate at the facility level, so the sample included facilities from the 28 Ohio facilities included in the larger project. The survey data includes 26 of the facilities for both administrations due to survey responses and institutional changes. All of the survey data were compiled from individual staff at each facility, but these data were aggregated to the facility level for the analyses of these two research questions.

Structural Equation Modeling

Estimation of the measurement model and the path model mentioned above was accomplished with *Mplus* 7.11 software (Muthén & Muthén, 1998-2013). The structural equation model includes the measurement model for 2nd order latent factor organizational climate. The structural model examined the effect of organizational climate on misconduct. Additionally, the influence of the change in wardens on idleness, organizational climate, and misconduct was assessed. The role of idleness on organizational climate was also included in the structural model. Weighted least squares (WLSMV) estimation was used due to the categorical nature of the warden change measure. The utility of WLSMV estimation is that it does not have the assumption of normally distributed indicators (Muthen & Muthen, 2010).

Section 4: Results

Results are presented here by the research *Questions* associated with the main *Goals* of the study. Figures with percent differences between the treatment and control group regarding misconduct and recidivism are also included. Negative percent differences indicate that completers or starters of reentry approved programs had lower rates of misconduct or recidivism in comparison to inmates who did not take any reentry approved programs (i.e., the control group). Conversely, positive percent differences favor the control group. For the analyses involving misconduct and recidivism, results are separated for males and females. General themes are presented for each of the subsections to highlight important findings regarding the outcomes of interest.

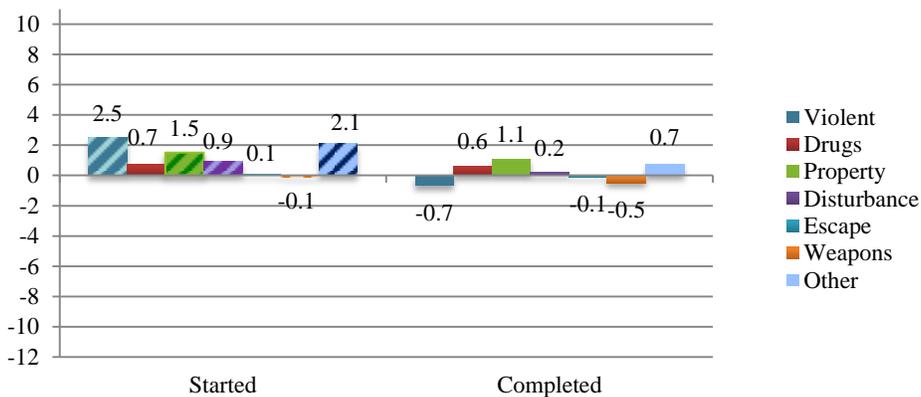
Reentry Approved Programming & Misconduct

Research Questions for Goal B:

- B1. Whether and what reentry approved programs lower the rate of different types of misconduct?
- B2. Are there differences in program effects from B1 between inmates who started versus completed programs?

Males

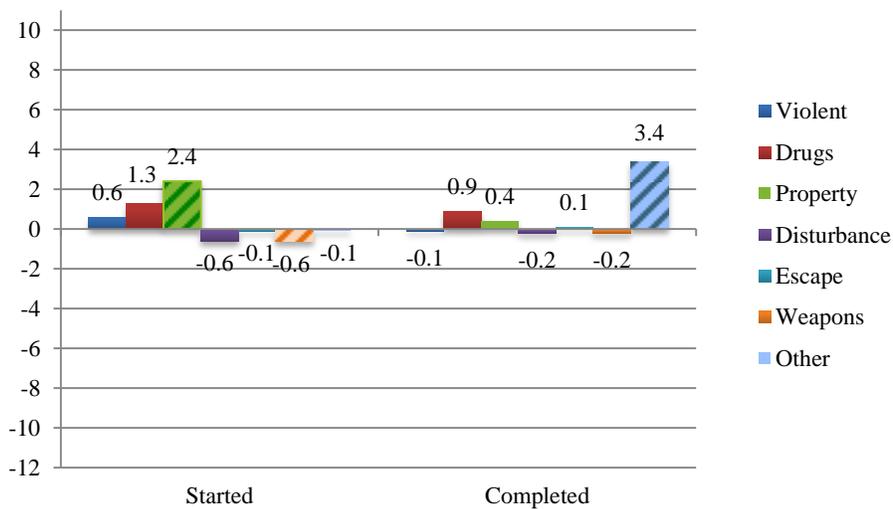
Figure 1. Percent Difference in Institutional Misconduct: Male Participation in Any Reentry Approved Program vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Inmates who *started* any reentry approved programs had significantly higher rates of violent (2.5%), property (1.5%), disturbance (0.9%), and “other” (2.1%) misconducts (Figure 1). For completers of any reentry approved programs, no significant effects were found. Given these results, the following results examined whether specific reentry approved programs have an effect rather than combining all reentry approved programs into one analyses.

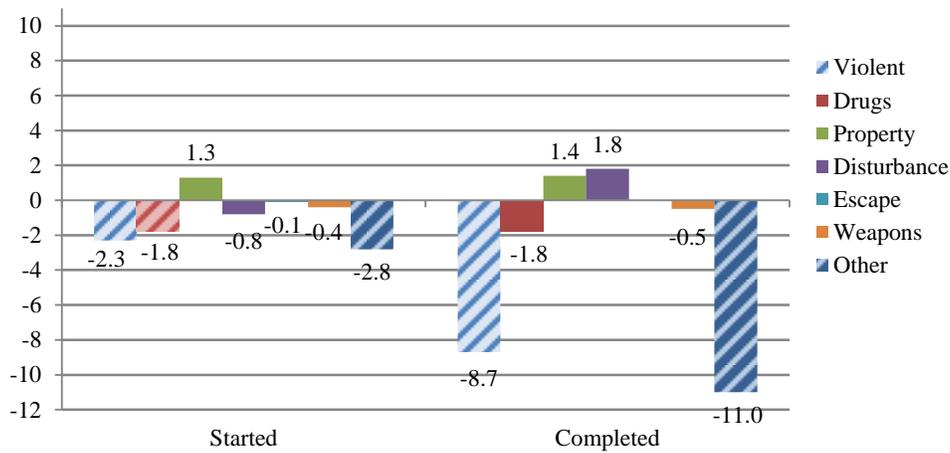
Figure 2. Percent Difference in Institutional Misconduct: Male Participation in Vocation/Apprenticeship vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For inmates who *started* vocation or apprenticeship programs, there were significantly lower rates of weapons (-0.6%) misconduct (Figure 2). However, significant effects in “other” forms of misconduct were found that were in the opposite directions to those hypothesized. Specifically, starters of vocation/apprenticeship programs had significantly higher rates of property (2.4%) misconduct. Additionally, *completers* of a vocation/apprenticeship program did not favor the treatment group with higher rates of “other” (3.4%) misconduct. The findings here offer marginal support for the effectiveness of vocation/apprenticeship programs for lowering inmate misconduct among males.

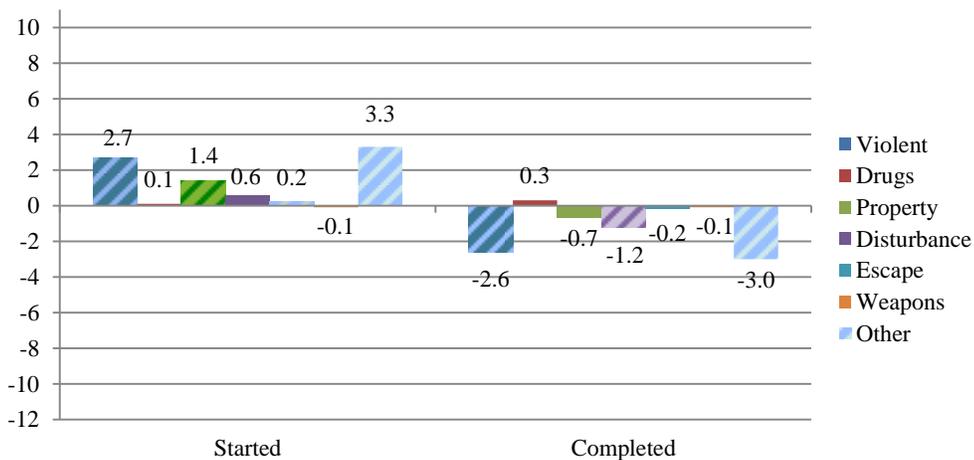
Figure 3. Percent Difference in Institutional Misconduct: Male Participation in College Classes vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who *started* college classes had significantly lower rates of violent (-2.3%), drug (-1.8%), and “other” (-2.8%) misconduct rates (Figure 3). Violent (-8.7%) and “other” (-11.0%) misconduct rates were further lowered for inmates who *completed* college classes. In contrast to the findings for vocation/apprenticeship programs, these findings suggest that college classes are effective for lowering multiple forms of misconduct.

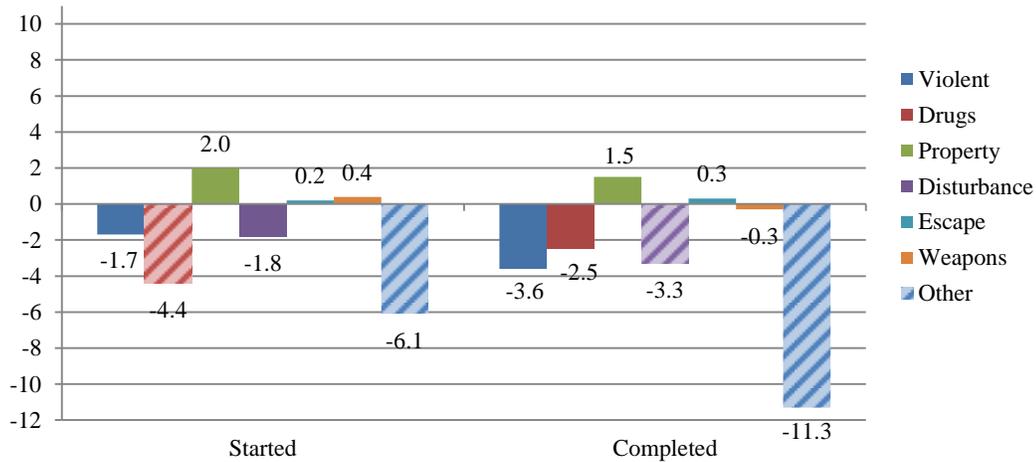
Figure 4. Percent Difference in Institutional Misconduct: Male Participation in General Education Classes vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Completers of a general education classes had significantly lower rates of violent (-2.6%), disturbances (-1.2%), and “other” (-3.0%) misconduct (Figure 4). Conversely, significant effects were found that were in the opposite directions to those hypothesized regarding male inmates who *started* general education classes. Specifically, for males who *started* general education classes violent (2.7%), property (1.4%), escape (0.2%), and “other” (0.7%) misconduct were significantly higher. The findings suggest that *only* starting general education classes does not have the desired effect. However, the *completion* of general education classes is effective for reducing several forms of misconduct.

Figure 5. Percent Difference in Institutional Misconduct: Male Participation in Mental Health Programs vs. Matched Control Group

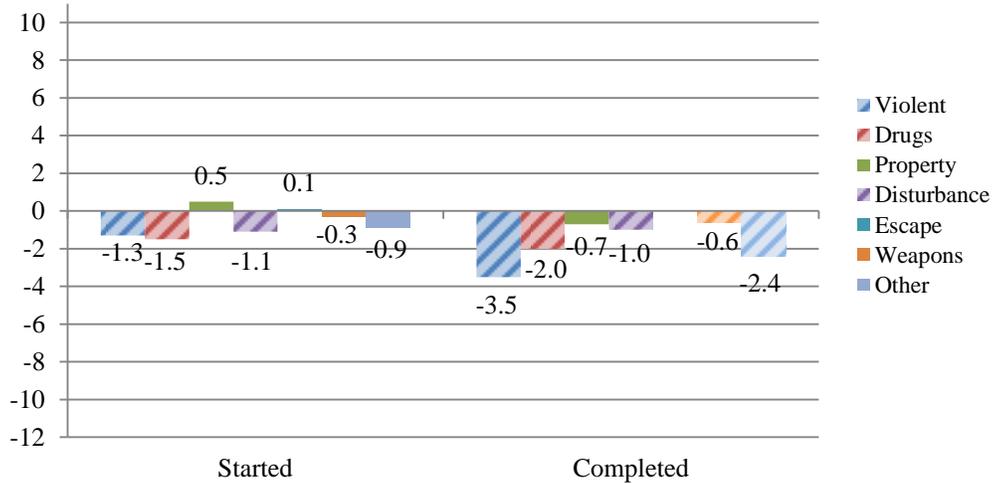


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who *started* mental health programs had significantly lower rates of drug (-4.4%) and “other” (-6.1%) misconduct (Figure 5). Additionally, for those inmates who *completed* a mental health program, the rate of “other” (-11.3%) misconduct was lowered even further. Disturbance-related misconduct was also lowered for *completers* of a mental health

program (-3.3%). Overall, the significant findings suggest that mental health programs are effective for reducing multiple forms of misconduct among males.

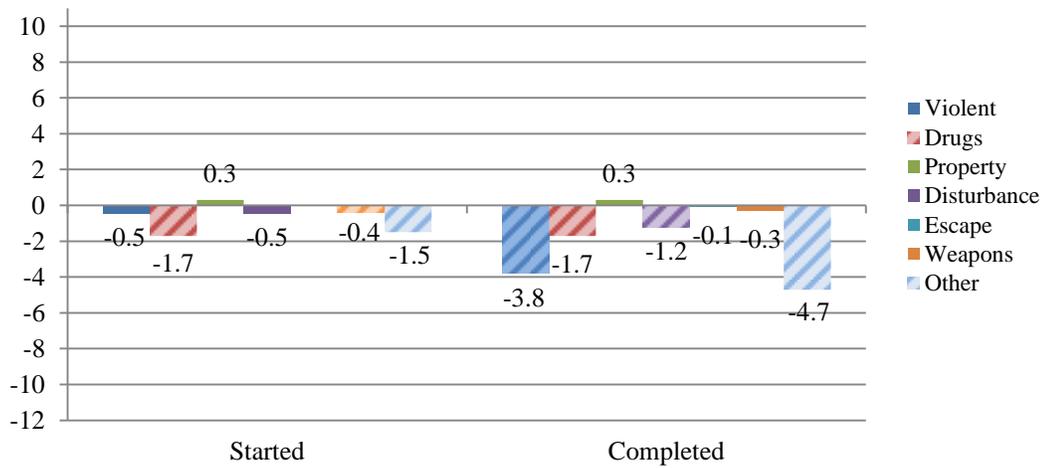
Figure 6. Percent Difference in Institutional Misconduct: Male Participation in Recovery Services Programs vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For *starters* of a recovery services program, violent (-1.3%), drugs (-1.5%), and disturbance-related (-1.1%) misconducts were all significantly lowered (Figure 6). For inmates who *completed* a recovery services program, the number of inmates who engaged in violent (-3.5%), drugs (-2.0%), disturbances (-1.0%), weapons (-0.6%), and “other” (-2.4%) misconduct were significantly lowered. Given these findings, the *completion* of a recovery services program yielded lower rates of multiple types of misconduct. The findings suggest that recovery services programs are effective for reducing multiple forms of misconduct regardless of whether participants *started* or *completed* the program. However, there was an additional benefit for program *completers* in terms of the significantly lower percentages of inmates who engaged in weapons and “other” misconduct.

Figure 7. Percent Difference in Institutional Misconduct: Male Participation in Unit Management Programs vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

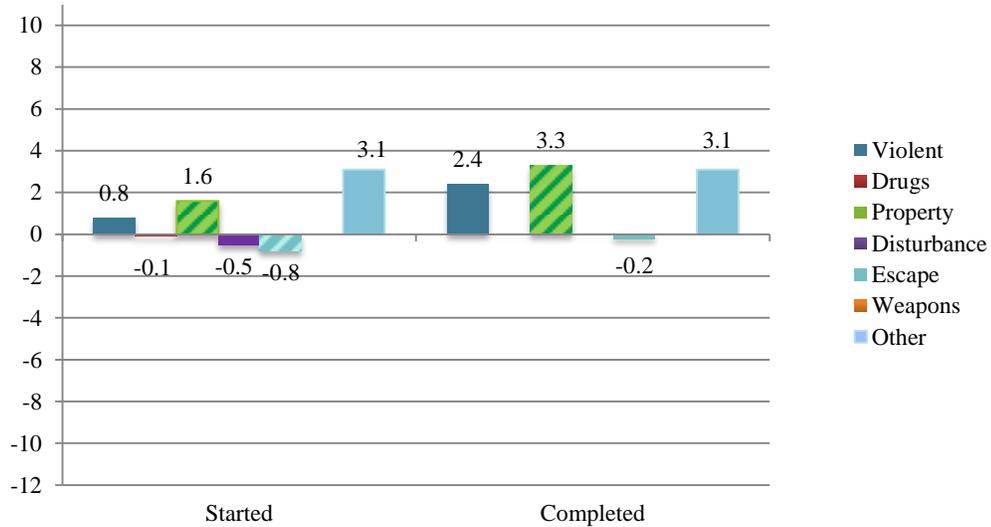
Significantly fewer male *starters* of unit management programs engaged in drug, weapons, and “other” misconducts (Figure 7). There was a 1.7% reduction in drug-related misconduct, a 0.4% reduction in weapons-related misconduct, and a 1.5% reduction in “other” misconduct. For male inmates who *completed* a unit management program, violent (-3.8%), drug (-1.7%), disturbance (-1.2%), and “other” (-4.7%) misconducts were significantly lowered. Additionally, “other” misconduct was further lowered for *completers* of unit management programs (-4.7%) than for *starters* (-1.5%). Overall, these findings suggest that unit management programs are effective in lowering multiple forms of misconduct among males.

General Themes for Males

- College classes, mental health programs, and unit management programs were most effective.
- Completers of college classes, general education classes, mental health programs, recovery services programs, and unit management had better outcomes.

Females

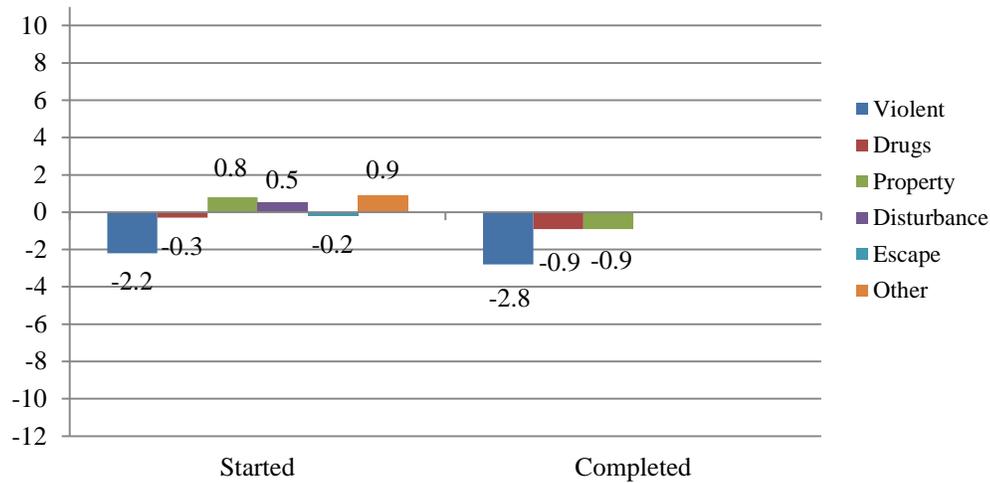
Figure 8. Percent Difference in Institutional Misconduct: Female Participation in Any Reentry Approved Program vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female *starters* of any reentry approved program had significantly lower rates of escape misconducts (Figure 8). However, females who *started* any reentry approved programs also had significantly higher rates of property misconducts. No other significant effects were found in the predicted direction. Specifically, female *completers* of any reentry approved program had significantly higher rates of property misconduct. Given these results, certain reentry approved programs may matter more than others, therefore, it is worthwhile to further tease out the effects of these programs.

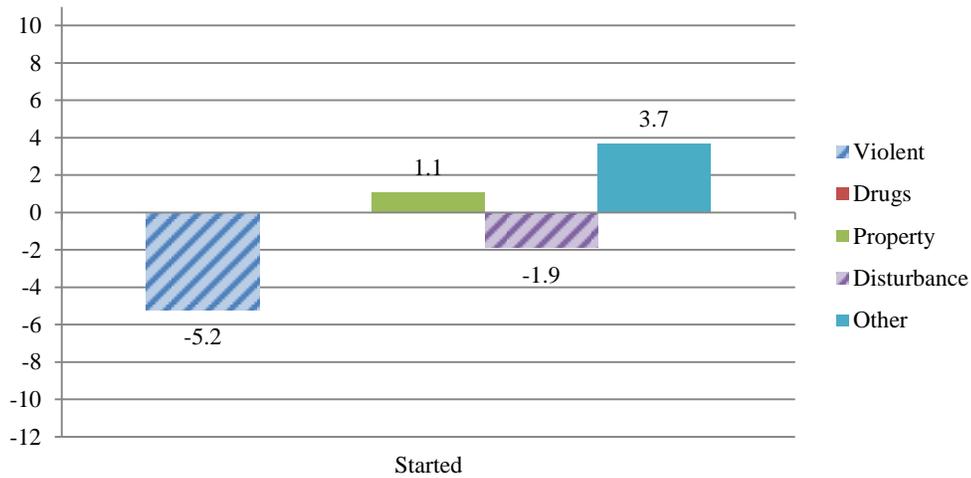
Figure 9. Percent Difference in Institutional Misconduct: Female Participation in Vocation/Apprenticeship vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For this section, it is important to note that the limited numbers of female inmates prohibited some comparisons altogether and resulted in unstable estimates for others (Figure 9). For female inmates who started or completed a vocation or apprenticeship program, there were no significant findings regarding misconduct. Although they were not statistically significant, among female inmates who *started* a vocation or apprenticeship program, violent (-2.2%), drug (-0.3%), and escape (-0.2%) misconduct were lower. For *completers*, violent (-2.8%), drug (-0.9%), and property (-0.9%) misconducts were in the predicted direction. Despite the lack of significant effects, the findings here offer little support for the effectiveness of vocation/apprenticeship programs for reducing inmate misconduct among females.

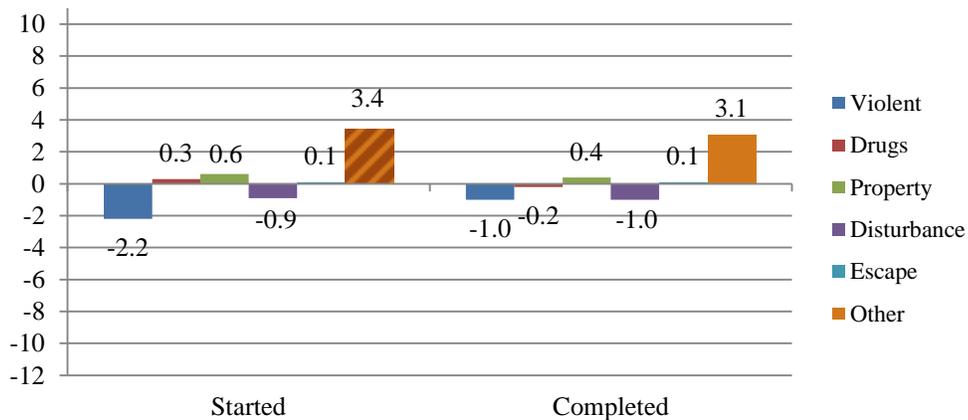
Figure 10. Percent Difference in Institutional Misconduct: Female Participation in College Classes vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female inmates who *started* college classes had lower rates of violent (-5.2%) and disturbance (-1.9%) misconduct (Figure 10). The sample size for female inmates who *completed* college classes was too small to conduct an analysis ($n = 8$). In contrast to the findings for vocation/apprenticeship programs, these findings suggest that *starting* college classes is effective for reducing multiple forms of misconduct among female inmates.

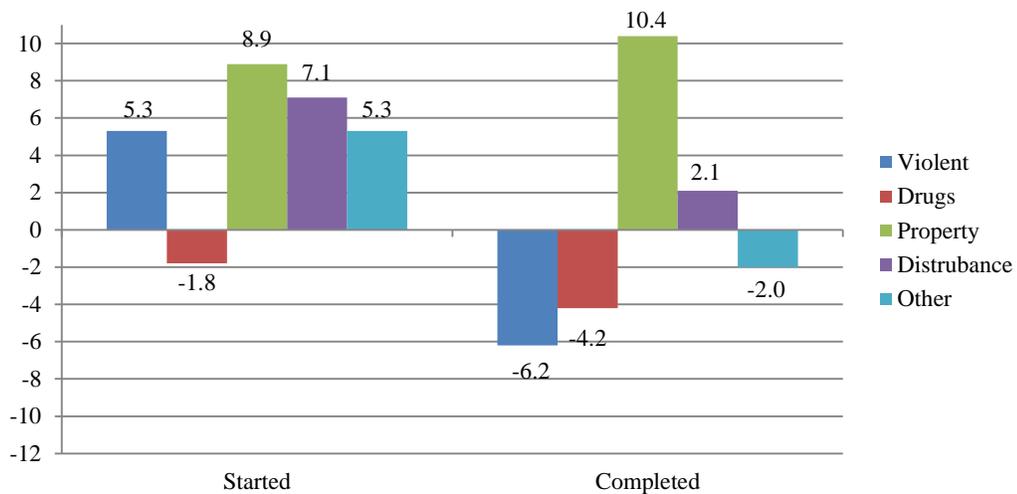
Figure 11. Percent Difference in Institutional Misconduct: Female Participation in General Education vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Regarding female inmates who *started* or *completed* general education classes, there were no significant effects regarding lower misconduct rates (Figure 11). The sample size for female inmates who started and completed programs was relatively small and limited the statistical power of the analyses. However, for the *starters* of general education classes, the differences between the treatment and matched control groups were in the predicted directions for violent (-2.2%) and disturbance (-0.9%) misconduct. For the *completers* of general education classes, violent (-1.0%), drug (-0.2%), and disturbance (-1.0%) misconduct were also in the predicted directions; lower rates of misconduct. The only significant effect was in the opposite direction. Specifically, for female inmates who *started* a program, “other” (3.4%) misconduct was higher. The findings here offer little support for the effectiveness of general education classes for lowering inmate misconduct among females.

Figure 12. Percent Difference in Institutional Misconduct: Female Participation in Mental Health Programs vs. Matched Control Group

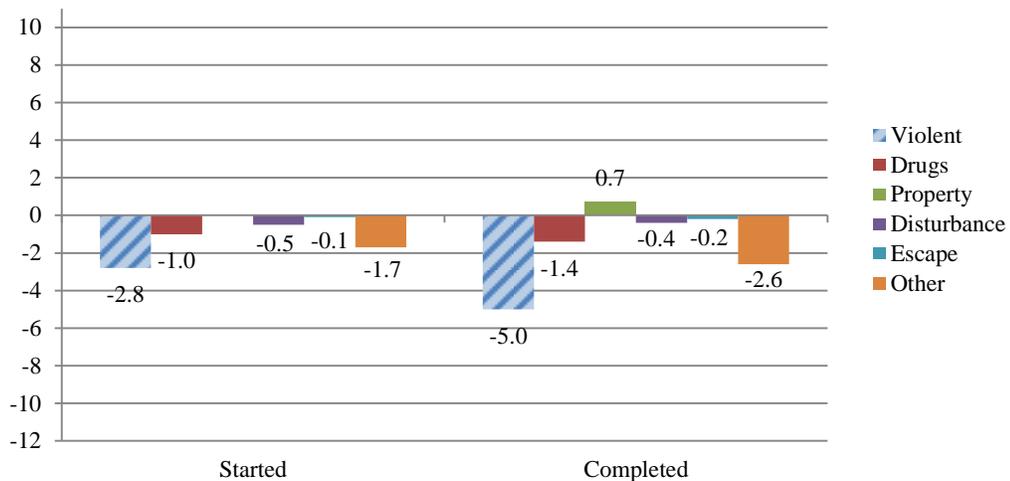


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For female inmates who *started* or *completed* a mental health program, there were no significant findings related to any type of misconduct (Figure 12). The lack of significant effects may be due to the small sample sizes. However, there were findings in the predicted direction.

For female *starters* of mental health programs, drug (-1.8%) misconduct was lowered. For *completers* of mental health programs, violent (-6.2%), drug (-4.2%), and “other” (-2.0%) misconduct were also in the predicted directions. Again, the findings offer little support for the effectiveness of mental health programs for reducing misconduct among females.

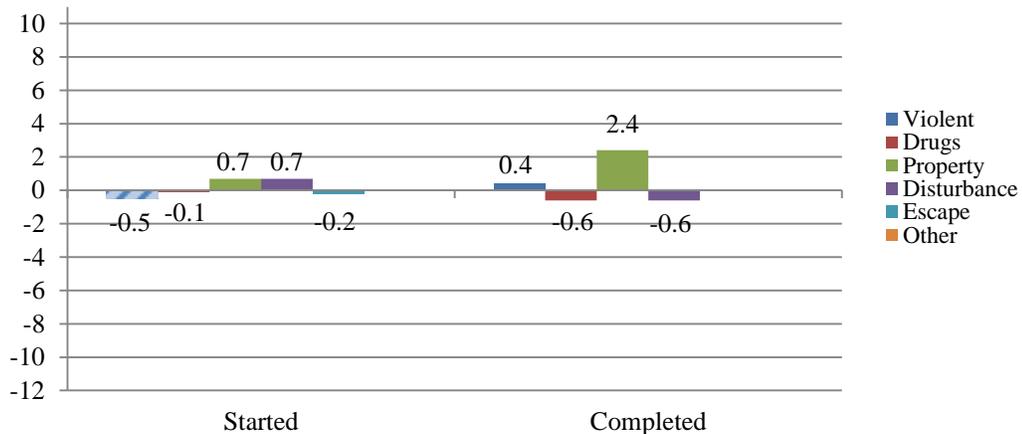
Figure 13. Percent Difference in Institutional Misconduct: Female Participation in Recovery Services Programs vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female inmates who *started* or *completed* a recovery services program had significantly lower rates of violent misconduct (-2.8% and -5.0%, respectively) (Figure 13). Overall, these significant findings suggest that recovery services programs are effective for lowering violent misconduct among female inmates.

Figure 14. Percent Difference in Institutional Misconduct: Female Participation in Unit Management Programs vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For female inmates who *started* a unit management program there was a significant effect regarding violent misconduct (Figure 14). Specifically, female inmates who *started* unit management programs had lower rates of violent (-0.5%) misconduct. The findings offer some support for the effectiveness of unit management programs for reducing misconduct among females.

General Themes for Females

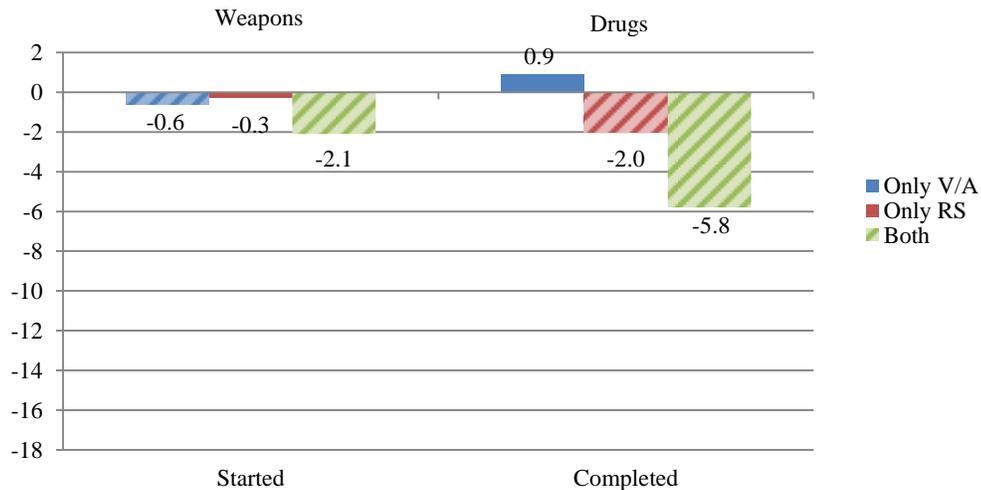
- College classes and recovery services programs were most effective.
- Completion of a recovery services program lowered the rate of engaging in violent misconduct.

Goal B: Research Questions B3 and B4

- B3. Do different *combinations* of reentry approved programs further reduce an inmate’s odds of engaging in different types of crimes and “other” forms of misconduct during incarceration, beyond the effects found for *Question B1*?
- B4. Are there differences in combined program effects from *Question B3* depending on whether inmates completed a program versus started a program but did not complete the program?

Males

Figure 15. Predicting Institutional Misconduct for Males: Vocation/Apprenticeship & Recovery Services

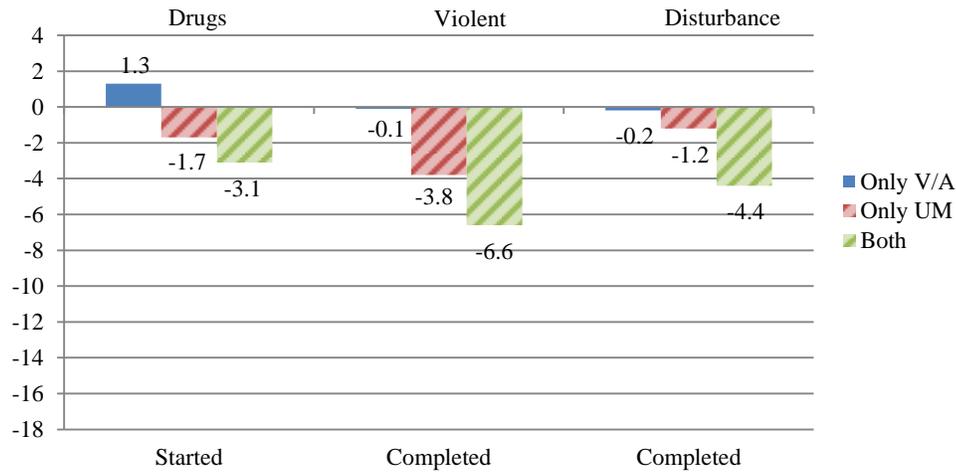


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For male inmates who started *only* a vocation/apprenticeship class, there were lower rates of weapons (-0.6%) misconduct (Figure 15). For those who started only a recovery services program, there were no significant effects in regards to weapon misconduct. However, when the treatment group consisted of starters of both vocation/apprenticeship class *and* recovery services programs, weapon (-2.1%) misconduct was lowered. This illustrates the utility of program combinations yielding significant effects when vocation/apprenticeship failed to reach significance on its own with male starters. Furthermore, for male inmates who completed *only* a vocation/apprenticeship class, drug (0.9%) misconduct increased. For inmates who completed both vocation/apprenticeship *and* a recovery services program, drug (-5.8%) misconduct was further lowered. It is important to note that when male inmates completed *only* a recovery services program, there was no significant effect regarding drug misconduct. These findings

suggest that participation in both vocation/apprenticeship classes *and* recovery services programs is effective at reducing multiple forms of misconduct.

Figure 16. Predicting Institutional Misconduct for Males: Vocation/Apprenticeship & Unit Management Programs



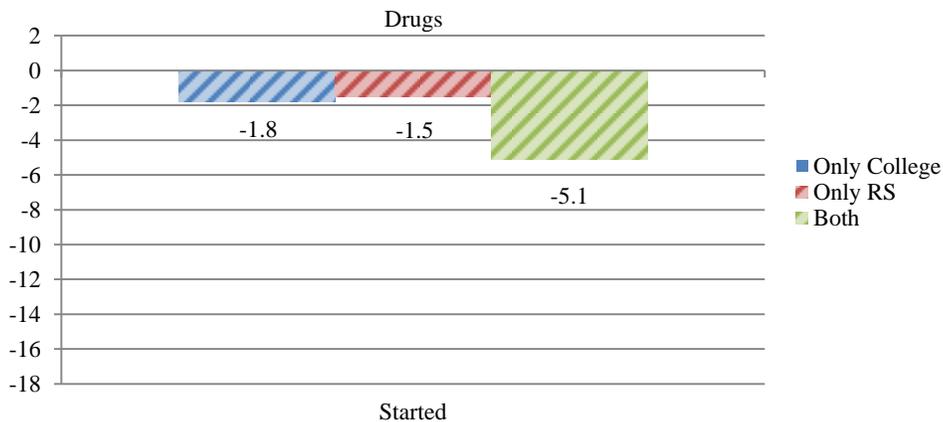
Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Although trending towards significance, male starters of vocation/apprenticeship programs had higher rates of drug (1.3%) misconduct (Figure 16). For male inmates who started *only* a unit management program, drug (-1.7%) misconducts were significantly lower. However, the combination of these programs offer more pronounced results. When inmates started both a vocation/apprenticeship class *and* a unit management program, drug (-3.1%) misconducts were further significantly lowered. The utility of combining of vocation/apprenticeship *and* unit management is further affirmed in regards to violent misconduct. Initially, male inmates who completed a vocation/apprenticeship program had significantly lower rates of violent (-0.1%) misconduct. For those who completed *only* a unit management program, violent (-3.8%) misconduct was significantly lowered. Furthermore, a significant effect was found for completers of vocation/apprenticeship classes *and* unit management programs with the rate of misconduct (-6.6%) further lowered. The combination of vocation/apprenticeship yields more

pronounced results regarding violent misconduct in contrast to inmates completing only one of these programs.

Significant effects were also found in regards to disturbance misconduct for completers of both vocation/apprenticeship programs *and* unit management programs (Figure 16). Completers of *only* a vocation/apprenticeship class had lower rates of disturbance (-0.2%) misconduct, however, this difference was not significant. Completers of a unit management program had significantly lower rates of disturbance (-1.2%) misconduct. When male inmates completed both vocation/apprenticeship classes *and* unit management programs there were significantly lower rates of disturbance (-4.4%) misconduct. This illustrates that there is a more pronounced effect in lowering disturbance misconduct, when a vocation/apprenticeship class *and* a unit management class is completed. Overall, participation in both vocation/apprenticeship classes *and* unit management programs is effective at lowering multiple forms of misconduct among male inmates.

Figure 17. Predicting Institutional Misconduct for Males: College Classes & Recovery Services Programs

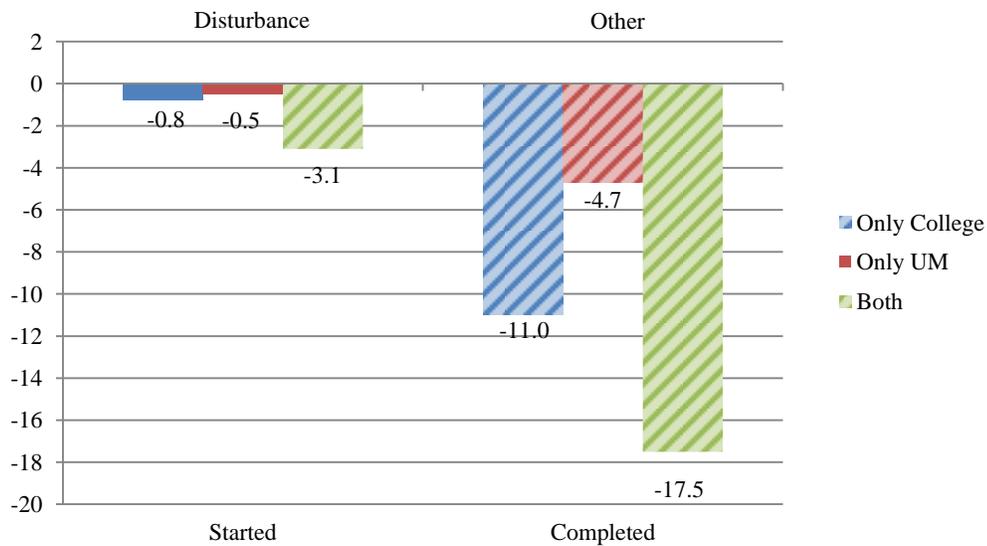


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For male starters of college classes, drug (-1.8%) misconducts were significantly lowered

(Figure 17). Starters of *only* a recovery services program had significantly lower rates of drug (-1.5%) misconduct. When inmates started both a college class *and* a recovery services they had significantly lower rates of misconduct (-5.1%). The findings suggest that starting both college classes *and* recovery services programs can result in larger reductions in drug misconduct in comparison to inmates starting *only* one of these programs.

Figure 18. Predicting Institutional Misconduct for Males: College Classes & Unit Management Programs

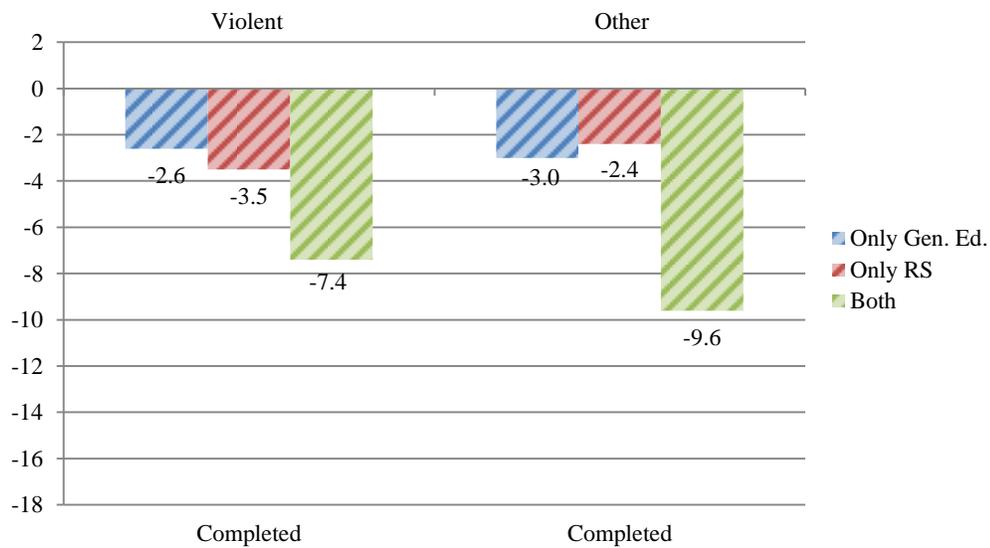


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For male inmates who started *only* college classes, the rate of disturbance (-0.8%) misconduct was lowered (Figure 18). Starters of *only* unit management programs had lower rates of disturbance (-0.5%) misconduct. It is important to note that both of these effects were not significant. However, starters of both a college class *and* a unit management program had significantly lower rates of disturbance (-3.1%) misconduct. When inmates completed *only* a college class, “other” (-11.0%) misconduct was significantly lowered. Completers of *only* a unit

management program had significantly lower rates of “other” (-4.7%) misconduct. Completers of both a college class *and* a unit management program had significantly lower rates of “other” (-17.5%) misconduct. Overall, these findings suggest that participation in college classes *and* unit management programs is effective at lowering multiple forms of misconduct among male inmates.

Figure 19. Predicting Institutional Misconduct for Males: General Education & Recovery Services Programs

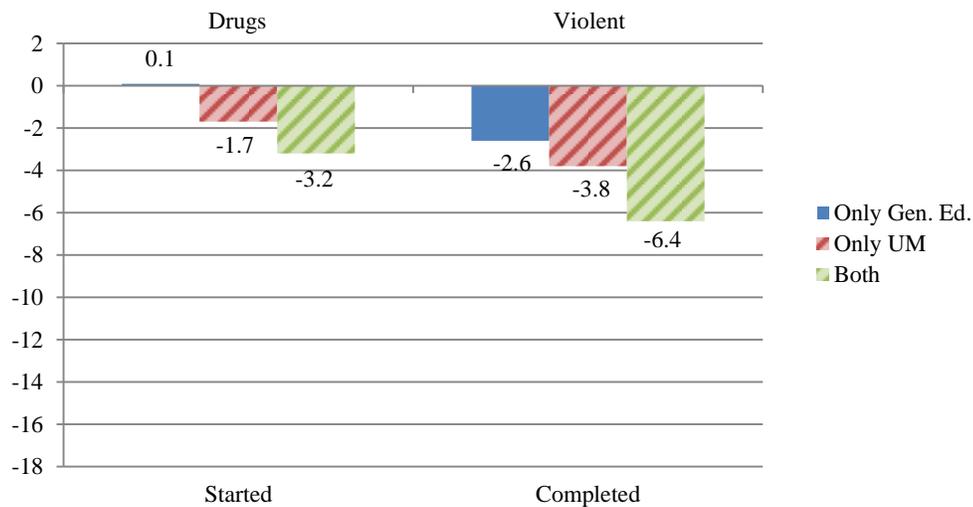


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For male inmates who completed a general education class, violent (-2.6%) misconduct was significantly lowered (Figure 19). Completers of *only* a recovery services program had lower rates of violent (-3.5%) misconduct. When inmates completed both a general education class *and* a recovery services program, violent misconduct (-7.4%) significantly lowered. Completers of *only* a general education class had significantly lower rates of “other” (-3.0%) misconduct. Inmates who completed *only* a recovery services program had significantly lower rates of “other” (-2.4%) misconduct. For completers of both a general education class *and* a recovery services

program, "other" (-9.6%) misconduct was significantly lowered. The findings suggest that completion of general education classes *and* recovery services programs is even more effective in reducing multiple forms of misconduct among male inmates rather than solely taking a general education class or a recovery services program.

Figure 20. Predicting Institutional Misconduct for Males: General Education & Unit Management Programs

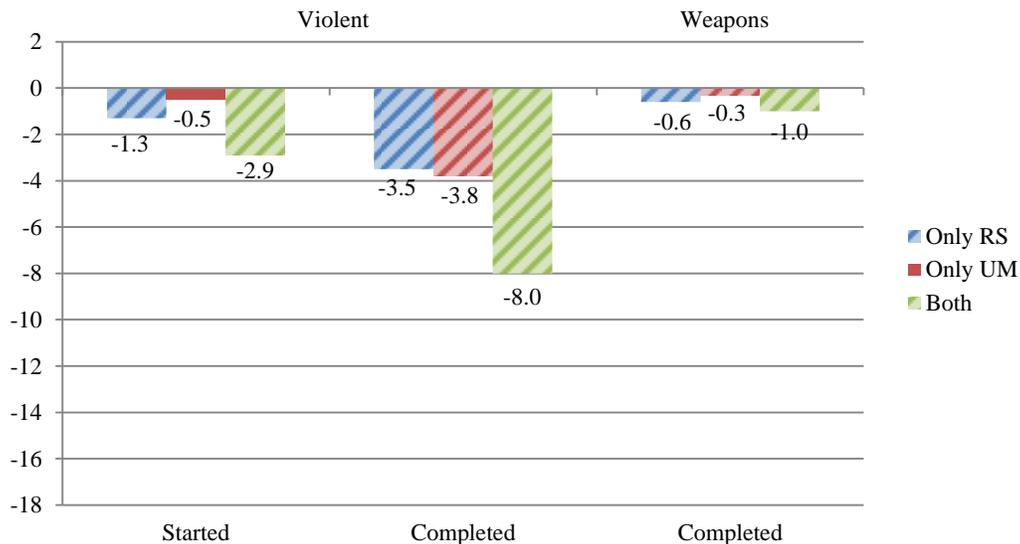


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who started a general education class had higher rates of drug (0.1%) misconduct, however, this difference failed to reach significance (Figure 20). Starters of *only* a unit management program had significantly lower rates of drug (-1.7%) misconduct. When inmates started both a general education class *and* a unit management program, drug (-3.2%) misconduct was significantly lowered. Completers of *only* a general education class had lower rates of violent (-2.6%) misconduct, however this was not significant. For completers of *only* a unit management program, violent (-3.8%) misconduct was significantly lowered. Completers of both a general education class *and* a unit management program had significantly lower rates of violent (-6.4%) misconduct. Overall, these findings suggest that participation in both general

education classes *and* unit management programs is effective at lowering several forms of misconduct.

Figure 21. Predicting Institutional Misconduct for Males: Recovery Services Programs & Unit Management Programs



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who started *only* a recovery services program had lower rates of violent (-1.3%) misconduct (Figure 21). Starters of *only* a unit management program had lower rates of violent (-0.5%) misconduct, however this was not significant. For starters of both a recovery services *and* unit management program, violent (-2.9%) misconduct was significantly lowered. Inmates who completed *only* a recovery services program had significantly lower rates of violent (-3.5%) misconduct. Additionally, completers of *only* a unit management program had significantly lower rates of violent (-3.8%) misconduct. For male inmates who completed both a recovery services *and* a unit management program the odds of engaging in violent misconduct were significantly (8.0%) lower when compared to the control group.

A more pronounced reduction in weapons misconduct was also found for inmates who completed both programs (Figure 21). Specifically, completers of a recovery services program had significantly lower rates odds of weapon (-0.6%) misconduct. Inmates who *only* completed a unit management had significantly lower rates of weapons misconduct (-0.3%). Completers of both a recovery services program *and* a unit management program had significantly lower rates of weapon (-1.0%) misconduct. These findings suggest that participating in both recovery services *and* unit management programs is effective in lowering multiple forms of misconduct among male inmates.

While mental health programs are specialized, it is important to note that these programs coupled with other reentry approved programs can result in significant effects regarding different types of misconduct. Specifically, starters of *only* mental health programs did not yield significant reductions in the odds of engaging in “other” misconduct. However, for male starters of mental health programs *and* a recovery service program, “other” (-11.9%) misconduct was significantly lowered. This illustrates that mental health programs alone may not be significant in lowering “other” misconduct, but when supplemented with recovery service programs the results are promising. Additionally, male inmates who completed both a general education class *and* a mental health class had significantly lower violent (-21.9%) misconduct. This is a more robust effect in comparison to the percent difference of mental health programs alone (-3.6%), which was not significant in regards to violent misconduct. This suggests that the effects of recommended mental health programs for inmates are further bolstered if “other” criminogenic needs, such as education, are also targeted.

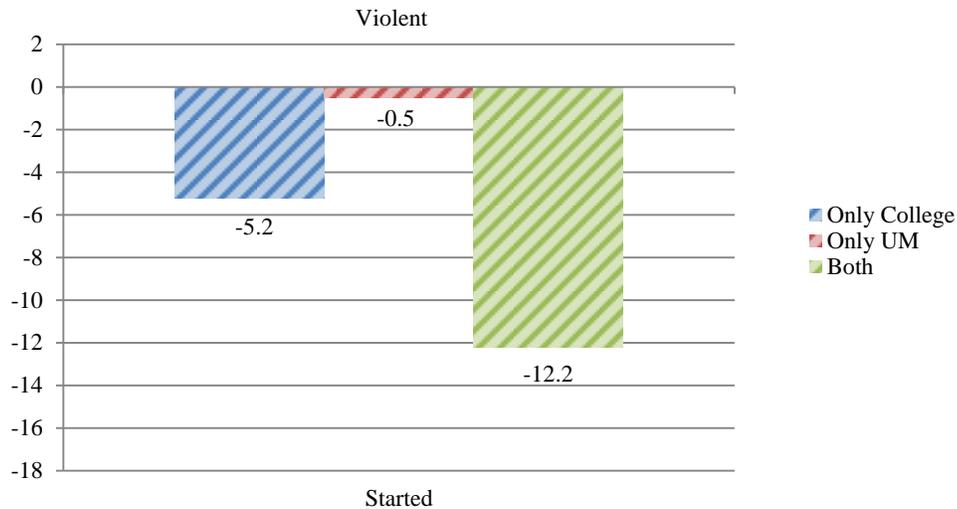
General Themes for Males

- Combination of any education class *and* a recovery services or unit management program further lowered misconducts.

- Participation in both a unit management program *and* a recovery services program further lowered misconducts.
- Completion of a combination of programs was more effective at lowering misconduct compared to non-completers of the two programs.

Females

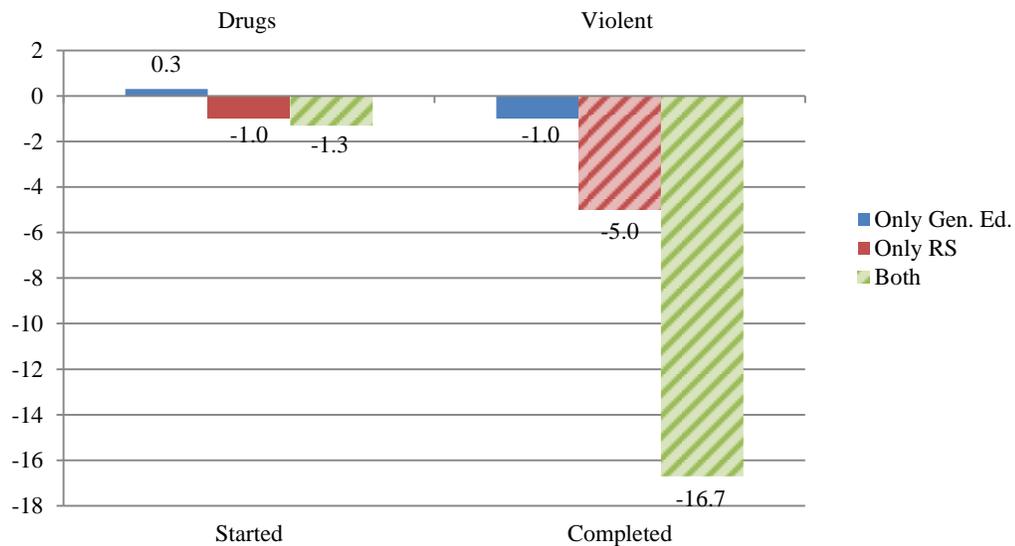
Figure 22. Predicting Institutional Misconduct for Females: College Classes & Unit Management Programs



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female inmates who started *only* a college class had significantly lower rates of violent (-5.2%) misconduct (Figure 22). Starters of *only* a unit management program also had significantly lower rates of violent (-0.5%) misconduct. When females start both of these programs, the reductions are more substantial. Specifically, for starters of both a college class *and* a unit management program, violent (-12.2%) misconduct was significantly lower. These findings suggest that participation in both college classes *and* unit management programs is effective in lowering violent misconduct among females.

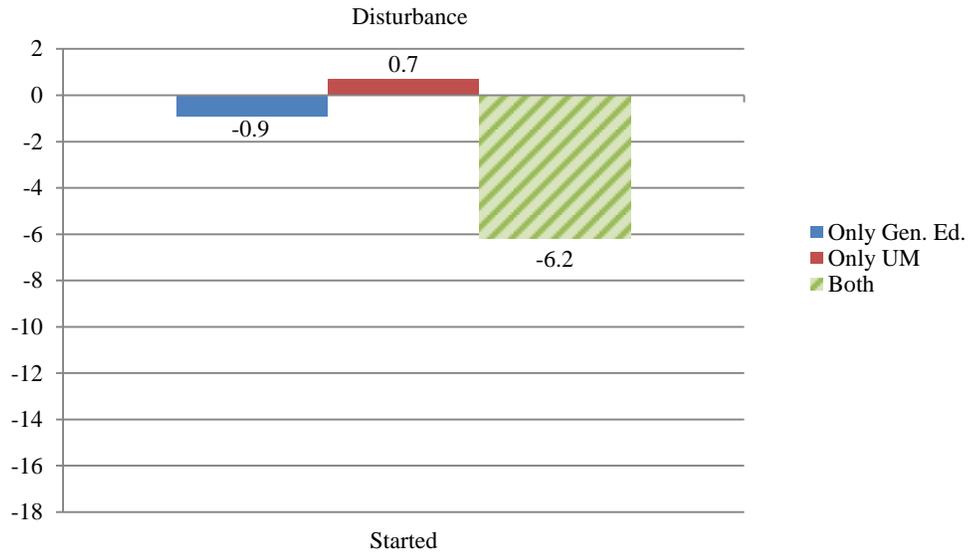
Figure 23. Predicting Institutional Misconduct for Females: General Education & Recovery Services Programs



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female starters of *only* a general education class had higher rates of drug (0.3%) misconduct (Figure 23). Starters of a recovery services program had lower rates of drug (-1.0%) misconduct. It is important to note that these percent differences failed to reach significance. However, a significant effect was found for female inmates who started both a general education class *and* a recovery services program. Specifically, drug (-1.3%) misconduct was significantly lowered for female starters of both these programs.. Completers of a general education class had significantly lower rates of violent (-1.0%) misconduct. Those who completed *only* a recovery services program also had significantly lower rates of violent (-5.0%) misconduct. For completers of both a general education class *and* a recovery services program, violent (-16.7%) misconduct was significantly lowered. Overall, these findings suggest that starting and completing both general education classes *and* recovery services programs is effective at lowering multiple forms of misconduct among female inmates.

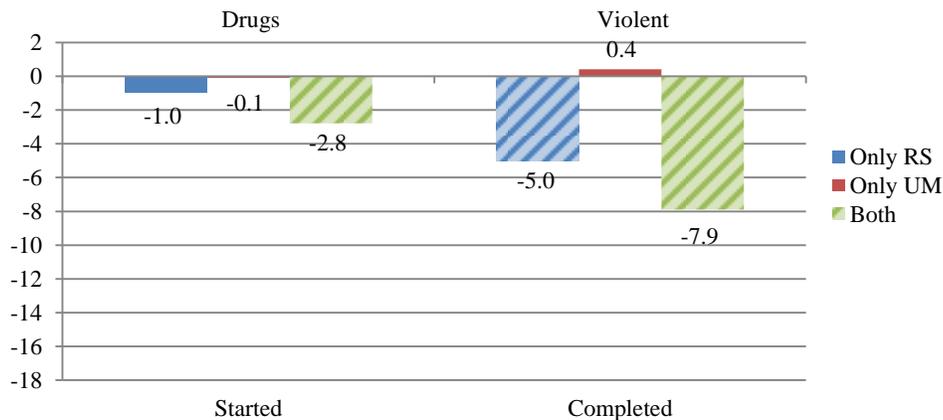
Figure 24. Predicting Institutional Misconduct for Females: General Education & Unit Management Programs



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For female inmates starting either a general education class or a unit management program, the percent differences failed to reach significance regarding disturbance misconduct (Figure 24). Starters of *only* a general education class had lower rates of disturbance (-0.9%) misconduct. For starters of *only* a unit management program, disturbance (0.7%) misconduct was increased. When female starters combined both general education classes *and* unit management programs, the results are more robust and significant. For example, starters of both a general education class *and* a unit management program had significantly lower rates of disturbance (-6.2%) misconduct. These findings suggest that participation in both general education classes *and* unit management programs is effective in lowering disturbance misconduct.

Figure 25. Predicting Institutional Misconduct for Females: Recovery Services Programs & Unit Management Programs



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female inmates who started *only* unit management program had lower rates of drug (-0.1%) misconduct, but this effect was not significant (Figure 25). Starters of *only* a recovery services program had significantly lower rates of drug (-1.0%) misconduct, but this result also failed to reach significance. While each program was not significant on its own, the combination of these two programs yielded a significant effect. Specifically, starters of both a recovery services program *and* a unit management program had significantly lower rates of drug (-2.8%) misconduct. In terms of completers, female inmates who completed *only* a recovery services program had significantly lower rates of violent (-5.0%) misconduct. For completers of *only* a unit management program, violent (0.4%) misconduct was increased; however, this finding failed to reach significance. When participation of a unit management program was combined with participation in a recovery services programs, the results are more pronounced. Completers of both a recovery services program *and* a unit management program had significantly lower rates of violent (-7.9%) misconduct. Overall, the findings suggest that participation in both recovery services *and* unit management programs is effective at reducing multiple forms of misconduct among female inmates.

General Themes for Females

- Combination of participation in college classes, general education classes, or a recovery services program **paired** with participation in unit management programs further lowered misconducts.
- Participation in both a general education class **and** a recovery services program further lowered misconducts.
- Completion of a general education class **and** a recovery services program was more effective at lowering misconduct compared to completing only one of these programs.
- Completion of both unit management program **and** a recovery services program was also more effective compared to completing only one of these programs.

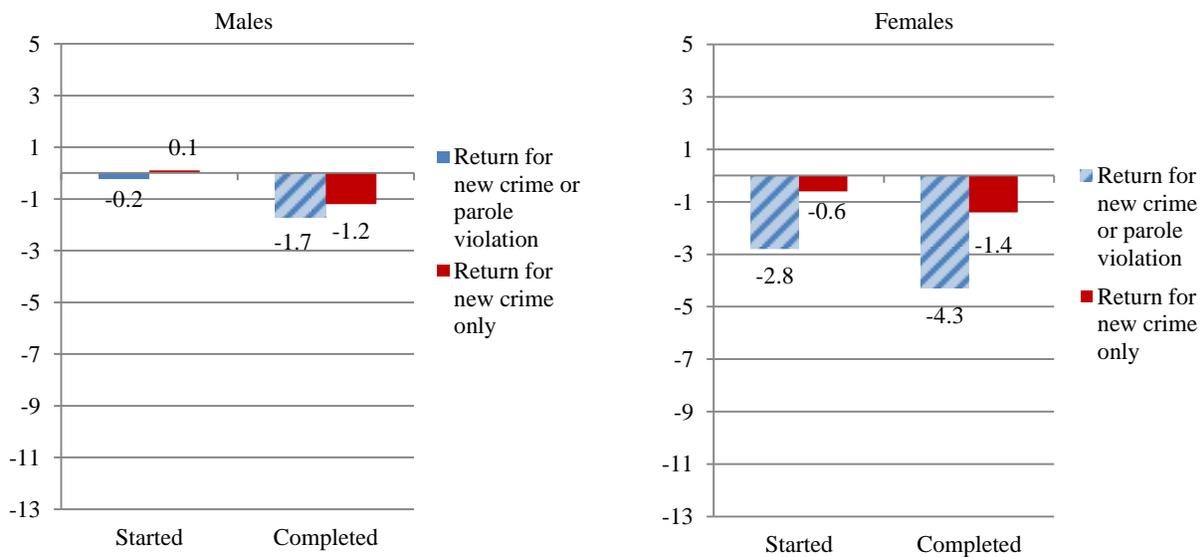
Reentry Approved Programming & Recidivism

Goal C: Research Questions C5 and C6

C5. Whether and what reentry approved programs reduce an inmate’s odds of recidivism (measured as returning to prison for a new crime or technical parole violation) after release.

C6. Are there differences in program effects from question 5 depending on whether inmates completed a program versus started a program but did not complete the program?

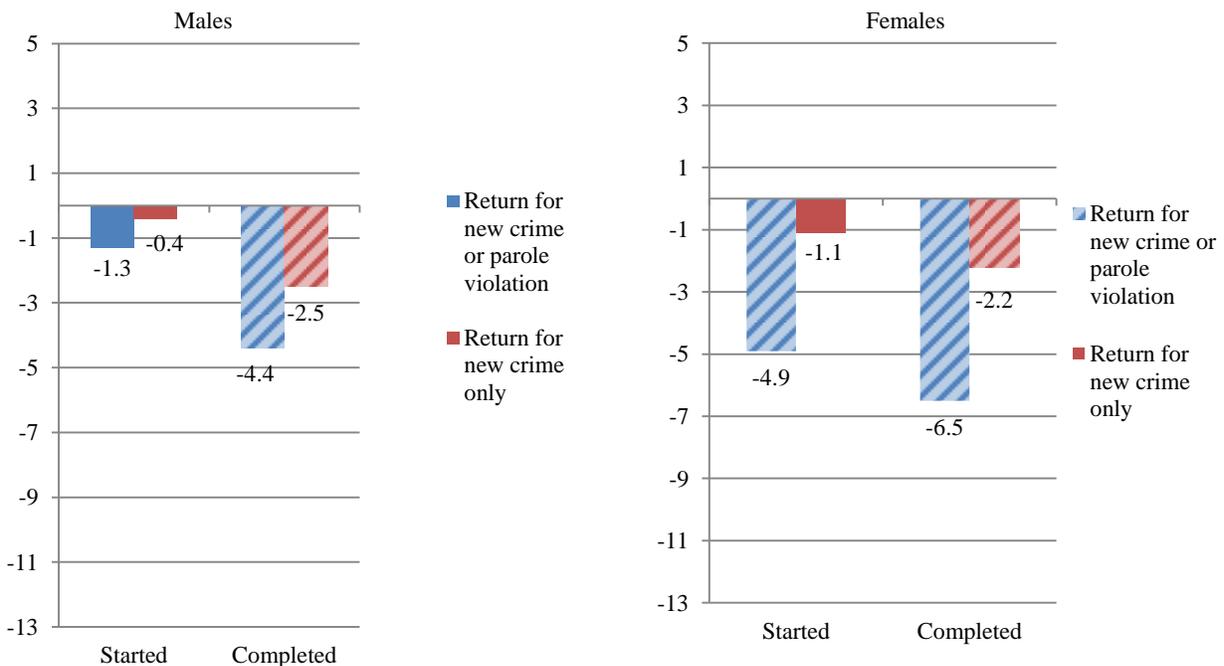
Figure 26. Percent Difference in Recidivism: Participation in Any Reentry Approved Program vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male *completers* of any reentry approved program had significantly lower rates of returning to prison for a new crime or parole violation (-1.7%) (Figure 26). No significant effects were found for male *starters*. Additionally, female *starters* of any reentry approved programming had significantly lower rates of returning to prison for a new crime or parole violation (-2.8%). There were also significantly lower rates of returning to prison for a new crime only (-4.3%) for female *completers* of any reentry approved programs.

Figure 27. Percent Difference in Recidivism: Participation in Vocation/Apprenticeship vs. Matched Control Group

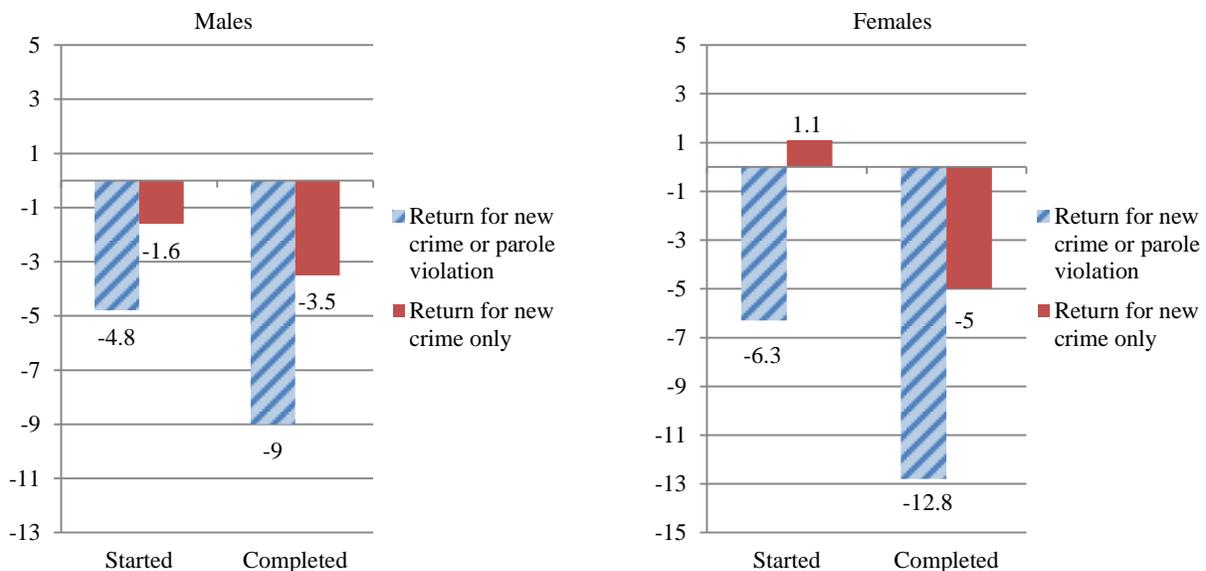


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male *completers* of vocation or apprenticeship classes had significantly lower rates of returning to prison for a new crime or a parole violation (-4.4%) and a new crime only (-2.5%) (Figure 27). The findings suggest that *completion* of a vocation/apprenticeship program is effective for reducing both types of recidivism measured here.

Again, the limited numbers of female inmates prohibited some comparisons altogether and generated unstable estimates for others (Figure 27). Female *starters* of a vocation or apprenticeship class had significantly lower rates of returning to prison for a new crime or a parole violation (-4.9%). Females who *completed* a vocation or apprenticeship class had significantly lower rates of return to prison for a new crime or parole violation (-6.5%) and for a return to prison for a new crime only (-2.2%). Given these findings, recidivism was lower and more pronounced for *completers* of vocation/apprenticeship programs. The findings suggest that vocation/apprenticeship programs are effective for lowering recidivism among females.

Figure 28. Percent Difference in Recidivism: Participation in College Classes vs. Matched Control Group

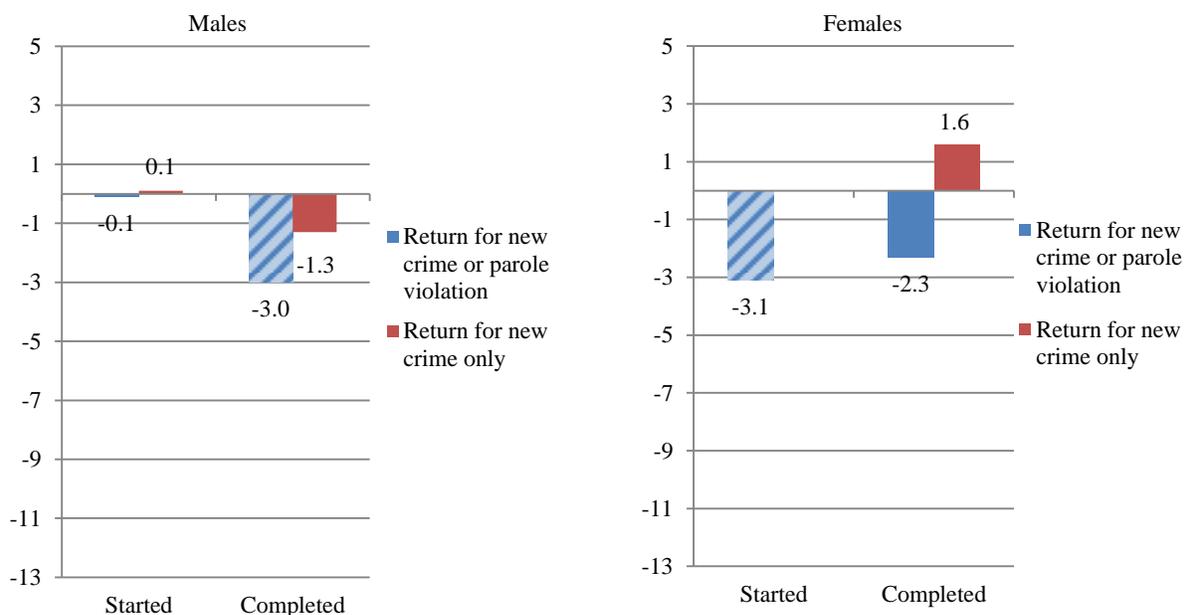


Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive (+) favor the control group.

For males who *started* college classes there were significantly lower rates of returning to prison for a new crime or parole violation (-4.8%) (Figure 28). The same was true for male inmates who *completed* a college class, although the difference in recidivism was more pronounced (-9.0%). The findings suggest that participation in college classes is effective for reducing the odds of returning to prison for a new crime or a parole violation for males.

Female *starters* of college classes had significantly lower rates of return to prison for a new crime or parole violation (-6.3%) (Figure 28). *Completers* of college classes had more substantial and significantly lower rates of return to prison for a new crime or parole violation (-12.8%). The findings suggest that female *starters* and *completers* of college classes fared better regarding returning to prison for a new crime or a parole violation.

Figure 29. Percent Difference in Recidivism: Participation in General Education vs. Matched Control Group



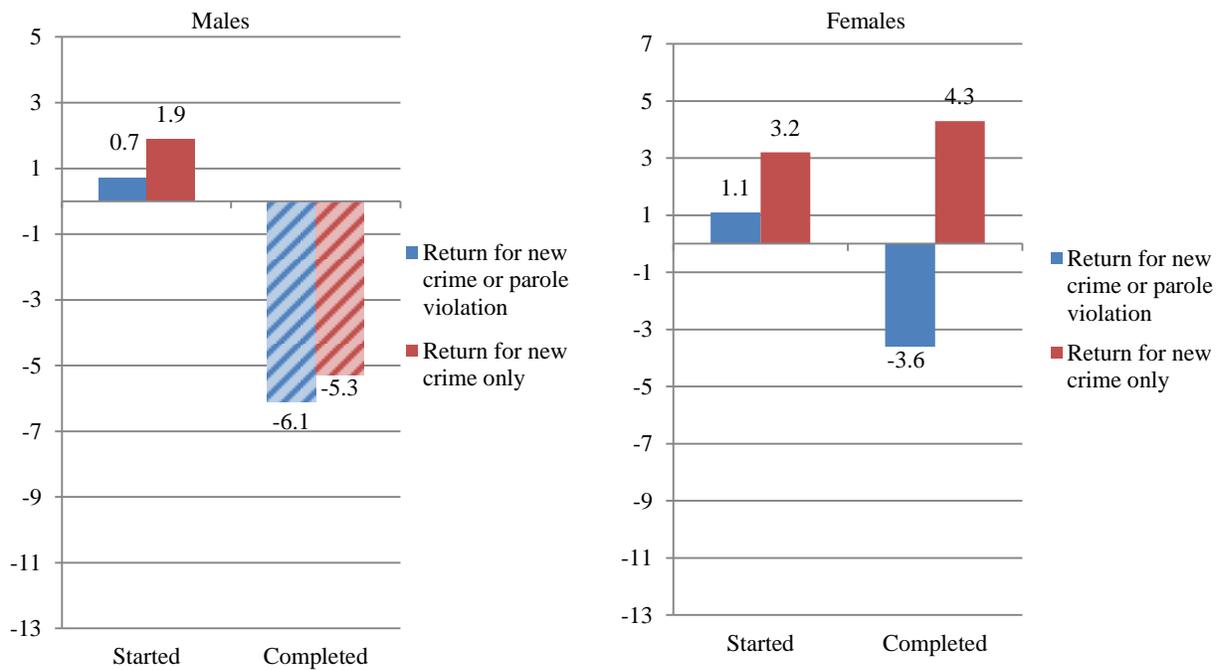
Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male *completers* of a general education class had significantly lower rates of returning to prison for a new crime or parole violation (-3.0%) (Figure 29). However, no significant effects were found for male inmates who *started* general education classes in regards to recidivism. These findings suggest that *completion* of general education classes is effective for reducing recidivism among male inmates.

Only one significant effect was found regarding general education classes and recidivism among female inmates (Figure 29). Specifically, female *starters* had significantly lower rates of

return to prison for a new crime or parole violation (-3.1%). While only trending towards significance, female inmates who *completed* general education classes had lower rates of recidivism (-2.3%). The findings offer little support for the effectiveness of general education classes for lowering recidivism among female inmates.

Figure 30. Percent Difference in Recidivism: Participation in Mental Health Programs vs. Matched Control Group



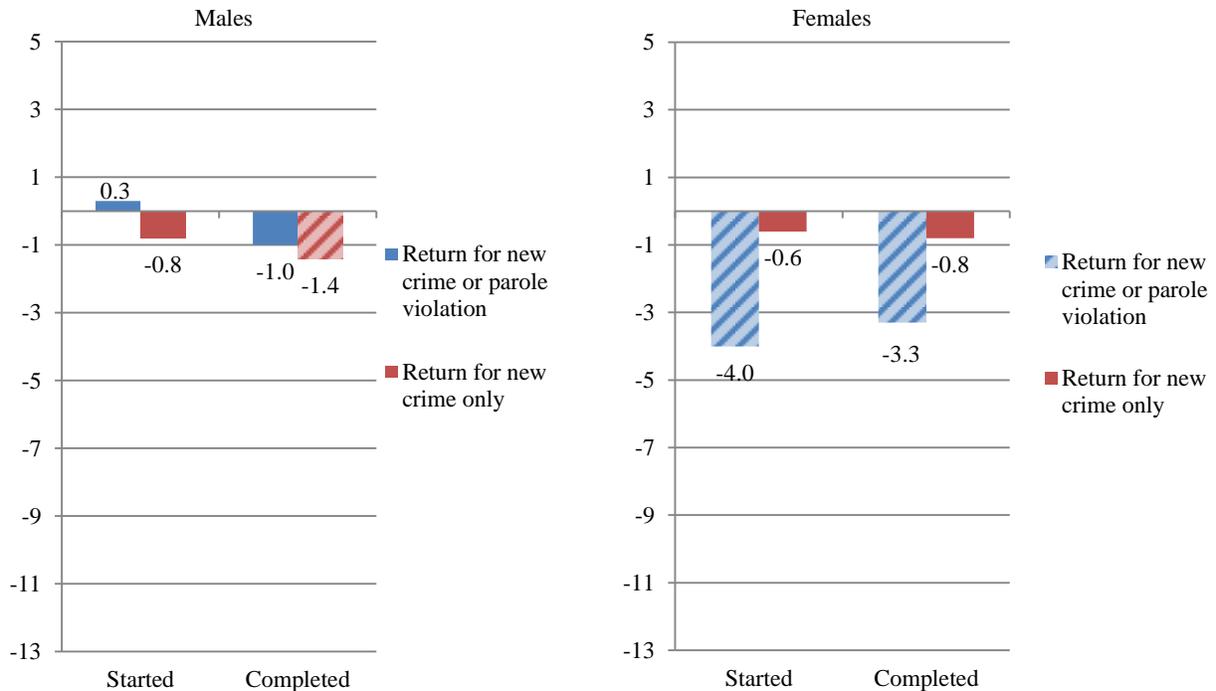
Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male *completers* of a mental health program had lower recidivism rates (Figure 30). Specifically, there were significantly lower rates for a return to prison for a new crime or parole violation (-6.1%), and significantly lower rates for a return to prison for a new crime only (-5.3%). The reduction in the odds of recidivism was more pronounced for *completers* of mental health programs than the difference in odds of recidivism for those who just *started* the program.

There were no significant results for females who participated in mental health programs (Figure 30). However, for females who *completed* mental health programs, the reduction in the

odds of returning to prison for a new crime or parole violation was trending in the predicted direction (-3.6%). Overall, the lack of significant findings offers little support for the effectiveness of mental health programs for lowering recidivism among females.

Figure 31. Percent Difference in Recidivism: Participation in Recovery Services Programs vs. Matched Control Group



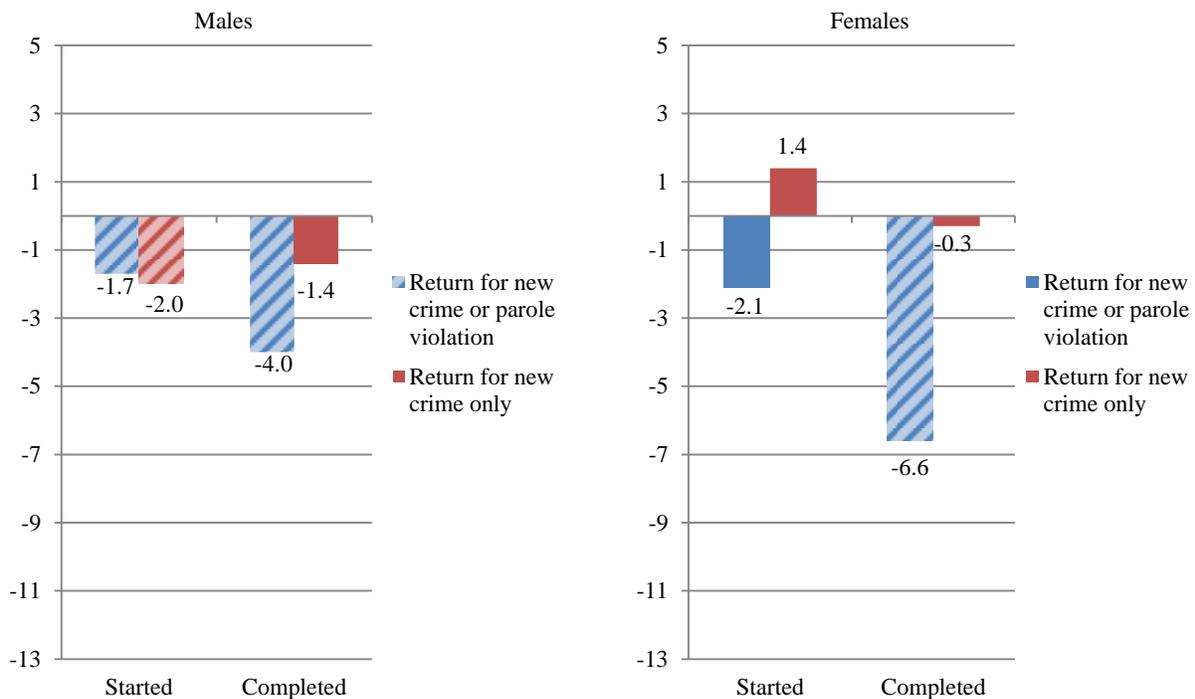
Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For male *completers* of a recovery services program, return-to-prison for a new crime only (-1.4%) was significantly lowered (Figure 31). It is important to note that the rates for returning to prison were significantly lowered for completers only and no significant effects were found for *starters*. The findings offer marginal support for the effectiveness of recovery services programs for reducing recidivism among males.

Female *starters* of a recovery services program had significantly lower rates of return to prison for a new crime or parole violation (-4.0%) (Figure 31). Additionally, there was a significant effect for female *completers* of recovery services programs. Specifically, *completers*

of a recovery services program had significantly lower rates of returning to prison for a new crime or parole violation (-3.3%). The findings suggest that female *starters* and *completers* of recovery services programs fared better regarding returning to prison for a new crime or a parole violation.

Figure 32. Percent Difference in Recidivism: Participation in Unit Management Programs vs. Matched Control Group



Note: Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who *started* a unit management program had significantly lower rates of returning to prison for a new crime or parole violation (-1.7%) and returning to prison for a new crime only (-2.0%) (Figure 32). Male inmates who *completed* a unit management program also had significantly lower rates of returning to prison for a new crime or parole violation (-4.0%). Overall, the findings suggest that participation in unit management programs is effective for lowering both types of recidivism for males.

Female inmates who *completed* a unit management program also had significantly lower rates of a return to prison for a new crime or parole violation (-6.6%) (Figure 32). Although no significant differences were found for female starters, it is important to highlight that the percentage reduction in the odds of returning to prison for a new crime or a parole violation was trending in the correct direction for female starters (-2.1%). The findings offer little support for the effectiveness of unit management programs for lowering recidivism among female inmates.

General Themes

Males

- Participation in vocation/apprenticeship classes, college classes, and unit management programs were the most effective.
- Completion of any reentry approved program further lowered recidivism compared to participants who started the program but did not complete.

Females

- Participation in vocation/apprenticeship classes, college classes and recovery services programs were most effective.
- Completion of vocation/apprenticeship classes, college classes, and unit management programs further lowered recidivism compared to participants of those programs who started but did not complete the program.

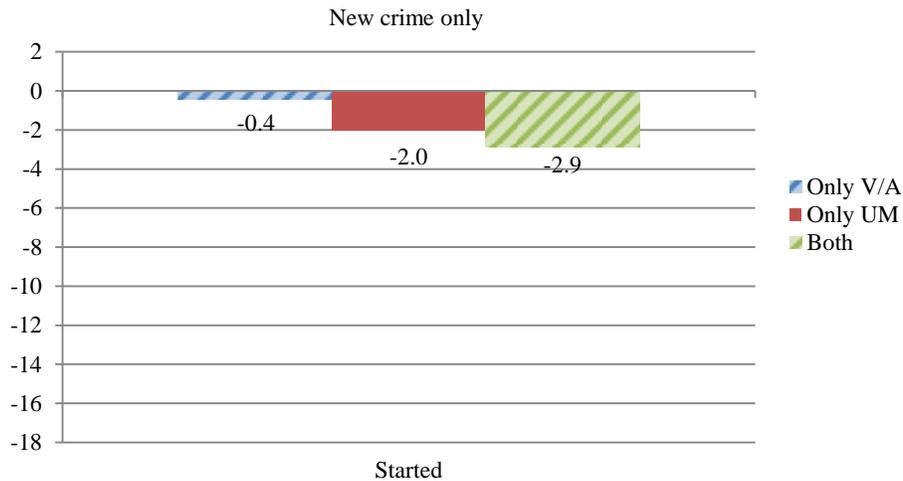
Goal C: Research Questions C7 and C8

- C7. Do different *combinations* of reentry approved programs further reduce an inmate's odds of recidivism, beyond the effects found for question C5?
- C8. Are there differences in combined program effects from question C7 depending on whether inmates completed a program versus started a program but did not complete the program?

Program Combinations

Males

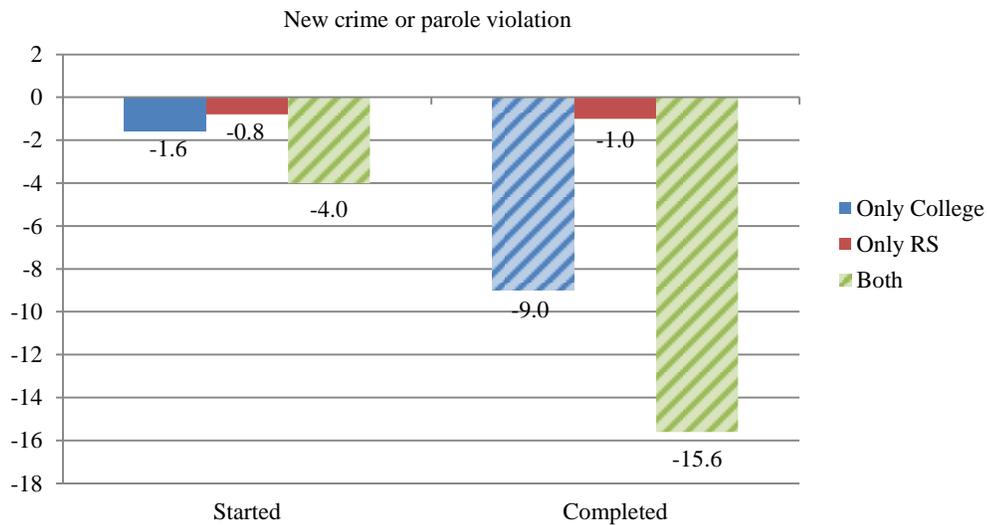
Figure 33. Predicting 3-Year Reincarceration for Males: Vocation/Apprenticeship & Unit Management Programs



Note: Males released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who started *only* a vocation/apprenticeship program had significantly lower rates of returning to prison for a new crime (-0.4%) (Figure 33).. Starters of *only* a unit management program had lower rates of returning to prison for a new crime only (-2.0%) compared to the control group, although this finding did not reach statistical significance. Male starters of both a vocation/apprenticeship class *and* a unit management program had significantly lower rates of returning to prison for a new crime only (-2.9%). These findings suggest that participation in both vocation/apprenticeship classes *and* unit management programs is effective at lowering the rate of recidivism. Furthermore, starting *only* a unit management program did not yield a significant effect, however, when *combined* with unit management, there were lower rates of returning to prison for a new crime, which was both significant and more pronounced.

Figure 34. Predicting 3-Year Reincarceration for Males: College Classes & Recovery Services Programs

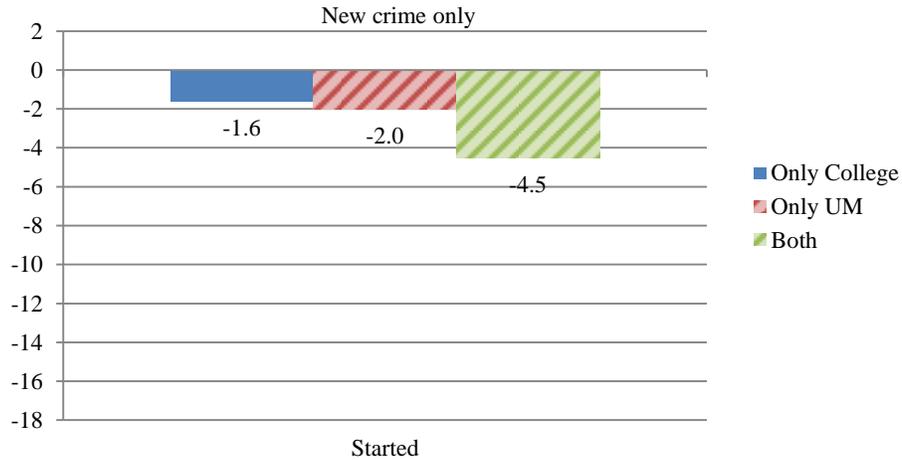


Note: Males released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Male inmates who started *only* a college class had lower rate of returning to prison for a new crime or a parole violation (-1.6%) (Figure 34). Starters of *only* a recovery services program had lower rates of returning to prison for a new crime or parole violation (-0.8%), as well, but neither of these results reached significance. Starters of both a college class *and* a recovery services program had significantly lower rates of returning to prison for a new crime or parole violation (-4.0%). In terms of completers, males who completed *only* college class had significantly lower rates of returning to prison for a new crime or parole violation (-9.0%). Inmates who completed *only* a recovery services program had lower rates of returning to prison for a new crime or a parole violation (-1.0%), however this finding failed to reach significance. However, completers both a college class *and* a recovery services program had significantly lower rates of returning to prison for a new crime or parole violation (-15.6%). These findings illustrate that participation in both college classes *and* recovery services programs is effective at

lowering the rate of recidivism among male inmates, especially when male inmates complete these programs.

Figure 35. Predicting 3-Year Reincarceration for Males: College Classes & Unit Management Programs

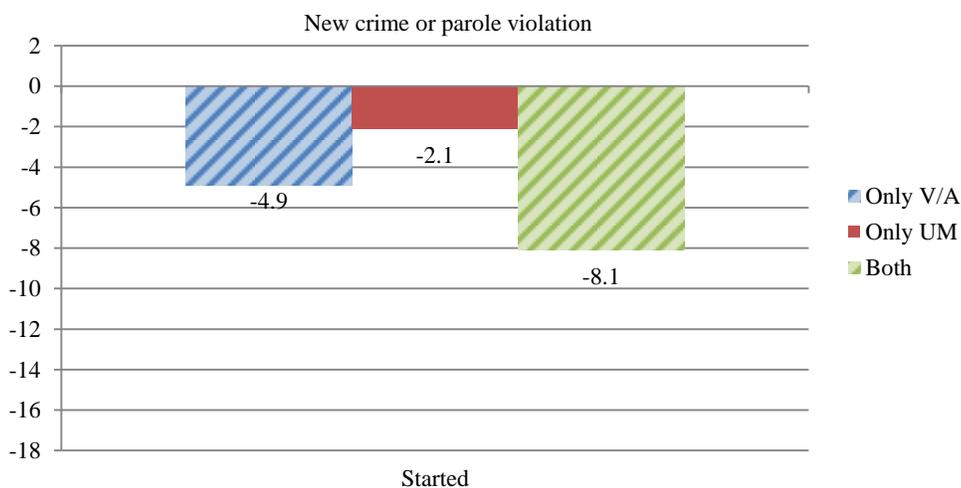


Note: Males released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Inmates who started *only* a college class had lower rates of returning to prison for a new crime only (-1.6%), although this figure did not reach statistical significance (Figure 35). Starters of *only* a unit management program had significantly lower odds of returning to prison for a new crime only (-2.0%). Inmates who started both a college class *and* a unit management program had significantly lower rates of returning to prison for a new crime only (-4.5%). Given these findings, inmates who participate in both college classes *and* unit management programs have lower rates of recidivism than those who do not participate in these programs.

Females

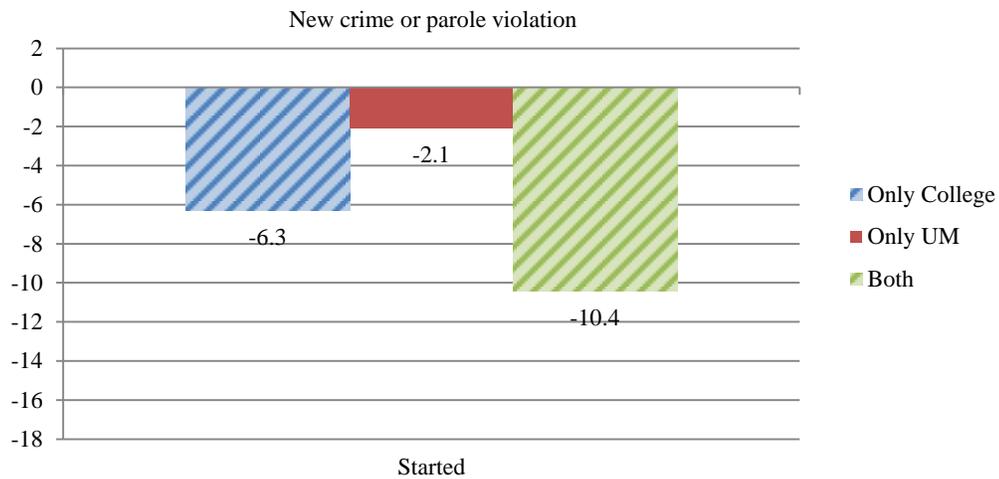
Figure 36. Predicting 3-Year Reincarceration for Females: Vocation/Apprenticeship & Unit Management Programs



Note: Females released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female inmates who started *only* a vocation/apprenticeship class had significantly lower rates of returning to prison for a new crime or parole violation (-4.9%) (Figure 36). Starters of *only* a unit management program had lower rates of returning to prison for a new crime or a parole violation (-2.1%); However it is important to note that this finding was not significant. Females who started both a vocation/apprenticeship class *and* a unit management program had significantly lower rates of returning to prison for a new crime or a parole violation (-8.1%). These findings illustrate that while a program on its own may not be significant, when *combined* with another program, there can be pronounced results in regards to recidivism.

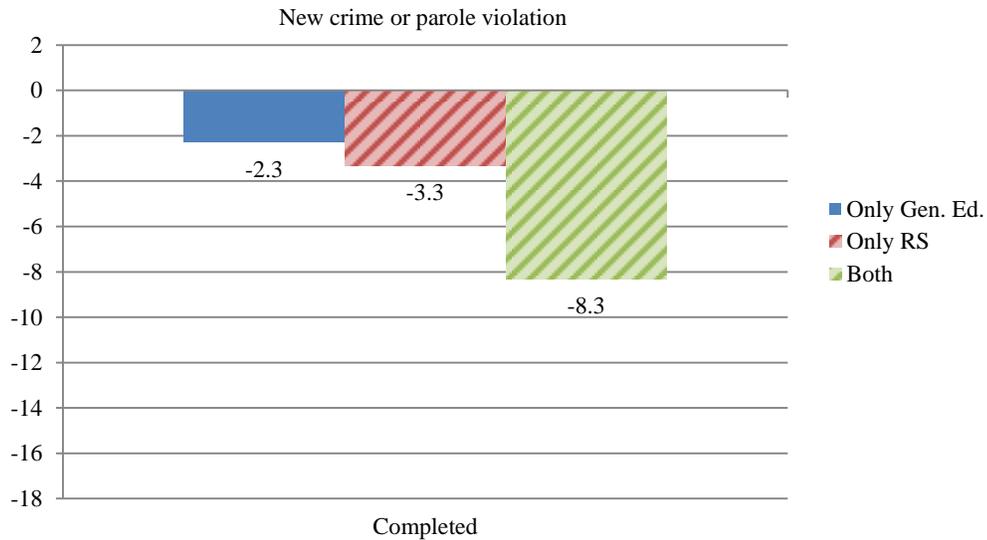
Figure 37. Predicting 3-Year Reincarceration for Females: College Classes & Unit Management Programs



Note: Females released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

For female inmates who started *only* a college class, the rate of returning to prison for a new crime or parole violation (-6.3%) was significantly lowered (Figure 37). Inmates who started *only* a unit management program had lower rates of returning to prison for a new crime or a parole violation (-2.1%). However, the results for unit management alone failed to reach significance. Starters of both a college class *and* a unit management program had significantly lower rates of returning to prison for a new crime or parole violation (-10.4%). The findings suggest that participation in college classes *and* unit management programs is effective at lowering the rate of recidivism among females. Furthermore, this shows that a program may not have significant effects alone, but when coupled with other effective programming, the rate of recidivism may be lower for participants than for female inmates who do not take any reentry approved programming.

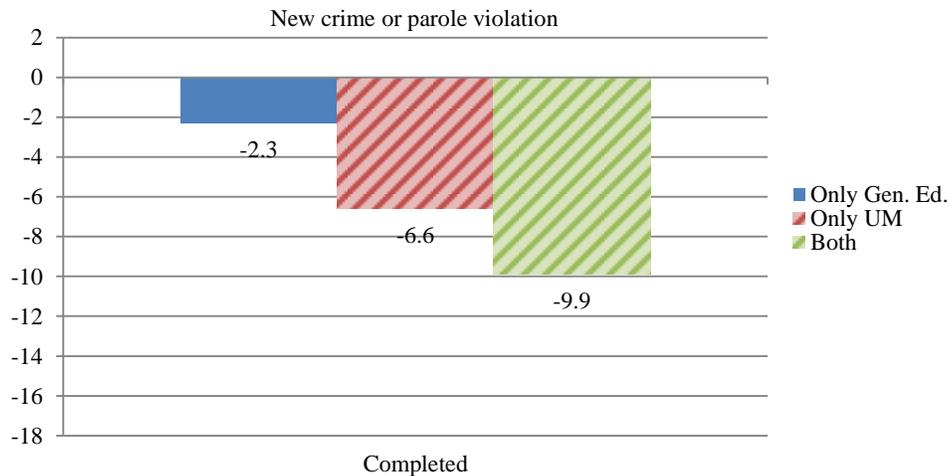
Figure 38. Predicting 3-Year Reincarceration for Females: General Education & Recovery Services Programs



Note: Females released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Female completers of *only* a general education class had lower rates of returning to prison for a new crime or a parole violation (-2.3%) (Figure 38). However, it is important to note that this finding failed to reach significance. Completers of *only* a recovery services program had significantly lower rates of returning to prison for a new crime or parole violation (-3.3%). For female inmates who completed both a general education class *and* a recovery services program, there were significantly lower rates of returning to prison for a new crime or a parole violation (-8.3%). These findings suggest that completion of both general education classes *and* recovery services programs is effective at lowering the rate of recidivism among females. The findings also illustrate the utility of combining initially marginal program effects to yield even more robust results.

Figure 39. Predicting 3-Year Reincarceration for Females: General Education & Unit Management Programs



Note: Females released within 52 months of admission. Striped bars are statistically significant. Negative (-) values favor Txt group; positive values (+) favor the control group.

Completers of *only* a general education class had lower rates of returning to prison for a new crime or parole violation (-2.3%) (Figure 39). However, this finding was not significant. Females who completed *only* a unit management program had significantly lower rates of returning to prison for a new crime or parole violation (-6.6%). For completers of both a general education class *and* a unit management program, the rate of returning to prison for a new crime or parole violation (-9.9%) was significantly lowered. These findings suggest that female completers of both general education classes *and* unit management programs did better than females who did not participate in these programs.

Dosage & Recidivism

Goal C: Research Questions C9 and C10

C9. Among inmates who completed reentry approved programs, are recidivism odds lower for those who completed more types of reentry approved programs (i.e., recovery services, unit management, mental health, GED classes, advanced education, and/or college classes)?

C10. Among inmates who completed reentry approved programs, are recidivism odds lower for inmates who completed more hours of reentry approved programs?

Dosage

Generally, for male inmates, the completion of more *types* of reentry approved programs was associated with significantly lower rates of returning to prison for a technical violation or a new crime. For female inmates, there were no significant findings related to the number of different types of reentry approved programs completed and recidivism. When concerning the total number of reentry approved program *hours*, no significant effects were found for both male and female inmates in relation to returning to prison.

Fidelity & Recidivism

Goal C: Research Question C11

- C11. Among inmates who completed reentry approved programs evaluated for fidelity, are recidivism odds lower for those who completed programs with greater fidelity (examined separately for program assessment, treatment, staff support, quality assurance, as well as for overall fidelity)?

Fidelity

Fidelity was measured using the CPC-GA tool. This tool is divided into two basic areas: content and capacity. The capacity area is designed to measure whether the group has the capability to deliver evidence-based group interventions for offenders. The two domains in the capacity area are program staff and support, and quality assurance. The content area focuses on the extent to which the groups meet the principles of risk, need, responsivity and treatment. The two domains in the content area are offender assessment and treatment. The analysis of program fidelity effects on the odds of return-to-prison did not yield any significant effects for male inmates. However, for female inmates, the fidelity domain of program staff and support had a significant effect. Specifically, as the score in program staff and support increased, returning to prison for a technical violation or a new crime significantly decreased for females. There were no other significant findings related to fidelity and the odds of returning to prison.

Organizational Climate

Goal D: Research Questions D12 and D13

- D12. Does the survey data compiled from the organizational climate survey produce factors (latent variables) reflecting each of the key dimensions of “climate”? What survey items load significantly on one or more factors?
- D13. Do the organizational climate factors produced for question 12 significantly predict facility misconduct rates?

In order to examine the aggregate level of organizational climate across institutions, cross-tabulations for both administrations were estimated.⁴ A cross-tabulation was also conducted for the organizational climate factors by facility. Additionally, the cross-tabulation for assault, harassment, Rule 17, and Rule 19 misconducts by facility was examined.

First Administration of the Survey

The aggregate levels of the climate factors suggest that Noble Correctional Institution (NCI) had the highest average level of organizational climate and the highest mean level for the subfactors of leadership initiative, vision/future goals, and cohesion involvement. For the job efficacy subfactor, Northeast Pre-Release Center (NEPRC) had the highest mean level. Overall, Lebanon Correctional Institution (LECI) had the lowest mean levels of organizational climate and its subfactors of leadership initiative, job efficacy, vision/future goals, and cohesion involvement.

In terms of assault-related misconducts, Southern Ohio Correctional Facility (SOCF) had the highest proportion of inmates that engaged in these misconducts. Conversely, NEPRC had the lowest rate of assault misconducts. For harassment misconducts, SOCF had the highest rate while Hocking Correctional Facility (HCF) had the lowest rate. When Rule 17 misconducts were broken down by facility, Ohio State Penitentiary (OSP) had the highest rate while HCF had the

⁴ Cross-tabulations for organizational climate and misconduct by facility are presented in Appendix D.

lowest. Southeastern Correctional Institution (SCI) had the highest proportion of inmates that engaged in Rule 19 misconducts. Grafton Correctional Institution (GCI) had the lowest rate of Rule 19 misconducts.

Second Administration of the Survey

For the aggregate levels of the organizational climate factors, Richland Correctional Institution (RCI) had the highest mean level for organizational climate, vision/future goals, and cohesion involvement. LOCI had the highest mean level for the job efficacy subfactor. For the subfactor of leadership initiative, North Central Correctional Complex (NCCC) had the highest mean level. Despite having the highest mean levels in administration 1, NCI has the lowest mean levels for organizational climate, and the subfactors of leadership initiative, vision/future goals, and cohesion involvement. In terms of job efficacy subfactor, NCCC had the lowest mean level of job efficacy.

The cross-tabulation for the type of misconduct by facility indicates that SOCF had the highest rate of assault misconducts. Conversely, GCI had the lowest rate of assault misconducts. For harassment misconducts, SOCF also had the highest rate. NEPRC had the lowest proportion of inmates that engaged in harassment misconducts. NEPRC also had the lowest rate of Rule 17 misconducts while OSP had the highest rate of Rule 17 misconducts. In terms of Rule 19 misconducts, Warren Correctional Institution (WCI) had the highest rate and Corrections Medical Center (CMC) had the lowest rate.

Measurement Model for Both Administrations⁵

The measurement model suggested that four subfactors and the overall factor of organizational climate represented the data well.⁶ The subfactors that tapped into organizational

⁵ The measurement model is depicted in Figure 2 in Appendix D.

climate included: job efficacy, leadership initiative, vision/future goals, and cohesion involvement. These findings suggest that having training initiatives, a less stressful environment, involved and informed leadership, and shared commitment to goals is conducive to a positive organizational climate.

First Administration of the Survey

Path Model⁷

Both the Organizational climate significantly and negatively predicted harassment, Rule 17, and Rule 19 misconducts. For instance, as the level of organizational climate increases, the proportion of inmates engaging in harassment, Rule 17, and Rule 19 misconducts decreases. This suggest that that having a facility that has a higher levels of leadership, cohesion, job efficacy, and goal orientation can significantly lower the rate of misconducts involving harassment, unauthorized group activities, and fighting. Conversely, organizational climate had a significant and positive effect on assault misconduct rates. Specifically, as the level of organizational climate increased so did the level of assault misconducts. No significant effect was found for idleness predicting organizational climate. However, warden change had a significant effect on organizational climate with a change in wardens negatively impacting organizational factors. Warden change also had a significant effect on idleness. Specifically, a change in wardens was

⁶ Maximum likelihood (ML) estimation was used to assess the 2nd order factor solution, which provides goodness of fit statistics. The chi-square test of model fit should not be significant to suggest a good model fit, however, sample size will often make this test statistic significant. The root mean square error of approximation (RMSEA) suggests a good model fit for values less than .05 (Brown, 2006). The comparative fit index (CFI) and the Tucker-Lewis index (TLI) should have values greater than .95 to indicate a good model fit. For both administration 1 ($X^2_{(60)} = 593.290$, $p < .001$; RMSEA = .042; CFI = .986; TLI = .981) and administration 2 ($X^2_{(60)} = 336.349$; RMSEA = .036; CFI = .990; TLI = .987), the 2nd order CFA represented a good model fit. All of the indicators significantly loaded on their respective factors ($p < .001$). All of the subfactors significantly loaded on the 2nd order factor of organizational climate ($p < .001$).

⁷ Overall, the structural model (see Figure 2 in the Appendix D) presents a good model fit ($X^2_{(137)} = 894.809$, $p < .001$; RMSEA = .033; CFI = .949; TLI = .938). Specifically, the root mean square error of approximation (RMSEA) should be below the threshold of .05, indicating of a good model fit. Both the comparative fit index and Tucker-Lewis index should be above the threshold of .95 for a good model fit. Given these goodness-of-fit statistics, the model fits the data well for administration 1.

associated with an increase in idleness. Significant effects were also found for warden change on assault, Rule 17, and Rule 19 misconducts. Specifically, change in wardens is associated with higher rates of assault misconducts. Additionally, warden change was related to a lower proportion of inmates engaging in Rule 17 and Rule 19 misconducts.

Second Administration of the Survey

Path Model⁸

Organizational climate significantly and negatively predicted assault misconducts. Therefore, as the level of organizational climate increased this was associated with a decrease in proportion of inmates engaging in assault misconducts. Conversely, organizational climate had a significant and positive effect on harassment and Rule 19 misconducts. This suggests that while the level of cohesion and “other” organizational facets increase, the rate of harassment- and fighting-related misconducts also increased. Idleness significantly and negatively predicted organizational climate. Intuitively, as idleness among inmates increases this negatively impacts organizational factors. Warden change had a significant effect on all the measures of interest. Specifically, change in wardens significantly and negatively predicted organizational climate, assault misconducts, and Rule 17 misconducts. This illustrates that warden change is related to negative organizational climate, and lower rates of assault and Rule 17 misconducts. Additionally, warden change had a significant and positive effect on idleness, harassment misconducts, and Rule 19 misconducts. This suggests that a change in wardens is associated with an increase in inmate idleness and the proportion of inmates engaging in harassment and fighting, with or without weapons.

⁸ The structural equation model for administration 2 did not exhibit a desirable model fit with the goodness-of-fit statistics not reaching the desired thresholds ($X^2_{(137)} = 2283.614$, $p < .001$; RMSEA = .066; CFI = .918; TLI = .901). However, the model was an improvement over the baseline model ($X^2_{(165)} = 26342.531$, $p < .001$) that assumes there is no relationship among the indicators. However, significant effects were still produced by the model.

Section 5: Summary and Discussion

The present study sought to examine the effect of Ohio's reentry approved programming on institutional misconduct and recidivism while taking into consideration program integrity and organizational climate. This section of the report contextualizes the results from this study based upon the main *Goals* of the study. In addition to a general discussion of the results, this section provides the study limitations, followed by recommendations.

Limitations

There are several limitations of the study related to the site visit procedures and the secondary data used in this study. These limitations fall into one of two categories: limitations related to site visit procedures and limitations related to the quantitative analyses. Future evaluations and studies may want to address these concerns to further examine the effectiveness of prison programming.

Site Visit Limitations

- The first limitation, related to the site visits, is related to the cross-sectionality of the interviews and observations. Specifically, the interviews and observations occurred on a limited number of days during site visits therefore the results reported are a snapshot of the institution at that particular point in time.
- Additionally, the timeframe for site visits coincided with significant changes that occurred throughout the Ohio prison system. For example, a shift to a three-tiered unit management system as part of a violence initiative which resulted in: the reclassification of institutional security levels to fit within the three-tiered system; the creation of three types of prisons – control prisons, general population prisons, and reintegration centers; and large inmate population shifts to fit the new system. Given these issues, the researchers at UCCI identified strengths and weaknesses for each correctional institution and reentry approved programs. Specifically, structured criteria allowed for conclusions and recommendations to be proposed for each site. Furthermore, analyzing the results across all of the institutions, UCCI has offered ODRC valuable insight regarding centralized processes and system-wide issues.
- It is important to note that certain programs being conducted were unable to be fully evaluated at the institutional level due to the following issues:

- Lock down situations which limited time on-site.
- Lack of information concerning which reentry approved programs were running at the time of the site visit.
- Programs that were not in session during the site visit or groups/classes that were in session but not being held on the days of the site visit.
- Refusal by staff to be interviewed or observed.

Quantitative Analyses Limitations

- The measure of recidivism in this study is limited to returns to prisons in Ohio. This is a limitation because a) there is no measure of re-arrest or re-conviction and b) the data lacks information about recidivism in other states.
- Additionally, the risk level for inmates in the sample was estimated by the use of proxy measures. This was due to the lack of risk assessment scores available for the entire sample. The measures of risk included many static risk factors, which predicted recidivism as expected for a static assessment.
- In regards to the measurement of fidelity, the CPC and CPC-GA are both tools that were validated on an offender population in community settings. This probably accounts for the lack of significant findings related to fidelity due to two limitations. First, the domains and items found to be strong predictors of effective programs in the community and less structured residential settings may not translate to institutional settings. Second, the offender population housed in community settings may be significantly different than those housed in state correctional institutions. UCCI plans to collect more data and validate a correctional program checklist for institutional settings based on the results of this study, and specifically, the results of the fidelity analysis (research *Question C11*).
- Response rates were another area of concern with respect to the organizational climate analyses. There were two survey administrations with differing response rates. In the first administration of the survey, there was one institution with a 0% response rate. The second administration of the survey had a much lower response rate of 33% compared to the 49% response rate of the first administration.
- Additionally, the dissemination of these surveys was not consistent across both administrations. Given these limitations, the analyses involving organizational climate may have produced more robust findings if more responses were acquired.
- The final limitation of this study relates to inaccuracies and inconsistencies in how reentry approved programming and meaningful activities are entered into the DOTS portal. As this information is entered by line staff at the institution in text form, this leads to various errors in record keeping. For example, numerous programs that were reentry approved were not recorded as such and programs that were not reentry approved were recorded as being approved. Based on a random selection of 2% of the sample, there was an error rate of approximately 50% in this data entry. As such, UCCI spent *thousands* of hours hand coding every single program received for all 105,000 programs into specific

categories of programming (see page 147) that could then be recoded into the reentry approved categories of general education, advanced education, college, unit management, recovery services, and mental health and non-reentry approved programming. Related, ODRC staff entering programming data into the DOTS portal would often enter generic explanations of programming. For example, an entry may have been simply “group therapy.” As such, UCCI researchers were unclear if this was to indicate the reentry approved programming. Due the lack of specificity in the data entry, some inmates may have participated in reentry approved programming that was not designated as such in our analyses.

Summary of Results

Goal A: To assess selected ODRC institutional programs and to identify strengths and weaknesses of the assessed programs, both on the level of the individual program and across program types, and to make recommendations to improve program integrity. This goal was addressed previously with the individual prison reports as well as the midpoint prison report submitted to ODRC in 2013. These reports discuss individual program strengths and weaknesses at each institution and review specific recommendations. To improve overall program integrity, UCCI staff wrote an overall report with recommendations for improvement at a larger level. These recommendations are attached in Appendix E. Additional recommendations are provided below.

Goal B: To determine if participation in programs has an effect on institutional behavior, and if type and quality of program makes a difference. Specific research *Questions* for *Goal B* include:

- B1. Whether and what reentry approved programs reduce an inmate’s odds of engaging in different types of crimes and other forms of misconduct during incarceration.
 - For male inmates, college classes, mental health programs, and unit management programs are most effective at reducing the odds of engaging in multiple forms of misconduct. For female inmates, college classes and recovery services programs are most effective at reducing the odds of engaging in multiple forms of misconduct.

B2. Are there differences in program effects from question B1 depending on whether inmates completed a program versus started a program but did not complete the program?

- For male inmates, completion of college classes, general education classes, mental health programs, recovery services programs, and unit management programs further lowered the odds of engaging in misconduct compared to inmates who just started these programs. For female inmates, completion of a recovery services program further lowered the odds of engaging in misconduct compared to inmates who started the program.

B3. Do different *combinations* of reentry approved programs further reduce an inmate's odds of engaging in different types of crimes and other forms of misconduct during incarceration, beyond the effects found for question B1?

- For male inmates, the combination of participation in any education class (vocation/apprenticeship, general education, or college) and in a recovery services or unit management program is more effective at lowering odds of engaging in misconduct compared to participating in only one of the programs/classes. Participation in both a unit management program and a recovery services program was more effective at lowering the odds of engaging in misconduct compared to inmates who participated in only one of these programs. For female inmates, the combination of participation in college classes, general education classes, or a recovery services program paired with participation in unit management programs was more effective at lowering the odds of engaging in misconduct compared to participating in only one of the programs/classes. Participation in both a general education class and a recovery services program was more effective at lowering the odds of engaging in misconduct compared to inmates who participated in only one of these programs.

B4. Are there differences in combined program effects from question B3 depending on whether inmates completed a program versus started a program but did not complete the program?

- For male inmates, completion of the combination of programs was more effective at lowering the odds of engaging in misconduct compared to starters of the two programs. For female inmates, the completion of a general education class and a recovery services program was more effective at lowering the odds of misconduct compared to the inmates who completed only one of these programs/classes. The completion of a unit management program and a recovery services program is more effective at lowering the odds of misconduct compared to inmates who completed only one of these programs.

Goal C: To determine if participation in a program has an effect on recidivism, and if the type, quality, and mix of programs makes a difference. Specific research *Questions* for this goal include:

C5. Whether and what reentry approved programs reduce an inmate's odds of recidivism (measured as returning to prison for a new crime or technical parole violation) after release?

- For male inmates, vocation/apprenticeship classes, college classes, and unit management programs were the most effective at reducing the odds of returning to prison for a new crime or parole violation. For female inmates, vocation/apprenticeship classes, college classes and recovery services programs were the most effective at reducing the odds of returning to prison for a new crime or parole violation.

C6. Are there differences in program effects from question C5 depending on whether inmates completed a program versus started a program but did not complete the program?

- For male inmates, completion of any reentry approved program further reduced the odds of reincarceration compared to inmates who just started programs. For female inmates, completion of vocation/apprenticeship classes, college classes, and unit management programs further reduced the odds of recidivism compared to inmates who started the program.

C7. Do different *combinations* of reentry approved programs further reduce an inmate's odds of recidivism, beyond the effects found for question C5?

- For male inmates, the combination of participation in vocation/apprenticeship classes and in a unit management program was more effective at reducing the odds of returning to prison for a new crime only compared to participating in only one of the programs/classes. Participation in both a college class and a recovery services program was more effective at reducing the odds of recidivism compared to inmates who participated in only one of these programs. Participation in a college class and a unit management program was more effective at reducing the odds of returning to prison for a parole violation or a new crime compared to inmates who participated in only one of these programs. For female inmates, the combination of participation in vocation/apprenticeship classes and a unit management program was more effective at reducing the odds of returning to prison for a new crime or parole violation compared to participating in only one of the programs/classes. Participation in both a college class and a unit management program was more effective at reducing the odds of returning to prison for a new crime or a parole violation compared to inmates who participated in only one of these programs. Participation in general education and either a recovery services or unit management program was more

effective at reducing the odds of returning to prison for a new crime or a parole violation.

C8. Are there differences in combined program effects from question C7 depending on whether inmates completed a program versus started a program but did not complete the program?

- For male inmates, completion of a college class and a recovery services class further reduced the odds of recidivism compared to inmates who just started each program. For female inmates, completion of a general education class and a recovery services program further reduced the odds of returning to prison for a new crime or a parole violation compared to inmates who started the program. The completion of a general education class and a unit management program further lowered the odds of returning to prison for a new crime or a parole violation compared to female inmates who started the program.

C9. Among inmates who completed reentry approved programs, are recidivism odds lower for those who completed more types of reentry approved programs (i.e., recovery services, unit management, mental health, GED classes, advanced education, and/or college classes)?

- For the dosage analyses, for males, as the types of reentry approved programs (e.g. mental health, unit management, recovery services) completed increased, the odds of recidivism significantly decreased. For female inmates, there were no significant findings related to the number of completed reentry approved programs and the odds of returning to prison.

C10. Among inmates who completed reentry approved programs, are recidivism odds lower for inmates who completed more hours of reentry approved programs?

- For both male and female inmates, there was no significant effect found for the total number of reentry approved program hours in relation to the odds of returning to prison.

C11. Among inmates who completed reentry approved programs evaluated for fidelity, are recidivism odds lower for those who completed programs with greater fidelity (examined separately for program assessment, treatment, staff support, quality assurance, as well as for overall fidelity)?

- For males, the effects on the odds of recidivism did not yield any significant effects. However, for female inmates, the fidelity domain of program staff and support had a significant effect. Specifically, as program staff and support increased, the odds of returning to prison for a technical violation or a new crime significantly decreased for females.

Goal D: To measure the support and organizational climate for programs in each institution and its effect on institutional behavior. Two research *Questions* were developed for this goal:

D12. Does the survey data compiled from the organizational climate survey produce factors (latent variables) reflecting each of the key dimensions of “climate”? What survey items load significantly on one or more factors?

- Key factors that tap into a positive organizational climate include leadership initiative, job efficacy, vision/future goals, and cohesion involvement.

D13. Do the organizational climate factors produced for question 12 significantly predict facility misconduct rates?

- The first survey found that having a good organizational climate was associated with a decrease in Harassment misconduct, Rule 17 (defined as unauthorized group activities) and Rule 19 (defined as fighting with or without a weapon) misconducts.
- The second survey found a positive organizational climate was related to decreases in Harassment misconducts.
- Although general decreases in misconduct were associated with positive organizational climate, a positive organizational climate was also associated with higher rates of Assault (first survey) and with higher rates of Harassment and Rule 19 misconduct (second survey).
- Warden change had a negative impact on organizational climate for both surveys, which may be a result of disruption in procedures. Given the importance of the wardens in the operation of prisons, this finding may help explain why in some instances organizational climate was associated with higher rates of misconduct. Specifically, warden change can have an adverse affect on climate, which in turn may facilitate institutional misconduct.

Conclusions and Discussion

Participation in reentry approved programs is marginally effective at reducing several forms of misconduct among males and females compared to the matched control group of inmates who participated in no reentry approved programming. Also, participation in several combinations of two programs led to lower rates of engaging in multiple forms of misconduct when compared to inmates who participated in only one of these programs. Participation in

reentry approved programs was also effective at reducing the odds of recidivism among females and males compared to the control groups. Additionally, participation in several combinations of two types of programs was more effective at reducing the odds of recidivism relative to the odds of recidivism for those inmates who only participated in one type of program. Generally, reentry approved program completion was more effective at reducing the odds of engaging in misconduct and the odds of recidivism when compared to inmates who started programs but did not complete them. Furthermore, the more “types” of reentry approved programs completed by male inmates the lower the odds of recidivism.

Organizational climate measures were significant predictors of facility-level misconduct rates for both administrations. Specifically, increases in climate were associated with a decrease in the proportion of inmates that engaged in assault, harassment, Rule 17, and Rule 19 misconducts. This reaffirms the importance having an organizational context that is conducive to leadership and cohesion with clear administrative goals. Having an institutional environment that evokes the facets of organizational climate may have a positive effect on treatment and programming outcomes. Conversely, an environment may have higher levels of organizational facets (e.g., cohesion, leadership, future goals), but this may be associated with higher levels of misconduct. Ultimately, the organizational climate of an institution may be conducive to the well being of staff, but this does not necessarily entail lower rates of misconduct. Warden change may be the driving force behind misconduct and it is a vital aspect that influences the organizational context. Organizational climate may serve as a conduit between the warden and misconduct levels. For both administrations, warden change continued to be a salient predictor of misconduct in both negative and positive ways. The ideology of the warden may dictate allocation of resources and policies that ultimately drive misconduct levels. Furthermore, warden change

illustrates the discontinuity of facility management and treatment procedures that can have adverse affects on inmate misconduct. Given the findings, if there is a change in wardens and the organizational climate is poor, this can have an exacerbating effect on institutional misconduct.

Overall, the results of the study suggest that participation in reentry approved programs is effective at reducing the odds of engaging in multiple forms of misconduct as well as the odds of recidivism compared to inmates who did not participate in reentry approved programs. Additionally, completion of reentry approved programs and participation in a combination of reentry approved programs is associated with positive outcomes. Some of the results suggest that a higher “dosage” of reentry approved programming is effective at reducing the odds of recidivism. Program fidelity yielded significant results for one domain, program staff and support, for female inmate outcomes only. Based on staff surveys, organizational climate was significantly related to misconduct rates at the facility level. Inmate idleness as well as change in warden were also significant predictors of misconduct rates.

Section 6: Recommendations

Based on the results of the study several recommendations can be made. The following recommendations relate to the four research goals:

- ODRC should work to increase completion rates for reentry approved programs. Consistently demonstrated throughout the results is the notion that reentry approved program completion is related to more positive outcomes for misconduct and recidivism compared to inmates who did not complete programs. Substantial efforts should be made to increase program completion. This could include, exploration of data to help make targeted improvements in programs with lower completion rates, interviewing program staff about these reasons, and surveying inmates who did not complete programs in order to identify barriers to completion. Additionally, staff running reentry approved programs should receive training in engagement strategies that may help increase the proportion of program completers. Additional strategies can include: providing more incentives, training staff on motivational enhancement strategies and requiring their use, providing pre-treatment groups to better prepare inmates for programming, and identifying and addressing barriers to treatment completion (e.g., transfers, program removals, waitlists).
- Different types of reentry approved programs should be combined to address a multitude of criminogenic needs. The marrying of programs, such as college classes with unit management programs may further reduce misconduct and recidivism. These needs should be driven by the ORAS assessment results.
- Given the mostly positive results for the reentry approved programs in reducing misconduct and recidivism, more inmates need to receive these programs. Specifically, reentry approved programs run by unit management, mental health, and recovery services need to be offered more often and more consistently over time to increase the availability of programming for inmates.
- There is a high need for programs that target antisocial attitudes, values, and beliefs. Few of the programs offered in Ohio's prisons utilize a curriculum that addresses this need area. Reentry approved programs that achieve this goal, such as Thinking for a Change, could be offered more often and more consistently over time. Only 1,840 out of the total 105,945 inmates completed a T4C program in the study's time frame, indicating that efforts should be made to increase the number of completers. Additionally, more evidence-based programs could be implemented to help further increase reductions in misconduct and recidivism. It was observed during site visits that many case managers struggled with large caseloads and were often unable to facilitate groups for various reasons. To increase the consistent availability of groups, ODRC could create a policy related to case manager's job expectations which includes the number of groups they are required to run each year.
- Research continues to reaffirm that effective programming not only targets criminogenic needs, but also aims to change offender behavior through cognitive and social learning

approaches. Current reentry approved program criteria are weak in the requirement of the use of cognitive behavioral interventions. These criteria should be strengthened to include cognitive behavioral strategies such as practice and the demonstration of new pro-social skills. In addition, prior to release, inmates should develop plans for handling risky situations.

- Groups observed by the researchers were often lacking in their adherence to the curriculum manuals. Management staff (e.g., unit managers and unit management administrators) should be trained to provide monitoring of groups to increase fidelity and provide coaching to help staff improve their direct service delivery. Management staff should also be provided sufficient time in their schedule to complete these job tasks.
- Quality improvement initiatives should be adopted to promote consistency in data collection and data entry procedures into the DOTS portal. Improving data management practices will improve the quality of the data at the agency level, which can lead to more accurate tracking of reentry approved programs and meaningful activities. Additionally, improvements in data entry parameters will ensure that data driven decision-making can be undertaken.
- To limit the disruption in management practices and procedures that affect organizational climate, fewer warden changes should be considered.

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Appendix A: Surveys & Score Sheets

EVIDENCED BASED CORRECTIONAL PROGRAM CHECKLIST-GROUP ASSESSMENT (CPC-GA) SCORING SHEET

Name of Program: _____ Program serves: ___Males ___Females ___Both
 Location (include state): _____ Check program type: ___Adult ___Juvenile
 Type of Program: _____ (e.g. institutional, halfway house, day reporting, etc.)
 Primary Treatment: _____ (e.g. substance abuse, sex offender, anger, etc.)

___1st Assessment ___2nd Assessment ___3rd Assessment ___4th Assessment ___5th Assessment

Date of Assessment: _____ Name of Assessor(s): _____

1.0 Program Staff and Support		Check if verified by two or more sources
1.1 PC in Place	___ 0, 1 or N/A	___
1.2 PC Selects or Approves Staff	___ 0 or 1	___
1.3 PC Supervises Facilitators	___ 0 or 1	___
1.4 Facilitator Education	___ 0 or 1	___
1.5 Facilitator Relevant Experience	___ 0 or 1	___
1.6 Facilitator Selected for Skills & Values	___ 0 or 1	___
1.7 Regular Staff Meetings	___ 0 or 1	___
1.8 Facilitator Trained & On-going Training	___ 0 or 1	___
1.9 Staff Input	___ 0 or 1	___
1.10 Ethical Guidelines for Facilitator	___ 0 or 1	___
1.11 Supported by Stakeholders	___ 0 or 1	___
1.12 Funding Adequate	___ 0 or 1	___
1.13 Funding Stable	___ 0 or 1	___
1.14 Age of Program	___ 0 or 1	___
1.15 Facility Supportive of Program	___ 0 or 1	___

SCORE ___/___

2.0 Offender Assessment		
2.1 Exclusionary Criteria Followed & Clients Appropriate	___ 0 or 1	___
2.2 Risk Assessed	___ 0 or 1	___
2.3 Domain Specific Need Assessed	___ 0 or 1	___
2.4 Responsivity Assessed	___ 0 or 1	___
2.5 Group Targets Higher Risk	___ 0 or 1	___
2.6 Group Targets Relevant Higher Need	___ 0 or 1	___

SCORE ___/___

3.0 Treatment		
<i>Group Target and Process</i>		
3.1 Criminogenic Target	___ 0 or 3	___
3.2 EB Treatment	___ 0 or 1	___
3.3 Gender of Groups	___ 0, 1 or N/A	___
3.4 Group went Entire Time	___ 0 or 1	___
3.5 Facilitator Knowledgeable	___ 0 or 1	___
3.6 Facilitator Encouraged Participation	___ 0 or 1	___
3.7 Homework Given & Reviewed	___ 0 or 1	___
3.8 Group Norms Established & Followed	___ 0 or 1	___
3.9 If Co-Facilitator both Active	___ 0, 1 or N/A	___
3.10 Length Sufficient	___ 0 or 1	___

- 3.11 Manual Developed & Followed _____ 0 or 1 _____
- 3.12 Groups Conducted by Facilitator _____ 0 or 1 _____
- 3.13 Group Size _____ 0 or 1 _____
- 3.14 Facilitator Addressed Responsivity _____ 0 or 1 _____
- Effective Reinforcement**
- 3.15 Used Appropriate Rewards _____ 0 or 1 _____
- 3.16 Appropriate Application of Rewards _____ 0 or 1 _____
- Effective Disapproval**
- 3.17 Appropriate Punishers _____ 0 or 1 _____
- 3.18 Appropriate Application of Punishers _____ 0 or 1 _____
- 3.19 Prosocial Alternative is Offered _____ 0 or 1 _____
- Structured Skill Building**
- 3.20 Facilitator Models Skills & Explains Benefits _____ 0 or 1 _____
- 3.21 Skill Training/Rehearsal w/Corrective Feedback _____ 0 or 1 _____
- 3.22 Graduated Practice w/Corrective Feedback _____ 0 or 1 _____
- Relationship Skills**
- 3.23 Clearly Established Rapport w/ Group _____ 0 or 1 _____
- 3.24 Avoids Arguments & Rolls w/Resistance _____ 0 or 1 _____
- Cognitive Restructuring**
- 3.25 Underlying Thoughts/Values Identified _____ 0 or 1 _____
- 3.26 Attempts to Replace Anti Social w/Prosocial Thoughts _____ 0 or 1 _____
- Relapse Prevention**
- 3.27 Risk Plans Developed & Rehearsed _____ 0 or 1 _____

SCORE _____/_____

4.0 Quality Assurance

- 4.1 Observation of Group w/Feedback _____ 0 or 1 _____
- 4.2 Participant Satisfaction _____ 0 or 1 _____
- 4.3 Pre/Post Test _____ 0 or 1 _____
- 4.4 Completion Criteria _____ 0 or 1 _____
- 4.5 Discharge Summary _____ 0 or 1 _____

SCORE _____/_____

TOTAL SCORE _____/_____ -

CAPACITY AREAS:	Program Staff & Support _____%	OVERALL RATING: _____ 1= Highly Effective (65% or higher) 2= Effective (55-64%) 3= Needs Improvement (46-54%) 4= Ineffective (45% or lower)
	Quality Assurance _____%	
CONTENT AREAS:	Assessment _____%	
	Treatment _____%	

OVERALL CAPACITY _____%

OVERALL CONTENT _____%

OVERALL _____%

Unvalidated items – Circle Yes/No or fill in length

Program coordinator informed	Yes	No
PC have contact with all program staff	Yes	No
Program schedule	Yes	No
Program well run	Yes	No
Procedures to handle problems followed	Yes	No
Procedures followed for management/staff harmony	Yes	No
Staff turnover less than 30% for last two years	Yes	No
Average wait list time	_____ (days, weeks, or months)	

Organizational Climate Survey

The University of Cincinnati (UC) is conducting a survey of correctional staff to learn more about the institution you work in. This same survey will be sent to you two more times over a two year period.

Your participation in this survey is very important. The questionnaire is designed for people in many different positions, and results will be most useful if people respond honestly and include the perspectives of all prison personnel. It will only take approximately 15-30 minutes of your time. This survey is voluntary and if you do not wish to participate, you do not have to complete the survey. Once you start the survey, you may decide to discontinue and stop filling out the survey at any time.

Please use the prepaid envelope to return your completed survey to UC. Please return your completed survey within 14 days of receiving it.

It is important that you know that the information you provide will not be shared with your supervisors or anyone else at the Ohio Department of Rehabilitation and Correction (ODRC). Any reports that we write will not include any individual data.

Thank you for your time and assistance. If you have additional questions about this survey, please contact Dr. Edward J. Latessa, the Principal Investigator, for this study at 513-556-5827.

Sincerely,

Edward J. Latessa, Ph.D.
University of Cincinnati
Principal Investigator

**Please tear off this page
and keep it for your
records.**

This survey contains two sections for you to fill out. For the first section, please answer the questions below and select the option that best describes you. For the second section, please be sure to read the directions and rate each item accordingly.

Section I—Please circle the appropriate response.

1. Please select the age group in which you belong.

- a) 21 or younger
- b) 22 – 30
- c) 31-40
- d) 41-50
- e) 51-60
- f) 61 and older

2. What is your race?

- a) African American
- b) Asian
- c) Caucasian
- d) Native American
- e) Other: Please specify _____

3. What is your ethnicity?

- a) Hispanic
- b) Non-Hispanic

4. What is your gender?

- a) Female
- b) Male

5. What is your highest level of educational attainment?

- a) High school/GED or less
- b) Associates
- c) Some college
- d) Bachelor's degree
- e) Some graduate school classes
- f) Masters degree or more

6. What is your position at the institution?

- a) Correctional Officer
- b) Sergeant
- c) Lieutenant
- d) Captain
- e) Major
- f) Unit Manager
- g) Social Worker
- h) Social Work Supervisor
- i) Case Manager
- j) Case Manager Supervisor
- k) Psychologist
- l) Psychologist Supervisor
- m) Teacher/Vocational/Educational
- n) Teacher/Vocational/Educational Supervisor
- o) Treatment Provider
- p) Treatment Provider Supervisor
- q) Other: Please specify _____

7. How many years have you worked at this institution?

- a) 1 year or less
- b) 2-5 years
- c) 6-10 years
- d) 11-20 years
- e) 20-25 years
- f) 26 years or more

8. How many years have you worked for ODRC?

- a) 1 year or less
- b) 2-5 years
- c) 6-10 years
- d) 11-20 years
- e) 20-25 years
- f) 26 years or more

Section 2

For this section, you will be asked to respond to various position statements regarding work at your agency. Please be sure to respond to each statement under each question by circling the appropriate response.

PLEASE RESPOND TO THE FOLLOWING STATEMENTS IN TERMS OF THE DEGREE TO WHICH THEY REFLECT THE CONDITIONS IN AND THE FUNCTIONING OF THE INSTITUTION. *Please rate the items on a scale of 1 to 5.*

In my facility ...

1. We have few difficulties in adequately staffing our facility.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

2. We have trouble retaining highly competent staff in this facility.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

3. Our staff frequently say that they are overworked and/or don't have enough time to get done what they need to do.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

4. We have enough staff to meet the needs of this facility.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

5. Our staff lack access to the training and development programs they need.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

6. Our staff integrate new knowledge and techniques into their work to improve the way in which services are provided.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

7. Our staff stay current with new techniques that relate to their jobs.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

8. The training and development programs for our staff are of very high quality.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

9. Attending training and development programs is made a priority for our staff.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

10. We have funding available to introduce new programs and/or initiatives if they are needed.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

11. We have had to cut or significantly reduce programs and/or services due to funding constraints.

1 2 3 4 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. We would significantly expand/enhance certain programs and/or services if funding were available.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

13. Our physical facilities are designed to meet the specific needs of most of the important services and programs we run.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

14. Our offices and other facilities are well maintained and kept fully functional.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

15. We have the necessary physical space for the services and programs we run.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

16. We have computer and information technology tools/resources to efficiently access offender records.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

17. Our staffs feel very comfortable using computers and information technology tools to do their jobs.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

18. Our staff lack the computer skills necessary to proficiently access offender records.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

19. We regularly integrate new services, programs, and/or initiatives into our operations at this facility.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

20. Our programs and services are designed to address multiple offender needs.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

21. We have a high level of coordination across units when it comes to delivering services and programs to offenders.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

22. We have significant challenges in generating the necessary political support for important priorities and new programs for offenders.

1 2 3 4 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

23. We have the support we need from communities for important priorities and new programs for offenders.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

24. We have extensive collaborations/partnerships with external groups (e.g., outside service providers) that facilitate important priorities, new programs, and/or initiatives for offenders.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT EFFORTS TO MAKE CHANGES IN THE SYSTEM IN WHICH YOU WORK (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

Ability to make changes in the facility in which you work...

25. I've pretty much given up trying to make suggestions for improvements around here.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

26. Changes to the usual way of doing things at this facility are more trouble than they are worth.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

27. When we try to change things here they just seem to go from bad to worse.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

28. Efforts to make improvements in this facility/location usually fail.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

29. It's hard to be hopeful about the future because people have such bad attitudes.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

Please rate the items on a scale of 1 to 5. (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

30. Staff should work hard to earn trust from offenders.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

31. It's important for staff to have compassion for offenders.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

32. The way to get respect from offenders is to take an interest in them.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

33. Sometimes staff should advocate for an offender.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

34. You can't ever completely trust an offender.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

35. A good principle is to not get "close" to offenders.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

36. If staff are lenient with offenders, they will take advantage of them.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

37. A personal relationship with an inmate invites corruption.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

38. You must keep conversations with inmates short and businesslike.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

39. The best way to deal with inmates is to be firm and distant.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

40. There would be much less crime if prisons were more uncomfortable.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

41. Improving prisons for inmates makes them worse for staff.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

42. A military regime is the best way of running a prison.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

43. We should stop viewing offenders as victims of society.

1 2 3 4 5
Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

44. Rehabilitation programs are a waste of time and money.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

45. Rehabilitating an offender is just as important as making an offender pay for his or her crime.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

46. I would support expanding the rehabilitation programs, which are presently being offered in our institutions.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

47. When I'm at work I often feel tense or uptight.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

48. A lot of times, my job makes me very frustrated or angry.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

49. Most of the time when I am at work, I don't feel that I have much to worry about.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

50. I am usually calm and at ease when I am working.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

51. I usually feel that I am under a lot of pressure when I am at work.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

52. There are a lot of aspects about my job that make me pretty upset about things.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

53. I often worry about work-related problems after work hours.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

54. I am generally satisfied with the kind of work I do in my job.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

55. Generally speaking, I am very satisfied with my job.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

56. I am willing to put in a great deal of effort beyond that normally expected in order to help this facility be successful.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

57. I feel very little loyalty to this facility.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

58. I find that my values and the facility's values are very similar.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

59. I am proud to tell others I am part of this facility.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

60. I could just as well be working for a different facility as long as the type of work was similar.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?
Please rate the items on a scale of 1 to 5. (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

The leader of this facility (e.g., warden):

61. Is able to get others to be committed to his/her vision for this facility.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

62. Leads by "doing," rather than simply by "telling."

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

63. Gets people to work together for the same goal.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

64. Insists on only the best performance.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

65. Takes time to carefully listen to and discuss people's concerns.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

66. Suggests new ways of looking at how we do our jobs.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

67. Gives special recognition to others' work when it is very good.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

68. Provides well-defined performance goals and objectives.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

69. Stays well informed in what is being done in my work group.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

70. Provides us with the necessary resources and the assistance we need to get our work completed.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

Please rate the items on a scale of 1 to 5. (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Based on your work interactions with treatment staff that work within your facility...

71. I feel concerned for treatment staff if they are under pressure.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

72. I understand the problems that treatment staff face in their jobs.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

73. Treatment staff in this facility are doing the best they can given the circumstances.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

74. The treatment staff here work hard.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

75. Treatment staff play an important role in this facility.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

76. Treatment staff make realistic demands on corrections staff.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

77. Treatment staff here work very well with corrections staff.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

78. The corrections staff at this facility work hard to make sure that treatment services are provided in an

Appendix B: Types of ODRC Reentry Approved Programs

General Education:

*Reentry
Approved*

ABLE/ABE/Literacy
Pre-GED
GED
High school
Transitional Education Program (TEP)
Youth Transition Program (YTP)

*NOT
Reentry
Approved*

Any general education (GE) not specified
Any education (GE and others) not specified & multiple categories
in one
Title 1 (*does not count in the study*)

Unit Management:

*Reentry
Approved*

Thinking for a Change
Responsible Family Life Skills
Inside Out Dad
Cage Your Rage
Victim Awareness
Personal Responsibility of Violence Elimination (PROVE)
Money Smart

Mental Health:

*Reentry
Approved*

Trauma Recovery and Empowerment Model (TREM) = (MOSAIC
at
NEPRC)
Anger: Creating New Choices
High Security Dual Diagnostic Program (SAMI)
Succeeding at Home (Co-occurring disorders)
RIDGE Project-Keeping FAITH Program

Advanced Education:

*Reentry
Approved*

Career Enhancement (CE) = 75 hours/5 week programs
Career/Technology/Vocational (CTV) = 240 hours to 1800 hours
Apprenticeship = 1000 hours to 8000 hours
Advanced Job Training (AJT)/College = a college class lasting 10 or 16 weeks

*NOT
Reentry
Approved*

Advanced Education Unknown (e.g. Brail Transcriber Certificate, trade listed but not specified as CTV or apprenticeship)

Recovery Services:

*Reentry
Approved*

Intensive Outpatient Program (IOP) = Treatment Readiness (TRP) and Continuing Care/ Hearts (at ORW), Changing Faces (NCCC), Harvest (SCI), Fresh Start (ACI), Seeking Out Solutions (NCI) Therapeutic Community = TAPESTRY (at ORW), OASIS (at PCI), Genesis
RS Residential Unit = CCI & LOCI (Renaissance), WCI (Bright Future)
Intensive Prison Program-AOD (IPP-AOD) = BECI, FPRC, LOCI, PCI
Intensive Prison Program-DUI (IPP-DUI) = MACI, NCCTF
RS AOD Education Program
Houses of Healing (OSP only)
AOD Education & Orientation (OSP only)
MET & Orientation (OSP only)
Success Through Each Powerful Step (STEPS) (OSP only)
ADAPT (SOCF only)

*NOT
Reentry
Approved*

RS unknown (e.g. AOD unspecified)
IPP unknown
Substance abuse unknown (e.g. Addiction cycle, Addiction & Recovery)

Other Non-Reentry Approved Programs:

Self Help (e.g. AA/NA, Big Book, 12 step, Came to Believe)
Religious (e.g. At the Altar of Sexual Idolatry, From Bondage To Freedom, Boundaries (series), My Brother's Keeper)
First Aid/CPR/Red Cross/safety
Literacy/Tutor/Mentoring
Other anger management
Mental Health (labeled)
Other mental health (incl. anxiety, bipolar, depression, abuse, coping)
Reentry (incl. Adult Parole Authority (APA), Benefit Bank)
Choices Inc – DV
Other DV (Horizon)
Other/unspecified CBT (e.g. corrective thinking, criminal thinking errors)
SO programming
Communication
Credit/financial management
Parenting/Family/Marriage/Relationships
OPI
Employability/Job Readiness
Good Neighbor Project
GPS (New Direction)
Health/Wellness/Smoking Cessation
Computer/Business unknown
Moral Reasoning
Pre-release (labeled)
Relapse Prevention/Aftercare unknown
Release Prep
RET
Short Term Offender (STO) (labeled)
Stealing Hearts
9-5 beats 10 to life
Anything But Codependency (ABC) Boundaries
Stress Management/Stress and Anger Management
Positive Solutions
Life Skills
Beyond Anger, Connecting with Self & Others
Commitment to Change
Graduate Maintenance Program
Key/Star program
Moving On
Life Without a Crutch
Referral/assessment/wait list – not programming (CareerScope)
Other activities (book clubs, study group, cinema therapy, older, offender, arts and crafts, sleep and relaxation)
OSHA/OSHA Card

Other Non-Reentry Approved Programs:

Medication related (e.g. med-ed)
Inside Out Prison Exchange
Action, Communication, Tolerance (ACT)
Beat the Streets
Be the Dad You Never Had
From the Inside Out
Learning for Life
Price of Freedom
Wrap
You are what you believe you are
Ohio Job and Family Services
“We can make a difference”
#12/ #12 program
12 & 12
12 Challenges in challenger workbook
90 day outpatient treatment
7th step/7 step
40 hour CDCA training program
17 principles of success
120 & a wake up
300 Club
24 hours education
ABC’s nursery
Adventures in Attitude (AIA)
Amvets AADAA program
ART safe
ADEC
Additive thinking
Activities of daily living
Advanced introspection
ADAPT at MACI
Airborne substance
Alternative other than violence
Anyone can do it
April 2011 break chain of addiction
Art empowerment program
As free as an eagle
ASE automotive service excellence
Aunt Mary’s storybook project
B

Other Non-Reentry Approved Programs:

Back to basics
Building positive behavior
Beauty for ashes
Become aware of proper behaviors
Better decision making
Behavior modification program
Behavior therapy group
Best table topics
Bikes for tikes
Breaking free
Begin with respect
Book of acts
Building positive behavior
Cab, cabbies
Cancer support group
Canine care program
Cause and effect
Celebrate recovery
Changes program
Change plan
Changes that heal- LECI version
Character enhancement
Character class
Child sexual abuse prevention training
Choice & change
Choose life
Circles program
Circle tail
Clark OC. positive attitude
CLN video course
CMC cadre training
Come on people seminar
CODA meetings
Commercial drivers license course
Community adjustment program day treatment
Community commitment
Community linkage
Community resources

Other Non-Reentry Approved Programs:

Community justice-
Community stitching post
Complete
Completion of hands on projects
Contemporary social issues
Corrective actions
Countdown to freedom
Courage to change
Crayons to computers
Crazy love
Creative writing
Cremation authorization
Criminal justice program
Criminal process group
Criminal tactics
C.T. program
CA
CCDS
CIP
Cap program
Current events
D
Database software
Daughters of destiny
Day treatment program (CAP)
Decision making
Desertion explained
Detour
Dialectical behavior therapy
Disaster action team
Discharge readiness
Draw near
Drive or D.R.I.V.E.
Dual Rec. anonymous
Dual recovery
DWV systems
E
Educational program, education, educational day group, Education OCHS

Other Non-Reentry Approved Programs:

Effective leading
Elite unit 3286 NAACP
Emergency response course
Emmaus correspondence school
Emotional intelligence
Emotional therapy
Empowerment of socio-metaphysics group program
Empowerment to the point of no return
Enlist
Epiphany 3 day weekend
Ergonomics
Everyday living
Expressions
F.L.A.R.E. program
Facing giants
Facts
Fauntleroy
Fearless
Feelings program
First steps
First time incarceration
First time offender
Focus group
Focus intensive program
For the steps we took
Forgiveness is a choice
Formula reading/measuring
Foundations for recovery
Free as an eagle
Free to live
Free your mind
Freedom's path initiative
G-men
Gem leadership
General maintenance program
General population (GP)
Generation RX
Getting it right- contributing to the community

Other Non-Reentry Approved Programs:

Girl scouts
Girls circle
Give change a chance
Giving back to the community
GMP
Goal setting
Goals, goals program, goals & aspirations
Going home to stay workshop
Good intentions, bad choices
Greyhound program
Greater Cincinnati micro-enterprise initiative
Group therapy
Guadalupe celebration
L
L.I.F.E. group
LC programming
Leadership dynamics/NAACP
Leadership & empowerment
Learning
Learning 4 life
Learning more
Learning service program
Legacy quest
Let's get to work
Life and cognitive skills class
Life & teaching seminar
Life choices group
Life strategies
Life purpose
Life's healing choices
Life's key born to win
Lifestyle modification
Lifestyles and values program
Linc program
Living life well
Living skills program
Living up to your potential
Longterm offender

Other Non-Reentry Approved Programs:

M
M.O.M.
Majoring in men
Making healthy choices
Male involvement program
Male responsibility
Man up seminar
Managing my/your life
Managing smart
Meetings
Memorization of the beatitudes
Men of purpose
Men on the move
Men who met the master
Men's work
Men's issues
Miami valley Easter Seals
Mindfulness
Mistake
Moral Reconciliation Therapy
Motivational Enhancement group
Motivation to change
Moving on
MSEOP
MTC
My brother's keeper
NAACP: Changes class, Victim awareness, Book club, violence awareness, reentry committee, psychology of incarceration, keys to home ownership, 12 week Spanish class, creative writing, leadership, unit 3286
Navigating uncharted waters
Neighbors helping neighbors workshop
New beginnings part II
New life program
New perspectives
Nord center sexual assault workshop
Number 12 foundation
Officer's training
OIC circle of positive choices phase #1

Other Non-Reentry Approved Programs:

Open meetings
Opening doors (in the family)
Opportunities for a new direction
OSU haccp and fabrication certification class
Our life together
Outpatient group
Outpatient SAP
Outside looking in
Outside work
Overcomers
Overcoming the enemy
Parliamentary procedures
Pass it on
Passion for freedom journal writing workshop
PATTHS
Paw prints on the community
Personal development
Phoenix
Phil CD101 Philosophy of contemplation
Physical training program
Pork production
Positive attitude/repeat offender
Positive thinking group
Power for soul winning
Power of one
Power of peace
Powersource
PQA
Practical civics 101
Price of freedom (is living free)
Principles of abundant living 12 weeks
Principles of success
Prisoner to soldier program
Pro literacy America certificate
Problem solving skills
Proes video conference
Professional development

Other Non-Reentry Approved Programs:

Project 180: Women's recidivism support group
Project outreach
Promise keepers
Providing transition for successful change
Psychiatry
Psychology of incarceration
Public relations & historian
Purpose driven life
Quest
Quick breads
Race for the cure
Rage, recidivism, and recovery
RAM
Rational emotive therapy
RCIA
Real estate (NAACP)
Real estate mortgage
Real talk
Realistic goals
Recidivism prevention
Recovery in motion
Recovery journey (OSP)
Recovery maintenance
Recovery substance
Restoration overview
Reformers unanimous/ reformers institutional program
Relapsers
Release programming
Repeat offender program
Rescue greyhound/ rescue dogs
Resiliency
Resolution
Resolving conflict
Resources
Respect
Responsible thinking
Right
Rocc program

Other Non-Reentry Approved Programs:

Rogers 1 unit play
S
S.U.S.O. facilitator training
Safe people
Safe net- Cuyahoga anti-gang initiative
Sands
SAP
SCDU
Score workshop
Search for truth
Second chance dogs
Servsafe certification
Set free
Shelter in place
Sherman school
SIOPP
Sisters
Skill identification
Slam dunk
Smart choices
Smith
Socio-metaphysics
Soldering & brazing, ferrous metal, copper & plastic
SOORC program
SOS
Stabilization
Staying on track
Stealing your life away
Stepping up stepping out
Stitch in time
Stitching post
Stop program
Stop the chaos program
STR
Strategic thinking
Strategies for success
Striving to survive
Success after prison

Other Non-Reentry Approved Programs:

Success for life – the beginning / community justice workshop
Sugarcreek SCUDU
Sunday school teacher certification
Survival skills for men
T
Taking control of your life
Tan pants (Level 1A)
TASC
Team greyhound
Team work
TEC
Temptation
That others may know
That ye may know
The alpha course
The broken chain
The boundaries group
The change plan
The community stitching post
The con game
The corner series
The greatest man alive
The lions den series
The man with a plan
The one who touches us
The power of ideas
The power of peace project
The price of freedom (is living free)
The real truth
The self offered
The sentence lifted
The surprising of purpose of anger
The touch of his hand
The way of the master
The way we think
Theory of plastic repair
Therapeutic journaling
To assist inmates in continuing to

Other Non-Reentry Approved Programs:

To gain knowledge
To learn how to build and maintain
To provide knowledge/insight about the
To recognize, reduce and control anger
Total forgiveness
Touche
Toward wholesomeness
Transformer workbook
Transitional homeless
Transitions group
Triad workshop
Trucker's challenge
Truth project at RCI
Tunes group
Turning points
Twelve
UMADOP
Understanding people
Understanding violence
Understanding your crime
Value and personal responsibility
Veteran's workshop
Victim empathy 6 wk program
Victim services
Victorious living
Video course
Vietnam veterans Memorial Day observance
Violence awareness
Violence prevention
Violent offenders
Voluntary day treatment program
Volunteerism makes a difference
W
Warren UMADAOP project 180
We can make a difference
Weigh down basics
What the hell are you thinking
Why we can't just get over it

Other Non-Reentry Approved Programs:

Why try
Wild at heart
Wildlife community service hours 2036
Win win conflict intervention
Winning the sincere
Winning the victory
Women like me
Women of excellence
Women's history month speaking engagement
Women's issues
Work
Work keys-worldwide interactive network
Working in a hostile environment
Working on a farm
Workplace training module
Workplace violence awareness
Wounds in the way
Wrap
Writer's group
Y
You are what you believe you are
You can live forever
Young mens work
Your heart matters
Your heart, your destiny
Yusa program

Appendix C: Goals and Research Questions

Goal A: To assess selected ODRC institutional programs and to identify strengths and weaknesses, both on the level of the individual program and across program types, and to make recommendations to improve program integrity.

Goal B: To determine if participation in programs had an effect on institutional behavior and if type of program made a difference.

- B1. Whether and what reentry approved programs reduce an inmate's odds of engaging in different types of crimes and other forms of misconduct during incarceration.
- B2. Are there differences in program effects from question 1 depending on whether inmates completed a program versus started a program but did not complete the program?
- B3. Do different *combinations* of reentry approved programs further reduce an inmate's odds of engaging in different types of crimes and other forms of misconduct during incarceration, beyond the effects found for question 1?
- B4. Are there differences in combined program effects from question 3 depending on whether inmates completed a program versus started a program but did not complete the program?

Goal C: To determine if program participation had an effect on recidivism, and if the type, quality, and mix of programs made a difference.

- C5. Whether and what reentry approved programs reduce an inmate's odds of recidivism (measured as returning to prison for a new crime or technical parole violation) after release.
- C6. Are there differences in program effects from question 5 depending on whether inmates completed a program versus started a program but did not complete the program?
- C7. Do different *combinations* of reentry approved programs further reduce an inmate's odds of recidivism, beyond the effects found for question 5?
- C8. Are there differences in combined program effects from question 7 depending on whether inmates completed a program versus started a program but did not complete the program?
- C9. Among inmates who completed reentry approved programs, are recidivism odds lower for those who completed more types of reentry approved programs (i.e., recovery services, unit management, mental health, GED classes, advanced education, and/or college classes)?

C10. Among inmates who completed reentry approved programs, are recidivism odds lower for inmates who completed more hours of reentry approved programs?

C11. Among inmates who completed reentry approved programs evaluated for fidelity, are recidivism odds lower for those who completed programs with greater fidelity (examined separately for program assessment, treatment, staff support, quality assurance, as well as for overall fidelity)?

Goal D: To measure the support and organizational climate for programs in each institution and its effect on institutional behavior.

D12. Does the survey data compiled from the organizational climate survey produce factors (latent variables) reflecting each of the key dimensions of “climate”? What survey items load significantly on one or more factors?

D13. Do the organizational climate factors produced for question 12 significantly predict facility misconduct rates?

Appendix D: Tables & Figures for Quantitative Data Analyses

Table 1. Any reentry approved program and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 15,165	<i>n</i> = 15,165			
Violent	16.5	14.0	2.5	0.7	3.70
Drugs	8.6	7.9	0.7	0.6	1.27
Property	7.6	6.1	1.5	0.5	3.15
Disturbance	5.4	4.5	0.9	0.4	2.19
Escape	0.3	0.2	0.1	0.1	1.87
Weapons	1.0	1.1	-0.1	0.2	-0.76
Other	17.5	15.4	2.1	0.7	2.95
Completed program	<i>n</i> = 6,879	<i>n</i> = 6,879			
Violent	13.4	14.1	-0.7	0.8	-0.85
Drugs	7.8	7.2	0.6	0.6	0.94
Property	7.0	5.9	1.1	0.6	1.92
Disturbance	4.5	4.3	0.2	0.5	0.47
Escape	0.2	0.3	-0.1	0.1	-0.84
Weapons	0.7	1.2	-0.5	0.3	-1.77
Other	14.7	14.0	0.7	0.8	0.81

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-1 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 2. Any reentry approved program and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 2,024	<i>n</i> = 2,024			
Violent	8.7	7.9	0.8	1.6	0.55
Drugs	1.2	1.3	-0.1	0.7	-0.07
Property	2.8	1.2	1.6	0.8	1.97
Disturbance	1.7	2.2	-0.5	0.7	-0.60
Escape	0.1	0.9	-0.8	0.3	-2.88 ^{**}
Weapons	-----	-----	-----	-----	-----
Other	10.9	7.8	3.1	1.6	1.91
Completed program	<i>n</i> = 1,038	<i>n</i> = 1,038			
Violent	8.8	6.4	2.4	1.8	1.34
Drugs	1.1	1.1	0.0	0.8	0.00
Property	3.5	0.2	3.3	0.7	4.42
Disturbance	1.5	1.5	0.0	0.9	0.00
Escape	0.1	0.3	-0.2	0.4	-0.55
Weapons	-----	-----	-----	-----	-----
Other	12.2	9.1	3.1	1.9	1.67

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-1 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 3. Any reentry program and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 27,732	<i>n</i> = 27,732			
Return to prison for new crime or parole violation	27.7	27.9	-0.2	0.7	-0.23
Return to prison for new crime Only	23.6	23.5	0.1	0.6	0.21
Completed program	<i>n</i> = 16,446	<i>n</i> = 16,446			
Return to prison for new crime or parole violation	25.9	27.6	-1.7	0.7	-2.27*
Return to prison for new crime only	22.1	23.3	-1.2	0.7	-1.70
<u>Females</u>					
Started program	<i>n</i> = 5,092	<i>n</i> = 5,092			
Return to prison for new crime or parole violation	15.3	18.2	-2.8	1.3	-2.21*
Return to prison for new crime only	11.4	12.0	-0.6	1.1	-0.56
Completed program	<i>n</i> = 3,044	<i>n</i> = 3,044			
Return to prison for new crime or parole violation	14.8	19.1	-4.3	1.5	-2.82**
Return to prison for new crime only	11.0	12.4	-1.4	1.3	-1.07

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-1 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 4. Advanced education class(es) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 1,959	<i>n</i> = 3,918			
Violent	15.9	15.3	0.6	1.1	0.53
Drugs	9.1	7.8	1.3	0.8	1.56
Property	8.7	6.3	2.4	0.8	2.96
Disturbance	4.8	5.4	-0.6	0.7	-0.85
Escape	0.1	0.2	-0.1	0.1	-0.65
Weapons	0.7	1.3	-0.6	0.3	-1.96*
Other	17.0	17.1	-0.1	1.1	-0.09
Completed program	<i>n</i> = 1,599	<i>n</i> = 3,198			
Violent	15.1	15.2	-0.1	1.9	-0.10
Drugs	8.5	7.6	0.9	1.5	0.58
Property	6.5	6.1	0.4	0.8	0.55
Disturbance	4.3	4.5	-0.2	0.6	-0.38
Escape	0.2	0.1	0.1	0.1	0.47
Weapons	0.9	1.1	-0.2	0.3	-0.39
Other	18.4	15.0	3.4	1.2	2.8

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 5. College education class(es) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 1,481	<i>n</i> = 2,976			
Violent	11.1	13.4	-2.3	1.1	-2.06*
Drugs	6.5	8.3	-1.8	0.9	-2.03*
Property	7.3	6.0	1.3	0.9	1.47
Disturbance	3.7	4.5	-0.8	0.7	-1.20
Escape	0.1	0.2	-0.1	0.1	-0.52
Weapons	0.5	0.9	-0.4	0.3	-1.57
Other	13.4	16.2	-2.8	1.2	-2.33**
Completed program	<i>n</i> = 109	<i>n</i> = 218			
Violent	6.4	15.1	-8.7	3.4	-2.58**
Drugs	5.5	7.3	-1.8	2.8	-0.65
Property	6.4	5.0	1.4	2.8	0.49
Disturbance	6.4	4.6	1.8	2.8	0.67
Escape	----	----	----	----	----
Weapons	0.0	0.5	-0.5	0.5	-0.99
Other	9.2	20.2	-11.0	3.9	-2.83**

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 6. General education class(es) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 7,614	<i>n</i> = 15,228			
Violent	21.1	18.4	2.7	0.7	3.83
Drugs	10.0	9.9	0.1	0.6	0.12
Property	8.5	7.1	1.4	0.5	3.01
Disturbance	7.2	6.6	0.6	0.4	1.23
Escape	0.5	0.3	0.2	0.1	2.00
Weapons	1.3	1.4	-0.1	0.2	-0.43
Other	21.4	18.1	3.3	0.7	4.61
Completed program	<i>n</i> = 2,796	<i>n</i> = 5,592			
Violent	18.5	21.1	-2.6	1.0	-2.52 ^{**}
Drugs	10.3	10.0	0.3	0.8	0.36
Property	8.1	8.8	-0.7	0.7	-0.94
Disturbance	6.4	7.6	-1.2	0.6	-1.84 [*]
Escape	0.3	0.5	-0.2	0.2	-0.91
Weapons	1.1	1.2	-0.1	0.3	-0.31
Other	19.3	22.3	-3.0	1.1	-2.89 ^{**}

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 7. Mental health program(s) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 251	<i>n</i> = 502			
Violent	11.6	13.3	-1.7	2.6	-0.70
Drugs	3.2	7.6	-4.4	1.6	-2.68**
Property	8.0	6.0	2.0	2.0	0.98
Disturbance	1.6	3.4	-1.8	1.2	-1.54
Escape	0.4	0.2	0.2	0.4	0.44
Weapons	1.2	0.8	0.4	0.8	0.49
Other	8.0	14.1	-6.1	2.4	-2.60**
Completed program	<i>n</i> = 165	<i>n</i> = 330			
Violent	9.7	13.3	-3.6	3.0	-1.22
Drugs	4.2	6.7	-2.5	2.1	-1.16
Property	7.9	6.4	1.5	2.5	0.61
Disturbance	1.2	4.5	-3.3	1.4	-2.32*
Escape	0.6	0.3	0.3	0.7	0.45
Weapons	0.6	0.9	-0.3	0.8	-0.38
Other	4.8	16.1	-11.3	2.6	-4.24**

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 8. Recovery services program(s) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 3,361	<i>n</i> = 6,722			
Violent	11.6	12.9	-1.3	0.8	-1.72*
Drugs	6.4	7.9	-1.5	0.6	-2.53**
Property	6.2	5.7	0.5	0.6	0.83
Disturbance	3.3	4.4	-1.1	0.4	-2.35**
Escape	0.3	0.2	0.1	0.1	0.50
Weapons	0.5	0.8	-0.3	0.2	-1.45
Other	13.5	14.4	-0.9	0.8	-1.05
Completed program	<i>n</i> = 1,757	<i>n</i> = 3,514			
Violent	8.4	11.9	-3.5	0.9	-3.80**
Drugs	5.4	7.4	-2.0	0.7	-2.77**
Property	5.5	6.2	-0.7	0.7	-1.00
Disturbance	2.5	3.5	-1.0	0.5	-1.94*
Escape	0.2	0.2	0.0	0.1	0.00
Weapons	0.2	0.8	-0.6	0.2	-2.80**
Other	10.6	13.0	-2.4	1.0	-2.38**

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 9. Unit management program(s) and institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 3,886	<i>n</i> = 7,772			
Violent	13.0	13.5	-0.5	0.7	-0.63
Drugs	6.6	8.3	-1.7	0.6	-2.95**
Property	6.7	6.4	0.3	0.5	0.47
Disturbance	3.9	4.4	-0.5	0.4	-1.04
Escape	0.2	0.2	0.0	0.1	0.14
Weapons	0.7	1.1	-0.4	0.2	-1.76*
Other	14.5	16.0	-1.5	0.8	-1.91*
Completed program	<i>n</i> = 2,039	<i>n</i> = 4,078			
Violent	9.1	12.9	-3.8	0.9	-4.35**
Drugs	5.4	7.1	-1.7	0.7	-2.55**
Property	6.4	6.1	0.3	0.7	0.42
Disturbance	3.5	4.7	-1.2	0.6	-2.14*
Escape	0.0	0.1	-0.1	0.1	-1.10
Weapons	0.6	0.9	-0.3	0.2	-1.12
Other	11.0	15.7	-4.7	1.0	-4.95**

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 10. Advanced education class(es) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 302	<i>n</i> = 604			
Violent	4.6	6.8	-2.2	1.9	-1.15
Drugs	0.7	1.0	-0.3	0.7	-0.45
Property	2.3	1.5	0.8	1.1	0.74
Disturbance	2.0	1.5	0.5	1.1	0.45
Escape	0.0	0.2	-0.2	0.3	-0.65
Weapons	----	----	----	----	----
Other	8.3	7.4	0.9	2.2	0.38
Completed program	<i>n</i> = 106	<i>n</i> = 212			
Violent	1.9	4.7	-2.8	2.1	-1.32
Drugs	0.0	0.9	-0.9	0.8	-1.22
Property	1.9	2.8	-0.9	1.9	-0.50
Disturbance	0.9	0.9	0.0	1.2	0.00
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	6.6	6.6	0.0	3.1	0.00

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 11. College education class(es) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 134	<i>n</i> = 268			
Violent	4.5	9.7	-5.2	2.8	-1.87*
Drugs	1.5	1.5	0.0	1.3	0.00
Property	3.0	1.9	1.1	1.8	0.62
Disturbance	0.0	1.9	-1.9	1.0	-1.79*
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	10.4	6.7	3.7	3.2	1.16
Completed program	<i>n</i> = 8	<i>n</i> = 16			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 12. General education class(es) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 923	<i>n</i> = 1,846			
Violent	9.8	12.0	-2.2	1.7	-1.33
Drugs	1.5	1.2	0.3	0.6	0.43
Property	2.7	2.1	0.6	0.8	0.78
Disturbance	1.6	2.5	-0.9	0.8	-1.15
Escape	0.2	0.1	0.1	0.2	0.50
Weapons	----	----	----	----	----
Other	13.0	9.6	3.4	1.7	2.01
Completed program	<i>n</i> = 407	<i>n</i> = 814			
Violent	9.3	10.3	-1.0	2.0	-0.50
Drugs	1.2	1.4	-0.2	0.7	-0.17
Property	2.7	2.3	0.4	1.1	0.34
Disturbance	1.5	2.5	-1.0	0.9	-1.10
Escape	0.2	0.1	0.1	0.3	0.40
Weapons	----	----	----	----	----
Other	15.0	11.9	3.1	2.2	1.37

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 13. Mental health program(s) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 28	<i>n</i> = 56			
Violent	7.1	1.8	5.3	5.3	1.01
Drugs	0.0	1.8	-1.8	1.9	-0.92
Property	10.7	1.8	8.9	6.3	1.43
Disturbance	7.1	0.0	7.1	5.0	1.44
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	7.1	1.8	5.3	5.3	1.01
Completed program	<i>n</i> = 24	<i>n</i> = 48			
Violent	4.2	10.4	-6.2	6.2	-1.01
Drugs	0.0	4.2	-4.2	3.0	-1.39
Property	12.5	2.1	10.4	7.2	1.44
Disturbance	4.2	2.1	2.1	4.7	0.44
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	4.2	6.2	-2.0	5.5	-0.38

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 14. Recovery services program(s) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 596	<i>n</i> = 1,192			
Violent	5.4	8.2	-2.8	1.6	-1.81*
Drugs	0.3	1.3	-1.0	0.6	-1.63
Property	2.0	2.0	0.0	0.9	0.00
Disturbance	1.3	1.8	-0.5	0.8	-0.63
Escape	0.0	0.1	-0.1	0.2	-0.49
Weapons	----	----	----	----	----
Other	6.9	8.6	-1.7	1.7	-1.04
Completed program	<i>n</i> = 227	<i>n</i> = 454			
Violent	4.0	9.0	-5.0	2.0	-2.49**
Drugs	0.4	1.8	-1.4	0.8	-1.58
Property	2.2	1.5	0.7	1.2	0.56
Disturbance	0.9	1.3	-0.4	0.9	-0.49
Escape	0.0	0.2	-0.2	0.3	-0.81
Weapons	----	----	----	----	----
Other	6.2	8.8	-2.6	2.2	-1.17

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 15. Unit management program(s) and institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Program started/completed (x) type of misconduct					
Started program	<i>n</i> = 513	<i>n</i> = 1,026			
Violent	11.3	16.3	-0.5	2.3	-2.16*
Drugs	1.4	1.5	-0.1	0.9	-0.11
Property	4.3	3.6	0.7	1.3	0.54
Disturbance	3.1	2.4	0.7	1.1	0.59
Escape	0.0	0.2	-0.2	0.2	-0.84
Weapons	----	----	----	----	----
Other	15.8	15.8	0.0	2.4	0.00
Completed program	<i>n</i> = 320	<i>n</i> = 640			
Violent	11.6	11.2	0.4	2.4	0.13
Drugs	1.2	1.8	-0.6	0.9	-0.70
Property	5.0	2.6	2.4	1.4	1.58
Disturbance	1.9	2.5	-0.6	1.1	-0.57
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	14.1	14.1	0.0	2.6	0.00

^a Program started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 16. Advanced education class(es) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 6,242	<i>n</i> = 12,484			
Return to prison for new crime or parole violation	28.5	29.8	-1.3	0.9	-1.43
Return to prison for new crime only	24.1	24.5	-0.4	0.8	-0.60
Completed program	<i>n</i> = 4,674	<i>n</i> = 9,348			
Return to prison for new crime or parole violation	27.0	31.4	-4.4	0.9	-4.81**
Return to prison for new crime only	23.5	26.0	-2.5	0.9	-2.84**
<u>Females</u>					
Started program	<i>n</i> = 1,499	<i>n</i> = 2,998			
Return to prison for new crime or parole violation	14.0	18.9	-4.9	1.5	-3.27**
Return to prison for new crime only	10.6	11.7	-1.1	1.3	-0.84
Completed program	<i>n</i> = 1,137	<i>n</i> = 2,274			
Return to prison for new crime or parole violation	13.5	20.0	-6.5	1.5	-4.27**
Return to prison for new crime only	10.6	12.8	-2.2	1.3	-1.70*

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 17. College education class(es) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 2,047	<i>n</i> = 4,094			
Return to prison for new crime or parole violation	26.4	31.2	-4.8	1.5	-3.13**
Return to prison for new crime only	20.7	22.3	-1.6	1.4	-1.17
Completed program	<i>n</i> = 338	<i>n</i> = 676			
Return to prison for new crime or parole violation	22.2	31.2	-9.0	3.0	-3.05**
Return to prison for new crime only	16.6	20.1	-3.5	2.6	-1.36
<u>Females</u>					
Started program	<i>n</i> = 223	<i>n</i> = 446			
Return to prison for new crime or parole violation	15.7	22.0	-6.3	3.7	-1.69*
Return to prison for new crime only	12.1	11.0	1.1	3.0	0.37
Completed program	<i>n</i> = 90	<i>n</i> = 180			
Return to prison for new crime or parole violation	13.3	26.1	-12.8	5.2	-2.45**
Return to prison for new crime only	8.9	13.9	-5.0	4.1	-1.21

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 18. General education class(es) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 13,997	<i>n</i> = 27,994			
Return to prison for new crime or parole violation	28.7	28.8	-0.1	0.7	-0.13
Return to prison for new crime only	24.5	24.3	0.1	0.7	0.24
Completed program	<i>n</i> = 5,020	<i>n</i> = 10,040			
Return to prison for new crime or parole violation	27.2	30.2	-3.0	0.9	-3.22**
Return to prison for new crime only	23.0	24.3	-1.3	0.9	-1.43
<u>Females</u>					
Started program	<i>n</i> = 2,877	<i>n</i> = 5,754			
Return to prison for new crime or parole violation	14.3	17.4	-3.1	1.2	-2.47**
Return to prison for new crime only	10.8	10.8	0.0	1.1	0.00
Completed program	<i>n</i> = 1,279	<i>n</i> = 2,558			
Return to prison for new crime or parole violation	15.4	17.7	-2.3	1.5	-1.55
Return to prison for new crime only	12.0	10.4	1.6	1.3	1.29

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 19. Mental health program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 349	<i>n</i> = 698			
Return to prison for new crime or parole violation	25.8	25.1	0.7	2.9	0.24
Return to prison for new crime only	20.0	18.1	1.9	2.7	0.69
Completed program	<i>n</i> = 234	<i>n</i> = 468			
Return to prison for new crime or parole violation	19.7	25.8	-6.1	3.3	-1.86*
Return to prison for new crime only	14.1	19.4	-5.3	3.0	-1.81*
<u>Females</u>					
Started program	<i>n</i> = 93	<i>n</i> = 186			
Return to prison for new crime or parole violation	18.3	17.2	1.1	5.1	0.21
Return to prison for new crime only	15.0	11.8	3.2	4.6	0.70
Completed program	<i>n</i> = 70	<i>n</i> = 140			
Return to prison for new crime or parole violation	17.1	20.7	-3.6	5.8	-0.62
Return to prison for new crime only	14.3	10.0	4.3	5.0	0.86

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 20. Recovery services program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 8,731	<i>n</i> = 17,462			
Return to prison for new crime or parole violation	27.3	27.0	0.3	0.7	0.33
Return to prison for new crime only	22.2	23.0	-0.8	0.7	-1.19
Completed program	<i>n</i> = 6,191	<i>n</i> = 12,382			
Return to prison for new crime or parole violation	25.6	26.6	-1.0	0.8	-1.34
Return to prison for new crime only	21.7	23.1	-1.4	0.7	-1.92*
<u>Females</u>					
Started program	<i>n</i> = 1,425	<i>n</i> = 2,850			
Return to prison for new crime or parole violation	18.2	22.2	-4.0	1.7	-2.41**
Return to prison for new crime only	11.6	12.2	-0.6	1.4	-0.49
Completed program	<i>n</i> = 753	<i>n</i> = 1,506			
Return to prison for new crime or parole violation	16.1	19.4	-3.3	2.0	-1.68*
Return to prison for new crime only	10.1	10.9	-0.8	1.6	-0.50

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 21. Unit management program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 6,827	<i>n</i> = 13,654			
Return to prison for new crime or parole violation	26.8	28.5	-1.7	0.9	-1.91 *
Return to prison for new crime only	20.1	22.1	-2.0	0.8	-2.43 **
Completed program	<i>n</i> = 3,659	<i>n</i> = 7,318			
Return to prison for new crime or parole violation	22.0	26.0	-4.0	1.0	-4.01 **
Return to prison for new crime only	17.5	19.0	-1.4	0.9	-1.60
<u>Females</u>					
Started program	<i>n</i> = 939	<i>n</i> = 1,878			
Return to prison for new crime or parole violation	15.9	18.0	-2.1	2.3	-0.93
Return to prison for new crime only	11.2	9.8	1.4	1.9	0.77
Completed program	<i>n</i> = 623	<i>n</i> = 1,246			
Return to prison for new crime or parole violation	13.1	19.7	-6.6	2.4	-2.71 **
Return to prison for new crime only	9.1	9.4	-0.3	2.0	-0.12

^a Program started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 22. Advanced education class(es) with mental health program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 23	<i>n</i> = 46			
Violent	13.0	17.4	-4.3	9.1	-0.48
Drugs	4.3	6.5	-2.2	5.7	-0.38
Property	4.3	8.7	-4.3	6.0	-0.72
Disturbance	4.3	4.3	0.0	5.3	0.00
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	8.7	10.9	-2.2	7.6	-0.29
Completed both programs	<i>n</i> = 5	<i>n</i> = 10			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 23. Advanced education class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 282	<i>n</i> = 564			
Violent	11.7	14.9	-3.2	2.5	-1.29
Drugs	5.3	7.8	-2.5	1.8	-1.38
Property	6.4	5.1	1.2	1.7	0.71
Disturbance	3.9	4.6	-0.7	1.5	-0.48
Escape	0.4	0.2	0.2	0.4	0.44
Weapons	0.0	2.1	-2.1	0.5	-3.62 ^{**}
Other	12.8	12.9	-0.1	2.5	-0.07
Completed both programs	<i>n</i> = 43	<i>n</i> = 86			
Violent	9.3	9.3	0.0	5.5	0.00
Drugs	0.0	5.8	-5.8	2.6	-2.21 [*]
Property	2.3	8.1	-5.8	3.7	-1.58
Disturbance	2.3	3.5	-1.2	3.1	-0.37
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	9.3	14.0	-4.7	5.9	-0.78

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 24. Advanced education class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 458	<i>n</i> = 916			
Violent	12.4	13.5	-1.1	1.9	-0.56
Drugs	4.8	7.9	-3.1	1.4	-2.26*
Property	8.7	6.8	2.0	1.6	1.25
Disturbance	3.5	4.9	-1.4	1.1	-1.25
Escape	0.0	0.1	-0.1	0.1	-0.93
Weapons	0.7	1.5	-0.8	0.6	-1.54
Other	15.7	14.6	1.1	2.1	0.52
Completed both programs	<i>n</i> = 90	<i>n</i> = 180			
Violent	7.8	14.4	-6.6	3.9	-1.72*
Drugs	3.3	7.8	-4.4	2.8	-1.60
Property	3.3	4.4	-1.1	2.5	-0.45
Disturbance	1.1	5.6	-4.4	2.0	-2.17*
Escape	0.0	0.0	0.0	0.0	----
Weapons	1.1	0.0	1.1	1.1	1.00
Other	11.1	12.8	-1.7	4.2	-0.4

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 25. College class(es) with mental health program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 17	<i>n</i> = 34			
Violent	17.6	14.7	2.9	11.4	0.26
Drugs	0.0	11.8	-11.8	5.6	-2.10*
Property	5.9	5.9	0.0	7.2	0.0
Disturbance	0.0	5.9	-5.9	4.1	-1.44
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	5.9	26.5	-20.6	9.7	-2.13*
Completed both programs	<i>n</i> = 1	<i>n</i> = 2			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 26. College class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 253	<i>n</i> = 506			
Violent	7.5	8.3	-0.8	2.1	-0.38
Drugs	2.4	7.5	-5.1	1.6	-3.30**
Property	4.7	6.9	-2.2	1.8	-1.23
Disturbance	0.8	2.6	-1.8	0.9	-1.96*
Escape	4.0	2.0	2.0	0.4	0.44
Weapons	0.0	0.2	-0.2	0.2	-0.94
Other	9.1	11.9	-2.8	2.4	-1.18
Completed both programs	<i>n</i> = 8	<i>n</i> = 16			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 27. College class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 300	<i>n</i> = 600			
Violent	7.7	10.5	-2.8	2.0	-1.39
Drugs	5.3	7.3	-2.0	1.7	-1.17
Property	5.3	6.0	-0.7	1.7	-0.40
Disturbance	2.7	5.8	-3.1	1.4	-2.30*
Escape	0.0	0.2	-0.2	0.2	-0.92
Weapons	0.3	0.8	-0.5	0.5	-1.02
Other	13.3	16.7	-3.4	2.6	-1.30
Completed both programs	<i>n</i> = 20	<i>n</i> = 40			
Violent	5.0	17.5	-12.5	7.9	-1.59
Drugs	0.0	2.5	-2.5	2.5	-1.00
Property	0.0	5.0	-5.0	3.5	-1.43
Disturbance	0.0	5.0	-5.0	3.5	-1.43
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	5.0	22.5	-17.5	8.3	-2.10*

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 28. General education class(es) with mental health program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 53	<i>n</i> = 106			
Violent	15.1	12.2	2.8	5.9	0.48
Drugs	5.7	9.4	-3.7	4.3	-0.88
Property	7.5	1.9	5.7	3.9	1.45
Disturbance	3.8	3.8	0.0	3.2	0.00
Escape	1.9	0.0	1.9	1.9	1.00
Weapons	1.9	1.9	0.0	2.3	0.00
Other	9.4	14.2	-4.8	5.3	-0.89
Completed both programs	<i>n</i> = 16	<i>n</i> = 32			
Violent	0.0	21.9	-21.9	7.4	-2.95 ^{**}
Drugs	12.5	6.2	6.2	9.6	0.65
Property	0.0	3.1	-3.1	3.1	-1.00
Disturbance	0.0	9.4	-9.4	5.2	-1.79 [*]
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	0.0	21.9	-21.9	7.4	-2.95 ^{**}

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 29. General education class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 777	<i>n</i> = 1,554			
Violent	16.9	17.0	-0.1	1.7	-0.08
Drugs	8.4	9.1	-0.8	1.3	-0.60
Property	6.9	6.9	0.0	1.2	0.06
Disturbance	5.7	6.5	-0.8	1.1	-0.78
Escape	0.3	0.3	0.0	0.2	0.00
Weapons	0.8	1.4	-0.6	0.5	-1.23
Other	18.5	18.1	0.4	1.8	0.22
Completed both programs	<i>n</i> = 135	<i>n</i> = 270			
Violent	8.9	16.3	-7.4	3.4	-2.21*
Drugs	9.6	10.0	-0.4	3.1	-0.12
Property	3.7	5.6	-1.9	2.2	-0.85
Disturbance	3.7	5.6	-1.9	2.2	-0.85
Escape	0.0	0.7	-0.7	0.5	-1.39
Weapons	0.7	1.1	-0.4	1.0	-0.37
Other	10.4	20.0	-9.6	3.6	-2.66**

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 30. General education class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 1,005	<i>n</i> = 2,010			
Violent	21.0	17.4	3.6	1.6	2.24
Drugs	7.8	11.0	-3.2	1.2	-2.85*
Property	9.6	7.9	1.7	1.2	1.41
Disturbance	5.7	8.1	-2.4	1.0	-2.44
Escape	0.5	0.2	0.3	0.3	1.16
Weapons	1.3	1.0	0.3	0.5	0.65
Other	19.8	18.7	1.1	1.6	0.68
Completed both programs	<i>n</i> = 206	<i>n</i> = 412			
Violent	11.1	17.5	-6.4	2.9	-2.17*
Drugs	7.3	9.0	-1.7	2.3	-0.73
Property	6.8	8.0	-1.2	2.2	-0.55
Disturbance	2.9	5.6	-2.7	1.6	-1.62
Escape	0.0	0.5	-0.5	0.4	-1.38
Weapons	1.0	1.7	-0.7	0.9	-0.77
Other	15.5	18.9	-3.4	3.2	-1.06

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 31. Mental health program(s) with recovery service program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 67	<i>n</i> = 134			
Violent	7.5	8.2	-0.7	4.0	-0.19
Drugs	3.0	7.5	-4.5	3.1	-1.45
Property	7.5	3.7	3.8	3.6	1.03
Disturbance	0.0	3.0	-3.0	1.5	-2.02*
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	1.5	-1.5	1.0	-1.42
Other	1.5	13.4	-11.9	3.3	-3.60**
Completed both programs	<i>n</i> = 27	<i>n</i> = 54			
Violent	3.7	7.4	-3.7	5.2	-0.72
Drugs	0.0	5.6	-5.6	3.1	-1.77*
Property	1.1	0.0	1.1	6.2	1.80
Disturbance	0.0	1.9	-1.9	1.9	-1.00
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	0.0	1.1	-1.1	4.3	-2.57**

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 32. Mental health program(s) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 54	<i>n</i> = 108			
Violent	5.6	6.5	-0.9	3.9	-0.23
Drugs	3.7	6.5	-2.8	3.4	-0.81
Property	9.3	8.3	0.9	4.8	0.19
Disturbance	0.0	2.8	-2.8	1.6	-1.7
Escape	0.0	0.0	0.0	0.0	----
Weapons	1.9	0.0	1.9	1.9	1.00
Other	7.4	9.3	-1.9	4.4	-0.42
Completed both programs	<i>n</i> = 30	<i>n</i> = 60			
Violent	3.3	11.7	-8.4	5.3	-1.56
Drugs	6.7	5.0	-1.7	5.4	0.31
Property	10.0	1.7	8.3	5.8	1.43
Disturbance	0.0	0.0	0.0	0.0	----
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	6.7	8.3	-1.6	5.9	-0.28

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 33. Recovery services program(s) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 866	<i>n</i> = 1,732			
Violent	10.0	12.9	-2.9	1.3	-2.09 [*]
Drugs	6.1	8.0	-1.9	1.1	-1.75 [*]
Property	5.9	7.2	-1.3	1.0	-1.21
Disturbance	3.3	3.9	-0.6	0.8	-0.65
Escape	0.3	0.2	0.1	0.2	0.75
Weapons	0.3	0.9	-0.6	0.3	-1.67 [*]
Other	12.6	14.1	-1.5	1.5	-1.07
Completed both programs	<i>n</i> = 316	<i>n</i> = 732			
Violent	6.6	14.6	-8.0	2.0	-3.96 ^{**}
Drugs	4.7	8.1	-3.4	1.6	-2.04 [*]
Property	5.7	7.4	-1.7	1.7	-1.04
Disturbance	4.1	4.1	0.0	1.4	0.00
Escape	0.3	0.0	0.3	0.3	1.00
Weapons	0.3	1.3	-1.0	0.6	-1.72 [*]
Other	10.4	14.4	-4.0	2.2	-1.77 [*]

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 34. Advanced education class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 3	<i>n</i> = 6			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----
Completed both programs	<i>n</i> = 2	<i>n</i> = 4			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 35. Advanced education class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 42	<i>n</i> = 84			
Violent	7.1	4.8	2.3	4.8	0.49
Drugs	0.0	1.2	-1.2	1.4	-0.87
Property	2.4	1.2	1.2	2.7	0.43
Disturbance	0.0	1.2	-1.2	1.4	-0.87
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	7.1	4.8	2.3	4.8	0.49
Completed both programs	<i>n</i> = 6	<i>n</i> = 6			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 36. Advanced education class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 60	<i>n</i> = 120			
Violent	6.7	5.8	0.9	3.9	0.21
Drugs	0.0	0.8	-0.8	0.8	-0.98
Property	3.3	1.7	1.7	2.6	0.63
Disturbance	3.3	3.3	0.0	2.9	0.00
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	10.0	10.0	0.0	4.8	0.00
Completed both programs	<i>n</i> = 12	<i>n</i> = 24			
Violent	0.0	4.2	-4.2	4.2	-1.00
Drugs	0.0	0.0	0.0	0.0	----
Property	0.0	0.0	0.0	0.0	----
Disturbance	0.0	0.0	0.0	0.0	----
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	0.0	8.3	-8.3	5.7	-1.45

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 37. College class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 2	<i>n</i> = 4			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----
Completed both programs	<i>n</i> = 0	<i>n</i> = 0			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 38. College class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 28	<i>n</i> = 56			
Violent	3.6	7.1	-3.5	5.2	0.69
Drugs	0.0	0.0	0.0	0.0	----
Property	3.6	0.0	3.6	3.6	1.00
Disturbance	0.0	1.8	-1.8	1.9	-0.92
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	14.3	5.4	8.9	7.5	1.19
Completed both programs	<i>n</i> = 0	<i>n</i> = 0			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 39. College class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 33	<i>n</i> = 66			
Violent	3.0	15.2	-12.2	5.4	-2.24*
Drugs	0.0	1.5	-1.5	1.7	-0.90
Property	3.0	0.0	3.0	3.0	1.00
Disturbance	0.0	3.0	-3.0	2.4	-1.28
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	6.1	9.1	-3.0	5.6	-0.54
Completed both programs	<i>n</i> = 4	<i>n</i> = 8			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 40. General education class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 4	<i>n</i> = 8			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----
Completed both programs	<i>n</i> = 0	<i>n</i> = 0			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 41. General education class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 154	<i>n</i> = 308			
Violent	2.6	5.5	-2.9	2.1	-1.42
Drugs	0.0	1.3	-1.3	0.7	-1.82*
Property	1.9	1.6	0.3	1.4	0.22
Disturbance	1.9	1.0	0.9	1.3	0.73
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	8.4	8.4	0.0	3.0	0.00
Completed both programs	<i>n</i> = 27	<i>n</i> = 54			
Violent	0.0	16.7	-16.7	5.4	-3.09**
Drugs	0.0	1.9	-1.9	2.0	-0.95
Property	0.0	1.9	-1.9	2.0	-0.95
Disturbance	0.0	3.7	-3.7	2.7	-1.35
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	7.4	9.3	-1.9	6.6	-0.28

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 42. General education class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 138	<i>n</i> = 276			
Violent	12.3	17.8	-5.5	4.0	-1.37
Drugs	2.9	1.1	1.8	1.7	1.07
Property	5.1	3.3	1.8	2.2	0.82
Disturbance	1.4	7.6	-6.2	1.9	-3.20 ^{**}
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	19.6	18.5	1.1	4.5	0.24
Completed both programs	<i>n</i> = 34	<i>n</i> = 68			
Violent	8.8	19.1	-10.3	7.3	-1.41
Drugs	2.9	0.0	2.9	2.9	1.00
Property	5.9	7.4	-1.5	5.5	-0.27
Disturbance	0.0	2.9	-2.9	2.3	-1.26
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	8.8	20.6	-11.8	7.3	-1.61

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 43. Mental health program(s) with recovery service program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 10	<i>n</i> = 20			
Violent	10.0	15.0	-5.0	12.9	-0.39
Drugs	0.0	0.0	0.0	0.0	----
Property	0.0	5.0	-5.0	5.0	-1.00
Disturbance	20.0	0.0	20.0	13.3	1.50
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	20.0	10.0	10.0	15.0	0.67
Completed both programs	<i>n</i> = 6	<i>n</i> = 12			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 44. Mental health program(s) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 9	<i>n</i> = 18			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----
Completed both programs	<i>n</i> = 7	<i>n</i> = 14			
Violent	----	----	----	----	----
Drugs	----	----	----	----	----
Property	----	----	----	----	----
Disturbance	----	----	----	----	----
Escape	----	----	----	----	----
Weapons	----	----	----	----	----
Other	----	----	----	----	----

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 45. Recovery services program(s) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
Programs started/completed (x) type of misconduct					
Started program	<i>n</i> = 72	<i>n</i> = 144			
Violent	5.6	11.8	-6.2	4.0	-1.57
Drugs	0.0	2.8	-2.8	1.6	-1.72*
Property	2.8	6.2	-3.5	2.8	-1.25
Disturbance	2.8	4.9	-2.1	2.8	-0.75
Escape	0.0	0.7	-0.7	0.8	-0.85
Weapons	0.0	0.0	0.0	0.0	----
Other	15.3	8.3	7.0	4.9	1.40
Completed both programs	<i>n</i> = 19	<i>n</i> = 38			
Violent	0.0	7.9	-7.9	4.4	-1.78*
Drugs	0.0	0.0	0.0	0.0	----
Property	0.0	0.0	0.0	0.0	----
Disturbance	0.0	0.0	0.0	0.0	----
Escape	0.0	0.0	0.0	0.0	----
Weapons	0.0	0.0	0.0	0.0	----
Other	5.3	7.9	-2.6	6.9	-0.38

^a Programs started/completed during first year of incarceration; Misconduct incidents measured during second year of incarceration; Percentages of inmates found guilty of misconduct reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 46. Advanced education class(es) with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 56	<i>n</i> = 112			
Return to prison for new crime or parole violation	28.6	29.5	-0.9	7.6	-0.12
Return to prison for new crime only	19.6	19.6	0.0	6.7	0.00
Completed program	<i>n</i> = 24	<i>n</i> = 48			
Return to prison for new crime or parole violation	16.7	29.2	-12.5	10.2	-1.22
Return to prison for new crime only	8.3	20.8	-12.5	8.3	-1.51
<u>Females</u>					
Started program	<i>n</i> = 46	<i>n</i> = 92			
Return to prison for new crime or parole violation	19.6	21.7	-2.1	7.4	-0.29
Return to prison for new crime only	17.4	14.1	3.3	6.8	0.48
Completed program	<i>n</i> = 32	<i>n</i> = 64			
Return to prison for new crime or parole violation	21.8	15.6	6.2	8.8	0.71
Return to prison for new crime only	21.8	10.9	10.9	8.4	1.29

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 47. Advanced education class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 1,320	<i>n</i> = 2,640			
Return to prison for new crime or parole violation	29.1	28.5	0.6	1.7	0.34
Return to prison for new crime only	22.3	21.9	0.4	1.5	0.25
Completed program	<i>n</i> = 620	<i>n</i> = 1,240			
Return to prison for new crime or parole violation	25.5	29.2	-3.7	2.2	-1.66*
Return to prison for new crime only	20.3	22.5	-2.2	2.0	-1.06
<u>Females</u>					
Started program	<i>n</i> = 366	<i>n</i> = 732			
Return to prison for new crime or parole violation	17.2	19.1	-1.9	2.9	-0.66
Return to prison for new crime only	11.7	10.6	1.1	2.3	0.47
Completed program	<i>n</i> = 173	<i>n</i> = 346			
Return to prison for new crime or parole violation	13.9	18.2	-4.3	3.5	-1.23
Return to prison for new crime only	10.4	8.1	2.3	2.9	0.81

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 48. Advanced education class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 1,731	<i>n</i> = 3,462			
Return to prison for new crime or parole violation	27.3	29.8	-2.5	1.5	-1.64*
Return to prison for new crime only	19.9	22.8	-2.9	1.4	-2.04*
Completed program	<i>n</i> = 710	<i>n</i> = 1,420			
Return to prison for new crime or parole violation	24.8	30.6	-5.8	2.1	-2.77**
Return to prison for new crime only	19.9	21.9	-2.0	1.9	-1.06
<u>Females</u>					
Started program	<i>n</i> = 319	<i>n</i> = 638			
Return to prison for new crime or parole violation	13.8	21.9	-8.1	2.9	-2.76**
Return to prison for new crime only	8.8	12.2	-3.4	2.3	-1.45
Completed program	<i>n</i> = 191	<i>n</i> = 382			
Return to prison for new crime or parole violation	12.6	19.1	-6.5	3.3	-1.95*
Return to prison for new crime only	7.3	10.5	-3.2	2.7	-1.15

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 49. College class(es) with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 44	<i>n</i> = 88			
Return to prison for new crime or parole violation	29.5	30.7	-1.2	8.7	-0.13
Return to prison for new crime only	18.2	20.4	-2.2	7.4	-0.31
Completed program	<i>n</i> = 4	<i>n</i> = 8			
Return to prison for new crime or parole violation	----	----	----	----	----
Return to prison for new crime only	----	----	----	----	----
<u>Females</u>					
Started program	<i>n</i> = 8	<i>n</i> = 16			
Return to prison for new crime or parole violation	----	----	----	----	----
Return to prison for new crime only	----	----	----	----	----
Completed program	<i>n</i> = 3	<i>n</i> = 6			
Return to prison for new crime or parole violation	----	----	----	----	----
Return to prison for new crime only	----	----	----	----	----

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 50. College class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 554	<i>n</i> = 1,108			
Return to prison for new crime or parole violation	26.2	30.4	-4.2	2.5	-1.70*
Return to prison for new crime only	18.2	22.2	-4.0	2.2	-1.78*
Completed program	<i>n</i> = 61	<i>n</i> = 122			
Return to prison for new crime or parole violation	16.4	32.0	-15.6	6.4	-2.41**
Return to prison for new crime only	11.5	20.5	-9.0	5.6	-1.62
<u>Females</u>					
Started program	<i>n</i> = 82	<i>n</i> = 164			
Return to prison for new crime or parole violation	22.0	24.4	-2.4	6.1	-0.40
Return to prison for new crime only	14.6	14.0	0.6	5.2	0.12
Completed program	<i>n</i> = 30	<i>n</i> = 60			
Return to prison for new crime or parole violation	16.7	23.3	-6.6	9.2	-0.72
Return to prison for new crime only	10.0	10.0	0.0	7.1	0.0

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 51. College class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 700	<i>n</i> = 1,400			
Return to prison for new crime or parole violation	26.4	31.0	-4.6	2.3	-1.97*
Return to prison for new crime only	17.9	22.4	-4.5	2.0	-2.22*
Completed program	<i>n</i> = 91	<i>n</i> = 182			
Return to prison for new crime or parole violation	18.7	28.0	-9.3	5.4	-1.73*
Return to prison for new crime only	11.0	17.6	-6.6	4.4	-1.49
<u>Females</u>					
Started program	<i>n</i> = 77	<i>n</i> = 154			
Return to prison for new crime or parole violation	14.3	24.7	-10.4	6.2	-1.68*
Return to prison for new crime only	10.4	13.6	-3.2	5.0	-0.65
Completed program	<i>n</i> = 31	<i>n</i> = 62			
Return to prison for new crime or parole violation	6.4	22.6	-16.2	7.4	-2.18*
Return to prison for new crime only	3.2	4.8	-1.6	4.6	-0.35

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 52. General education class(es) with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 111	<i>n</i> = 222			
Return to prison for new crime or parole violation	21.6	28.8	-7.2	5.0	-1.43
Return to prison for new crime only	17.1	22.9	-5.8	4.6	-1.27
Completed program	<i>n</i> = 35	<i>n</i> = 70			
Return to prison for new crime or parole violation	17.1	22.8	-5.7	8.2	-0.70
Return to prison for new crime only	8.6	18.6	-10.0	6.7	-1.49
<u>Females</u>					
Started program	<i>n</i> = 44	<i>n</i> = 88			
Return to prison for new crime or parole violation	18.2	17.0	1.2	7.2	0.16
Return to prison for new crime only	18.2	4.5	13.6	6.3	2.15
Completed program	<i>n</i> = 15	<i>n</i> = 30			
Return to prison for new crime or parole violation	20.0	23.3	-3.3	13.4	-0.25
Return to prison for new crime only	20.0	13.3	6.7	12.7	0.52

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 53. General education class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 2,200	<i>n</i> = 4,400			
Return to prison for new crime or parole violation	29.4	28.0	1.4	1.3	1.08
Return to prison for new crime only	21.6	22.6	-1.0	1.2	-0.83
Completed program	<i>n</i> = 529	<i>n</i> = 1,058			
Return to prison for new crime or parole violation	23.6	27.4	-3.8	2.3	-1.61
Return to prison for new crime only	18.7	19.6	-0.9	2.1	-0.44
<u>Females</u>					
Started program	<i>n</i> = 472	<i>n</i> = 944			
Return to prison for new crime or parole violation	16.3	17.6	-1.3	2.5	-0.52
Return to prison for new crime only	9.9	9.3	0.6	1.9	0.32
Completed program	<i>n</i> = 151	<i>n</i> = 302			
Return to prison for new crime or parole violation	15.2	23.5	-8.3	3.9	-2.10*
Return to prison for new crime only	10.6	11.9	-1.3	3.2	-0.41

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 54. General education class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 2,369	<i>n</i> = 4,738			
Return to prison for new crime or parole violation	28.4	28.0	0.4	1.4	0.29
Return to prison for new crime only	20.2	21.5	-1.3	1.3	-1.06
Completed program	<i>n</i> = 625	<i>n</i> = 1,250			
Return to prison for new crime or parole violation	21.9	27.5	-5.6	2.2	-2.57**
Return to prison for new crime only	17.1	18.9	-1.8	1.9	-0.94
<u>Females</u>					
Started program	<i>n</i> = 434	<i>n</i> = 868			
Return to prison for new crime or parole violation	15.0	18.0	-3.0	2.8	-1.07
Return to prison for new crime only	11.5	9.8	1.7	2.3	0.73
Completed program	<i>n</i> = 161	<i>n</i> = 322			
Return to prison for new crime or parole violation	11.8	21.7	-9.9	3.7	-2.65**
Return to prison for new crime only	9.3	8.1	1.2	3.0	0.41

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 55. Mental health program(s) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 137	<i>n</i> = 274			
Return to prison for new crime or parole violation	23.3	21.2	2.1	4.5	0.49
Return to prison for new crime only	15.3	15.7	-0.4	3.9	-0.09
Completed program	<i>n</i> = 68	<i>n</i> = 136			
Return to prison for new crime or parole violation	17.6	23.5	-5.9	5.9	-0.99
Return to prison for new crime only	10.3	15.4	-5.1	4.9	-1.06
<u>Females</u>					
Started program	<i>n</i> = 35	<i>n</i> = 70			
Return to prison for new crime or parole violation	22.9	18.6	4.3	8.7	0.49
Return to prison for new crime only	17.1	7.1	10.0	7.2	1.38
Completed program	<i>n</i> = 22	<i>n</i> = 44			
Return to prison for new crime or parole violation	18.2	27.2	-9.1	10.8	-0.84
Return to prison for new crime only	13.6	15.9	-2.3	9.3	-0.24

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 56. Mental health program(s) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 125	<i>n</i> = 250			
Return to prison for new crime or parole violation	23.2	26.0	-2.8	4.8	-0.59
Return to prison for new crime only	16.8	20.8	-4.0	4.3	-0.94
Completed program	<i>n</i> = 68	<i>n</i> = 136			
Return to prison for new crime or parole violation	17.6	24.2	-6.6	6.0	-1.09
Return to prison for new crime only	13.2	16.2	-3.0	5.3	-0.56
<u>Females</u>					
Started program	<i>n</i> = 39	<i>n</i> = 78			
Return to prison for new crime or parole violation	17.9	23.1	-5.2	8.2	-0.63
Return to prison for new crime only	15.4	12.8	2.6	7.2	0.36
Completed program	<i>n</i> = 23	<i>n</i> = 46			
Return to prison for new crime or parole violation	21.7	26.1	-4.4	11.2	-0.39
Return to prison for new crime only	17.4	15.2	2.2	9.9	0.22

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 57. Recovery services program(s) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)^a

	Treated	Matched control	Percent difference	SE _{diff}	t-value
<u>Males</u>					
Started program	<i>n</i> = 2,122	<i>n</i> = 4,244			
Return to prison for new crime or parole violation	28.8	25.7	3.1	1.3	2.31
Return to prison for new crime only	19.2	19.1	0.1	1.2	0.10
Completed program	<i>n</i> = 968	<i>n</i> = 1,936			
Return to prison for new crime or parole violation	22.7	25.1	-2.4	1.7	-1.36
Return to prison for new crime only	18.0	18.0	0.0	1.6	0.00
<u>Females</u>					
Started program	<i>n</i> = 266	<i>n</i> = 532			
Return to prison for new crime or parole violation	20.7	23.7	-3.0	3.8	-0.79
Return to prison for new crime only	13.9	11.8	2.1	3.2	0.64
Completed program	<i>n</i> = 129	<i>n</i> = 258			
Return to prison for new crime or parole violation	15.5	17.8	-2.3	4.1	-0.56
Return to prison for new crime only	12.4	7.4	5.0	3.5	1.45

^a Programs started/completed at any time during incarceration; Percentages of inmates returned to prison within three years after release reported; 1-to-2 nearest neighbor matching without replacement.

* $p \leq .05$, ** $p \leq .01$ (one-tailed test; significant difference flagged only if in predicted direction).

Table 58. Effects of Total Number of Completed Reentry Programs on the Odds of Return-to-Prison (Estimated with Binary Logistic Regression)[†]

Predictors	Males		Females	
	<u>Technical violation or new crime</u>	<u>New crime only</u>	<u>Technical violation or new crime</u>	<u>New crime only</u>
	<i>e^b</i>	<i>e^b</i>	<i>e^b</i>	<i>e^b</i>
Total # reentry approved programs completed during sentence	0.91*	0.94	0.87	1.02
<u>Statistical Controls</u>				
Age at admission	0.95**	0.95**	0.94**	0.94
Black	0.80**	0.82**	0.50**	0.46**
Hispanic	0.70*	0.63**	0.72	0.66
High school diploma or GED earned before admission	0.90**	0.92*	0.75**	0.78*
Married/not widowed	0.91	0.90	0.82	0.60*
Security Level	1.26**	1.26**	0.94	1.26
Number of prior prison sentences	1.34**	1.37**	1.48**	1.52**
Sentence length (natural log)	1.00	0.76**	1.45**	0.68**
Sex offender	1.48**	0.84	-----	-----
Guilty of any misconduct during first year of confinement	1.27**	1.39**	1.06	1.40*
Constant	1.07	1.63	0.54	1.34
Homser/Lemehow χ^2 Test of Model Fit	7.44	8.17	3.15	6.95

[†] *e^b* values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$

Table 59. Effects of Total Reentry Approved Program Hours on the Odds of Return-to-Prison (Estimated with Binary Logistic Regression)[†]

Predictors	Males		Females	
	<u>Technical violation or new crime</u>	<u>New crime only</u>	<u>Technical violation or new crime</u>	<u>New crime only</u>
	<i>e^b</i>	<i>e^b</i>	<i>e^b</i>	<i>e^b</i>
Total # reentry approved program hours completed during sentence	1.05	1.08	1.05	0.90
<u>Statistical Controls</u>				
Age at admission	0.95**	0.94**	0.95**	0.96*
Black	0.72**	0.72**	0.67	0.68
Hispanic	0.80	0.45	2.13	4.83
High school diploma or GED earned before admission	0.99	0.98	1.13	1.10
Married/not widowed	0.94	1.01	0.81	0.42
Security Level	1.20	1.16	0.69	1.06
Number of prior prison sentences	1.41**	1.46**	1.50**	1.45**
Sentence length (natural log)	1.01	0.75**	1.28	0.45**
Sex offender	1.17	0.90	-----	-----
Guilty of any misconduct during first year of confinement	1.19	1.22	1.32	1.07
Constant	0.85	1.92	0.56	4.70
Homser/Lemehow χ^2 Test of Model Fit	4.20	5.70	4.57	11.67

[†] *e^b* values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$

Table 60. Effects of Program Fidelity on the Odds of Return-to-Prison (Males Only; Separate Binary Logistic Regression Model for each Fidelity Component)[†]

Predictors	Technical violation or new crime					New crime only				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
<u>Fidelity Measures</u>										
Assessment	1.11	-----	-----	-----	-----	1.11	-----	-----	-----	-----
Treatment	-----	1.25	-----	-----	-----	-----	1.23	-----	-----	-----
Staff Support	-----	-----	0.90	-----	-----	-----	-----	0.84	-----	-----
Quality Assurance	-----	-----	-----	1.23	-----	-----	-----	-----	1.31	-----
Overall	-----	-----	-----	-----	1.37	-----	-----	-----	-----	1.36
<u>Statistical Controls</u>										
Age at admission	0.94**	0.94**	0.94**	0.94**	0.94**	0.94**	0.94**	0.94**	0.94**	0.94**
Black	0.80**	0.80**	0.80**	0.80**	0.80**	0.83**	0.83**	0.83**	0.82**	0.83**
Hispanic	0.56**	0.56**	0.56**	0.56**	0.56**	0.56**	0.56**	0.56**	0.55**	0.56**
High school diploma or GED earned before admission	0.88**	0.88**	0.88**	0.88**	0.88**	0.87**	0.88**	0.87**	0.87**	0.87**
Married/not widowed	0.89**	0.89**	0.89**	0.88**	0.89**	0.89**	0.89**	0.89**	0.87**	0.89**
Security Level	1.23**	1.23**	1.22**	1.16**	1.23**	1.27**	1.23**	1.26**	1.28**	1.27**
Number of prior prison sentences	1.34**	1.34**	1.34**	1.34**	1.34**	1.37**	1.34**	1.37**	1.36**	1.37**
Sentence length (natural log)	1.01	1.02	1.02	1.01	1.02	0.73**	0.73**	0.73**	0.73**	0.73**
Sex offender	1.13	1.16	1.14	1.16	1.15	0.68**	0.69**	0.68**	0.66**	0.69**
Guilty of any misconduct during first year of confinement	1.34**	1.34**	1.34**	1.37**	1.34**	1.50**	1.50**	1.51**	1.53**	1.50**
Constant	1.25	1.14	1.39	1.22	1.10	2.06	0.63	2.41	1.87	1.82
Homser/Lemehow χ^2 Test of Model Fit										
	11.33	12.65	9.82	9.11	15.12	6.30	4.74	5.39	2.99	6.09

[†] e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$ (significant difference flagged only if in predicted direction)

Table 61. Effects of Program Fidelity on the Odds of Return-to-Prison (Females Only; Separate Binary Logistic Regression Model for each Fidelity Component)[†]

Predictors	Technical violation or new crime					New crime only				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
<u>Fidelity Measures</u>										
Assessment	1.70	-----	-----	-----	-----	1.73	-----	-----	-----	-----
Treatment	-----	2.70	-----	-----	-----	-----	2.53	-----	-----	-----
Staff Support	-----	-----	0.43*	-----	-----	-----	-----	0.64	-----	-----
Quality Assurance	-----	-----	-----	0.83	-----	-----	-----	-----	1.74	-----
Overall	-----	-----	-----	-----	4.14	-----	-----	-----	-----	4.66
<u>Statistical Controls</u>										
Age at admission	0.95**	0.95**	0.96**	0.96**	0.95**	0.95**	0.95**	0.95**	0.95**	0.95**
Black	0.59**	0.59**	0.59**	0.62**	0.58**	0.58**	0.58**	0.58**	0.64**	0.58**
Hispanic	0.42	0.42	0.44	0.52	0.42	0.39	0.40	0.41	0.53	0.40
High school diploma or GED earned before admission	0.82*	0.82*	0.84*	0.82*	0.82*	0.91*	0.92	0.93	0.92	0.92
Married/not widowed	1.01	1.01	0.99	1.01	1.01	1.04	1.04	1.02	1.04	1.03
Security Level	1.04	1.05	1.04	1.02	1.05	1.28*	1.30*	1.28*	1.29*	1.30*
Number of prior prison sentences	1.34**	1.33**	1.34**	1.34**	1.34**	1.39**	1.39**	1.39**	1.40**	1.39**
Sentence length (natural log)	1.18*	1.20*	1.23**	1.25**	1.20*	0.59**	0.60**	0.62**	0.62**	0.59**
Sex offender	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Guilty of any misconduct during first year of confinement	1.02	1.04	1.06	1.09	1.04	1.28*	1.30*	1.32*	1.39*	1.30*
Constant	0.49	0.32	0.74	0.52	0.29	1.24	0.82	1.58	1.05	0.69
<u>Homser/Lemehow χ^2 Test of Model Fit</u>										
	9.35	9.37	6.50	8.62	9.65	6.80	5.63	4.22	4.32	4.17

[†] e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$ (significant difference flagged only if in predicted direction)

Table 62. Facility by climate factors and facility-level misconduct rates for administration 1

Facility	Climate Factors		Misconduct			
			Assault	Harassment	Rule 17	Rule 19
CCI	Organizational Climate	.05	9.08	7.19	3.03	104.45
	Leadership Initiative	-.03				
	Job Efficacy	.01				
	Vision/ Future Goals	.11				
	Cohesion Involvement	.04				
LOCI	Organizational Climate	.16	12.02	3.12	4.01	105.08
	Leadership Initiative	.14				
	Job Efficacy	.14				
	Vision/ Future Goals	.15				
	Cohesion Involvement	.09				
MCI	Organizational Climate	.35	16.23	7.73	4.25	56.79
	Leadership Initiative	.23				
	Job Efficacy	.31				
	Vision/ Future Goals	.23				
	Cohesion Involvement	.37				
SOCF	Organizational Climate	.01	107.11	313.04	7.54	208.19
	Leadership Initiative	.00				
	Job Efficacy	.04				
	Vision/ Future Goals	.01				
	Cohesion Involvement	.00				
MANCI	Organizational Climate	.00	51.90	23.52	42.17	139.07
	Leadership Initiative	-.07				

	Job Efficacy	-.08				
	Vision/ Future Goals	.08				
	Cohesion Involvement	.07				
LECI	Organizational Climate	-.72	50.39	21.09	19.14	298.41
	Leadership Initiative	-.57				
	Job Efficacy	-.46				
	Vision/ Future Goals	-.66				
	Cohesion Involvement	-.70				
ORW	Organizational Climate	-.06	20.74	14.69	.86	129.19
	Leadership Initiative	-.12				
	Job Efficacy	.03				
	Vision/ Future Goals	-.13				
	Cohesion Involvement	.02				
SCI	Organizational Climate	.23	85.65	58.17	75.43	325.36
	Leadership Initiative	.14				
	Job Efficacy	.16				
	Vision/ Future Goals	.29				
	Cohesion Involvement	.16				
HCF	Organizational Climate	.17	6.60	0.00	0.00	39.60
	Leadership Initiative	.26				
	Job Efficacy	.24				
	Vision/ Future Goals	.14				
	Cohesion Involvement	.07				
PCI	Organizational Climate	.37	23.94	9.67	5.06	116.92
	Leadership Initiative	.37				

	Job Efficacy	-.08				
	Vision/ Future Goals	.46				
	Cohesion Involvement	.39				
RCI	Organizational Climate	-.20	25.18	12.35	31.36	172.46
	Leadership Initiative	-.15				
	Job Efficacy	-.05				
	Vision/ Future Goals	-.38				
	Cohesion Involvement	-.09				
MACI	Organizational Climate	-.09	25.01	22.42	12.07	172.90
	Leadership Initiative	-.09				
	Job Efficacy	-.19				
	Vision/ Future Goals	-.01				
	Cohesion Involvement	-.02				
ACI	Organizational Climate	-.12	32.80	8.83	3.15	61.18
	Leadership Initiative	-.20				
	Job Efficacy	.03				
	Vision/ Future Goals	-.07				
	Cohesion Involvement	-.15				
CRC	Organizational Climate	-.24	38.27	13.92	22.04	172.23
	Leadership Initiative	-.19				
	Job Efficacy	-.05				
	Vision/ Future Goals	-.28				
	Cohesion Involvement	-.25				
GCI	Organizational Climate	-.05	4.22	3.69	2.64	33.22
	Leadership Initiative	-.08				

	Job Efficacy	.14				
	Vision/ Future Goals	.01				
	Cohesion Involvement	-.15				
NEPRC	Organizational Climate	.33	1.85	1.85	1.85	116.58
	Leadership Initiative	.30				
	Job Efficacy	.40				
	Vision/ Future Goals	.19				
	Cohesion Involvement	.21				
WCI	Organizational Climate	.22	75.53	15.68	42.04	256.52
	Leadership Initiative	.26				
	Job Efficacy	-.02				
	Vision/ Future Goals	.37				
	Cohesion Involvement	.10				
LORCI	Organizational Climate	.16	17.34	17.34	39.53	239.93
	Leadership Initiative	.13				
	Job Efficacy	-.12				
	Vision/ Future Goals	.24				
	Cohesion Involvement	.11				
TCI	Organizational Climate	-.41	55.80	64.17	98.58	254.82
	Leadership Initiative	-.28				
	Job Efficacy	.04				
	Vision/ Future Goals	-.56				
	Cohesion Involvement	-.49				
CMC	Organizational Climate	-.15	20.62	13.12	1.87	33.74
	Leadership Initiative	-.21				

	Job Efficacy	.00				
	Vision/ Future Goals	-.09				
	Cohesion Involvement	-.14				
BECI	Organizational Climate	-.43	29.56	6.73	33.30	164.99
	Leadership Initiative	-.28				
	Job Efficacy	-.34				
	Vision/ Future Goals	-.56				
	Cohesion Involvement	-.33				
RICI	Organizational Climate	-.02	36.89	7.54	26.18	144.39
	Leadership Initiative	.06				
	Job Efficacy	-.34				
	Vision/ Future Goals	-.14				
	Cohesion Involvement	-.23				
NCI	Organizational Climate	.47	65.99	11.81	52.55	221.18
	Leadership Initiative	.46				
	Job Efficacy	-.04				
	Vision/ Future Goals	.53				
	Cohesion Involvement	.51				
OSP	Organizational Climate	.21	44.51	51.36	121.55	616.3
	Leadership Initiative	.22				
	Job Efficacy	.13				
	Vision/ Future Goals	.24				
	Cohesion Involvement	.13				
TOCI	Organizational Climate	-.29	74.35	39.66	73.65	150.13
	Leadership Initiative	-.26				

	Job Efficacy	-.43				
	Vision/ Future Goals	-.27				
	Cohesion Involvement	-.07				
LAECI	Organizational Climate	.11	48.20	23.51	15.87	125.80
	Leadership Initiative	-.03				
	Job Efficacy	.01				
	Vision/ Future Goals	.06				
	Cohesion Involvement	.25				

Table 63. Facility by climate factors and facility-level misconduct rates for administration 2

Facility	Climate Factors		Misconduct			
			Assault	Harassment	Rule 17	Rule 19
CCI	Organizational Climate	-.17	11.99	8.35	7.63	95.89
	Leadership Initiative	-.20				
	Job Efficacy	.03				
	Vision/ Future Goals	-.17				
	Cohesion Involvement	-.20				
LOCI	Organizational Climate	.23	18.48	3.08	5.72	147.86
	Leadership Initiative	.17				
	Job Efficacy	.33				
	Vision/ Future Goals	.26				
	Cohesion Involvement	.17				
MCI	Organizational Climate	.16	23.61	7.74	18.97	107.62
	Leadership Initiative	.03				
	Job Efficacy	-.01				
	Vision/ Future Goals	.20				
	Cohesion Involvement	.26				
SOCF	Organizational Climate	-.04	140.88	245.90	23.05	251.03
	Leadership Initiative	-.03				
	Job Efficacy	.08				
	Vision/ Future Goals	-.07				
	Cohesion Involvement	-.10				
MANCI	Organizational Climate	.22	59.19	15.58	52.57	162.00
	Leadership Initiative	.31				

	Job Efficacy	.04				
	Vision/ Future Goals	.08				
	Cohesion Involvement	.30				
LECI	Organizational Climate	.48	48.24	13.54	21.16	256.42
	Leadership Initiative	.39				
	Job Efficacy	.06				
	Vision/ Future Goals	.54				
	Cohesion Involvement	.53				
ORW	Organizational Climate	-.07	19.99	15.29	1.57	116.03
	Leadership Initiative	-.19				
	Job Efficacy	.02				
	Vision/ Future Goals	-.02				
	Cohesion Involvement	-.01				
SCI	Organizational Climate	.01	51.18	14.00	10.62	165.61
	Leadership Initiative	-.05				
	Job Efficacy	.04				
	Vision/ Future Goals	.09				
	Cohesion Involvement	-.02				
DCI	Organizational Climate	.04	35.02	38.30	4.38	159.76
	Leadership Initiative	.20				
	Job Efficacy	.01				
	Vision/ Future Goals	-.10				
	Cohesion Involvement	.01				
PCI	Organizational Climate	.09	11.88	8.56	13.31	86.04
	Leadership Initiative	.13				

	Job Efficacy	.17				
	Vision/ Future Goals	.07				
	Cohesion Involvement	.06				
RCI	Organizational Climate	.72	52.29	33.15	2.33	261.89
	Leadership Initiative	.69				
	Job Efficacy	.25				
	Vision/ Future Goals	.70				
	Cohesion Involvement	.72				
MACI	Organizational Climate	-.28	12.20	10.57	4.47	123.17
	Leadership Initiative	-.32				
	Job Efficacy	.17				
	Vision/ Future Goals	-.27				
	Cohesion Involvement	-.38				
ACI	Organizational Climate	-.56	33.56	20.51	3.73	85.77
	Leadership Initiative	-.63				
	Job Efficacy	-.23				
	Vision/ Future Goals	-.48				
	Cohesion Involvement	-.51				
CRC	Organizational Climate	.04	37.04	9.95	15.48	143.18
	Leadership Initiative	.16				
	Job Efficacy	-.10				
	Vision/ Future Goals	.07				
	Cohesion Involvement	-.02				
GCI	Organizational Climate	-.26	7.51	3.50	1.00	42.05
	Leadership Initiative	-.27				

	Job Efficacy	.05				
	Vision/ Future Goals	-.28				
	Cohesion Involvement	-.29				
NEPRC	Organizational Climate	.47	7.77	1.94	.00	69.95
	Leadership Initiative	.49				
	Job Efficacy	.25				
	Vision/ Future Goals	.46				
	Cohesion Involvement	.39				
WCI	Organizational Climate	-.18	111.81	27.41	77.19	313.07
	Leadership Initiative	-.19				
	Job Efficacy	-.16				
	Vision/ Future Goals	-.10				
	Cohesion Involvement	-.15				
LORCI	Organizational Climate	-.03	11.21	7.25	13.85	135.82
	Leadership Initiative	-.04				
	Job Efficacy	.00				
	Vision/ Future Goals	.01				
	Cohesion Involvement	-.06				
TCI	Organizational Climate	.62	39.26	13.09	71.97	234.88
	Leadership Initiative	.59				
	Job Efficacy	.21				
	Vision/ Future Goals	.62				
	Cohesion Involvement	.59				
CMC	Organizational Climate	-.33	27.71	16.63	.00	24.02
	Leadership Initiative	-.21				

	Job Efficacy	-12				
	Vision/ Future Goals	-.14				
	Cohesion Involvement	-.30				
BECI	Organizational Climate	-.28	34.49	11.01	35.59	161.42
	Leadership Initiative	-.19				
	Job Efficacy	-.01				
	Vision/ Future Goals	-.45				
	Cohesion Involvement	-.25				
NCCC	Organizational Climate	.33	41.70	22.71	27.93	94.95
	Leadership Initiative	.76				
	Job Efficacy	-.75				
	Vision/ Future Goals	.21				
	Cohesion Involvement	.58				
RICI	Organizational Climate	-.02	25.82	4.70	20.35	91.56
	Leadership Initiative	.20				
	Job Efficacy	.28				
	Vision/ Future Goals	-.18				
	Cohesion Involvement	-.29				
NCI	Organizational Climate	-.79	52.72	11.98	51.12	228.86
	Leadership Initiative	-.64				
	Job Efficacy	-.44				
	Vision/ Future Goals	-.88				
	Cohesion Involvement	-.66				
OSP	Organizational Climate	.17	85.42	152.85	191.06	51.70
	Leadership Initiative	.13				

	Job Efficacy	.09				
	Vision/ Future Goals	.16				
	Cohesion Involvement	.17				
TOCI	Organizational Climate	-.30	59.84	47.49	77.89	123.48
	Leadership Initiative	-.13				
	Job Efficacy	-.26				
	Vision/ Future Goals	-.32				
	Cohesion Involvement	-.28				
LAECI	Organizational Climate	.14	16.94	10.73	43.49	103.36
	Leadership Initiative	.07				
	Job Efficacy	-.10				
	Vision/ Future Goals	.23				
	Cohesion Involvement	.20				

Table 4a. Univariate descriptives for advanced education class(es) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.1271	1.0641	3.9	1.26
Age	30.523	29.92	5.6	1.86
Black	.47831	.47397	0.9	0.27
Hispanic	.02348	.02348	0.0	0.00
Married	.14191	.14216	-0.1	-0.02
Sentence length (natural log)	3.7947	3.804	-1.7	-0.62
Sex offender	.0536	.04722	2.3	0.91
Security level	1.9204	1.915	0.8	0.27
Misconduct (first year)	.35222	.35707	-1.0	-0/32
Completed Program				
Prior IDs	1.11	.98938	7.5	1.25
Age	31.544	31.019	4.7	0.75
Black	.47297	.44305	6.0	0.97
Hispanic	.02896	.0222	4.1	0.69
Married	.17761	.18919	-3.1	-0.48
Sentence length (natural log)	3.8198	3.8192	0.1	0.02
Sex offender	.07915	.07722	0.7	0.12
Security level	1.9768	1.9662	1.6	0.26
Misconduct (first year)	.32239	.3195	0.6	0.10

* $p \leq .05$, ** $p \leq .01$

Table 5a. Univariate descriptives for college education class(es) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.97839	.95071	1.9	0.54
Age	30.046	29.749	3.0	0.88
Black	.42809	.42336	1.0	0.26
Hispanic	.01485	.01148	2.3	0.81
Married	.1391	.13943	-0.1	-0.03
Sentence length (natural log)	3.7194	3.7184	0.2	0.09
Sex offender	.04862	.0449	1.4	0.48
Security level	1.8656	1.8602	0.9	0.26
Misconduct (first year)	.27211	.3025	-6.6	-1.83
Completed Program				
Prior IDs	.83486	.71101	9.1	0.82
Age	29.037	28.505	5.4	0.44
Black	.52294	.42202	20.2	1.49
Hispanic	.00917	0	6.8	1.00
Married	.09174	.07339	5.6	0.49
Sentence length (natural log)	3.7017	3.7274	-5.5	-0.69
Sex offender	.02752	.02294	1.9	0.21
Security level	1.8532	1.8945	-6.6	-0.50
Misconduct (first year)	.22936	.21101	4.1	0.33

* $p \leq .05$, ** $p \leq .01$

Table 6a. Univariate descriptives for general education class(es) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.75755	.76491	-0.5	-0.33
Age	27.548	27.883	-3.0	-2.00*
Black	.57263	.58924	-3.4	-2.08*
Hispanic	.03323	.03231	0.5	0.32
Married	.11072	.10986	0.2	0.17
Sentence length (natural log)	3.9724	3.9637	1.5	0.96
Sex offender	.05647	.06245	-2.1	-1.56
Security level	2.0877	2.0856	0.3	0.20
Misconduct (first year)	.44497	.44812	-0.6	-0.39
Completed Program				
Prior IDs	.55937	.57833	-1.3	-0.59
Age	25.774	25.703	0.7	0.29
Black	.56366	.56831	-0.9	-0.35
Hispanic	.03004	.02414	3.5	1.36
Married	.10479	.09299	3.5	1.48
Sentence length (natural log)	3.9309	3.926	0.9	0.35
Sex offender	.04721	.04954	-0.9	-0.41
Security level	2.0204	2.0345	-2.2	-0.86
Misconduct (first year)	.40522	.42293	-3.6	-1.34

* $p \leq .05$, ** $p \leq .01$

Table 7a. Univariate descriptives for mental health program(s) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.0916	1.002	5.6	0.65
Age	31.733	31.233	5.1	0.60
Black	.42231	.42829	-1.2	-0.14
Hispanic	.01594	.01992	-2.7	-0.34
Married	.15936	.16335	-1.1	-0.12
Sentence length (natural log)	3.8476	3.8337	2.5	0.34
Sex offender	.06375	.05179	4.2	0.57
Security level	1.741	1.761	-3.1	-0.37
Misconduct (first year)	.27092	.28486	-3.0	-0.35
High school diploma or GED	.67331	.6494	5.1	0.56
Completed Program				
Prior IDs	1.0182	.95455	4.2	0.40
Age	31.83	31.27	5.6	0.51
Black	.44242	.44545	-0.6	-0.06
Hispanic	.02424	.02424	0.0	0.00
Married	.16364	.15152	3.3	0.30
Sentence length (natural log)	3.8524	3.8458	1.2	0.13
Sex offender	.06667	.09394	-9.9	-0.91
Security level	1.6727	1.6788	-1.0	-0.10
Misconduct (first year)	.24848	.2303	4.0	0.39
High school diploma or GED	.68485	.65455	6.4	0.58

* $p \leq .05$, ** $p \leq .01$

Table 8a. Univariate descriptives for recovery services program(s) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.0777	1.0525	1.6	0.67
Age	32.515	32.201	2.9	1.23
Black	.38768	.37519	2.5	1.05
Hispanic	.02559	.0247	0.6	0.23
Married	.17554	.15799	4.6	1.93
Sentence length (natural log)	3.8319	3.8322	-0.1	-0.03
Sex offender	.0479	.04671	0.4	0.23
Security level	1.8381	1.8492	-1.6	-0.69
Misconduct (first year)	.28533	.28994	-1.0	-0.42
High school diploma or GED	.6992	.69458	1.0	0.41
Completed Program				
Prior IDs	1.1116	1.0518	3.7	1.11
Age	33.82	33.392	4.0	1.16
Black	.4041	.37592	5.7	1.71
Hispanic	.02789	.02647	0.9	0.26
Married	.18497	.17672	2.2	0.64
Sentence length (natural log)	3.7988	3.7871	2.2	0.80
Sex offender	.04269	.04724	-1.8	-0.65
Security level	1.7661	1.7698	-0.6	-0.17
Misconduct (first year)	.24474	.23847	1.4	0.43
High school diploma or GED	.71542	.71059	1.0	0.32

* $p \leq .05$, ** $p \leq .01$

Table 9a. Univariate descriptives for unit management program(s) and institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.0584	1.0251	2.1	0.97
Age	31.172	30.936	2.2	1.04
Black	.47092	.45265	3.7	1.62
Hispanic	.03088	.02419	4.0	1.80
Married	.16598	.15569	2.8	1.24
Sentence length (natural log)	3.8159	3.8154	0.1	0.05
Sex offender	.05944	.057	0.9	0.46
Security level	1.8567	1.858	-0.2	-0.09
Misconduct (first year)	.31292	.31446	-0.3	-0.15
High school diploma or GED	.70046	.71423	-3.0	-1.33
Completed Program				
Prior IDs	1.051	.99534	3.5	1.16
Age	32.323	31.55	7.3	2.37*
Black	.4669	.45709	2.0	0.63
Hispanic	.0309	.02771	1.9	0.60
Married	.1844	.16675	4.7	1.48
Sentence length (natural log)	3.7942	3.7834	2.1	0.85
Sex offender	.0412	.04095	0.1	0.04
Security level	1.7783	1.7805	-0.3	-0.12
Misconduct (first year)	.2614	.26974	-1.8	-0.60
High school diploma or GED	.7229	.72805	-1.1	-0.37

* $p \leq .05$, ** $p \leq .01$

Table 10a. Univariate descriptives for advanced education class(es) and institutional misconduct (females with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.4404	.49338	-5.0	-0.63
Age	34.242	34.849	-6.0	-0.73
Black	.18212	.20199	-4.9	-0.62
Hispanic	.00331	.00497	-2.3	-0.32
Married	.13245	.13411	-0.5	-0.06
Sentence length (natural log)	3.7514	3.7515	-0.0	-0.00
Sex offender	0	0	----	----
Security level	1.6325	1.6589	-4.3	-0.55
Misconduct (first year)	.1457	.14404	0.4	0.06
Completed Program				
Prior IDs	.41509	.47642	-5.9	-0.43
Age	34.179	34.462	-2.8	-0.20
Black	.16038	.17453	-3.5	-0.27
Hispanic	0	0	----	----
Married	0	0	----	----
Sentence length (natural log)	.10377	.08491	5.7	0.47
Sex offender	3.846	3.844	0.4	0.03
Security level	1.6321	1.6604	-4.6	-0.36
Misconduct (first year)	.16981	.15094	4.9	0.37

* $p \leq .05$, ** $p \leq .01$

Table 11a. Univariate descriptives for college education class(es) and institutional misconduct (females with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.52985	.55224	-2.1	-0.16
Age	31.56	31.463	1.0	0.10
Black	.21642	.20896	1.8	0.15
Hispanic	-	-	-	-
Sex offender	-	-	-	-
Married	.13433	.15672	-6.3	-0.52
Sentence length (natural log)	3.6925	3.6934	-0.2	-0.03
Security level	1.709	1.6866	3.5	0.29
Misconduct (first year)	.10448	.09701	2.1	0.20
Completed Program				
Prior IDs	.5	.375	13.9	0.33
Age	32.5	31.938	5.6	0.13
Black	.125	.0625	16.4	0.40
Hispanic	0	0	----	----
Sex offender	0	0	----	----
Married	.125	.125	0.0	0.0
Sentence length (natural log)	3.7751	3.7534	4.8	0.12
Security level	1.375	1.375	0.0	0.00
Misconduct (first year)	-	-	-	-

* $p \leq .05$, ** $p \leq .01$

Table 12a. Univariate descriptives for general education class(es) and institutional misconduct (females with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.35753	.33153	2.5	0.60
Age	31.32	31.153	1.6	0.36
Black	.29361	.27573	4.0	0.85
Hispanic	.01625	.01679	-0.5	-0.09
Married	.10401	.11105	-2.1	-0.49
Sentence length (natural log)	3.7734	3.7729	0.1	0.02
Sex offender	0	0	----	----
Security level	1.792	1.7898	0.3	0.07
Misconduct (first year)	.21235	.20423	2.0	0.43
Completed Program				
Prior IDs	.32432	.2801	4.4	0.75
Age	30.192	30.219	-0.3	-0.04
Black	.31695	.3145	0.6	0.08
Hispanic	.01229	.01229	0.0	0.00
Married	0	0	----	----
Sentence length (natural log)	.10565	.09091	4.4	0.71
Sex offender	3.7899	3.8004	-2.3	-0.34
Security level	1.8182	1.817	0.2	0.03
Misconduct (first year)	.24079	.21253	6.8	0.96

* $p \leq .05$, ** $p \leq .01$

Table 13a. Univariate descriptives for mental health program(s) and institutional misconduct (females with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.71429	.82143	-9.8	-0.31
Age	37.214	37	2.3	0.09
Black	.17857	.16071	4.3	0.17
Hispanic	0	0	----	----
Married	.10714	.14286	-10.5	-0.40
Sentence length (natural log)	3.8651	3.8711	-1.2	-0.05
Sex offender	0	0	----	----
Security level	1.6786	1.6071	10.6	0.41
Misconduct (first year)	.14286	.14286	0.0	0.00
High school diploma or GED	.78571	.80357	-4.1	-0.16
Completed Program				
Prior IDs	.75	.54167	18.7	0.61
Age	37.833	38.354	-5.7	-0.21
Black	.20833	.14583	14.9	0.56
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	.08333	.0625	6.5	0.27
Sex offender	3.88	3.9523	-14.7	-0.48
Security level	1.7917	1.7083	12.5	0.43
Misconduct (first year)	.125	.14583	-5.6	-0.21
High school diploma or GED	.75	.70833	9.2	0.32

* $p \leq .05$, ** $p \leq .01$

Table 14a. Univariate descriptives for recovery services program(s) and institutional misconduct (females with a minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.52013	.54362	-2.2	-0.35
Age	32.763	31.975	8.4	1.52
Black	.18792	.17114	4.1	0.75
Hispanic	.00839	.00923	-1.0	-0.15
Sex offender	-	-	-	-
Married	.11913	.11158	2.2	0.41
Sentence length (natural log)	3.7397	3.7478	-1.8	-0.39
Security level	1.6611	1.6795	-2.9	-0.52
Misconduct (first year)	.15604	.16611	-2.6	-0.47
High school diploma or GED	.7349	.74245	-1.7	-0.30
Completed Program				
Prior IDs	.5859	.56828	1.5	0.15
Age	33.868	33.07	8.3	0.88
Black	.20264	.21806	-3.7	-0.40
Hispanic	.01322	.00661	6.2	0.71
Sex offender	0	0	----	----
Married	.09251	.09912	-2.0	-0.24
Sentence length (natural log)	3.709	3.6933	3.6	0.47
Security level	1.7048	1.7181	-2.0	-0.23
Misconduct (first year)	.11013	.10573	1.2	0.15
High school diploma or GED	.73128	.72687	1.0	0.11

* $p \leq .05$, ** $p \leq .01$

Table 15a. Univariate descriptives for unit management program(s) and institutional misconduct (females with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.52827	.48343	3.9	0.62
Age	30.495	30.29	2.2	0.36
Black	.36647	.39766	-6.8	-1.03
Hispanic	.00975	.0117	-2.1	-0.30
Married	.12281	.10429	5.3	0.93
Sentence length (natural log)	3.9772	3.9875	-1.9	-0.29
Sex offender	0	0	----	----
Security level	2.1676	2.1589	1.2	0.19
Misconduct (first year)	.23197	.25049	-4.5	-0.69
High school diploma or GED	.71345	.67251	9.1	1.42
Completed Program				
Prior IDs	.5	.43438	5.8	0.76
Age	30.85	30.177	7.1	0.93
Black	.36875	.38125	-2.7	-0.33
Hispanic	.00937	.00625	3.2	0.45
Married	.11875	.10469	4.1	0.56
Sentence length (natural log)	3.9482	3.9421	1.2	0.14
Sex offender	0	0	----	----
Security level	2.0906	2.0719	2.6	0.31
Misconduct (first year)	.20313	.22031	-4.3	-0.53
High school diploma or GED	.72188	.71719	1.0	0.13

* $p \leq .05$, ** $p \leq .01$

Table 16a. Univariate descriptives for advanced education class(es) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.4032	1.3198	4.6	2.60**
Age	31.683	31.757	-0.7	-0.43
Black	.50304	.49159	2.3	1.28
Hispanic	.0149	.01041	3.3	2.24*
Married	.1429	.13361	2.7	1.50
Sentence length (natural log)	2.7581	2.766	-1.2	-0.70
Sex offender	.03188	.02443	4.4	2.52*
Security level	1.6121	1.587	4.6	2.50*
Completed program				
Prior IDs	1.5201	1.4719	2.6	1.23
Age	32.271	32.033	2.4	1.18
Black	.53552	.54183	-1.3	-0.61
Hispanic	.01369	.00899	3.5	2.15*
Married	.14869	.12612	6.4	3.17**
Sentence length (natural log)	2.6942	2.6975	-0.5	-0.26
Sex offender	.0353	.02888	3.7	1.76
Security level	1.6237	1.6167	1.3	0.60
<u>Females</u>				
Started program				
Prior IDs	.70647	.59907	8.6	2.24*
Age	33.123	32.364	8.1	2.21*
Black	.28619	.27218	3.2	0.85
Hispanic	.00734	.00934	-2.3	-.60
Married	.12608	.10207	7.3	2.07*
Sentence length (natural log)	2.5317	2.5414	-1.6	-0.43
Sex offender	0	0	----	----

Security level	1.4076	1.3382	13.7	3.64**
Completed program				
Prior IDs	.69657	.59191	8.1	1.98*
Age	33.179	32.615	6.0	1.45
Black	.2832	.27045	2.8	0.68
Hispanic	.00528	.00088	5.3	1.89
Married	.12665	.12577	0.3	0.06
Sentence length (natural log)	2.4888	2.4907	-0.3	-0.07
Sex offender	0	0	----	----
Security level	1.3914	1.3531	7.5	1.73

* $p \leq .05$, ** $p \leq .01$

Table 17a. Univariate descriptives for college education class(es) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.0015	.92428	4.8	1.82
Age	29.41	28.845	5.9	2.12*
Black	.46019	.42159	7.8	2.49*
Hispanic	.01075	.0083	1.9	0.80
Married	.13141	.13166	-0.1	-0.02
Sentence length (natural log)	3.1514	3.1443	1.3	0.48
Sex offender	.04836	.04128	3.7	1.10
Security level	1.6927	1.6917	0.2	0.06
Completed program				
Prior IDs	1.1686	.88757	17.1	2.58**
Age	31.373	30.877	5.1	0.68
Black	.46746	.44083	5.3	0.69
Hispanic	.01183	.00296	6.7	1.35
Married	.13314	.13314	0.0	0.00
Sentence length (natural log)	3.3149	3.3167	-0.3	-0.06
Sex offender	.06805	.08728	-9.1	-0.93
Security level	1.6391	1.6346	0.8	0.10
<u>Females</u>				
Started program				
Prior IDs	.46637	.44619	1.8	0.22
Age	30.274	30.164	1.3	0.14
Black	.20179	.21973	-4.3	-0.46
Hispanic	.01345	.01794	-4.4	-0.38
Married	.13901	.12108	5.3	0.56
Sentence length (natural log)	3.0427	3.0508	-1.3	-0.15
Sex offender	0	0	----	----

Security level	1.5336	1.4798	10.3	0.99
Completed program				
Prior IDs	.48889	.45	3.3	0.23
Age	30.256	29.283	11.1	0.78
Black	.17778	.18889	-2.7	-0.19
Hispanic	.01111	.01111	0.0	-0.00
Married	.14444	.10556	11.5	0.79
Sentence length (natural log)	3.201	3.1911	1.7	0.13
Sex offender	0	0	----	----
Security level	1.5889	1.5722	3.0	0.18

* $p \leq .05$, ** $p \leq .01$

Table 18a. Univariate descriptives for general education class(es) and recidivism within three years after release broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.1085	.94109	9.5	8.86**
Age	31.209	30.494	6.7	5.81**
Black	.52111	.51036	2.2	1.80
Hispanic	.02822	.01908	5.8	5.04**
Married	.12881	.11667	3.6	3.10**
Sentence length (natural log)	2.61	2.6024	1.2	1.00
Sex offender	.03151	.02604	3.2	2.74**
Security level	1.509	1.4758	6.2	5.13**
Completed program				
Prior IDs	1.0147	.88616	7.5	4.28**
Age	30.194	29.542	6.2	3.26**
Black	.51952	.52181	-0.5	-0.23
Hispanic	.0251	.01743	5.0	2.66**
Married	.1253	.10339	6.5	3.45**
Sentence length (natural log)	2.7754	2.7617	2.2	1.13
Sex offender	.03904	.03088	4.6	2.23*
Security level	1.545	1.5379	1.3	0.66
<u>Females</u>				
Started program				
Prior IDs	.69308	.54588	11.1	4.21**
Age	33.764	33.193	6.0	2.24*
Black	.34307	.30066	9.3	3.45**
Hispanic	.00973	.00921	0.6	0.20
Married	.1008	.08777	4.1	1.69
Sentence length (natural log)	2.4402	2.4656	-4.3	-1.68
Sex offender	0	0	----	----

Security level	1.4237	1.338	16.4	6.00**
Completed program				
Prior IDs	.5817	.50586	6.0	1.60
Age	32.4	32.219	1.9	0.48
Black	.31587	.28303	7.2	1.81
Hispanic	.00704	.0043	3.1	0.92
Married	.0993	.08053	6.0	1.66
Sentence length (natural log)	5.5295	2.5336	-0.7	-0.17
Sex offender	0	0	----	----
Security level	1.4246	1.3686	10.5	2.53*

* $p \leq .05$, ** $p \leq .01$

Table 19a. Univariate descriptives for mental health program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.0544	.93553	7.1	1.09
Age	32.47	31.958	5.2	0.71
Black	.40401	.38825	3.2	0.43
Hispanic	.02865	.02865	0.0	-0.00
Married	.13181	.1404	-2.5	-0.33
Sentence length (natural log)	3.0263	3.0252	0.2	0.03
Sex offender	.02006	.02436	-2.8	-0.38
Security level	1.447	1.4556	-1.6	-0.21
High school diploma or GED	.60458	.65759	-10.7	-1.45
Completed program				
Prior IDs	1	.95299	2.9	0.34
Age	32.97	32.763	2.1	0.23
Black	.43162	.38675	9.0	0.99
Hispanic	.03419	.02564	5.1	0.54
Married	.14103	.12393	4.9	0.54
Sentence length (natural log)	3.0922	3.086	1.1	0.14
Sex offender	0.1709	.01068	4.4	0.59
Security level	1.3974	1.3782	3.7	0.40
High school diploma or GED	.60684	.61966	-2.6	-0.28
<u>Females</u>				
Started program				
Prior IDs	.86022	1.0269	-13.6	-0.79
Age	36.409	35.995	5.0	0.33
Black	.23656	.23118	1.3	0.09
Hispanic	.02151	.00538	13.4	0.95

Married	.13978	.10215	11.1	0.78
Sentence length (natural log)	2.8156	2.7997	2.8	0.19
Sex offender	0	0	----	----
Security level	1.5699	1.5538	3.2	0.20
High school diploma or GED	.68817	.76344	-15.7	-1.15
Completed program				
Prior IDs	.71429	.72857	-1.1	-0.07
Age	36.514	37.793	-14.9	-0.82
Black	.17143	.14286	6.9	0.46
Hispanic	.02857	.02857	0.0	-0.00
Married	.12857	.10714	6.5	0.39
Sentence length (natural log)	2.8584	2.7998	10.0	0.61
Sex offender	0	0	----	----
Security level	1.5429	1.4857	10.8	0.61
High school diploma or GED	.71429	.76429	-10.7	-0.67

* $p \leq .05$, ** $p \leq .01$

Table 20a. Univariate descriptives for recovery services program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.2536	1.1045	8.2	5.68**
Age	33.322	32.876	4.4	2.90**
Black	.43099	.4074	4.8	3.16**
Hispanic	.01993	.01947	0.3	0.22
Married	.15794	.14179	4.5	2.99**
Sentence length (natural log)	2.4834	2.4842	-0.1	-0.07
Sex offender	.02646	.02548	0.6	0.40
Security level	1.4431	1.4168	4.9	3.25**
High school diploma or GED	.54736	.53992	1.5	0.99
Completed program				
Prior IDs	1.2576	1.1412	6.4	3.64**
Age	34.003	34.161	-1.5	-0.84
Black	.42788	.40551	4.5	2.53*
Hispanic	.02181	.01898	1.9	1.11
Married	.15942	.16112	-0.5	-0.26
Sentence length (natural log)	2.3716	2.3297	5.5	2.91**
Sex offender	.02633	.02156	3.0	1.73
Security level	1.4098	1.3667	8.1	4.60**
High school diploma or GED	.54305	.54555	-0.5	-0.28
<u>Females</u>				
Started program				
Prior IDs	.73333	.61614	8.9	2.26*
Age	33.215	32.829	4.2	1.12
Black	.26246	.23193	7.0	1.89
Hispanic	.01333	.00947	3.8	0.97

Married	1.0737	.10281	1.4	0.40
Sentence length (natural log)	2.546	2.5598	-2.0	-0.49
Sex offender	-	-	-	-
Security level	1.414	1.3895	4.9	1.23
High school diploma or GED	.52421	.50351	4.2	1.11
Completed program				
Prior IDs	.79548	.83267	-2.7	-0.46
Age	33.906	33.383	5.7	1.10
Black	.27092	.24037	6.9	1.36
Hispanic	.01594	.01859	-2.4	-0.40
Married	.11421	.12085	-2.1	-0.40
Sentence length (natural log)	2.7793	2.7875	-1.3	-0.25
Sex offender	-	-	-	-
Security level	1.4821	1.4754	1.3	0.23
High school diploma or GED	.63347	.62085	2.6	0.51

* $p \leq .05$, ** $p \leq .01$

Table 21a. Univariate descriptives for unit management program(s) and recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	t-value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.1349	1.0601	4.3	2.74**
Age	31.909	31.988	-0.8	-0.47
Black	.4636	.44156	4.4	2.59**
Hispanic	.02461	.02051	2.7	1.61
Married	.16552	.1631	0.7	0.38
Sentence length (natural log)	2.932	2.933	-0.2	-0.10
Sex offender	.04409	.03559	4.6	2.54*
Security level	1.521	1.485	6.7	3.88**
High school diploma or GED	.60949	.61616	-1.3	-0.80
Completed program				
Prior IDs	1.1265	1.0396	5.0	2.32*
Age	33.487	33.44	0.5	0.20
Black	.46898	.44479	4.9	2.08
Hispanic	.02815	.02282	3.4	1.45
Married	.18694	.176	3.0	1.21
Sentence length (natural log)	2.9989	3.0008	-0.3	-0.14
Sex offender	.04646	.04673	-0.1	-0.06
Security level	1.4624	1.4395	4.3	1.84
High school diploma or GED	.63897	.64048	-0.3	-0.13
<u>Females</u>				
Started program				
Prior IDs	.7263	.61661	8.5	1.78
Age	32.638	32.616	0.2	0.05
Black	.34185	.34345	-0.4	-0.07
Hispanic	.00958	.00958	0.0	0.00

Married	.12247	.12194	0.2	0.04
Sentence length (natural log)	2.7897	2.8028	-2.1	-0.45
Sex offender	-	-	-	-
Security level	1.623	1.5825	7.1	1.38
High school diploma or GED	.55059	.5181	6.5	1.41
Completed program				
Prior IDs	.687	.67095	1.2	0.22
Age	33.368	33.216	1.6	0.28
Black	.34831	.33788	2.3	0.39
Hispanic	.00803	.00321	5.3	1.14
Married	.11075	.10353	2.3	0.41
Sentence length (natural log)	2.853	2.849	0.6	0.11
Sex offender	-	-	-	-
Security level	1.6388	1.6051	5.8	0.92
High school diploma or GED	.57785	.60514	-5.6	-0.98

* $p \leq .05$, ** $p \leq .01$

Table 22a. Univariate descriptives for advanced education class(es) with mental health program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.087	.56522	25.0	0.94
Age	29.261	27.804	15.4	0.70
Black	.30435	.28261	4.5	0.16
Hispanic	0	.02174	-18.8	-0.70
Married	.08696	.13043	-13.0	-0.46
Sentence length (natural log)	3.7412	3.7499	-1.6	-0.08
Sex offender	0	.06522	-29.3	-1.24
Security level	1.7391	1.7826	-7.1	-0.27
Misconduct (first year)	.26087	.19565	14.1	0.52
Completed program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 23a. Univariate descriptives for advanced education class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.1915	1.1596	1.9	0.22
Age	32.103	32.28	-1.6	-0.20
Black	.41489	.39007	5.0	0.60
Hispanic	.02482	.02837	.2.2	-0.26
Married	.15957	.14539	3.8	0.47
Sentence length (natural log)	3.847	3.8376	1.7	0.23
Sex offender	.04255	.0461	-1.3	-0.20
Security level	1.9113	1.8812	4.4	0.54
Misconduct (first year)	.29078	.29433	-0.8	-0.09
Completed Program				
Prior IDs	.86047	.75581	6.5	0.34
Age	32.163	32.337	-1.5	-0.07
Black	.34884	.31395	7.1	0.34
Hispanic	0	.05814	-50.3	-1.61
Married	.18605	.25581	-18.4	-0.77
Sentence length (natural log)	3.7494	3.7225	5.1	0.30
Sex offender	.02326	.03488	-5.0	-0.32
Security level	1.814	1.7326	10.9	0.50
Misconduct (first year)	.23256	.31395	-17.9	-0.84

* $p \leq .05$, ** $p \leq .01$

Table 24a. Univariate descriptives for advanced education class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.1354	1.0087	7.8	1.22
Age	30.795	30.303	4.7	0.77
Black	.46288	.42686	7.2	1.10
Hispanic	.03493	.03275	1.3	0.18
Married	.18996	.18231	2.0	0.30
Sentence length (natural log)	3.7711	3.7644	1.2	0.23
Sex offender	.04585	.04258	1.2	0.24
Security level	1.8799	1.8504	4.5	0.71
Misconduct (first year)	.31878	.34934	-6.5	-0.98
Completed Program				
Prior IDs	.95556	.9	3.5	0.26
Age	31.389	30.622	7.2	0.49
Black	.45556	.46667	-2.2	-0.15
Hispanic	.02222	0	14.2	1.42
Married	.2	.13333	17.4	1.20
Sentence length (natural log)	3.7318	3.7136	3.6	0.32
Sex offender	.02222	.03889	-7.1	-0.65
Security level	1.8111	1.7111	14.6	0.99
Misconduct (first year)	.23333	.20556	6.1	0.45

* $p \leq .05$, ** $p \leq .01$

Table 25a. Univariate descriptives for college class(es) with mental health program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1	1.4706	-30.7	-0.80
Age	28.647	30.206	-17.4	-0.57
Black	.52941	.44118	17.5	0.50
Hispanic	0	0	0.0	----
Married	.11765	.14706	-8.3	-0.25
Sentence length (natural log)	3.7006	3.6713	6.1	0.36
Sex offender	0	.20588	-92.5	-2.04
Security level	1.7647	1.7353	4.7	0.14
Misconduct (first year)	.17647	.11765	13.5	0.47
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 26a. Univariate descriptives for college class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.96047	.87747	5.7	0.71
Age	31.802	31.065	7.6	0.93
Black	.33597	.33004	1.2	0.14
Hispanic	.01581	.01186	2.7	0.38
Married	.18972	.14822	10.8	1.25
Sentence length (natural log)	3.6871	3.7097	-4.5	-0.80
Sex offender	.03557	.03162	1.5	0.25
Security level	1.7826	1.7787	0.6	0.07
Misconduct (first year)	.21344	.16798	10.2	1.30
Completed Program				
Prior IDs	.5	.5	0.0	0.00
Age	30.875	35.438	-47.5	-0.92
Black	.625	.625	0.0	0.00
Hispanic	0	0	0.0	----
Married	.25	.375	-30.1	-0.51
Sentence length (natural log)	3.6505	3.7499	-20.4	-0.69
Sex offender	0	.125	-60.0	-1.00
Security level	1.75	1.8125	-9.1	-0.20
Misconduct (first year)	.125	.0625	14.8	0.40

* $p \leq .05$, ** $p \leq .01$

Table 27a. Univariate descriptives for college class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.84667	.72333	8.5	1.23
Age	29.063	28.528	5.5	0.77
Black	.42	.40333	3.4	0.41
Hispanic	.013333	.02	-4.7	-0.64
Married	.19	.175	3.9	0.47
Sentence length (natural log)	3.6764	3.6869	-2.2	-0.46
Sex offender	.04333	.04667	-1.3	-0.20
Security level	1.8367	1.845	-1.4	-0.19
Misconduct (first year)	.26	.26333	-0.7	-0.09
Completed Program				
Prior IDs	1	.85	10.9	0.38
Age	28.3	26.4	20.0	0.80
Black	.45	.375	14.9	0.47
Hispanic	0	0	0.0	----
Married	.2	.05	38.8	1.44
Sentence length (natural log)	3.731	3.7097	4.5	0.19
Sex offender	.05	.05	0.0	-0.00
Security level	1.95	1.925	3.9	0.13
Misconduct (first year)	.25	.275	-5.4	-0.18

* $p \leq .05$, ** $p \leq .01$

Table 28a. Univariate descriptives for college class(es) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.54717	.77358	-16.1	-0.92
Age	27.377	28.311	-9.5	-0.53
Black	.5283	.57547	-9.4	-0.48
Hispanic	0	.03774	-32.7	-1.43
Married	.16981	.17925	-2.5	-0.13
Sentence length (natural log)	3.8389	3.745	17.2	1.10
Sex offender	.0566	.01887	13.6	1.01
Security level	1.8113	1.8208	-1.4	-0.07
Misconduct (first year)	.32075	.24528	15.9	0.86
Completed Program				
Prior IDs	.1875	.03125	13.5	1.42
Age	30.125	29.125	10.0	0.28
Black	.625	.59375	6.3	0.18
Hispanic	0	.03125	-27.1	-0.70
Married	.25	.1875	15.4	0.42
Sentence length (natural log)	3.7063	3.7265	-4.2	-0.18
Sex offender	.125	.1875	-19.6	-0.47
Security level	1.4375	1.5313	-14.5	-0.44
Misconduct (first year)	.3125	.34375	-6.5	-0.18

* $p \leq .05$, ** $p \leq .01$

Table 29a. Univariate descriptives for general education class(es) with recovery services program(s): Predicting institutional misconduct (males with minimum of 24 months served)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.80309	.74131	4.1	0.93
Age	28.615	28.511	1.0	0.20
Black	.49163	.49743	-1.2	-0.23
Hispanic	.02831	.02638	1.2	0.23
Married	.1184	.11068	2.2	0.48
Sentence length (natural log)	3.8638	3.8832	-3.4	-0.77
Sex offender	.0296	.03604	-2.5	-0.71
Security level	2.0039	2.0335	-4.4	-0.89
Misconduct (first year)	.39768	.40219	-0.9	-0.18
Completed Program				
Prior IDs	.66667	.63704	2.1	0.21
Age	29.126	28.833	2.8	0.24
Black	.43704	.46296	-5.2	-0.43
Hispanic	.02222	.01481	4.8	0.45
Married	.12593	.1037	6.4	0.57
Sentence length (natural log)	3.8393	3.8385	0.2	0.01
Sex offender	.01481	.02222	-3.3	-0.45
Security level	1.9185	1.8778	5.7	0.46
Misconduct (first year)	.34074	.31481	5.4	0.45

* $p \leq .05$, ** $p \leq .01$

Table 30a. Univariate descriptives for general education class(es) with unit management programs(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.72139	.72139	0.0	0.00
Age	27.06	26.935	1.2	0.29
Black	.56219	.56418	-0.4	-0.09
Hispanic	.03483	.02985	2.9	0.63
Married	.10945	.10249	2.0	0.51
Sentence length (natural log)	3.81	3.8132	-0.6	-0.15
Sex offender	.04577	.04677	-0.4	-0.11
Security level	1.9701	1.9537	2.6	0.62
Misconduct (first year)	.4199	.44428	-5.0	-1.10
Completed Program				
Prior IDs	.70388	.5534	10.5	1.27
Age	26.917	26.796	1.2	0.14
Black	.53398	.52184	2.4	0.25
Hispanic	.01942	.01214	4.8	0.59
Married	.09223	.10194	-3.0	-0.33
Sentence length (natural log)	3.7601	3.773	-2.6	-0.36
Sex offender	.02427	.02427	0.0	-0.00
Security level	1.8592	1.8568	0.4	0.04
Misconduct (first year)	.29126	.3034	-2.6	-0.27

* $p \leq .05$, ** $p \leq .01$

Table 31a. Univariate descriptives for mental health program(s) with recovery service program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.92537	.81343	7.1	0.45
Age	33.403	31.963	14.0	0.87
Black	.31343	.3806	-13.9	-0.81
Hispanic	.01493	.00746	5.2	0.41
Married	.14925	.1791	-8.1	-0.46
Sentence length (natural log)	3.7662	3.7807	-2.8	-0.24
Sex offender	.02985	.00746	8.8	0.95
Security level	1.4925	1.5075	-2.4	-0.15
Misconduct (first year)	.20896	.1791	6.7	0.43
High school diploma or GED	.71642	.72388	-1.6	-0.10
Completed Program				
Prior IDs	.77778	.75926	1.3	0.06
Age	36.519	35.537	9.7	0.37
Black	.33333	.35185	-3.8	-0.14
Hispanic	0	.01852	-16.0	-0.70
Married	.22222	.16667	14.1	0.51
Sentence length (natural log)	3.7929	3.7566	6.8	0.30
Sex offender	0	.11111	-53.3	-1.80
Security level	1.4074	1.4259	-3.2	-0.14
Misconduct (first year)	.22222	.11111	24.5	1.09
High school diploma or GED	.7037	.7963	-19.6	-0.78

* $p \leq .05$, ** $p \leq .01$

Table 32a. Univariate descriptives for mental health program(s) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.77778	.62037	11.5	0.75
Age	33.648	33.009	6.4	0.34
Black	.33333	.30556	5.7	0.31
Hispanic	.01852	.03704	-12.3	-0.58
Married	.25926	.25926	0.00	-0.00
Sentence length (natural log)	3.7596	3.7988	-7.4	-0.46
Sex offender	.01852	.01852	0.0	0.00
Security level	1.5185	1.4815	5.8	0.33
Misconduct (first year)	.18519	.22222	-8.5	-0.47
High school diploma or GED	.74074	.74074	0.0	-0.00
Completed Program				
Prior IDs	.66667	.65	1.3	0.06
Age	35.2	34.233	9.8	0.36
Black	.33333	.4	-13.6	-0.53
Hispanic	.03333	.01667	9.6	0.41
Married	.26667	.3	-8.2	-0.28
Sentence length (natural log)	3.7893	3.743	9.5	0.55
Sex offender	.03333	.05	-6.8	-0.32
Security level	1.4667	1.5333	-11.3	-0.49
Misconduct (first year)	.13333	.06667	15.9	0.85
High school diploma or GED	.76667	.8	-7.3	0.31

* $p \leq .05$, ** $p \leq .01$

Table 33a. Univariate descriptives for recovery services program(s) with unit management program(s): Predicting institutional misconduct (males with minimum of 24 months served in prison)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	1.0739	1.0791	-0.3	-0.07
Age	31.838	31.955	-1.1	-0.23
Black	.40878	.39376	3.0	0.64
Hispanic	.03695	.03811	-0.7	-0.13
Married	.17783	.15993	4.7	0.99
Sentence length (natural log)	3.7898	3.7931	-0.6	-0.16
Sex offender	.03926	.03176	2.9	0.84
Security level	1.8337	1.8614	-4.2	-0.90
Misconduct (first year)	.30831	.31582	-1.6	-0.34
High school diploma or GED	.72864	.73383	-1.1	-0.24
Completed Program				
Prior IDs	1.0665	1.0554	0.7	0.09
Age	33.101	32.733	3.4	0.42
Black	.41139	.42563	-2.9	-0.36
Hispanic	.03165	.0269	2.8	0.35
Married	.18354	.18671	-0.8	-0.10
Sentence length (natural log)	3.7324	3.7185	2.8	0.51
Sex offender	.02532	.0269	-0.7	-0.12
Security level	1.7184	1.7389	-3.2	-0.42
Misconduct (first year)	.25949	.25	2.1	0.27
High school diploma or GED	.72785	.71203	3.4	0.44

* $p \leq .05$, ** $p \leq .01$

Table 34a. Univariate descriptives for advanced education class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 35a. Univariate descriptives for advanced education class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.85714	.86905	-1.0	-0.04
Age	37.286	38.69	-16.2	-0.69
Black	.2381	.2381	0.0	0.00
Hispanic	.02381	.03571	-9.6	-0.32
Married	.07143	.02381	15.0	1.02
Sentence length (natural log)	3.6037	3.66	-12.4	-0.64
Sex offender	0	0	----	----
Security level	1.6667	1.6905	-3.9	-0.19
Misconduct (first year)	.11905	.13095	-3.2	-0.16
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 36a. Univariate descriptives for advanced education class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.4	.30833	8.6	0.55
Age	31.1333	30.5	6.6	0.39
Black	.26667	.30833	-9.5	-0.50
Hispanic	0	0	0.0	----
Married	.25	.21667	8.3	0.43
Sentence length (natural log)	3.6993	3.6994	-0.0	-0.00
Sex offender	0	0	----	----
Security level	1.7	1.675	3.9	0.21
Misconduct (first year)	.16667	.19167	-6.4	-0.35
Completed Program				
Prior IDs	.16667	.33333	-20.9	-0.92
Age	30.417	29.875	6.3	0.17
Black	.25	.125	28.4	0.76
Hispanic	0	0	0.0	----
Married	.16667	.08333	22.4	0.60
Sentence length (natural log)	4.0512	3.8608	30.2	0.72
Sex offender	0	0	----	----
Security level	1.5833	1.3333	37.2	0.98
Misconduct (first year)	.25	.375	-29.3	-0.64

* $p \leq .05$, ** $p \leq .01$

Table 37a. Univariate descriptives for college class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 38a. Univariate descriptives for college class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.67857	.35714	33.3	1.55
Age	33.679	33.161	6.0	0.23
Black	.07143	.05357	5.0	0.27
Hispanic	0	.01786	-29.7	-0.70
Married	.10714	.14286	-10.5	-0.40
Sentence length (natural log)	3.63	3.6079	5.7	0.30
Sex offender	0	0	----	----
Security level	1.6071	1.6429	-5.7	-0.24
Misconduct (first year)	.10714	.10714	0.0	0.00
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 39a. Univariate descriptives for college class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.69697	.56061	11.7	0.50
Age	33	32.439	6.0	0.24
Black	.3333	.24242	20.0	0.81
Hispanic	0	0	0.0	----
Married	.0303	0	10.6	1.00
Sentence length (natural log)	3.7038	3.6552	12.7	0.69
Sex offender	0	0	----	----
Security level	1.8788	1.7727	16.0	0.62
Misconduct (first year)	.12121	.15152	-8.2	-0.35
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 40a. Univariate descriptives for general education class(es) with mental health program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 41a. Univariate descriptives for general education class(es) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.44805	.46429	-1.4	-0.13
Age	32.149	31.805	3.5	0.32
Black	.21429	.17208	10.0	0.94
Hispanic	.01299	0	12.9	1.42
Married	.07792	.07792	0.0	-0.00
Sentence length (natural log)	3.6754	3.6642	2.7	0.36
Sex offender	0	0	----	----
Security level	1.5779	1.6136	-5.8	-0.56
Misconduct (first year)	.16234	.17857	-4.2	-0.38
Completed Program				
Prior IDs	.77778	.75926	1.2	0.04
Age	90.296	30.944	-7.3	-0.30
Black	.18519	.09259	22.5	0.97
Hispanic	.07407	.09259	-9.2	-0.24
Married	.07407	.05556	5.9	0.27
Sentence length (natural log)	3.6942	3.7047	-2.7	-0.12
Sex offender	0	0	----	----
Security level	1.5556	1.6111	-8.8	-0.34
Misconduct (first year)	.07407	.07407	0.0	-0.00

* $p \leq .05$, ** $p \leq .01$

Table 42a. Univariate descriptives for general education class(es) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.51449	.47464	3.6	0.28
Age	28.572	28.471	1.1	0.10
Black	.47101	.50362	-7.0	-0.54
Hispanic	.00725	.01449	-8.5	-0.58
Married	.10145	.06159	11.9	1.21
Sentence length (natural log)	3.802	3.8255	-4.8	-0.40
Sex offender	0	0	---	----
Security level	2.0797	2.0652	2.1	0.17
Misconduct (first year)	.26812	.29348	-6.0	-0.47
Completed Program				
Prior IDs	.47059	.16176	31.0	1.75
Age	28.765	27	18.6	0.81
Black	.35294	.32353	6.4	0.25
Hispanic	0	.01471	-21.0	-0.70
Married	.08824	.11765	-9.1	-0.39
Sentence length (natural log)	3.7719	3.8529	-17.8	-0.71
Sex offender	0	0	----	----
Security level	1.8529	1.9853	-19.2	-0.79
Misconduct (first year)	.20588	.27941	-18.1	-0.70

* $p \leq .05$, ** $p \leq .01$

Table 43a. Univariate descriptives for mental health program(s) with recovery services program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.6	.45	16.3	0.48
Age	38.5	35.9	28.1	0.55
Black	.3	.4	-21.8	-0.45
Hispanic	0	0	0.0	----
Married	.1	.05	14.7	0.40
Sentence length (natural log)	3.991	4.137	-25.8	-0.48
Sex offender	0	0	----	----
Security level	1.7	1.7	0.0	0.00
Misconduct (first year)	.2	.3	-24.2	-0.49
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 44a. Univariate descriptives for mental health program(s) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.77778	1.61111	-85.7	-0.80
Age	34	33.111	10.1	0.23
Black	.11111	.16667	-14.4	-0.32
Hispanic	0	0	0.0	----
Married	0	.05556	-21.6	-0.69
Sentence length (natural log)	3.852	3.9308	-18.0	-0.31
Sex offender	0	0	----	----
Security level	1.8889	1.8889	0.0	0.00
Misconduct (first year)	0	.22222	-77.8	-1.51
Completed Program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----
Misconduct (first year)	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 45a. Univariate descriptives for recovery services program(s) with unit management program(s): Predicting institutional misconduct (females with minimum of 24 months served in prison)

	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
Started program				
Prior IDs	.42105	.15789	23.1	0.90
Age	30	26.395	36.2	1.28
Black	.26316	.13158	29.9	1.01
Hispanic	0	0	0.0	----
Married	0	.15789	-63.2	-1.84
Sentence length (natural log)	3.7262	3.7049	5.0	0.20
Sex offender	0	0	----	----
Security level	1.7895	1.5789	30.3	0.95
Misconduct (first year)	.21053	.21053	0.0	0.00
Completed Program				
Prior IDs				
Age				
Black				
Hispanic				
Married				
Sentence length (natural log)				
Sex offender				
Security level				
Misconduct (first year)				

* $p \leq .05$, ** $p \leq .01$

Table 46a. Univariate descriptives for advanced education class(es) with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	t-value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.98214	1.1607	-10.7	-0.62
Age	30.393	29.813	6.5	0.39
Black	.39286	.34821	9.0	0.49
Hispanic	.03571	.04464	-5.3	-0.24
Married	.17857	.14286	9.7	0.51
Sentence length (natural log)	3.24814	3.2425	1.0	0.06
Sex offender	.07143	.0625	4.1	0.19
Security level	1.5893	1.6964	-20.2	-1.03
Misconduct (first year)	.29786	.3125	-10.1	-0.52
Completed program				
Prior IDs	.95833	.66667	17.8	0.84
Age	31.542	32.667	-12.0	-0.39
Black	.58333	.54167	8.3	0.29
Hispanic	0	.02083	-19.4	-0.70
Married	.16667	.1875	-5.7	-0.19
Sentence length (natural log)	3.3086	3.3029	1.0	0.04
Sex offender	.04167	.02083	11.3	0.41
Security level	1.4583	1.3958	12.0	0.40
Misconduct (first year)	.25	.25	0.0	0.00
<u>Females</u>				
Started program				
Prior IDs	.91304	1.4239	-39.7	-1.58
Age	37.022	37.511	-6.0	-0.27
Black	.21739	.26087	-10.2	-0.48
Hispanic	0	0	0.0	----
Married	.17391	.17391	0.0	-0.00

Sentence length (natural log)	2.8396	2.7753	11.5	-0.59
Sex offender	0	0	0.0	----
Security level	1.587	1.6522	-13.3	-0.59
Misconduct (first year)	.13043	.08696	12.2	0.66
Completed program				
Prior IDs	.8125	.95313	-10.6	-0.43
Age	36.781	34.469	26.8	1.04
Black	.1875	.17188	3.7	0.16
Hispanic	0	0	0.0	----
Married	.1875	.125	17.3	0.68
Sentence length (natural log)	2.8187	2.8415	-4.0	-0.17
Sex offender	0	0	0.0	----
Security level	1.5625	1.625	-12.5	-0.45

* $p \leq .05$, ** $p \leq .01$

Table 47a. Univariate descriptives for advanced education class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.3667			
Age	32.679			
Black	.46364			
Hispanic	.00833			
Married	.16212			
Sentence length (natural log)	2.985			
Sex offender	.0303			
Security level	1.603			
Misconduct (first year)	.2947			
Completed program				
Prior IDs	1.4339	1.329	5.7	0.99
Age	33.856	33.117	7.3	1.28
Black	.49677	.52016	-4.7	-0.82
Hispanic	.0129	.01371	-0.6	-0.12
Married	.18871	.18065	2.2	0.37
Sentence length (natural log)	2.9399	2.9457	-0.9	-0.17
Sex offender	.04194	.02742	8.0	1.40
Security level	1.6194	1.5815	6.6	1.11
Misconduct (first year)	.23387	.21613	4.1	0.75
<u>Females</u>				
Started program				
Prior IDs	.77869	.84153	-5.0	-0.56
Age	33.317	33.54	-2.5	-0.32
Black	.29508	.29508	0.0	0.00
Hispanic	.0082	.00546	3.1	0.45
Married	.12568	.11885	2.1	0.28

Sentence length (natural log)	2.8807	2.8727	1.4	0.20
Sex offender	0	0	0.0	----
Security level	1.4727	1.4358	7.4	0.92
Misconduct (first year)	.22678	.25	-5.9	-0.74
Completed program				
Prior IDs	.90173	.91908	-1.3	-0.09
Age	33.746	33.439	3.4	0.31
Black	.3237	.36416	-8.8	-0.79
Hispanic	.01156	.00867	2.9	0.27
Married	.11561	.11561	0.0	0.00
Sentence length (natural log)	2.906	2.9023	0.6	0.07
Sex offender	0	0	0.0	----
Security level	1.4971	1.4335	12.6	1.13

* $p \leq .05$, ** $p \leq .01$

Table 48a. Univariate descriptives for advanced education class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.2039	1.0997	6.1	1.93
Age	30.844	31.056	-2.2	-0.66
Black	.49278	.47169	4.2	1.24
Hispanic	.01906	.01618	2.0	0.65
Married	.1606	.16031	0.1	0.02
Sentence length (natural log)	3.0959	3.1047	-1.5	-0.50
Sex offender	.04044	.04159	-0.6	-0.17
Security level	1.6303	1.6023	5.1	1.44
Misconduct (first year)	.32987	.31109	4.2	1.18
Completed program				
Prior IDs	1.2873	1.3014	-0.8	-0.15
Age	32.094	32.965	-8.7	-1.64
Black	.54366	.54366	-0.3	-0.05
Hispanic	.0169	.0169	7.1	1.43
Married	.18451	.18451	1.5	0.27
Sentence length (natural log)	3.1612	3.1612	-0.3	-0.06
Sex offender	.04789	.04789	2.2	0.37
Security level	1.6141	1.6141	5.3	0.97
Misconduct (first year)	.24437	.24437	8.3	1.60
<u>Females</u>				
Started program				
Prior IDs	.6489	.71944	-5.7	-0.66
Age	32.564	32.411	1.7	0.21
Black	.30408	.29937	1.1	0.13
Hispanic	0	.00157	-2.6	-0.71
Married	.15047	.14107	2.7	0.34

Sentence length (natural log)	2.8918	2.8903	0.2	0.03
Sex offender	0	0	0.0	----
Security level	1.5486	1.5313	3.2	0.37
Misconduct (first year)	.18182	.15831	6.2	0.79
Completed program				
Prior IDs	.69634	.6623	2.6	0.24
Age	33.565	32.987	6.2	0.59
Black	.30366	.31152	-1.7	-0.17
Hispanic	0	0	---	----
Married	.1466	.13351	3.9	0.37
Sentence length (natural log)	2.878	2.8811	-0.5	-0.05
Sex offender	0	.00262	-29.6	-0.71
Security level	1.5183	1.4948	4.3	0.39

* $p \leq .05$, ** $p \leq .01$

Table 49a. Univariate descriptives for college class(es) with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	t-value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.72727	.69318	2.1	0.13
Age	28.682	28.091	6.3	0.36
Black	.47727	.44318	6.8	0.32
Hispanic	0	.05682	-53.5	-1.61
Married	.18182	.15909	6.2	0.28
Sentence length (natural log)	3.238	3.2165	4.0	0.24
Sex offender	.02273	.02273	0.0	-0.00
Security level	1.6136	1.6705	-10.2	-0.47
Misconduct (first year)	.20455	.14773	13.5	0.69
Completed program				
Prior IDs	1.25	2	-40.7	-0.62
Age	25.75	28.5	-31.3	-0.65
Black	.5	.25	46.4	0.65
Hispanic	0	0	0.0	----
Married	.25	.375	-29.1	-0.33
Sentence length (natural log)	3.4503	3.4688	-3.6	-0.06
Sex offender	0	0	0.0	----
Security level	2	1.875	33.0	0.65
	.25	.125	26.3	0.40
<u>Females</u>				
Started program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence	----	----	----	----

length (natural log)				
Sex offender	----	----	----	----
Security level	----	----	----	----
Completed program				
Prior IDs	----	----	----	----
Age	----	----	----	----
Black	----	----	----	----
Hispanic	----	----	----	----
Married	----	----	----	----
Sentence length (natural log)	----	----	----	----
Sex offender	----	----	----	----
Security level	----	----	----	----

* $p \leq .05$, ** $p \leq .01$

Table 50a. Univariate descriptives for college class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.0614	1.019	2.6	0.49
Age	30.619	30.417	2.1	0.37
Black	.42238	.41065	2.4	0.40
Hispanic	.00722	.00632	0.7	0.18
Married	.15162	.13809	3.8	0.64
Sentence length (natural log)	3.2607	3.2597	0.2	0.04
Sex offender	.0343	.03069	2.1	0.34
Security level	1.6805	1.6724	1.5	0.24
Misconduct (first year)	.28339	.29603	-2.9	-0.46
Completed program				
Prior IDs	1	.90984	5.8	0.36
Age	33.016	31.984	11.3	0.64
Black	.34426	.35246	-1.7	-0.09
Hispanic	0	.04098	-38.1	-1.60
Married	.22951	.19672	8.5	0.44
Sentence length (natural log)	3.4134	3.4187	-1.0	-0.10
Sex offender	.03279	.02459	4.8	0.27
Security level	1.541	1.582	-7.2	-0.40
Misconduct (first year)	.22951	.22951	0.0	-0.00
<u>Females</u>				
Started program				
Prior IDs	.4878	.53049	-3.9	-0.27
Age	30.061	31.274	-14.8	-0.96
Black	.13415	.11585	4.47	0.35
Hispanic	.0122	.02439	-12.4	-0.58
Married	.10976	.10976	0.0	-0.00

Sentence length (natural log)	3.2294	3.2468	-3.2	-0.25
Sex offender	0	0	0.0	----
Security level	1.6463	1.5671	15.3	0.86
Misconduct (first year)	.2073	.2439	-9.4	-0.56
Completed program				
Prior IDs	.8	.61667	14.2	14.2
Age	32.3	30.583	30.583	20.9
Black	.16667	.18333	.18333	-4.0
Hispanic	.03333	0	0	23.1
Married	.03333	0	0	12.7
Sentence length (natural log)	3.371	3.3862	3.3862	-2.8
Sex offender	0	0	0	0.0
Security level	1.8	1.6667	1.6667	23.9

* $p \leq .05$, ** $p \leq .01$

Table 51a. Univariate descriptives for college class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.93571	.92214	0.9	0.19
Age	29.69	29.388	3.2	0.65
Black	.45143	.42714	4.9	0.92
Hispanic	.01286	.01286	0.0	-0.00
Married	.17286	.145	7.7	1.43
Sentence length (natural log)	3.2994	3.3023	-0.5	-0.13
Sex offender	.06571	.05571	4.8	0.78
Security level	1.6829	1.6614	4.1	0.74
Misconduct (first year)	.29714	.29857	-0.3	-0.06
Completed program				
Prior IDs	.87912	.97802	-6.6	-0.49
Age	31.934	31.89	0.5	0.03
Black	.48352	.45604	5.5	0.37
Hispanic	.02198	.02747	-3.7	-0.24
Married	.25275	.19231	15.4	0.98
Sentence length (natural log)	3.4799	3.4965	-3.3	-0.38
Sex offender	.0989	.09341	2.3	0.13
Security level	1.5934	1.5879	1.0	0.07
Misconduct (first year)	.24176	.25275	-2.5	-0.17
<u>Females</u>				
Started program				
Prior IDs	.2987	.28571	1.3	0.11
Age	30.299	30.481	-2.1	-0.14
Black	.19481	.2013	-1.6	-0.10
Hispanic	.01299	.00649	6.5	0.41
Married	.12987	.11039	5.8	0.37

Sentence length (natural log)	3.3288	3.3194	1.7	0.12
Sex offender	0	0	0.0	----
Security level	1.6753	1.6688	1.2	0.06
Misconduct (first year)	.155584	.11039	12.4	0.83
Completed program				
Prior IDs	.19355	.12903	6.4	0.56
Age	30.226	29.177	12.5	0.50
Black	.22581	.17742	11.1	0.47
Hispanic	0	0	0.0	----
Married	.12903	.04839	24.3	1.11
Sentence length (natural log)	3.4938	3.482	2.3	0.14
Sex offender	0	0	0.0	----
Security level	1.7097	1.629	14.0	0.51

* $p \leq .05$, ** $p \leq .01$

Table 52a. Univariate descriptives for general education classes with mental health program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.86486	.86937	-0.3	-0.02
Age	30.081	30.144	-0.7	-0.06
Black	.47748	.42793	9.9	0.74
Hispanic	.06306	.04955	6.7	0.43
Married	.08108	.07658	1.4	0.12
Sentence length (natural log)	3.0739	3.0789	-0.9	-0.08
Sex offender	.02703	.00901	11.2	1.01
Security level	1.3784	1.3559	4.3	0.33
Misconduct (first year)	.36036	.33333	5.9	0.42
Completed program				
Prior IDs	.31429	.3	1.0	0.07
Age	28.429	27.957	5.4	0.26
Black	.51429	.55714	-8.5	-0.35
Hispanic	.02857	0	17.8	1.00
Married	.14286	.1	12.3	0.54
Sentence length (natural log)	3.1768	3.1468	5.4	0.29
Sex offender	.05714	.08571	-14.2	-0.46
Security level	1.3429	1.3286	2.7	0.11
Misconduct (first year)	.4	.47143	-15.1	-0.60
<u>Females</u>				
Started program				
Prior IDs	.90909	.69318	16.9	0.69
Age	36.5	37.091	-6.7	-0.28
Black	.25	.20455	10.4	0.50
Hispanic	.02273	.02273	0.0	0.00
Married	.06818	.04545	7.7	0.46
Sentence	2.7032	2.7426	-6.9	-0.33

length (natural log)				
Sex offender	0	0	0.0	----
Security level	1.6818	1.5455	26.1	1.11
Misconduct (first year)	.09091	.06818	6.8	0.39
Completed program				
Prior IDs	1.4	.76667	44.9	1.29
Age	38.867	34.267	54.8	1.66
Black	.2	.26667	-15.5	-0.42
Hispanic	.06667	.13333	-34.5	-0.59
Married	.13333	.03333	29.6	0.97
Sentence length (natural log)	2.7327	2.7707	-6.7	-0.21
Sex offender	0	0	0.0	----
Security level	1.6667	1.8	-23.7	-0.59

* $p \leq .05$, ** $p \leq .01$

Table 53a. Univariate descriptives for general education class(es) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.0555	.87568	10.2	3.84**
Age	31.345	30.476	8.4	2.90**
Black	.50591	.49114	3.0	0.98
Hispanic	.02591	.02045	3.5	1.20
Married	.14455	.13023	4.1	1.38
Sentence length (natural log)	2.7287	2.7195	1.3	0.42
Sex offender	.03182	.03159	0.1	0.04
Security level	1.4782	1.4452	6.1	1.99*
Misconduct (first year)	.30409	.28477	4.3	1.41
Completed program				
Prior IDs	.94896	.88469	3.8	0.68
Age	32.223	32.284	-0.6	-0.10
Black	.47259	.41588	11.4	1.86
Hispanic	.02457	.01701	4.9	0.86
Married	.17769	.16352	3.9	0.61
Sentence length (natural log)	2.9237	2.9294	-0.9	-0.15
Sex offender	.04726	.05388	-3.5	-0.49
Security level	1.448	1.4301	3.2	0.53
Misconduct (first year)	.29679	.28355	2.9	0.47
<u>Females</u>				
Started program				
Prior IDs	.77331	.67903	6.8	0.97
Age	33.536	33.934	-4.3	-0.63
Black	.34746	.31462	7.2	1.07
Hispanic	.01695	.01907	-1.9	-0.24
Married	.08898	.08051	2.8	0.47

Sentence length (natural log)	2.7281	2.7393	-1.9	-0.32
Sex offender	0	.00106	-9.9	-0.71
Security level	1.4852	1.4513	6.4	0.91
Misconduct (misconduct)	.2161	.20869	1.9	0.28
Completed program				
Prior IDs	.69536	.68212	1.0	0.08
Age	32.106	32.248	-1.6	-0.14
Black	.31788	.28146	8.0	0.69
Hispanic	.00662	.00662	0.0	0.00
Married	.10596	.10265	1.0	0.09
Sentence length (natural log)	2.8763	2.8882	-2.0	-0.20
Sex offender	0	0	0.0	----
Security level	1.543	1.4868	10.3	0.82

* $p \leq .05$, ** $p \leq .01$

Table 54a. Univariate descriptives for general education class(es) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	t-value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.97636	.87843	5.7	2.28**
Age	30.275	30.307	-0.3	-0.11
Black	.54242	.51836	4.8	1.66
Hispanic	.03419	.03314	0.6	0.20
Married	.13972	.14626	-1.9	-0.64
Sentence length (natural log)	3.0361	3.0427	-1.1	-0.42
Sex offender	.0439	.05023	-3.4	-1.03
Security level	1.5766	1.5551	4.0	1.33
Misconduct (first year)	.36387	.34698	3.7	1.21
Completed program				
Prior IDs	.8352	.8296	0.3	0.07
Age	31.03	31.213	-1.8	-0.31
Black	.4992	.488	2.2	0.40
Hispanic	.0416	.036	3.2	0.51
Married	.1504	.1352	4.3	0.77
Sentence length (natural log)	3.1669	3.1686	-0.3	-0.07
Sex offender	.0544	.0472	3.7	0.58
Security level	1.5408	1.5168	4.5	0.77
Misconduct (first year)	.2912	.2704	4.6	0.82
<u>Females</u>				
Started program				
Prior IDs	.78111	.64747	9.9	1.45
Age	32.694	32.041	7.0	1.01
Black	.41705	.42512	-1.7	-0.24
Hispanic	.01152	.01267	-1.2	-0.16
Married	.09908	.08525	4.4	0.70

Sentence length (natural log)	2.8069	2.835	-4.7	-0.70
Sex offender	0	0	0.0	----
Security level	1.6912	1.6048	15.0	1.97*
Misconduct (first year)	.22581	.2212	1.2	0.16
Completed program				
Prior IDs	.59627	.43168	12.8	1.28
Age	31.329	30.472	9.4	0.86
Black	.41615	.4472	-6.6	-0.56
Hispanic	.01242	.00311	9.2	0.95
Married	.08696	.08075	2.0	0.20
Sentence length (natural log)	2.9262	2.9042	3.6	0.35
Sex offender	0	0	0.0	----
Security level	1.7081	1.6894	3.2	0.26

* $p \leq .05$, ** $p \leq .01$

Table 55a. Univariate descriptives for mental health program(s) with recovery services program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.0365	1	2.2	0.19
Age	33.591	33.186	4.1	0.34
Black	.39416	.40146	-1.5	-0.12
Hispanic	.0292	.02555	2.3	0.18
Married	.13139	.09854	9.6	0.85
Sentence length (natural log)	3.1504	3.1404	1.8	0.17
Sex offender	.0146	.00365	7.7	0.95
Security level	1.438	1.365	13.7	1.17
Misconduct (first year)	.29927	.22628	16.4	1.37
High school diploma or GED	.64964	.64234	1.5	0.13
Completed program				
Prior IDs	1	.99265	0.4	0.03
Age	35	33.846	11.3	0.63
Black	.48529	.50735	-4.4	-0.26
Hispanic	.02941	.02206	4.6	0.27
Married	.14706	.21324	-18.9	-1.00
Sentence length (natural log)	3.2004	3.2254	-4.4	-0.33
Sex offender	.01471	0	10.3	1.00
Security level	1.3235	1.3309	-1.4	-0.08
Misconduct (first year)	.26471	.27941	-3.3	-0.19
<u>Females</u>				
Started program				
Prior IDs	.97143	.92857	3.1	0.11
Age	37.2	34.671	31.2	1.18
Black	.25714	.27143	-3.3	-0.13

Hispanic	.02857	0	21.3	1.00
Married	.17143	.17143	0.0	0.00
Sentence length (natural log)	2.9785	3.0771	-17.9	-0.81
Sex offender	0	0	0.0	----
Security level	1.6286	1.5	25.1	0.97
Misconduct (first year)	.11429	.14286	-8.3	-0.35
Completed program				
Prior IDs	.90909	.93182	-1.6	-0.05
Age	36.682	34.932	20.5	0.66
Black	.27273	.18182	20.2	0.71
Hispanic	.04545	.02273	13.9	0.41
Married	.13636	.13636	0.0	0.00
Sentence length (natural log)	3.0586	3.0928	-6.0	-0.22
Sex offender	0	0	0.0	----
Security level	1.7273	1.7045	4.3	0.14

* $p \leq .05$, ** $p \leq .01$

Table 56a. Univariate descriptives for mental health program(s) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	<i>t</i> -value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	.96	.836	7.5	0.70
Age	32.592	32.008	6.0	0.48
Black	.496	.568	-14.4	-1.14
Hispanic	.024	.008	10.6	1.01
Married	.16	.2	-11.2	-0.82
Sentence length (natural log)	3.246	3.2358	1.8	0.18
Sex offender	.016	.028	-8.3	-0.64
Security level	1.384	1.344	7.5	0.62
Misconduct (first year)	.272	.232	9.1	0.73
High school diploma or GED	.672	.644	5.8	0.46
Completed program				
Prior IDs	.92647	.77206	9.3	0.66
Age	34.279	33.14	11.5	0.65
Black	.48529	.48529	0.0	0.00
Hispanic	.04412	.03676	4.1	0.22
Married	.20588	.20588	0.0	0.00
Sentence length (natural log)	3.2807	3.2821	-0.2	-0.02
Sex offender	.02941	.02941	0.0	-0.00
Security level	1.2794	1.25	5.6	0.36
Misconduct (first year)	.22059	.33824	-27.2	-1.53
<u>Females</u>				
Started program				
Prior IDs	.87179	.62821	19.3	0.77
Age	35.949	34.885	13.0	0.52
Black	.20513	.23077	-6.1	-0.27

Hispanic	.05128	.03846	7.6	0.27
Married	.07692	.0641	4.3	0.22
Sentence length (natural log)	2.8852	2.9073	-3.6	-0.16
Sex offender	0	0	0.0	----
Security level	1.5897	1.5769	2.5	0.10
Misconduct (first year)	.10256	.08974	3.8	0.19
Completed program				
Prior IDs	.95652	.97826	-1.6	-0.04
Age	35.826	35.913	-1.1	-0.03
Black	.17391	.19565	-5.2	-0.19
Hispanic	.04348	.04348	0.0	0.00
Married	.04348	.04348	0.0	0.00
Sentence length (natural log)	3.0618	3.0638	-0.3	-0.01
Sex offender	0	0	0.0	----
Security level	1.6522	1.587	12.1	0.37

* $p \leq .05$, ** $p \leq .01$

Table 57a. Univariate descriptives for recovery services program(s) with unit management program(s): Predicting recidivism within three years after release, broken down by sex of inmate (prisoners released within 52 months of admission)

Variable	Mean		Percent Bias	t-value
	Treated	Matched Control		
<u>Males</u>				
Started program				
Prior IDs	1.1607	1.0905	4.0	1.41
Age	32.608	32.902	-2.9	-0.97
Black	.40575	.37724	5.8	1.90
Hispanic	.02026	.01885	1.0	0.33
Married	.18002	.17224	2.1	0.66
Sentence length (natural log)	2.9964	2.9964	0.0	0.00
Sex offender	.03487	.03369	0.7	0.21
Security level	1.4991	1.4764	4.2	1.34
Misconduct (first year)	.27992	.25872	4.8	1.56
High school diploma or GED	.6409	.64538	-0.9	-0.30
Completed program				
Prior IDs	1.22	1.1627	3.2	0.73
Age	34.945	34.454	4.9	1.08
Black	.40083	.39824	0.5	0.12
Hispanic	.02583	.02221	2.3	0.52
Married	.20145	.18905	3.3	0.69
Sentence length (natural log)	3.0068	3.0033	0.6	0.13
Sex offender	.03926	.03461	2.6	0.54
Security level	1.4452	1.4225	4.2	0.93
Misconduct (first year)	.18905	.172	4.1	0.97
High school diploma or GED	.68079	.6875	-1.4	-0.32
<u>Females</u>				
Started program				
Prior IDs	.89474	.83459	4.3	0.48
Age	33.019	33.194	-1.9	-0.22

Black	.32331	.29699	5.8	0.66
Hispanic	.02256	.03571	-10.8	-0.90
Married	.09398	.09023	1.2	0.15
Sentence length (natural log)	2.9178	2.91565	0.2	0.02
Sex offender	0	0	0.0	----
Security level	1.6316	1.6053	4.9	0.52
Misconduct (first year)	.20677	.2218	-3.9	-0.42
High school diploma or GED	.6391	.63722	0.4	0.05
Completed program				
Prior IDs	.85271	.87209	-1.4	-0.10
Age	33.891	33.566	3.7	0.29
Black	.34884	.35659	-1.7	-0.13
Hispanic	.0155	.02326	-7.1	-0.45
Married	.10853	.06977	12.2	1.09
Sentence length (natural log)	2.9639	2.9519	1.9	0.15
Sex offender	0	0	0.0	----
Security level	1.6357	1.6473	-2.1	-0.15

* $p \leq .05$, ** $p \leq .01$

Table 58a. Description of Measures for the Analysis of Total Reentry Approved Programs and Return-to-Prison (for inmates who completed reentry approved programs and were released by 6/29/2011)

Measure	Males				Females			
	Mean	SD	Low-High	N	Mean	SD	Low-High	N
<u>Outcomes</u>								
Re-committed to prison for technical parole violation or a new crime within three years after release	0.26	0.44	0 – 1	16,470	0.15	0.36	0 – 1	3,046
Re-committed to prison for a new crime within three years after release	0.22	0.42	0 – 1	16,470	0.11	0.31	0 – 1	3,046
<u>Program Measure</u>								
Total # reentry approved programs completed during sentence	1.25	0.52	1 – 5	16,470	1.33	0.62	1 – 5	3,046
<u>Statistical Controls</u>								
Age at admission	32.5	10.1	16 – 79	16,470	33.2	9.4	16 – 79	3,046
Black	0.48	0.50	0 – 1	16,470	0.29	0.45	0 – 1	3,046
Hispanic	0.02	0.14	0 – 1	16,470	0.01	0.09	0 – 1	3,046
High school diploma or GED earned before admission	0.57	0.50	0 – 1	16,470	0.54	0.50	0 – 1	3,030
Married/not widowed	0.15	0.36	0 – 1	16,470	0.11	0.31	0 – 1	3,046
Security Level	1.50	0.54	1 – 3	16,446	1.43	0.56	1 – 3	3,044
Number of prior prison sentences	1.25	1.78	0 – 16	16,470	0.66	1.32	0 – 11	3,046
Sentence length (natural log)	2.59	0.73	0 – 4	16,470	2.55	0.62	0.7 – 4	3,046
Sex offender	0.03	0.18	0 – 1	16,470	0.00	0.00	0 – 1	3,046
Guilty of any misconduct during first year of confinement	0.57	0.50	0 – 1	16,453	0.54	0.50	0 – 1	3,030

Table 59a. Description of Measures for the Analysis of Total Reentry Approved Program Hours and Return-to-Prison (for inmates with any reentry approved programs and released by 6/29/2011)

Measure	Males				Females			
	Mean	SD	Low-High	N	Mean	SD	Low-High	N
<u>Outcomes</u>								
Re-committed to prison for technical parole violation or a new crime within three years after release	0.24	0.43	0 – 1	2,832	0.16	0.37	0 – 1	531
Re-committed to prison for a new crime within three years after release	0.20	0.40	0 – 1	2,832	0.10	0.30	0 – 1	531
<u>Program Measure</u>								
Total # reentry approved program hours completed during sentence	81.5	89.6	7.5-479	2,832	137	105	12-458	531
Total # reentry approved program hours completed during sentence (natural log)	3.78	1.13	2.0-6.2	2,832	4.43	1.16	2.5-6.1	531
<u>Statistical Controls</u>								
Age at admission	33.2	9.70	16 – 79	2,832	33.3	9.01	17 – 59	531
Black	0.43	0.49	0 – 1	2,832	0.27	0.45	0 – 1	531
Hispanic	0.02	0.13	0 – 1	2,832	0.01	0.09	0 – 1	531
High school diploma or GED earned before admission	0.66	0.47	0 – 1	2,827	0.63	0.48	0 – 1	531
Married/not widowed	0.19	0.39	0 – 1	2,832	0.12	0.33	0 – 1	531
Security Level	1.54	0.54	1 – 3	2,828	1.56	0.62	1 – 3	531
Number of prior prison sentences	1.23	1.73	0 – 16	2,832	0.74	1.45	0 – 11	531
Sentence length (natural log)	2.95	0.60	0 – 4	2,832	2.95	0.53	1.6 – 4	531
Sex offender	0.06	0.24	0 – 1	2,832	0.00	0.00	0 – 0	531
Guilty of any misconduct during first year of confinement	0.24	0.42	0 – 1	2,832	0.14	0.34	0 – 1	531

Table 60-61a. Description of Measures for the Analysis of Program Fidelity and Return-to-Prison (for inmates who completed reentry approved programs and were released by 6/29/2011)

Measure	Males				Females			
	Mean	SD	Low-High	N	Mean	SD	Low-High	N
<u>Outcomes</u>								
Re-committed to prison for technical parole violation or a new crime within three years after release	0.29	0.46	0 – 1	23,886	0.17	0.38	0 – 1	3,695
Re-committed to prison for a new crime within three years after release	0.25	0.43	0 – 1	23,886	0.12	0.33	0 – 1	3,695
<u>Fidelity Measures</u>								
Assessment	0.38	0.22	0 – 1	23,886	0.33	0.23	0 – 1	3,695
Treatment	0.56	0.17	0 – 1	23,886	0.55	0.14	0 – 1	3,695
Staff Support	0.62	0.13	0 – 1	23,886	0.49	0.13	0 – 1	3,695
Quality Assurance	0.34	0.17	0 – 1	23,886	0.20	0.10	0 – 1	3,695
Overall	0.53	0.13	0 – 1	23,886	0.46	0.08	0 – 1	3,695
<u>Statistical Controls</u>								
Age at admission	31.8	10.1	15 – 85	23,886	33.8	9.5	17 – 69	3,695
Black	0.45	0.50	0 – 1	23,886	0.30	0.46	0 – 1	3,695
Hispanic	0.02	0.15	0 – 1	23,886	0.01	0.10	0 – 1	3,695
High school diploma or GED earned before admission	0.55	0.50	0 – 1	23,794	0.50	0.50	0 – 1	3,677
Married/not widowed	0.14	0.35	0 – 1	23,886	0.12	0.33	0 – 1	3,695
Security Level	1.58	0.54	1 – 3	23,848	1.45	0.56	1 – 3	3,694
Number of prior prison sentences	1.34	1.81	0 – 18	23,886	0.77	1.47	0 – 11	3,695
Sentence length (natural log)	2.64	0.63	0 – 4	23,886	2.53	0.62	0.7 – 4	3,695
Sex offender	0.05	0.21	0 – 1	23,886	0.00	0.02	0 – 1	3,695
Guilty of any misconduct during first year of confinement	0.33	0.47	0 – 1	23,886	0.18	0.39	0 – 1	3,695

Figure 40. Measurement Model for Organizational Climate

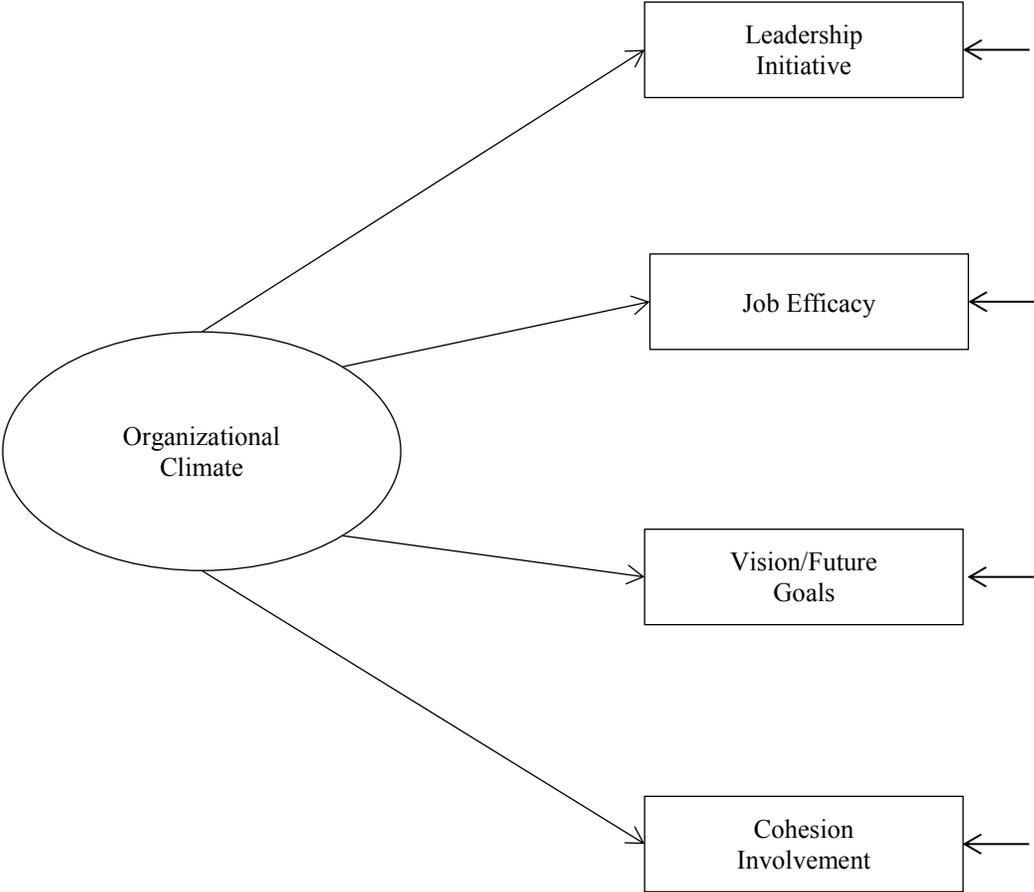
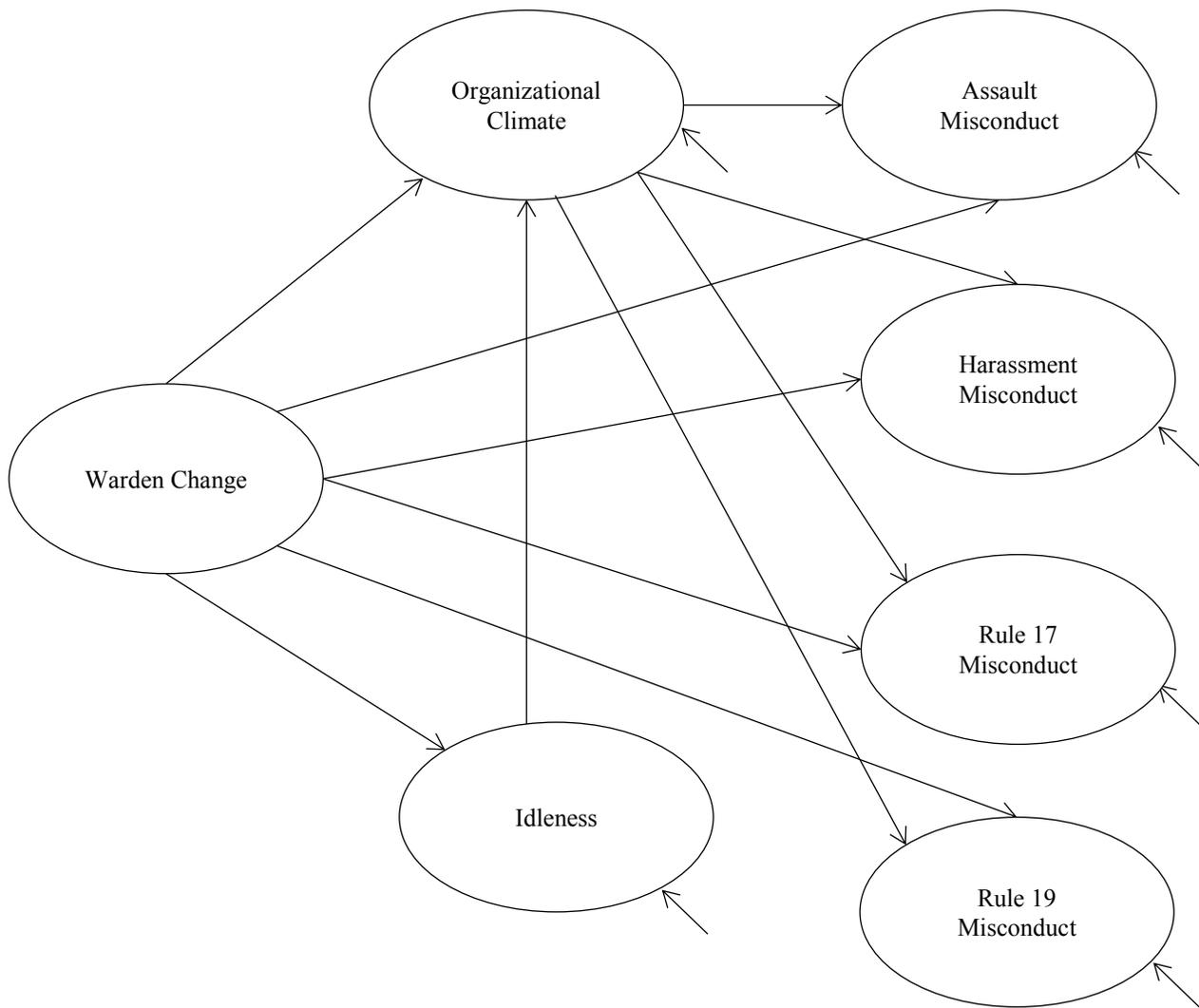


Figure 41. Structural Equation Model of Organizational Climate, Warden Change, Idleness, and Misconduct



Appendix E: Midpoint Report

**Site Visit and Organizational Climate
Summary Report**

Conducted as Part of the
Evaluation of Ohio's Prison Programs

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Purpose of the Study

The Ohio Department of Rehabilitation and Correction (ODRC) has partnered with the University of Cincinnati Corrections Institute (UCCI) to conduct the Evaluation of Ohio's Prison Programs. The purpose of this evaluation is to determine the effect of participation in various types of reentry approved programs for offenders in the Ohio prison system. UCCI is conducting this study in order to evaluate the effect of reentry approved programs on recidivism and institutional misconduct across Ohio's prisons. There are three phases that comprise this study. First, UCCI is assessing program integrity through site visits to each of Ohio's 28 prisons. The goal of the site visits is to identify the strengths and weaknesses of reentry approved programs, as well as provide specific recommendations for improvement to each institution and to ODRC as a system. Second, this study examines the support for rehabilitation and organizational climate across the institutions through surveys from individual staff members at each institution. Finally, the study compares the outcomes for inmates who have gone through reentry approved programming versus those inmates who have not gone through reentry approved programming. This summary presents findings from the first and second components of the study. Specifically, it includes findings from all 28 site visits and information collected from interviews conducted with staff from central office. UCCI has also provided separate reports for each of the 28 institutions with site specific findings. Further, the results from the first administration of the survey and data exploring a key issue that may impact results, inmate idleness, are presented.

At the time the study began, ODRC was experiencing and planning for numerous large-scale changes. These included but are not limited to:

- The merging of smaller prisons into larger prisons: Hocking Correctional Facility (HCF) merged with Southeastern Correctional Institution (SCI) and are now called Southeastern Correctional Complex; Allen Correctional Institution (ACI) merged with Oakwood Correctional Facility and are now called Allen Oakwood Correctional Institution (AOCI); and Franklin Pre-Release Center (FPRC) merged with the Correctional Medical Center (CMC) and are now called Franklin Medical Center (FMC).
- A shift to a three-tiered unit management system as part of a violence reduction initiative which resulted in: the reclassification of institutional security levels to fit within the three-tiered system; the creation of three types of prisons – control prisons, general population prisons, and reintegration centers; and large inmate population shifts to fit the new system.
- The privatization of one prison, North Central Correctional Complex (NCCC).
- The change of ownership for one prison: Corrections Corporations of America (CCA) assumed responsibility for Lake Erie Correctional Institution (LaeCI). The previous owner was Management and Training Corporation (MTC).
- Changes within the Ohio Central School System (OCSS) that significantly reduced the number of Principals, Assistant Principals, and School Administrators.

As such, ODRC worked with UCCI to conduct the site visits in phases. The site visits focused on assessing the institution as a whole and evaluating the quality of all reentry approved programming. This included programs offered by Recovery Services, Unit Management (Mental Health staff were also included in the process if they ran reentry approved groups), and OCSS. The scope of the evaluation for OCSS was quite large and included evaluating general education classes, college classes, vocational classes, and apprenticeship programs. Sex offender programming was not assessed since these program are currently being redesigned as part of a separate effort.

Table 1 presents the three phases for the prison visits. Institutions experiencing fewer changes were chosen for Phase I, and institutions with more changes were chosen for the later phases. Additionally, UCCI worked with each site by scheduling site visits when key staff were available for interviews and when the site visit would result in the least amount of disruption possible to facility operations.

Table 1: Site Visit Phases and Schedule

Phase 1
London Correctional Institution (LoCI): December 12-13, 2011 and June 5-7, 2012
Southeastern Correctional Institution (SCI): January 10-12, 2012
Pickaway Correctional Institution (PCI): January 24-25, 2012
Noble Correctional Institution (NCI): February 14-16, 2012
Allen Oakwood Correctional Institution (AOCI): February 21-23, 2012
Richland Correctional Institution (RiCI): February 28-March 1, 2012
Phase 2:
Ohio Women’s Reformatory (OWR): March 6-8, 2012
Warren Correctional Institution (WCI): April 3-5, 2012
Lebanon Correctional Institution (LeCI): April 10-12, 2012
Belmont Correctional Institution (BeCI): April 25-27, 2012
Trumbull Correctional Institution (TCI): May 15-17, 2012
Chillicothe Correctional Institution (CCI): May 22-24, 2012
Ross Correctional Institution (RCI): May 29-31, 2012
Madison Correctional Institution (MaCI): June 5-7, 2012
Southern Ohio Correctional Facility (SOCF): June 12-14, 2012
Grafton Correctional Institution (GCI): July 10-12, 2012
Ohio State Penitentiary (OSP): July 17-19, 2012
Franklin Medical Center (FMC): July 24-26, 2012
Mansfield Correctional Institution (ManCI): August 7-9, 2012
Phase 3:
Dayton Correctional Institution (DCI): August 14-16, 2012
Correctional Reception Center (CRC): August 21-23, 2012
Hocking Correctional Facility (HCF): September 11-13, 2012
Northeast Pre-Release Correction (NePRC): October 2-4, 2012
Lorain Correctional Institution (LorCI): October 9-11, 2012

Table 1: Site Visit Phases and Schedule

Toledo Correctional Institution (ToCI): October 16-18, 2012
Marion Correctional Institution (MCI): October 23-25, 2012 and October 29-30, 2012
North Central Correctional Complex (NCCC): October 30-November 1, 2012
Lake Erie Correctional Institution (LaeCI): November 28-30, 2012

As part of the study, UCCI received approval from the University's Institutional Review Board (IRB). As such, all UCCI research staff that attended site visits or worked with any data collected as part of the study received approval from the IRB to work on the study. These staff received thorough training in human subjects research prior to participation in the study. With IRB approval, UCCI staff were required to protect the confidentiality of the information provided to them through staff interviews, inmate interviews, group observation, and staff surveys that were mailed to each institution. As required by IRB, the interview and group observation process during the site visits and the completion of the staff survey was voluntary. UCCI research staff followed IRB protocol and did not interview staff or inmates who did not want to be interviewed for the study, nor did they sit in on groups in which the facilitator or inmates objected to their observation. In addition, UCCI research staff have not and will not share interviewee information with ODRC or institutional staff. Further, UCCI staff have not and will not share responses from the staff survey with ODRC. Other IRB requirements include the obligation for researchers to report inappropriate behavior to the IRB (e.g., illegal acts or acts that have in the past caused harm to an individual).

Site Visit Procedures

Site visits to all of Ohio's institutions were completed in 11 months. The visits began with a pilot site visit in December 2011 to London Correctional Institution (LoCI). The last institution, Lake Erie Correctional Institution (LaeCI), was visited in November 2012. A site visit team was sent to each institution; the number of UCCI staff in attendance and the days needed on-site depended on the size of the institution and the number of reentry approved programs available at the institution. Site visit teams ranged from five to twelve researchers. Days on site ranged from two to five. Each site visit involved three main components:

- Interviews were conducted with a wide array of institutional staff. Staff selected for interviews included: executive staff/management staff such as Wardens, Deputy Wardens, and department supervisors; security staff such as Majors, Captains, Lieutenants, and line officers from multiple shifts; and staff running reentry approved programs such as case managers, Recovery Services staff, and staff from education such as academic and vocational teachers, college instructors, and apprenticeship supervisors.
- Interviews were also conducted with inmates. Inmates that were participating in reentry approved programs and those who were not participating in reentry approved programs were interviewed.
- Observation of reentry approved groups and classes that were being offered or in session during the site visit.

- Review of reentry approved program materials and files.

UCCI researchers followed structured interview guides, observation forms, and material review forms for collecting information regarding the institution and program integrity. Specifically, researchers used the Evidence-Based Correctional Program Checklist (CPC), the CPC-Group Assessment (CPC-GA) and the CPC-Vocation and Education Program (CPC-VEP) to collect the data. Because the site visits occurred on a limited number of days with a sample of interviews and observations, conclusions that are presented in the individual summaries provided separately and here should be considered a snapshot of the institution at that particular time. Also, it is acknowledged that during the timeframe the site visits occurred, many significant changes occurred throughout the Ohio prison system (listed above). Despite these issues, UCCI researchers identified strengths and weaknesses for each institution and reentry approved programs based on structured criteria that allow several conclusions and recommendations to be identified specific to each site. Further, in looking at the results across all of the institutions, UCCI can provide valuable insight to ODRC regarding centralized processes and system-wide issues.

Reentry approved programs offered in Unit Management and Recovery Services were assessed using the CPC (used for residential programs) or the CPC-GA (used for outpatient programs and stand alone treatment groups) in order to determine how well a correctional group intervention meets the principles of effective intervention. The CPC is modeled after the Correctional Program Assessment Inventory (CPAI) developed by Paul Gendreau and Don Andrews (2001). However, only those indicators that were found to be positively correlated with outcome were retained in the CPC. In addition, the CPC includes a number of items not contained in the CPAI. The CPC-GA was modified from the CPC. The CPC and CPC-GA have been validated by several studies conducted by UCCI. These studies found strong correlations between outcome and overall score, both areas (capacity and content), all domains, and individual items (Holsinger, 1999; Lowenkamp, 2003; Lowenkamp and Latessa, 2003, Lowenkamp & Latessa, 2005a; Lowenkamp and Latessa, 2005b).

Scoring for the CPC and CPC-GA contains two basic areas, capacity and content. The capacity area is designed to measure whether a correctional program has the capability to deliver evidence-based interventions and services for offenders. On the CPC, there are three domains in the capacity area including Leadership and Development, Staff, and Quality Assurance. On the CPC-GA, there are two domains in the capacity area including: Program, Staff, and Support and Quality Assurance. The content area for the CPC and CPC-GA focuses on the substantive domains of Offender Assessment and Treatment Characteristics, and the extent to which the program meets the principles of risk, need, and responsivity. There are a total of seventy-seven indicators, worth up to 83 total points that are scored during the CPC assessment. There are a total of forty-eight indicators, worth up to 50 total points that are scored on the CPC-GA assessment. Each area and all domains are scored and rated as either "highly effective" (65% to 100%), "effective" (55% to 64%), "needs improvement" (46% to 54%), or "ineffective" (45% or less). The scores in all four domains are totaled, and the same scale is used for the overall assessment score. It should be noted that not all of the items or the domains are given equal weight, and some items may be considered "not applicable," in which case they are not included in the scoring.

Education programs were assessed using the CPC-VEP. The CPC-VEP includes many indicators of effective instruction; however, this tool has been created for this study and has not been validated with correctional education programs. Areas assessed under the CPC-VEP tool include Program Leadership and Support, Staff Characteristics, Assessment, Educational Practices, and Quality Assurance. Some of the indicators are similar to the CPC and CPC-GA, but include other items that are more specific to classroom instruction and topics related to education and vocation programs. UCCI hopes to validate the CPC-VEP as part of the larger study.

It should be noted that some programs that may have been running were unable to be fully evaluated at the institutional level due to issues including:

- Refusal by staff to be interviewed or observed;
- Lock down situations which limited time on-site;
- Lack of information concerning which reentry approved programs were running at the time of the site visit; and
- Programs that were not in session during the site visit or groups/classes that were in session but not being held on the days of the site visit.

For the program level evaluations, typically four main program traces were sought: interviews with key staff, interviews with participants, observation of the program, and review of materials. UCCI fully evaluated reentry approved programs as long as two of the four program traces were obtained *and* the interview with the group facilitator/teacher/instructor was obtained. UCCI has tracked in the database the number of program traces and type of program traces obtained so that this may be controlled for during data analysis.

After each site visit, all UCCI researchers met as a group to review findings and score out programs. Specifically, researchers identified key findings by area (institution, management, security, Unit Management, Recovery Services, and education) and scored out each reentry approved program using the CPC, CPC-GA, and CPC-VEP. Further, each UCCI researcher wrote two summaries. One discussed observations about prison programming and institutional issues that included any notable considerations and issues that may have fallen outside of the structured forms used by UCCI researchers. The second summary focused on the education programs that were assessed using the CPC-VEP. This summary was deemed necessary as there was a lot of variation in teaching styles and because the indicators on the CPC-VEP have not been validated yet. These smaller site visits summaries written by each UCCI site visit team member were then combined into one site summary, which was used as the basis for the formal institutional level site visit reports.

After all 28 site visits were completed, UCCI researchers met to determine what other information was needed from ODRC in order to accurately describe and report on current institutional procedures. At that time, UCCI identified a need to interview key ODRC staff from the Operational Support Center (OSC). Staff involved in oversight, implementation, quality

assurance, and training of the various reentry approved programs were interviewed. These included, but were not limited to: regional directors and operations managers; institutional audit staff; the Superintendent of the Corrections Training Academy and other training staff who develop and train on curricula for the entire prison system; educational staff which included the Superintendent of OCSS and subject matter experts over general educational programs, special education, college classes, and apprenticeships; Recovery Services staff including the Chief of Medical Services and Bureau of Mental Health Services Administrator; and a selection of staff that volunteer on quality assurance committees over treatment components such as Thinking for a Change and the Ohio Risk Assessment System.

Survey Procedures

To measure organizational climate, UCCI combined components from several surveys. First, scales and subscales from the National Criminal Justice Treatment Practices Survey (NCJTPTS) were used. Organizational needs were assessed including staffing, retention, training, funding, physical facilities, computers and IT, programming, and community support. Beyond organizational needs, UCCI included the cynicism for change scale, which measures the extent to which staff is pessimistic about their institution's ability to change or improve. The leadership scale was included to measure two components of leadership: transformational leadership (the ability of leadership to inspire change) and transactional leadership (the influence of leadership through transactions between leadership and staff). Finally, the perspective taking scale was included to measure the ability of correctional officers to take the point of view of treatment staff, specifically regarding their level of empathy for the work that treatment staff conducts and the positive attributions credited to the treatment staff (e.g., treatment staff work well with correctional officers).

To further measure key staff attitude components, a combination of scales and subscales were taken from three sources. Subscales measuring empathy, punitiveness, concern with being corrupted by inmates, support for rehabilitation, and job satisfaction were taken from the Professional Orientation Scale (Toch and Klofas, 1982). To measure job stress, the job stress subscale was taken from the Work Conditions Scale (Cullen, Link, Wolfe, & Frank, 1985). To measure organizational commitment, the organizational commitment subscale was taken from the Organizational Commitment Questionnaire (Mowday, Steers, & Porter, 1979). Ratings for all items were standardized and based on a scale of 1-5 with higher scores indicating more agreement with items incorporated in the subscale/scale. Reverse codes were used when applicable. For consistency, all scores were scaled so that they range from 10 to 50. Survey items are included in this report on page 335.

The surveys were distributed to all institutions in February and March 2012. In May 2012, UCCI sought assistance from ODRC to increase the response rate, which was 18%. Based on feedback from the institutions, UCCI removed individual identification codes which would have allowed UCCI to track responses at the individual level. Surveys were re-distributed to all institutions in July with only an institutional code to identify responses by institution. The final response rate was 49% (N = 5,546) with response rates ranging from 0% to 95%. A second administration of the survey will take place in the fall of 2013.

It should be noted that UCCI eliminated suspicious survey responses from the sample. The University's IRB received some reports concerning violations of confidentiality and other concerns that could compromise the results of the survey analysis. This included reports of individual staff filling out multiple copies of the survey; staff being required to turn in their survey without an envelope to protect the confidentiality of their responses or submit it to their manager; and reports of surveys being left in visitation rooms for the general public to complete. In addition, UCCI research staff removed suspicious surveys in which the veracity of responses were in question. Examples of this include clear patterns or designs that showed all of the same answer/option for every single question.

Idleness Procedures

The amount of time that inmates have where they are not employed, in treatment, or otherwise not busy with other structured activities is a significant concern for many institutions. As such, UCCI explored the level of inmate idleness several different ways. First, inmate and staff interviews contained questions related to idleness. Inmates and staff were asked to indicate their level of agreement (on a scale of 1-10) to similar statements such as "I have a lot of free time here" (inmate) and "Inmates have a lot of free time" (staff). Second, the staff survey that was mailed to all institutional staff included an item related to idleness. Specifically, staff were asked to circle on a scale of 1-10, "the amount of time that offenders have where there are no structured activities available (i.e., groups, classes, meetings, etc.)" The item was rated so that 1 means "very little free time" and 10 means "a lot of free time." Given the importance of inmate idleness on outcomes, UCCI and ODRC are also working to identify two standardized idleness measures: block idle time for celled institutions (e.g., the amount of time inmates housed in cells are out of their cells) and the ratio of ideal jobs versus assigned jobs. These will be determined at a later date.

Results

Through the 28 sites visits, interviews conducted with central office staff, and the staff survey, UCCI is able to provide results across numerous areas including management/institutional characteristics, organizational climate, security, Unit Management, Recovery Services, education, idleness, and system-wide conclusions and recommendations.

Management/Institutional Characteristics

During the site visit interviews, staff were asked to rate various characteristics (Table 2; tables start on page 29) regarding the management team at their institution and the institution as a whole. The ratings are based on a scale of 1-10. The higher the rating on the scale, the higher the support or agreement with the statement. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow. Concerning management support for rehabilitation, the overall average for ODRC was quite high at 7.7, indicating widespread management support for rehabilitation. Only one institution, LeCI (5.9), rated below 6.0. LaeCI, RCI, TCI, and WCI were all rated between 6.0 and 7.0. Much more varied ratings were received

concerning consistent operations and adequacy of funding. Consistency of operations was rated overall at 5.3, with a range from 4.0 (WCI) to a high of 6.6 (HCF). Funding averaged a rating of 6.1 with ranges from 4.9 (NEPRC) to a high of 7.7 (NCCC).

Organizational Climate

Surveys were returned from 26 of the 28 institutions.⁹ Results are provided here for ODRC overall and for each institution (Table 3). The ratings for the survey items are based on a scale of 1-5 with higher scores indicating more agreement with the subscale/scale (reverse codes are used where applicable). For consistency, all scores are scaled so that they range from 10 to 50. Again, higher ratings indicate more agreement with the scale/subscale. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow.

Results indicate that overall, institutions responded similarly on most scales and subscales in the survey. The survey results also demonstrate that institutions often responded between 30.0-39.9, in the neutral range, for most ratings. However, there are a few scales and subscales in which there are trends in responses by institution. At MCI, their staff responses averaged the highest for the Programs Subscale (33.8) and the Community Support Subscale (33.3). These ratings demonstrate MCI's focus on programming. During the site visit, UCCI researchers observed many programs at MCI and witnessed the integration of programming to support the institutional community. Another grouping on subscales occurred at ORW. This site scored lowest on average for the Physical Facilities Subscale (24.9) and Computers and IT Subscale (28.4). ORW staff felt that they did not have sufficient facilities and technology to do their work. At PCI, staff scored lowest on average on the Perspective Taking Scale (31.9) and the subscales; Empathy (32.8) and Positive Attributions (31.7). These results indicate that staff at PCI rated the ability of correctional officers to take the point of view of the treatment staff, to empathize for the work that treatment staff conduct, and to view the treatment staff positively, very low in comparison to the other sites. Finally, the last trend by an individual institution is seen at LeCI. Staff surveys indicate that staff scored the lowest on the following: the Leadership Scale (24.9), Transformational Leadership Subscale (25.0), and Transactional Leadership Subscale (24.9). These findings display minimal belief in leadership at LeCI during the time of the survey administration.

While most scores did not range drastically across the institutions, a few findings are worth mentioning in which scales or subscales were noticeably different from the ODRC average. At LaeCI, staff rated the Retention Subscale at 40.9, which was much higher than the average of 34.1. This indicates there is a high need in the area of staff retention, indicating high turnover rates. At ToCI, staff rated the Staff Subscale very low at 17.1 in comparison to the average of 24.4. This item indicates that staff at ToCI felt a need for more staff at their facility. During the site visit, interviews with staff provided similar feedback that confirms this survey finding. However, on the opposite end of the spectrum for this scale, RiCI reported a much higher rating than the average of 27.6.

⁹ No surveys were completed and returned from DCI and NCCC. Therefore, DCI and NCCC are not included in the results presented in this report.

Table 3 provides all of the ratings on the survey scales/subscales by institution in order to demonstrate some of the differences across institutions on organizational climate. However, as the table demonstrates, there is not a significant amount of variation across institutions on the scales and subscales. Further, the findings also show that most institutions were neutral in response to the questions they were asked to capture various aspects of organizational climate at their institution.

Security

As part of the study, it was important that UCCI measure key concepts that may impact programming. As such, staff and inmates were asked various questions during the interviews related to security. Table 4 includes the statements that were rated by staff at each institution. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow. The ratings are based on a scale of 1-10 and the source of the rating (either inmate or staff) is included. The higher the rating on the statement, the higher the support or agreement with the statement. Concerning inmate safety, inmates (7.9) agreed more with the statement that “inmates feel safe here” than staff agreed with the statement (7.5). OSP had the highest rating by both inmates (9.4) and staff (9.0; tied with HCF) and LaeCI was rated lowest by inmates (6.3) and staff (4.9). Support for rehabilitation by security staff was rated quite low, with an overall average of 5.7. The highest rating was obtained at DCI (7.3) and the lowest rating (4.4) was received at SCI and TCI. Overall, the rapport security staff had with inmates was rated 6.7. AOCI was rated the highest on this statement (7.6) and the lowest was CRC (5.4). Overall, inmate-to-inmate violence (5.2) was rated more prevalent than staff-to-inmate violence (4.2). Agreement with the statement measuring inmate to inmate violence was highest at NCI and WCI (7.6) and lowest at AOCI and HCF (2.5). Agreement with the item concerning staff to inmate violence was highest at LeCI (6.3) and lowest at MCI (1.5)

Unit Management Programs

All reentry approved Unit Management programs were assessed using the CPC-GA. These included: Thinking for a Change (T4C); Cage Your Rage; Money Smart; Victim Awareness; Inside Out Dad; Responsible Family Life Skills; and Personal Responsibility of Violence Elimination (PROVE). Throughout the course of the site visits, UCCI assessed a total of 87 Unit Management programs with the CPC-GA. This includes 25 T4C groups and 21 Victim Awareness groups. Additionally, Anger: Creating New Changes was assessed using the CPC-GA and is included here. Anger: Creating New Choices runs at OSP exclusively and is run by Mental Health staff. These assessments provided substantial information for a number of conclusions to be made about the stand-alone reentry approved programs offered across the institutions. Highlighted here are strengths and areas for improvement/recommendations for these programs. While this falls outside of the CPC-GA criteria there was one issue that stood out and is reported separate from the CPC-GA strengths and recommendations. Many case managers struggled with very large caseloads in the dorms and were often unable to balance their workload with running groups. This often led to running group only once per week and having large breaks between group sessions, resulting in fewer inmates participating in these programs throughout the year.

Strengths:

- Most facilitators had great rapport with inmates who participated in their groups. This included case managers who worked on the units and other staff in the institution that volunteered to run groups. Of the 87 groups assessed, 93.3% had facilitators that met CPC-GA criteria as having established good rapport with participants in the group. It was reported that even when case managers had inmates in their group who they did not have on their caseload, facilitators were able to establish good rapport.
- Many facilitators had clearly established group rules and norms, and inmates were typically required to follow them. In some cases, facilitators were able to post rules and norms in the group room and other facilitators had participants formally sign a contract agreeing to follow group rules and norms.
- Most facilitators used the established curricula required by ODRC. Approximately 83.3% of groups had used the curricula on a regular basis.
- A majority of the facilitators (80.9%) were rated as knowledgeable concerning the group(s) they were facilitating. This rating includes both the observations from UCCI staff and the ratings participants provided in interviews.
- Many Unit Management program staff (68.2%) reported receiving institution-wide support for their programs. For example, in some institutions, staff from other areas of the institution were involved in facilitating these programs. A wide spectrum of staff in institutions reported supporting programs that would provide inmates with skills they could use when they left the institution. Inside Out Dad and T4C were more likely to receive support from the institution as compared to other Unit Management programs.
- A majority of facilitators delivering reentry approved programs in Unit Management had requisite education and experience. Approximately 75.6% facilitators had at least an Associate's degree in a helping profession. Even more impressive, 93.3% of facilitators had at least two years experience working in a treatment program or group with offenders.

Areas of Improvement/Recommendations:

- Risk level (e.g., risk to recidivate) was not considered consistently for group placement. Only 23.3% of the groups assessed considered risk assessment results when placing inmates in groups. Unit Management groups were often unaware of the participants' risk level or had mixed risk levels in groups. Often times, inmates who wanted to participate were selected, rather than encouraging high risk/need inmates. Many staff raised concerns that the non-completers would result in unsuccessful discharge halfway through the group. However, these higher risk/need inmates require programming the most. Also, the program should not mix risk levels. Placing low risk inmates with higher risk inmates can make low risk inmates worse and more likely to recidivate.

- While UMA's or unit managers often met with case managers, program issues were rarely discussed and in some cases, not all facilitators were present. The UMA or unit manager focused their supervising responsibilities on policies and operations, and less so on programming. A designated and trained supervisor should meet with all facilitators delivering Unit Management groups to discuss programming issues and participant progress. A specific program meeting for all facilitators held at least once every two weeks should occur.
- Very few group facilitators were sufficiently trained to run treatment groups, with approximately 16.6% meeting the CPC-GA criterion for training. Not all facilitators received training on the curriculum they were using or had a formal training period concerning facilitating groups. Additionally, most staff did not receive at least 40 hours of ongoing training related to service delivery and group facilitation skills. Also, all facilitators should receive ongoing training that covers topics such as effective interventions, assessment, cognitive-behavioral interventions, and other skills related to group management and instruction.
- A little over half of the groups were an appropriate group size for treatment groups. All groups should be small enough that facilitators can provide feedback and allow all participants to role play. There should be no more than eight to ten participants per facilitator.
- Homework serves two purposes for facilitators. One, it allows the facilitator to gauge the participants' progress in the lessons. Second, providing feedback to the participants allows them to make improvements where needed. However, only half of the groups incorporated homework regularly as part of the group. All facilitators should assign homework on a consistent basis and provide participants with feedback. In many instances, it was noted that groups assigned homework but facilitators did not review homework and/or did not provide the participants with feedback.
- The skill building components of the groups should be enhanced. Only 30% of the groups had facilitators who modeled new skills for participants consistently. Even fewer required participants to practice new skills (12.2%) and almost none required them to practice skills in increasingly difficult situations (2.2%). Skill building should be a significant component of group. Facilitators should always introduce the skill, obtain offender buy-in, and demonstrate the skill. Next, facilitators should require that *every* participant practice the new skill and provide *every* participant with feedback. Finally, participants should be required to practice skills in increasingly difficult situations.
- Reinforcement and punishment (e.g., praise, effective reinforcement, disapproval, authority, sanctions) were rarely used during group. As such, facilitators struggled to maintain behavior. Staff running groups should be trained in group facilitation skills and

core correctional practices¹⁰. Observation of staff with feedback can also help staff improve in their group facilitation skills.

- Unit Management currently offers groups that target criminal thinking and social skills, anger management, victim empathy, and financial management. However, most of these groups did not incorporate a proven modality. Only T4C targeted a criminogenic need in an evidence-based manner. ODRC should select additional curricula to target other core criminogenic need areas and ensure that all reentry approved programs are using an evidence-based approach.
- Very few Unit Management groups have quality assurance mechanisms in place. Only 10% of the facilitators in the groups assessed received observation and feedback by a supervisor regarding their treatment group and service delivery. This should occur at least once per group cycle. While 45.6% of Unit Management groups had client satisfaction surveys, the data collected from these surveys was not used frequently to monitor the groups or make adjustments from feedback.
- Few programs used pre/post tests to measure participant progress. Objective assessments should be used to measure participant progress on target behaviors. Programs should also use objective criteria that clearly outline requirements for successful program completion. The criteria should include performance measures that capture progress in acquiring prosocial behaviors and skills. ODRC may want to consider adopting standard pre/post tests for each of the reentry approved groups to ensure consistency across institutions.
- A range of responsivity factors¹¹ (two or more) were not assessed at reception or at the institution. As such, none of the groups offered by Unit Management considered responsivity issues when accepting inmates into programming. It is recommended that ODRC increase the use of responsivity assessments to be incorporated during the intake process/at reception centers or before entry into reentry approved programming.

Concerning Unit Management, staff and inmates were asked numerous items during the interviews related to unit programming programs and procedures. These results are presented in Table 5 for ODRC as a whole and for each institution. The ratings are based on a scale of 1-10. The higher the rating on the scale, the higher the support or agreement with the statement. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow. Inmates overwhelmingly felt safe in programming with a 9.7 rating overall. Only inmates at ToCI (6.0) fell below a rating of 9.0. Further, Unit Management staff were highly rated on the following statements, “staff have good rapport” (rated by other staff; 7.9), “staff support rehabilitation” (rated by other staff; 7.9), “staff are fair” (rated by inmates; 9.0), “staff

¹⁰ Core correctional practices include Effective Reinforcement, Effective Disapproval, Effective Use of Authority, Cognitive Restructuring, Anti-Criminal Modeling/Structured Skill Building, Problem Solving, and Relationship Skills/Motivational Interviewing.

¹¹ Responsivity factors are those factors that may prevent an offender from being successful in treatment. These include factors like mental health, trauma, reading level, personality characteristics, and motivation. Each classification of program should examine why offenders fail and choose instruments that measure those factors.

are respectful” (9.4), and “staff get along with participants” (rated by inmates; 9.5). Finally, inmates did not agree with the statement “staff would rather punish than reward” (1.8). Few concerns can be noted throughout these various ratings; however, staff at LaeCI, RCI, and RiCI were rated much higher than the average on the statement “staff would rather punish than reward.”

Table 6 presents the average ratings for all four domains for the CPC-GA and the overall average scores. These results indicate that in Program, Staff, and Support, these programs scored in the “highly effective” and “effective” ranges in almost all cases. However, all Unit Management groups scored in the “ineffective” category in Assessment on the CPC-GA. Some of these inconsistencies were related to the transition from the RAP to the ORAS. Much of this was also related to case managers and group facilitators not using risk and need assessment results when making treatment referrals and decisions. Another domain all groups can improve in is Quality Assurance. While the UMA has many responsibilities, it is recommended that their role in program oversight be enhanced and prioritized. ODRC should consider providing support in quality assurance processes, such as providing standard forms and policies for all Unit Management programs to use.

The Treatment domain of the CPC-GA is where the most variation can be seen. For example, in T4C, scores in this section ranged from 21.4%-92.9%. Despite this range, T4C overall, scored better in the Treatment section and scored in the “effective” range. Much of this is related to the structured curriculum for T4C that incorporates an evidence-based modality and targets criminogenic needs. Additionally, T4C facilitators were more likely to be trained on this curriculum before running group and as a whole, many facilitators referred to the curriculum in group. Therefore, while many of the other Unit Management programs did not score in the “effective” range or higher, making improvements listed above should increase scores in the Treatment section in the future.

Recovery Services and Specialized Programs

Almost all of the reentry approved programs offered by Recovery Services were assessed during the study. All of the Intensive Outpatient Programs (IOP; 25 total) and two of the four Intensive Prison Program-AOD (IPP-AOD) were assessed using the CPC-GA. While the IPP-AOD programs were assessed, the IPP-DUI program at MaCI was not assessed during the study. Residential programs offered by Recovery Services were assessed with the CPC. The residential programs that UCCI researchers were able to assess are: both of the Therapeutic Communities (TC; ORW and PCI); all three residential units;¹² the High Security Dual Diagnosis program at SOCF, and the Succeeding at Home program at PCI. Two other programs not considered part of Recovery Services were appropriate for CPC assessment: RIDGE Project – Keeping the Faith at RiCI and Trauma Recovery Empowerment Model (TREM) at NEPRC. UCCI was unable to assess the program at RiCI, but was able to assess TREM. We have included TREM in the results presented here.

¹² CCI and LoCI were assessed with the CPC. WCI could not be fully assessed with the CPC and the CPC-GA was used instead.

From CPC-GA and CPC assessments, UCCI was able to identify strengths and areas in need of improvement. Highlighted here are strengths and areas for improvement /recommendations for these programs.

Strengths:

- These programs were very organized and well-run across many institutions. This included accurate group schedules and dedicated leadership. Other reentry approved programs in other areas of the institution should consider a similar organizational structure to help improve program effectiveness.
- A majority of the staff delivering reentry approved substance abuse programs had requisite education and experience. Approximately 77.8% staff had at least an Associate's degree in a helping profession. Even more impressive, 85.2% of staff had at least two years experience working in a treatment program or group with offenders.
- Most Recovery Services staff assessed for need or accessed need assessment results with the Texas Christian University – Drug Screen (TCU-DS). Of the groups assessed, 70.4% conducted or accessed need assessment results.
- A majority of the facilitators in all of these programs (88.9%) met the CPC and CPC-GA criterion for being knowledgeable concerning the group/program they were facilitating.
- These staff encouraged participation in groups. 85.2% of the groups had staff that consistently called on participants and ensured that participants paid attention and stayed focused.
- The groups offered by Recovery Services identified underlying thoughts and values of participants to help them recognize antisocial thinking. 85.2% of these groups were rated as meeting this criterion successfully.
- These staff frequently assigned homework and provided feedback on homework for participants. 70.4% of these groups met this criterion.
- The majority of these staff had clearly established group rules and norms, and inmates followed them. In some cases, staff were able to post rules and norms in the group room and other staff had participants formally sign a contract agreeing to follow group rules and norms.
- Of the programs assessed, 93.3% had facilitators that met CPC-GA and CPC criteria as having established good rapport with participants in the group.
- Most staff followed the curriculum established for the program and did not deviate from the manual during the group. Approximately 88.9% of the programs had manuals that staff adhered to and followed consistently during treatment groups.

- These programs captured participant satisfaction regarding programming (77.8% of programs).

Area of Improvement/Recommendations:

- The current curricula utilized in Recovery Services did target criminogenic needs. However, groups were not utilizing cognitive-behavioral interventions to reduce criminogenic needs. Groups were mostly process based and focused on the past. Inmates were allowed to drive discussion away from the curricula on a regular basis. Several recommendations related to these components are provided here:
 - The skill building components in these programs should be enhanced. Only 11.1% of the groups had facilitators who modeled new skills for participants consistently, but even fewer required participants to practice new skills (11.1%), and rarely required them to practice in increasingly difficult situations (3.7%). Skill building should be a significant component of group. Staff should always introduce the skill, obtain offender buy-in, and demonstrate the skill. Next, facilitators should require that *every* participant practice the new skill and provide *every* participant with feedback. Finally, participants should be required to practice skills in increasingly difficult situations.
 - While these programs often addressed antisocial thinking, most groups did not replace antisocial thoughts, values, and attitudes with prosocial ones. Staff should not only recognize antisocial cognitions, but offer prosocial alternatives consistently as well. Staff may want to consider using such tools as the ABC model, Behavior Chain, Tapes and Counters, Thinking Reports, or Decisional Analysis to aid in this process during group and homework assignments.
 - Curriculum that incorporates skill building and cognitive restructuring should be selected for use throughout all of the Recovery Services programs. For example, the Cognitive-Behavioral Interventions – Substance Abuse (CBI-SA) would greatly enhance treatment effectiveness.
 - Reinforcement and punishment (e.g., praise, effective reinforcement, disapproval, authority, sanctions) were rarely used during groups/programs. As such, facilitators struggled to maintain order in the group. Staff running groups should be trained in group facilitation skills and core correctional practices. Observation of staff with feedback can also help staff improve in their group facilitation skills.
- Supervisors/program directors did not meet the CPC-GA/CPC criterion for adequate supervision. Very few programs (29.6%) had adequate supervision in which a supervisor provided direct supervision of staff with regular meetings and observation in service delivery. The Supervisor should observe staff delivering group regularly in order to provide them with feedback. The Supervisor should also meet with all staff delivering groups to discuss programming issues and participant progress. These meetings should occur at least two times per month.

- Risk level was not considered consistently for group placement. ORAS results were rarely accessed (only 33.3% of group used ORAS or RAP) and only 14.8% of the programs considered risk assessment results when placing inmates in groups. Further, staff were often unaware of risk levels for participants or had mixed risk levels in groups. These programs should target higher risk inmates who need the programming the most and should not mix risk levels in groups.
- About half of the Recovery Services programs targeted inmates who scored higher on the TCU-DS. Recovery Services programs should focus treatment efforts on inmates who are high need on substance abuse issues. While many Recovery Services programs either assessed or accessed the TCU-DS, many still did not use these results when determining program placement.
- None of the programs offered by Recovery Services considered a range of responsivity issues. Responsivity was not assessed during reception or rarely in the program itself. A few of the residential programs considered responsivity issues (e.g., MOSAIC used the Trauma Symptom Inventory), but none of the programs considered a range of responsivity issues using standardized, objective assessments. ODRC should examine what barriers inmates face in these programs and work to identify assessments to identify these issues at time of program admission.
- Few staff were sufficiently trained to run treatment groups, with approximately 18.4% meeting the CPC-GA/CPC criterion for initial and/or ongoing training. Most staff did not receive at least 40 hours of ongoing training each year related to service delivery and group facilitation skills. Staff should receive sufficient training on the curriculum they are using and in group facilitation skills before they run groups and receive ongoing training that covers topics such as effective interventions, assessment, cognitive-behavioral treatment, and other skills related to group management and instruction.
- Very few groups (18.5% of the groups offered) were an appropriate group size for treatment groups. Groups were too large for staff to allow every participant a chance to engage in discussion or to receive feedback. There should be no more than eight to ten participants per facilitator.
- Quality assurance mechanisms were lacking overall and quality assurance efforts should be enhanced:
 - Only 14.8% of the staff in the groups assessed received observation and feedback by a supervisor regarding their treatment group and service delivery. This should occur at least once a group cycle or once per quarter for every staff running groups.
 - Client progress is not formally measured. Pre/post tests should be used for each intervention/group to measure skill and knowledge acquisition, and for residential programs, progress in the overall program also needs to be formally measured. This can include reassessment on risk and need instruments.

- Programs should also use objective criteria that clearly outline requirements for successful program completion. The criteria should include performance measures that capture progress in acquiring prosocial behaviors and skills.
- Approximately 77.8% of these programs captured participant satisfaction regarding programming. However, few groups/programs used this information to make improvements in programming. Instead, the information was collected and then sent elsewhere.
- Even in groups/programs where these processes were in place, this information was not used to make decisions regarding program effectiveness.

Table 7 presents the average ratings for all four domains for the CPC-GA and the overall score for each of the Recovery Services programs assessed across all institutions. For the residential programs assessed with the CPC, there are five domains presented with the overall score (Table 8). On average, the IOP programs scored in the “effective” range and scored the highest of these programs. Both IOP and IPP-AOD programs scored in the “effective” range for the treatment domain. Many of the Recovery Services staff followed evidence-based treatment models in their programs by targeting criminogenic needs, addressing antisocial thoughts and attitudes related to substance abuse, assigning homework, adhering to curricula establishing rapport with participants, and demonstrating knowledge about program topics. Most Recovery Services programs scored well in the Program, Staff & Support area (CPC-GA) or the Program Leadership and Staff Characteristics domains (CPC). TREM and the IPP-AOD programs were the only ones that did not score “highly effective” or “effective” in these domains.

All of these programs should improve their assessment processes in their programs. Succeeding at Home was the only program that did not score either in the “ineffective” or “needs improvement” ranges. Most programs offered by Recovery Services were familiar with the TCU-DS, but many of the programs did not use the results from the TCU-DS to guide decision making in treatment. Recovery Services programs should target inmates who score at least a 3 or higher on the TCU-DS for programming and divert low need inmates. Some programs placed lower need inmates in a short, educational program instead of IOP or other intensive programming for substance abuse. This serves as a good alternative for those low need inmates who are referred to Recovery Services. Programs should also use ORAS results. While the TCU-DS may be effective for determining substance abuse needs, programs should consider offender risk of recidivism in treatment as well so that higher risk inmates are not mixed with low risk inmates. By Recovery Services programs making these changes to their assessment processes, they can greatly increase their adherence to evidence-based practices in their programming.

Finally, there was room for improvement in all but one program (the TC at ORW) in the quality assurance domain. Programs can improve this domain by making changes to the areas of improvement suggested above. Supervisors should sit in on programming at least once a group cycle or once per quarter. Feedback should be provided to the facilitators on their performance as well. Other changes in this area include incorporating pre/post tests to measure participant progress and improving completion criteria.

Similar to Unit Management, staff and inmates were asked numerous items during the interviews related to Recovery Services programming programs and procedures. These results are presented in Table 9 for the outpatient programs and Table 10 for the residential programs (including TREM). The ratings are based on a scale of 1-10. The higher the rating on the scale, the higher the support or agreement with the statement. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow. Inmates overwhelmingly (Table 9) felt safe in outpatient programming with a 9.7 rating overall, which is the same as the Unit Management rating. Recovery Services staff working in the outpatient programs were highly rated on the following statements, staff have good rapport (rated by other staff; 8.5), staff support rehabilitation (rated by other staff; 8.5), staff are fair (rated by inmates, 9.2), staff are respectful (rated by inmates, 9.3), and staff get along with participants (rated by inmates, 9.4). Overall, these ratings are slightly higher than Unit Management. Finally, inmates did not agree with the statement staff would rather punish than reward (1.7). Few concerns can be noted throughout these various ratings, however, staff at RCI, PCI, ORW, and NCCC were rated much higher than the average on the statement staff would rather punish than reward. Inmates in residential programs were asked to rate the same statements. Slightly higher levels of agreement were received for the residential programs for all of the statements: inmates feel safe in programming (9.8), staff are fair (9.6), staff are respectful (9.7), and staff get along with participants (9.8). Finally, inmates were less likely to agree with the statement staff would rather punish than reward (1.3).

Education

OCSS is responsible for administering multiple types of education programs. The department is structured so that there are 11 shared service areas with one Principal and one Assistant Principal covering two or more institutions. Some institutions; LorCI, CRC, and ORW, have school administrators. In comparing education to other ODRC components, the institutional level education departments tended to operate in silos and were not integrated sufficiently into the institution.

Reentry approved education offerings are divided into the following categories: Academic/Development, Advanced Job Training/College, Career-Technology-Vocation, and Apprenticeships. Academic/Development programs offered include: Adult Basic Literacy Education (ABLE), Pre-GED, GED, High School, Transitional Education Program (TEP), and Youth Transition Program (YTP). Not all of these programs were offered at each institution.

Most institutions (approximately 24 of 28) had a structure in place to offer college classes. However, many college classes were not able to be assessed completely during the site visits with the CPC-VEP due to the following obstacles: several institutions were in the process of changing partnerships during the study; college breaks sometimes occurred simultaneously with the site visits; limited availability of these instructors who did not have offices on site and were not informed of the site visit; and limited integration into the education department at the institution (e.g., the education department did not always know what college classes were being offered or who the instructors were). There were 14 reentry approved college classes offered and assessed with the CPC-VEP at the time of the site visits. These classes are listed below:

- Auto Parts Management
- Basic Business/General Studies in Business
- Basic Management/Business Management
- Business Administration
- Small Business/Small Business Management
- Business Communications
- Office Skills
- Personal Computers in Business
- Microcomputer Applications
- Food Services Management
- Hospitality Management
- Culinary Technology
- Dental Lab Technician
- Graphic Design

There was significant variation on the number and types of Career-Technology-Vocation classes and Apprenticeships offered across institutions. At the time of the assessment, there were 38 reentry approved classes offered in Career-Technology-Vocation. Some of these classes were operating in multiple institutions. These classes included:

- Administration Office Technology (AOT)
- Agriculture/Production Agriculture
- Auto Collision Repair
- Automotive Mechanics/Auto Technology
- Building and Maintenance (BAM)
- Baking (commercial)
- Barbering
- Cabinetmaking
- Cable/Cabling Technology (fiber optics)
- Carpentry (rough)
- Commercial Art
- Computer Aided Drafting (CAD)
- Computer Officer Technology (short-term)
- Computer Repair/Electronics
- Construction Technology
- Cosmetology
- Drafting
- Electronics
- Financial Piece Management (FPM)
- Food Management and Production Services
- Graduation Reality and Dual Roles (GRADS)
- Graphic Occupations (and Arts)
- Heating, Ventilation, and Air Conditioning (HVAC)
- Horticulture
- Interactive Graphic Media and Web Design
- Multimedia Communications (M&M)
- Machine Trades
- Masonry
- Power Equipment Technology (PET)
- Plastering/Drywall
- Plumbing
- Pre-Vocational
- Resilient Flooring
- Turf/Landscape Management
- Visual Communication Art
- Web Design
- Welding/Cutting
- Work and Family Life

At the time of the site visits, ODRC offered 40 reentry approved Apprenticeships: Some of these were operating in multiple institutions. These programs included:

- Alteration Tailor
- Animal Trainer
- Audio Operator
- Automobile Mechanic
- Baker
- Bindery Worker
- Boiler Operator
- Bricklayer
- Butcher (all-round)
- Carpenter (maintenance)
- Cook (any industry)
- Drafter (detail)
- Electrical Appliance Repairer
- Electrician (maintenance)
- Electronics Technician
- Farm Worker General 1
- Furniture Finisher Furniture Upholsterer
- Heating and Air Conditioning Installer/Service Technician
- Horticulturist
- Janitor
- Landscape Management Technician
- Laundry Machine Mechanic
- Machine Operator 1
- Machine Setter
- Maintenance Repairer (Building)

- Meat Cutter
- Offset Press Operator
- Optician
- Painter
- Plumber
- Powerhouse mechanic
- Quality Control Inspector
- Quality Control Technician
- Sheet Metal Worker
- Small Engine Mechanic
- Stationery Engineer
- Stitcher (garment)
- Water Treatment Plant Operator, and
- Welder (combination)

All of the education programs were assessed using the CPC-VEP. To reiterate, the CPC-VEP has not been validated. UCCI will validate the indicators on the CPC-VEP as part of the larger study. From the CPC-VEP assessments, UCCI was able to identify strengths and areas in need of improvement. Highlighted here are the strengths and areas for improvement/recommendations for these programs.

Strengths:

- Academic/Developmental programs meet state and federal education standards. Inmates have the opportunity to earn a high school diploma or GED. Further, the Advanced Job Training/College classes afford inmates opportunities to advance their educational level.
- Many teachers, instructors, and apprenticeship supervisors were very experienced in the field of education and teaching in correctional environments. Vocational teachers and apprenticeship supervisors also had experience in their field and a personal interest in the topic they were teaching or leading.
- The teachers involved in the Academic/Development classes were all certified to teach. Further, all Career-Technology-Vocation teachers were credentialed to train and certify others in their field.
- Almost all teachers, instructors, and apprenticeship supervisors were observed by UCCI researchers and rated by the inmates as knowledgeable in their areas of instruction.
- Many apprenticeship supervisors and vocational teachers were very dedicated to providing students with knowledge and skills they could use when released to the community. Related, many education teachers and college instructors were passionate about teaching and educating inmates.
- Many inmates reported positive experiences in education programs and appreciated opportunities to learn new knowledge and skills. Further, inmates reported a lot of value in having opportunities to earn certifications in relevant fields (e.g., upon completion, some programs provide inmates certifications from the Department of Labor).
- Concerning the Career-Technology-Vocation programs, all curricula have been approved by the Ohio School Board. The curricula indicate eligibility criteria related to the minimum reading level and the amount of time necessary to complete the program. Objectives and competencies in the curricula are detailed and thorough, some indicating precisely the amount of hours students must spend on each module.

- Related, apprenticeship curricula clearly outline the hours spent at each level of the program. Further, the curricula outline learning objectives at each stage and provide indicators of these objectives. While minimal, eligibility criteria are included in the apprenticeship curricula (e.g., reading level).

Areas of Improvement/Recommendations:

- While the Academic/Development classes were usually well-run, there was variation in oversight of all other educational programs. Some departments were well-run and managed. However, the norm was that the departments lacked direction, organization, and supervision. ODRC and OCSS should work to ensure sufficient supervision of the day-to-day operations for these departments.
- The education department at most of the institutions operated as a silo within the facility. For example, it was the norm that the education department was unaware of other programming issues and often was not kept in the loop concerning events in the institution or concerning inmates participating in the education programs. For example, education staff were not typically advised of gang affiliation, nor were they informed if an inmate was placed in segregation. The Principal and/or Assistant Principal should meet with administration and other department heads on a regular basis and share this information with their staff in order to address this issue.
- Education staff were rarely aware of correctional issues and topics. For example, education staff was not knowledgeable concerning key topics in corrections (e.g., risk). Education staff should be trained on correctional topics and taught skills to manage offender populations in the classroom setting. During a few site visits, it was observed that some teachers and instructors had difficulty managing unruly classrooms. Additional training on classroom management techniques and core correctional practices would assist teachers in these situations.
- There was variation in teaching styles across teachers, instructors, and apprenticeship supervisors. In some instances this worked well but in others it allowed teachers to provide little instruction and interaction with their students. The Principal and/or Vice Principal should observe classes regularly in order to provide feedback and ensure that classes run smoothly.
- It was unclear in many institutions during the site visits which supervisor had ownership and was accountable for overseeing apprenticeships. Attendance records were often collected but other programming information and requirements were not overseen consistently. Further, because these programs were often held or conducted outside of education buildings, apprenticeship supervisors were even more isolated from the education department and structure. Apprenticeships should be folded into each education department, ensuring adequate supervision, assistance, and information transfer.
- The structure of apprenticeship programs, such as program requirements, materials, etc. varied greatly across institutions, even within the same type of apprenticeship. The

structure of the apprenticeship program was largely dependent on the supervisor who volunteered to take on the apprenticeship. In some ways this was helpful as it allowed some supervisors to be innovative and meet the needs of the institution and students. However, in other ways it created issues, such as when supervisors were not held accountable or supervised. This allowed some apprenticeship supervisors to have loosely-run programs where they did not demonstrate skills consistently, give assignments, etc. The Principal and Vice Principal should supervise these apprenticeship programs more closely to ensure that they are meeting the needs of students and properly preparing inmates for the skills required in the field. The minimal supervision provided to apprenticeships also appeared to be related to the lack of clear ownership over these programs. The education staff and field staff should work together to address this issue. For example, for the maintenance apprenticeship the Principal and Vice Principal should meet with maintenance staff to set up clear expectations regarding the program structure and requirements, and communicate on an ongoing basis.

- The implementation of procedures outlined in the curricula was inconsistent across institutions and education departments. For example, vocational programs at AOCI do not survey students regarding their satisfaction with the program upon completion. The curricula indicate the need for satisfaction measurement through a survey developed by OCCS.
- For the Career-Technology-Vocation classes, while each curricula outlined the certificates and credentials available to students upon completion of the program, this was found to be inconsistently followed by vocational teachers. Some programs provided students with certificates and others did not. Incentives for program completion should be outlined for students at the beginning of the program and students participating in them should understand what they can expect to receive upon completion of the program.
- Advanced Job Training/College classes were often not integrated into the education department. It was not unusual for institution or educational staff to have little information on college classes being offered, instructors, or program requirements. Also, college instructors did not receive the same training other prison staff received and had even less training than other education staff to work with offender populations. The Principal and Vice Principal should be involved in supervising college classes in order to improve communication and ensure that the department is aware of any issues with the classes, the department, or students. The instructors working in Advanced Job Training/College should also be involved in more training on correctional topics so that they are prepared to teach in a prison environment.

Since the CPC-VEP has not been validated, we cannot provide scores. Below are the percentages of programs reporting key elements for educational programs on the CPC-VEP for each of the reentry approved education programs assessed. Since there are no scoring criteria at this time, programs were either scored as a 1 for “yes” if they had the component in their program or a 0 for “no” if they did not have the component in their program. Education program results are divided into the four areas of Academic/Development, Advanced Job Training/College, Career-Technological-Vocational, and Apprenticeships. UCCI researchers were not able to assess all of the programs during the site visits.

Table 11 is comprised based on the information collected from 258 education programs. Percentages represent the portion of the programs assessed that had that component across the institutions. A total of 87 Academic/Development classes were assessed across the 28 institutions. These programs overwhelmingly met CPC-VEP indicators for having knowledgeable instructors (89.9%), having rules and norms (88.1%), using more than attendance to determine completion criteria (87.2%) and following established eligibility criteria (79.5%). These programs however, rarely incorporated regular assignment of homework (17.1%), captured participant satisfaction (26.7%), or formally required and monitored participation in class (36.5%). Mixed results were found for the other indicators including having a program coordinator who provided regular supervision to staff (54.5%) and the use of modeling by the instructors (50.0%).

In examining the results for the Advanced Job Training/College classes, these programs tended to meet more of the CPC-VEP indicators than the traditional education programs. For example, 67.9% of these classes captured participation satisfaction and 75.0% incorporated the regular assignment of homework. This trend holds true for the Career-Technology-Vocation programs as well. For instance, 54.2% of these programs had a participation requirement, 82.6% modeled and explained new skills, and 81.3% evidenced active involvement by the students. Weaknesses for the college classes included having a program coordinator to supervise the teachers adequately (22.2%) and that only 45.7% of college instructors modeled and explained skills. Areas for improvement for vocational classes included the lack of a program coordinator to supervise teachers adequately (62.5%) and the use of homework (48.8%). As indicated above, supervision in apprenticeship programs was sorely lacking (17.6%). However, these programs frequently met the CPC-VEP indicators for having a participation requirement (74.3%) and having students actively involved (88.2%).

Staff and inmates were also asked numerous items during the interviews related to the education staff and programs. These results are presented in Table 12 for ODRC as a whole and for each institution. The ratings are based on a scale of 1-10. The higher the rating on the scale, the higher the support or agreement with the statement. For each statement, the highest rating is highlighted in green and the lowest rating is highlighted in yellow. Inmates felt safe in educational programs with a 9.7 rating overall. This is on par with the ratings for Unit Management and Recovery Services. Education staff were highly rated on most of the statements including staff have good rapport (rated by other staff; 8.1), staff are respectful (rated by inmates, 9.7), staff get along with students (rated by inmates, 8.9), and staff are comfortable with material (rated by inmates, 9.3). Finally, inmates did not agree with the statement staff would rather punish than reward (2.5). However, this rating evidenced greater agreement than in Unit Management and Recovery Services. Of note is that education staff at DCI and OSP were highly rated across the board. Few concerns can be noted throughout these various ratings; however, staff at LaeCI, were rated much higher than the average on the statement that these staff would rather punish than reward.

Idleness

Table 13 presents results from the idleness exploration to date (other measures will be examined later in the study). The items asked of inmates and staff were based on a scale of 1-10

and the source of the rating (either inmate or staff) or type (in person or survey) is included. For these items, the higher the rating, the higher the support or agreement with the statement. Inmates reporting more agreement with having free time (6.4) than staff did when they were asked in person during the site visit (6.2). Staff who answered this item on the staff survey reported the most agreement with inmates having a lot of free time (7.4). Across the board, inmates and staff rated MCI as having the lowest levels of idleness. BeCI, GCI, and OSP were each rated as having the most agreement with one of the three idleness statements.

System-Wide Feedback

- UCCI viewed evidence that management teams at the institutions were supportive of treatment and were supportive of the study.
- Management teams were comprised of highly experienced and dedicated individuals.
- Most management teams incorporated regular rounds in which management interacted with staff and inmates alike. At institutions where the management team was visible and accessible to staff and inmates, line staff often reported more consistent operations and perceived a management team that was more open and responsive to concerns and issues.
- All staff were familiar with the ethical guidelines established by ODRC.
- ODRC should be commended for their focused effort on recidivism reduction. As part of this effort (among others) the agency has identified and put in place a process to incorporate proven programs *and* meaningful activities for inmates. Many reentry approved programs allow inmates to not only make improvements in knowledge and skill development in key areas, but also provides inmates a venue for accumulating earned time credit. However, many of these programs are not adhering to the principles of effective intervention. If reentry approved programming will be the main venue in which ODRC seeks to achieve recidivism reduction, ODRC should work to implement more stringent requirements for programs to earn reentry approved program status.
- Further, ODRC should differentiate between reentry approved programs, earned time eligible programs (these may be determined to be one in the same), and those programs provided to keep inmates engaged and busy. Programs that are designated reentry approved and/or earned time eligible should be evidence-based programs that both target criminogenic needs and use a cognitive-behavioral modality with cognitive restructuring and skill building components where applicable. Programs that do not adhere to evidence-based standards should be designated as meaningful activities.
- Very few inmates were in treatment programs that spend sufficient time teaching inmates new ways to think and behave. In Unit Management, the only program that is designed to achieve this is T4C. Unfortunately, group observation revealed little fidelity to the program as designed. For example, facilitators rarely demonstrated skills and inmates rarely practiced (e.g., role played) skills. In Recovery Services, the IOP programs incorporated some cognitive-behavioral therapy elements. However, these were mostly

cognitive processes and not behavioral strategies *and* the use of these techniques depended on the specific facilitator. Residential programs were less likely to include a cognitive-behavioral approach. If ODRC continues to use the current curriculums, the use of cognitive restructuring and structured skill building need to be built into the curriculums.

- Across the board, quality assurance was sorely lacking. ODRC should work to identify clearer roles for supervisors and provide training for supervisors in observing staff, providing constructive feedback to staff, and providing these staff the skills to promote staff development.
- The use of core correctional practices are integral in imparting offender change. All staff should be trained in these concepts with some tailoring to their role within the institution. For example, all staff can be provided training to ensure they follow the steps for effective use of authority. The application of effective use of authority, however, will look different for a correctional officer who is responsible for offender movement or supervision in a dorm versus an education staff member who needs to control behavior in the classroom setting.
- Overwhelmingly, staff were supportive of the belief that offenders can change. The one set of staff where inconsistencies were noted was with correctional officers. For example, at several institutions, inmates were purposefully held back from groups or classes. Given that correctional officers most often interact with the inmates and control movement, this is a cause for concern.
- Some key staff responsible for treatment were not hired based on related skills or promoted into their roles based on needed skills. Further, they were not provided sufficient trainings to perform treatment related tasks. Promotional criteria for treatment oriented positions should be revised to emphasize values and skills supportive of treatment.
- Finally, there is room for improvement of initial and ongoing training for all institutional staff. All staff should be informed regarding the principles of effective intervention. Staff who interact with offenders on a daily basis should be trained in core correctional practices. Staff who provide treatment services and run groups should also be provided training in group facilitation, specific curricula, and other key topics. CPC validation studies indicate that agencies which require 40 hours of ongoing training each year in offender interaction topics (e.g., not CPR, restraint, etc.) are more effective. ODRC should look to enhance on-site training at institutions to work toward providing a sufficient number of relevant trainings to staff.

Conclusion

This report only incorporates the findings and impressions from the site visits, the first administration of the staff survey, and the examination of inmate idleness. Initial outcome results will not be available until the Fall/Winter of 2014. However, we wish to provide ODRC

some feedback prior to the end of the study concerning strengths and areas for improvement regarding the overall system based on the study components available at this time. We understand that there were many changes taking place within ORDC during the site visit timeframe. Additionally, these site visits occurred a minimum of 10 months ago (maximum of 23 months). UCCI cannot take into account any changes in processes or personnel that may have taken place since the site visits were performed. ODRC should view this report with those limitations in mind.

ODRC has requested that UCCI provide four one-day regional meetings. During these meetings, UCCI will provide a review of study findings to-date and allow the institutions time to address concerns with their site level summaries. The bulk of the one-day meetings however, will be reserved for action planning directed at assisting the institutional management staff to create action plans for improvement based on the site summaries. Further, ODRC has requested that UCCI develop a plan for possible next steps for system-wide and institutional level improvements. These possible next steps have been provided to ODRC separately from this report.

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Table 2: Management/Institutional Characteristic Ratings (Part A)

Item	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
The management team supports rehabilitation	7.7	8.0	7.9	8.1	7.7	8.3	7.6	8.0	7.6	6.8	5.9	*	8.2	7.9	7.8
Operations across the institution are consistent	5.3	6.3	5.6	5.9	5.5	5.9	4.9	5.0	6.6	4.6	4.6	*	5.9	5.1	5.3
Funding for the institution is adequate for the task at hand	6.1	*	*	*	5.8	7.2	5.5	5.9	6.5	6.1	*	*	5.2	*	5.7

* UCCI research forms were modified over time. As such, these items were not asked.

Table 2: Management/Institutional Characteristic Ratings (Part B)

Item	ODRC	MCI	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
The management team supports rehabilitation	7.7	9.0	8.6	8.5	7.9	8.4	8.4	7.5	6.3	8.1	8.0	7.7	6.1	7.0	6.9
Operations across the institution are consistent	5.3	5.4	5.6	5.0	5.4	*	5.3	4.7	5.2	5.1	4.7	6.4	4.9	4.7	4.0
Funding for the institution is adequate for the task at hand	6.1	6.4	7.7	*	4.9	*	6.4	*	*	*	*	*	*	6.6	*

* UCCI research forms were modified over time. As such, these items were not asked.

Table 3: Organizational Climate Survey Results (Part A)*

Survey/Scales/Subscales	ODRC	AOCI	BCI	CCI	CRC	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
NCJTPS														
<i>Needs Assessment Scale</i>	30.4	30.5	28.9	30.2	30.1	29.8	30.5	31.1	31.1	29.1	31.1	29.8	30.0	29.4
Staff Subscale	24.4	25.1	23.3	27.1	27.7	25.0	23.2	28.4	20.5	22.5	23.8	24.9	25.0	23.3
Retention Subscale	34.1	34.8	35.2	30.3	32.3	35.9	34.2	30.2	40.9	35.6	34.2	35.7	32.9	35.0
Training Subscale	30.5	30.5	28.5	30.3	30.3	29.6	30.3	30.8	31.6	28.7	31.1	29.3	29.9	30.6
Funding Subscale	32.3	32.1	31.9	32.1	31.9	32.5	32.1	33.4	30.7	32.0	32.5	31.8	32.2	32.3
Physical Facilities Subscale	29.9	27.3	27.0	28.6	28.3	25.7	30.3	29.3	31.9	26.5	33.0	26.8	30.6	30.1
Computers and IT Subscale	31.5	32.5	31.5	30.0	30.5	31.6	32.4	33.0	32.4	29.7	31.4	31.7	31.2	31.6
Programs Subscale	31.1	31.1	29.7	31.3	30.8	29.7	30.9	33.6	30.1	29.8	32.9	31.0	30.0	30.1
Community Support Subscale	29.7	30.0	26.7	30.6	28.3	28.2	30.2	31.9	30.8	27.5	31.8	28.1	28.6	28.6
<i>Cynicism for Change Scale</i>	32.7	33.2	34.8	32.8	33.8	33.6	32.9	30.4	32.2	26.0	30.6	32.5	33.8	34.3
<i>Leadership Scale</i>	31.2	30.1	27.5	31.5	28.9	30.1	30.3	32.4	31.9	24.9	32.1	32.7	30.9	31.7
Transformational Subscale	31.4	30.8	26.6	32.1	28.5	30.9	30.5	31.8	32.3	25.0	32.1	33.5	31.4	32.5
Transactional Subscale	31.0	29.1	29.2	30.9	29.3	28.8	30.1	33.2	32.1	24.9	32.4	31.5	30.1	30.6
<i>Perspective Taking Scale</i>	34.0	34.1	33.4	34.4	31.9	34.0	33.3	36.8	34.7	33.0	35.0	35.4	32.2	34.8
Empathy Subscale	34.5	35.7	34.1	34.9	33.1	35.3	33.7	36.7	35.4	34.1	34.4	37.0	33.1	35.9
Positive Attributions Subscale	33.9	33.7	33.2	34.3	31.5	33.7	33.2	36.9	34.5	32.6	35.2	34.9	32.0	34.5
Klofas and Toch														
<i>Professional Orientation Scale</i>														
Empathy Subscale	33.3	34.2	34.2	33.3	31.6	33.5	33.1	34.2	35.1	32.4	33.4	33.7	33.0	33.5
Punitiveness Subscale	34.4	31.8	33.7	34.9	37.6	32.1	33.2	32.8	31.4	34.9	34.1	35.8	34.9	34.5
Concern with Corruption Subscale	38.9	37.8	39.2	40.6	40.9	37.9	37.9	38.3	38.0	39.7	38.4	38.8	39.7	38.8
Support for Rehabilitation Subscale	31.8	32.1	32.7	31.3	31.2	31.9	31.2	32.1	32.4	31.6	31.8	29.5	31.8	31.6
Job Satisfaction Subscale	36.3	36.2	35.9	36.4	35.4	38.2	37.5	37.5	38.4	35.1	36.7	36.2	35.8	35.6
Cullen et al.														
Stress Subscale	30.4	31.3	31.4	29.9	29.6	29.1	30.0	29.9	30.4	31.2	29.7	30.0	30.1	30.7
Mowday et al.														
Organizational Commitment Subscale	31.8	32.4	30.9	31.7	31.3	31.9	32.7	32.4	32.3	30.2	32.4	32.2	31.2	31.9

* Staff surveys which examine organizational climate and correctional attitudes were distributed to all 28 prisons in conjunction with the site visits. Unfortunately, no surveys from DCI were completed and returned to UCCI. As such, no information can be presented in this section for DCI.

Table 3: Organizational Climate Survey Results (Part B)*

Survey/Scales/Subscales	ODRC	MCI	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
NCJTPS														
<i>Needs Assessment Scale</i>	30.4	31.3	31.4	30.8	29.4	31.0	29.7	30.2	31.4	30.8	31.1	31.2	29.2	30.3
Staff Subscale	24.4	20.2	27.0	27.2	24.6	31.2	23.1	24.6	27.6	24.8	22.3	26.4	17.7	26.9
Retention Subscale	34.1	34.3	33.8	32.0	35.8	30.7	35.2	32.5	30.8	33.2	34.5	32.7	40.7	32.5
Training Subscale	30.5	31.0	30.8	31.7	29.4	30.2	29.6	30.6	31.3	31.1	31.8	30.7	29.1	30.4
Funding Subscale	32.3	32.0	32.8	32.1	31.7	31.7	32.6	32.5	33.4	32.3	32.6	32.1	33.2	32.5
Physical Facilities Subscale	29.9	30.1	32.9	26.2	24.9	31.7	28.3	31.2	30.9	30.7	33.0	32.6	28.0	29.2
Computers and IT Subscale	31.5	32.9	32.4	33.0	28.4	33.0	30.5	31.6	33.0	31.8	31.2	33.1	31.9	30.4
Programs Subscale	31.1	33.8	31.7	32.4	30.2	31.8	30.9	31.0	32.0	31.9	31.5	30.6	27.9	31.1
Community Support Subscale	29.7	33.3	29.3	32.4	31.3	28.7	29.9	29.3	30.7	30.3	28.9	30.7	29.2	28.1
<i>Cynicism for Change Scale</i>	32.7	31.5	31.7	28.8	32.7	31.1	31.8	32.5	31.3	32.2	33.7	32.1	36.4	30.5
<i>Leadership Scale</i>	31.2	34.2	35.8	33.3	30.9	33.0	35.2	29.5	29.6	32.8	31.3	26.7	30.1	33.1
Transformational Subscale	31.4	34.1	36.3	33.7	31.1	33.2	35.7	29.3	29.0	33.2	31.6	26.1	30.7	33.4
Transactional Subscale	31.0	34.4	35.1	32.7	30.6	32.6	34.7	30.0	30.5	32.5	30.9	27.5	29.2	32.6
<i>Perspective Taking Scale</i>	34.0	34.8	33.8	35.4	33.5	34.5	31.9	34.6	34.6	33.6	34.4	35.1	34.3	34.4
Empathy Subscale	34.5	35.2	33.9	33.9	34.7	35.0	32.8	34.8	34.2	33.5	34.5	34.8	36.5	34.2
Positive Attributions Subscale	33.9	34.7	33.8	35.8	33.2	34.4	31.7	34.6	34.7	33.9	34.4	35.2	33.6	34.5
Klofas and Toch														
<i>Professional Orientation Scale</i>														
Empathy Subscale	33.3	33.8	33.8	34.5	33.8	32.6	33.0	33.3	33.6	33.1	32.6	32.9	33.4	32.8
Punitiveness Subscale	34.4	32.4	35.2	30.0	33.1	33.4	35.0	33.5	31.9	35.5	36.9	34.2	34.5	34.5
Concern with Corruption Subscale	38.9	36.6	38.2	37.3	37.6	39.6	39.3	38.9	36.8	37.3	40.6	39.3	39.1	41.1
Support for Rehabilitation Subscale	31.8	31.3	32.0	32.0	32.6	31.0	32.7	31.7	32.1	31.8	31.7	31.7	32.6	31.3
Job Satisfaction Subscale	36.3	36.7	35.5	38.4	37.7	37.8	36.7	36.3	38.8	36.2	35.1	37.1	34.1	36.9
Cullen et al.														
Stress Subscale	30.4	30.0	30.5	29.2	29.7	30.0	30.6	30.2	29.0	30.4	31.6	29.4	32.3	29.6
Mowday et al.														
Organizational Commitment Subscale	31.8	32.5	32.0	33.1	31.5	32.7	32.1	31.6	32.2	31.6	31.0	31.8	31.1	32.0

* Staff surveys which examine organizational climate and correctional attitudes were distributed to all 28 prisons in conjunction with the site visits. Unfortunately, no surveys from NCCC were completed and returned to UCCI. As such, no information can be presented in this section for NCCC.

Table 4: Security Related Ratings (Part A)

Item	Source	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
Inmates feel safe here	Inmate	7.9	9.2	7.3	8.8	7.6	8.8	7.1	8.7	8.0	6.3	7.1	*	8.1	8.4	8.0
Inmates feel safe here	Staff	7.5	8.8	6.3	8.7	7.5	7.8	7.7	7.6	9.0	4.9	6.5	*	8.0	7.9	6.0
Security staff support rehabilitation	Staff	5.7	5.1	5.8	5.7	5.0	7.3	5.8	4.7	6.1	6.0	4.7	*	6.3	5.4	5.6
Security staff have a good rapport with inmates	Staff	6.7	7.6	6.5	7.2	5.4	7.3	6.6	5.6	7.4	6.9	6.1	*	7.1	7.2	6.4
There is a lot of inmate to inmate violence	Inmate & Staff	5.2	2.5	5.4	4.3	4.9	4.3	2.6	3.2	2.5	7.5	7.4	*	4.7	4.5	7.0
There is a lot of staff to inmate violence	Inmate & Staff	4.2	2.9	3.9	2.7	3.9	2.9	2.8	3.8	2.0	4.4	6.3	*	3.0	4.3	5.6
There is a lot of staff to staff violence	Inmate & Staff	2.2	2.2	1.6	2.0	1.5	1.4	3.1	3.0	1.7	1.9	2.9	*	1.8	2.2	2.6

* London Correctional Institution (LoCI) was the pilot site. As such, this information was not obtained.

Table 4: Security Related Ratings (Part B)

Item	Source	ODRC	MCI	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
Inmates feel safe here	Inmate	7.9	8.2	6.6	7.4	6.7	8.0	9.4	7.2	8.1	7.4	8.2	7.9	7.4	7.0	7.8
Inmates feel safe here	Staff	7.5	8.5	7.3	6.2	7.2	8.0	9.0	7.2	7.6	6.0	6.2	7.9	6.4	6.5	7.8
Security staff support rehabilitation	Staff	5.7	6.4	7.2	6.0	6.9	6.1	6.8	4.7	5.2	6.1	4.4	5.0	4.4	5.8	5.4
Security staff have a good rapport with inmates	Staff	6.7	7.4	7.4	6.3	6.9	6.5	6.8	7.3	7.4	6.2	6.8	6.4	6.5	6.8	6.7
There is a lot of inmate to inmate violence	Inmate & Staff	5.2	2.7	5.8	7.6	3.3	5.5	3.2	6.2	5.8	7.2	6.2	7.0	6.0	6.7	7.6
There is a lot of staff to inmate violence	Inmate & Staff	4.2	1.5	2.7	5.7	1.7	5.0	5.2	4.7	3.7	4.5	5.3	6.2	5.2	5.0	6.1
There is a lot of staff to staff violence	Inmate & Staff	2.2	1.2	1.1	1.9	1.3	1.7	2.9	2.2	2.6	2.1	2.5	3.1	2.8	1.6	2.2

Table 5: Unit Management Related Ratings (Part A)

Item	Source	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
Inmates feel safe in program	Inmate	9.7	10.0	9.4	9.5	9.6	^	9.5	9.1	9.3	9.5	10.0	*	10.0	10.0	9.8
Unit Management staff have a good rapport	Staff	7.9	8.7	8.1	8.3	7.4	7.6	6.8	7.6	8.3	7.6	7.7	*	8.2	7.2	7.6
Unit Management staff are fair	Inmate	9.0	9.3	9.3	7.3	8.1	^	8.8	8.9	8.7	9.5	10.0	*	10.0	9.5	10.0
Unit Management staff are respectful	Inmate	9.4	10.0	9.0	9.0	8.6	^	9.5	9.3	9.1	10.0	10.0	*	8.3	9.6	9.8
Unit Management staff get along with participants	Inmate	9.5	10.0	8.9	9.0	9.1	^	8.8	9.3	9.1	10.0	10.0	*	8.3	9.8	9.8
Unit Management staff support rehabilitation	Staff	7.9	8.6	8.0	8.5	7.6	8.3	7.1	7.5	8.3	7.4	8.0	*	7.7	8.0	7.8
Unit Management staff would rather punish than reward	Inmate	1.8	1.0	1.8	2.8	1.5	^	1.3	1.6	1.4	5.5	1.0	*	4.0	1.4	1.5

^ UCCI researchers were unable to interview participants in unit programming at DCI. As such, no information is presented for DCI.

* London Correctional Institution (LoCI) was the pilot site. As such, this information was not obtained.

Table 5: Unit Management Related Ratings (Part B)

Item	Source	ODRC	MCIN	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
Inmates feel safe in program	Inmate	9.7	10.0	9.9	9.7	10.0	10.0	10.0	^	10.0	10.0	9.5	9.3	6.0	9.0	9.7
Unit Management staff have a good rapport	Staff	7.9	8.5	8.4	9.0	8.3	7.3	8.0	7.0	7.7	8.6	8.3	8.1	7.6	7.9	7.8
Unit Management staff are fair	Inmate	9.0	9.4	9.3	9.4	9.7	9.8	6.9	^	10.0	8.0	7.9	7.7	7.5	10.0	8.0
Unit Management staff are respectful	Inmate	9.4	9.8	9.4	9.7	10.0	10.0	9.3	^	10.0	9.3	8.8	8.8	9.0	10.0	8.7
Unit Management staff get along with participants	Inmate	9.5	9.6	9.5	9.7	10.0	9.8	9.8	^	10.0	10.0	9.3	9.3	9.0	10.0	8.7
Unit Management staff support rehabilitation	Staff	7.9	8.3	8.4	8.1	8.3	7.8	8.2	8.8	6.8	8.6	7.3	7.5	7.2	7.3	7.9
Unit Management staff would rather punish than reward	Inmate	1.8	1.1	1.9	1.1	1.0	1.0	3.7	^	4.7	4.7	1.7	4.6	1.0	1.0	2.7

^ UCCI researchers were unable to interview participants in unit programming at PCI. As such, no information is presented for PCI.

Table 6: CPC-GA Averages for Unit Management Programs*

Program	Program, Staff & Support	Assessment	Treatment	Quality Assurance	Final Score
Anger: Creating New Choices (N=1)	78.6%	0.0%	40.7%	20.0%	44.2%
Cage Your Rage (N=13)	53.8%	17.9%	40.2%	10.8%	39.1%
Inside Out Dad (N=10)	61.1%	23.3%	40.1%	12.0%	41.6%
Money Smart (N=15)	59.2%	13.3%	36.7%	33.3%	40.1%
PROVE (N=3) ¹³	54.4%	27.8%	46.5%	13.3%	43.5%
Responsible Family Life Skills (N=2)	70.0%	16.7%	44.4%	30.0%	50.9%
T4C (N=25)	56.8%	34.0%	59.5%	16.0%	50.8%
Victim Awareness (N=21)	59.7%	22.2%	36.5%	24.8%	40.3%

* CPC-GA Scores are "highly effective" (65% to 100%); "effective" (55% to 64%); "needs improvement" (46% to 54%); and "ineffective" (45% or less).

Table 7: CPC-GA Averages for Recovery Services Outpatient Programs*

Program	Program, Staff & Support	Assessment	Treatment	Quality Assurance	Final Score
IOP (N=25)	62.3%	42.0%	59.0%	43.25%	58.0%
IPP-AOD (N=2)	43.3%	25.0%	57.4%	40.0%	49.1%

* CPC-GA Scores are "highly effective" (65% to 100%); "effective" (55% to 64%); "needs improvement" (46% to 54%); and "ineffective" (45% or less).

Table 8: CPC Scores for Recovery Services and Specialized Programs*

Program	Program Leadership & Development	Staff Characteristics	Assessment	Treatment	Quality Assurance	Final Score
TC (ORW)	84.6%	81.1%	26.7%	35.3%	57.1%	50.0%
TC (PCI)	69.2%	100.0%	20.0%	35.3%	11.1%	43.9%
TREM (NEPRC)	50.0%	72.7%	14.3%	21.2%	33.3%	32.9%
Residential Unit (LoCI)	76.9%	63.6%	33.3%	29.4%	12.5%	40.7%
Residential Unit (CCI)	84.6%	100.0%	33.3%	41.9%	11.1%	51.9%
Succeeding at Home (PCI)	69.2%	54.5%	60.0%	44.1%	11.1%	48.8%
High Security Dual Diagnosis Program (SOCP)	76.9%	72.7%	40.0%	51.6%	0.0%	50.6%

* CPC Scores are "highly effective" (65% to 100%); "effective" (55% to 64%); "needs improvement" (46% to 54%); and "ineffective" (45% or less).

¹³ Please note the small sample sizes for PROVE and Responsible Family Life Skills.

Table 9: Recovery Services Related Ratings for Outpatient Programs (Part A)

Item	Source	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
Inmates feel safe in program	Inmate	9.7	10.0	9.0	^	9.0	10.0	9.8	9.3	10.0	^	^	10.0	8.5	9.8	9.5
Recovery Services staff rapport	Staff	8.5	*	*	*	7.9	8.8	7.8	7.9	8.4	8.2	*	*	8.5	*	8.5
Recovery Services staff are fair	Inmate	9.2	8.3	9.0	^	9.0	10.0	9.5	8.8	9.0	^	^	10.0	10.0	10.0	9.3
Recovery Services staff are respectful	Inmate	9.3	9.2	9.0	^	9.5	10.0	9.8	9.3	9.0	^	^	10.0	10.0	9.5	9.5
Recovery Services staff get along with participants	Inmate	9.4	9.3	9.0	^	9.0	10.0	9.5	9.0	10.0	^	^	10.0	10.0	9.5	9.5
Recovery Services staff support for rehabilitation	Staff	8.5	*	*	*	8.5	8.3	7.7	8.5	8.0	8.0	*	*	8.2	*	8.2
Recovery Services staff would rather punish than reward	Inmate	1.7	1.2	2.0	^	1.0	1.0	1.0	1.7	1.0	^	^	1.0	1.0	1.3	1.0

^ UCCI researchers were unable to interview participants from Recovery Services at Chillicothe Correctional Institution (CCI) and Lake Erie Correctional Institution (LaeCI). As such, no information is presented for CCI and LaeCI.

* UCCI research forms were modified over time. As such, these items were not asked.

Table 9: Recovery Services Related Ratings for Outpatient Programs (Part B)

Item	Source	ODRC	MCI	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
Inmates feel safe in program	Inmate	9.7	10.0	9.7	10.0	10.0	9.8	9.7	10.0	9.5	10.0	10.0	10.0	9.0	10.0	10.0
Recovery Services staff rapport	Staff	8.5	9.0	8.8	*	8.6	*	9.1	*	*	*	*	*	*	8.5	*
Recovery Services staff are fair	Inmate	9.2	10.0	9.1	9.0	10.0	8.5	9.3	8.0	9.0	9.6	9.7	9.3	8.3	10.0	10.0
Recovery Services staff are respectful	Inmate	9.3	10.0	8.9	10.0	10.0	8.7	10.0	8.5	8.5	9.7	10.0	8.8	7.8	10.0	10.0
Recovery Services staff get along with participants	Inmate	9.4	9.8	9.3	10.0	10.0	8.3	10.0	8.5	9.5	9.3	10.0	9.5	8.3	10.0	10.0
Recovery Services staff support for rehabilitation	Staff	8.5	9.0	9.0	*	9.0	*	9.4	*	*	*	*	*	*	8.4	*
Recovery Services staff would rather punish than reward	Inmate	1.7	1.5	2.9	1.0	1.0	3.0	1.3	3.0	3.5	1.0	1.3	2.3	2.0	1.0	1.0

* UCCI research forms were modified over time. As such, these items were not asked.

Table 10: Recovery Services Related Ratings for Residential Programs (Includes TREM)

Item	Source	ODRC	LoCI	NEPRC	ORW	PCI	SOCF
Inmates feel safe in program	Inmate	9.8	10.0	10.0	10.0	9.8	10.0
Recovery Services staff are fair	Inmate	9.6	10.0	10.0	10.0	9.5	9.0
Recovery Services staff are respectful	Inmate	9.7	10.0	10.0	10.0	9.6	10.0
Recovery Services staff get along with participants	Inmate	9.8	10.0	10.0	9.5	9.8	10.0
Recovery Services staff would rather punish than reward	Inmate	1.3	1.0	1.0	1.0	1.4	1.0

Table 11: Percentage of Education Programs Meeting Key Criteria from the CPC-VEP Assessments

Indicator	Academic/ Development (N=87)	Advanced Job Training/College (N=43)	Career- Technology- Vocation (N=55)	Apprenticeships (N=73)
Program Coordinator supervises staff (moderate or significant involvement)	54.5%	22.2%	62.5%	17.6%
Funding rated by staff as adequate to operate program as designed	57.0%	72.0%	78.3%	59.3%
Program follows eligibility criteria	79.5%	87.5%	76.1%	66.2%
Program has participation requirement	36.5%	65.7%	54.2%	74.3%
Participants actively involved in class	69.3%	72.2%	81.3%	88.2%
Homework assigned regularly in class	17.1%	75.0%	48.8%	44.4%
Evidence rules and norms have been established	88.1%	89.7%	96.2%	91.4%
Materials are integrated into class routinely	68.7%	72.5%	77.8%	55.8%
Learning objectives stated for each class	61.3%	81.1%	76.2%	45.0%
Instructor models and explains new skills	50.0%	45.7%	82.6%	74.2%
Instructor rated as knowledgeable	89.9%	97.5%	100.0%	90.6%
Participant satisfaction captured	26.7%	67.9%	89.4%	20.3%
Program uses more than attendance as completion criteria	87.2%	100.0%	86.5%	81.5%

Table 12: Education Related Ratings (Part A)

Item	Source	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
Inmates feel safe in class	Inmate	9.7	9.9	9.8	9.7	9.7	10.0	9.2	9.8	10.0	9.8	9.8	9.5	9.5	10.0	9.6
Education staff have good rapport	Staff	8.1	8.9	8.2	8.4	7.9	8.5	7.8	8.1	8.7	7.7	7.2	*	8.0	8.0	7.7
Education staff are fair	Inmate	8.7	9.5	8.6	9.4	9.6	8.8	7.9	7.9	9.6	7.7	7.2	9.4	9.6	9.1	9.5
Education staff are respectful	Inmate	9.7	9.5	8.5	9.4	9.4	9.7	8.7	8.2	9.8	7.6	7.8	9.6	9.4	8.2	9.1
Education staff get along with students	Inmate	8.9	9.4	9.2	9.6	9.4	9.8	8.7	8.4	9.9	8.0	8.5	9.5	9.1	8.8	8.9
Education staff support for rehabilitation	Staff	8.1	8.6	8.2	8.3	8.0	8.8	8.0	8.5	8.1	7.8	7.6	*	7.9	7.9	8.0
Education staff would rather punish than reward	Inmate	2.5	2.6	2.6	1.6	2.7	2.8	2.2	3.2	1.3	4.0	3.1	1.1	1.8	2.3	1.9
Education staff have a good relationship with students	Inmate	8.9	9.1	9.1	9.0	9.1	9.6	9.1	9.3	8.8	8.7	8.5	9.2	8.4	8.5	8.9
Education staff are knowledgeable about topic	Inmate	9.2	9.7	9.8	9.3	9.1	9.8	8.1	7.7	9.1	8.9	9.6	9.3	9.3	9.3	8.4
Education staff are comfortable with material	Inmate	9.3	9.5	9.8	9.5	9.1	9.8	8.4	8.2	9.3	9.1	9.5	9.6	9.1	9.8	8.4
Education staff able to answer students' questions	Inmate	9.0	9.3	9.1	8.8	9.1	9.9	8.4	7.3	9.7	8.6	9.4	9.0	8.7	9.0	8.7
Education staff clearly explain things	Inmate	9.0	9.2	9.5	8.8	9.3	9.7	8.7	7.4	9.7	8.6	9.3	8.9	8.9	9.5	8.7
Education staff make sure that everyone participates	Inmate	8.6	8.9	8.8	8.8	8.9	9.5	7.9	7.1	9.8	9.0	7.8	8.2	8.9	9.4	8.5

* UCCI research forms were modified over time. As such, these items were not asked.

Table 12: Education Related Ratings (Part B)

Item	Source	ODRC	MCI	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
Inmates feel safe in class	Inmate	9.7	10.0	9.9	9.4	9.9	9.7	10.0	9.4	9.4	9.7	9.7	9.9	9.1	9.8	10.0
Education staff have good rapport	Staff	8.1	8.7	8.5	8.5	8.2	8.1	8.0	*	7.6	8.5	8.3	7.3	7.9	7.6	7.5
Education staff are fair	Inmate	8.7	8.3	9.0	8.7	8.7	9.0	10.0	8.3	9.0	9.0	8.9	9.6	7.9	8.7	8.9
Education staff are respectful	Inmate	9.7	9.0	9.5	8.7	8.4	8.3	10.0	8.3	7.9	8.8	9.0	9.6	7.6	8.4	8.5
Education staff get along with students	Inmate	8.9	9.0	8.9	9.0	9.1	8.9	10.0	8.3	8.5	8.8	9.3	9.7	7.3	9.1	9.2
Education staff support for rehabilitation	Staff	8.1	8.7	8.7	8.1	8.3	8.4	8.7	8.7	7.5	8.6	7.6	7.8	7.7	6.8	7.9
Education staff would rather punish than reward	Inmate	2.5	2.0	2.8	2.5	1.9	2.6	2.5	3.3	3.0	2.2	2.6	1.7	3.4	1.8	2.0
Education staff have a good relationship with students	Inmate	8.9	9.3	8.8	8.0	8.6	8.7	9.6	8.3	7.6	8.9	9.0	8.6	8.3	9.1	8.9
Education staff are knowledgeable about topic	Inmate	9.2	9.7	9.3	9.3	8.5	8.9	9.0	8.7	8.8	9.6	9.5	8.7	8.7	9.9	9.6
Education staff are comfortable with material	Inmate	9.3	9.6	9.1	9.2	9.2	9.1	9.8	9.6	9.0	9.6	9.6	8.6	8.8	9.3	9.6
Education staff able to answer students' questions	Inmate	9.0	9.3	9.0	9.1	9.0	9.3	8.6	9.4	9.1	9.5	9.2	8.7	8.5	9.0	9.4
Education staff clearly explain things	Inmate	9.0	9.4	8.7	8.8	8.9	8.8	9.2	9.3	8.6	9.4	9.5	9.0	8.2	9.4	9.3
Education staff make sure that everyone participates	Inmate	8.6	8.7	8.4	8.3	9.6	8.6	9.1	7.4	8.5	8.9	8.7	8.3	8.4	8.6	8.4

* UCCI research forms were modified over time. As such, these items were not asked.

Table 13: Idleness Ratings (Part A)

Item	Source	ODRC	AOCI	BeCI	CCI	CRC	DCI	FMC	GCI	HCF	LaeCI	LeCI	LoCI	LorCI	MaCI	ManCI
Inmates have a lot of free time here	Inmate	6.4	5.7	7.2	6.5	6.0	6.0	5.6	8.4	6.4	7.7	6.2	*	6.4	7.3	6.9
Inmates have a lot of free time here	Staff (in person)	6.2	*	*	*	5.9	6.0	7.0	7.4	6.9	7.1	*	*	6.5	*	6.3
Rate amount of time where there are no structured activities available for inmates	Staff (survey)	7.4	7.2	8.9	7.6	7.0	*	7.8	7.4	7.2	7.2	7.4	7.7	7.7	7.8	7.4

* UCCI research forms were modified over time. As such, these items were not asked.

Table 13: Idleness Ratings (Part B)

Item	Source	ODRC	MCI	NCCC	NCI	NEPRC	ORW	OSP	PCI	RCI	RiCI	SCI	SOCF	TCI	ToCI	WCI
Inmates have a lot of free time here	Inmate	6.4	4.6	5.8	7.8	5.9	6.4	8.7	4.7	6.5	6.1	6.2	6.5	6.5	7.0	6.5
Inmates have a lot of free time here	Staff (in person)	6.2	4.9	*	*	5.1	*	6.9	*	*	*	*	*	*	6.5	*
Rate amount of time where there are no structured activities available for inmates	Staff (survey)	7.4	6.4	6.7	7.9	6.8	7.5	7.8	7.7	7.5	7.5	7.4	6.7	7.1	8.0	7.0

* UCCI research forms were modified over time. As such, these items were not asked.

Evaluation of Ohio's Prison Programs – Staff Survey Key

ALL ITEMS (EXCEPT THE LAST ITEM) ARE SCORED ON THE FOLLOWING SCALE:

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

® designates items with reverse scoring

NCJTPS - NEEDS ASSESSMENT SCALE: Staff are asked to what extent they agree or disagree with each statement from the perspective of “*In my facility ...*”

STAFFING SUBSCALE

We have few difficulties in adequately staffing our facility.
We have enough staff to meet the needs of this facility.

RETENTION SUBSCALE

We have trouble retaining highly competent staff in this facility. ®
Our staff frequently say that they are overworked and/or don't have enough time to get done what they need to do. ®

TRAINING SUBSCALE

Our staff lack access to the training and development programs they need. ®
Our staff integrate new knowledge and techniques into their work to improve the way in which services are provided.
Our staff stay current with new techniques that relate to their jobs.
The training and development programs for our staff are of very high quality.
Attending training and development programs is made a priority for our staff.

PHYSICAL FACILITIES SUBSCALE

We have funding available to introduce new programs and/or initiatives if they are needed.
We have had to cut or significantly reduce programs and/or services due to funding constraints. ®
We would significantly expand/enhance certain programs and/or services if funding were available. ®
Our physical facilities are designed to meet the specific needs of most of the important services and programs we run.
Our offices and other facilities are well maintained and kept fully functional.
We have the necessary physical space for the services and programs we run.

COMPUTERS AND IT SUBSCALE

We have computer and information technology tools/resources to efficiently access offender records.
Our staff feel very comfortable using computers and information technology tools to do their jobs.
Our staff lack the computer skills necessary to proficiently access offender records. ®

PROGRAMS SUBSCALE

We regularly integrate new services, programs, and/or initiatives into our operations at this facility.

Our programs and services are designed to address multiple offender needs.
We have a high level of coordination across units when it comes to delivering services and programs to offenders.
We have significant challenges in generating the necessary political support for important priorities and new programs for offenders. ®

COMMUNITY SUPPORT SUBSCALE

We have the support we need from communities for important priorities and new programs for offenders.
We have extensive collaborations/partnerships with external groups (e.g., outside service providers) that facilitate important priorities, new programs, and/or initiatives for offenders.

NCJTPS - CYNICISM FOR CHANGE SCALE: Staff are asked to what extent they agree or disagree with each statement from the perspective of their “Ability to make changes in the facility in which you work...”

I've pretty much given up trying to make suggestions for improvements around here.
Changes to the usual way of doing things at this facility are more trouble than they are worth.
When we try to change things here they just seem to go from bad to worse.
Efforts to make improvements in this facility/location usually fail.
It's hard to be hopeful about the future because people have such bad attitudes.

NCJTPS - LEADERSHIP SCALE: Staff are asked to what extent they agree or disagree with each statement from the perspective that “The leader of this facility (e.g., warden)...”

TRANSFORMATIONAL LEADERSHIP SUBSCALE - DEFINED AS THE INFLUENCE THAT IS BASED ON ENHANCING EMPLOYEE COMMITMENT TO HIGHER PURPOSES AND GOALS

Is able to get others to be committed to his/her vision for this facility.
Leads by "doing," rather than simply by "telling."
Gets people to work together for the same goal.
Insists on only the best performance.
Takes time to carefully listen to and discuss people's concerns.
Suggests new ways of looking at how we do our jobs.

TRANSACTIONAL LEADERSHIP SUBSCALE – DEFINED AS INFLUENCE THAT IS BASED ON EXCHANGES BETWEEN LEADERS AND EMPLOYEES

Gives special recognition to others' work when it is very good.
Provides well-defined performance goals and objectives.
Stays well informed in what is being done in my work group.
Provides us with the necessary resources and the assistance we need to get our work completed.

NCJTPS – PERSPECTIVE TAKING SCALE: Staff are asked to what extent they agree or disagree with each statement from the perspective that “Based on your work interactions with treatment staff that work within your facility...”

EMPATHY SUBSCALE

I feel concerned for treatment staff if they are under pressure.

I understand the problems that treatment staff face in their jobs.

POSTIVE ATTRIBUTIONS SUBSCALE

Treatment staff in this facility are doing the best they can given the circumstances.

The treatment staff here work hard.

Treatment staff play an important role in this facility.

Treatment staff make realistic demands on corrections staff.

Treatment staff here work very well with corrections staff.

The corrections staff at this facility work hard to make sure that treatment services are provided in an effective manner.

Treatment staff here have respect for corrections staff and value what they do.

PROFESSIONAL ORIENTATION SCALE (KLOFAS & TOCH): Staff are asked to what extent they agree or disagree with each statement in general.

EMPATHY SUBSCALE

Staff should work hard to earn trust from offenders.

It's important for staff to have compassion for offenders.

The way to get respect from offenders is to take an interest in them.

Sometimes staff should advocate for an offender.

You can't ever completely trust an offender. ®

A good principle is to not get "close" to offenders. ®

If staff are lenient with offenders, they will take advantage of them. ®

CONCERN WITH CORRUPTION OF AUTHORITY SUBSCALE

A personal relationship with an inmate invites corruption.

You must keep conversations with inmates short and businesslike.

The best way to deal with inmates is to be firm and distant.

PUNITIVENESS SUBSCALE

There would be much less crime if prisons were more uncomfortable.

Improving prisons for inmates makes them worse for staff.

A military regime is the best way of running a prison.

We should stop viewing offenders as victims of society.

SUPPORT FOR REHABILITATION SUBSCALE

Rehabilitation programs are a waste of time and money. ®

Rehabilitating an offender is just as important as making an offender pay for his or her crime.

I would support expanding the rehabilitation programs, which are presently being offered in our institutions.

JOB SATISFACTION SUBSCALE

I am generally satisfied with the kind of work I do in my job.

Generally speaking, I am very satisfied with my job.

WORK CONDITIONS SCALE (CULLEN ET AL.): Staff are asked to what extent they agree or disagree with each statement in general.

JOB STRESS SUBSCALE

When I am at work I often feel tense or uptight. ®
 A lot of times, my job makes me very frustrated or angry. ®
 Most of the time when I am at work, I don't feel that I have much to worry about.
 I am usually calm and at ease when I am working.
 I usually feel that I am under a lot of pressure when I am at work. ®
 There are a lot of aspects about my job that make me pretty upset about things. ®
 I often worry about work-related problems after work hours. ®

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (MOWDAY ET AL.): Staff are asked to what extent they agree or disagree with each statement in general.

I am willing to put in a great deal of effort beyond what is normally expected in order to help this facility be successful.
 I feel very little loyalty to this facility. ®
 I find that my values and the facility's values are very similar.
 I am proud to tell others I am part of this facility.
 I could just as well be working for a different facility as long as the type of work was similar. ®

ADDITIONAL ITEMS – FROM UNIVERSITY OF CINCINNATI: Staff are asked to what extent they agree or disagree with each statement in general.

The treatment programs at this facility are of high quality.
 The educational programs at this facility are of high quality.
 The vocational programs at this facility are of high quality.

On a scale of 1-10, please circle the amount of time that offenders have where there are no structured activities available (i.e., groups, classes, meetings, etc.).

1	2	3	4	5	6	7	8	9	10
<i>No</i>									<i>A Lot</i>
<i>Free</i>									<i>of</i>
<i>Time</i>									<i>Free Time</i>

Appendix F:

Assessing the Impact of Reentry Approved Prison Programs on Inmate Misconduct and Return-to-Prison: Using Statistical Controls

The following appendix serves as a supplemental analysis, originally prepared for an American Society of Criminology (ASC) panel in 2014. The panel explored participation in reentry approved programs on both recidivism and misconduct outcomes as compared to a similarly-situated group of individuals who did not receive reentry approved programs. Additionally, program measures reflect inmate participation in a specific program during their first year in prison. These measures were further delineated into whether an inmate *started* or *completed* a program (i.e., unit management, recovery services, etc.). Further, program quality was examined to contextualize the results.

Methods

The analysis was limited to a total of 78,534 inmates out of the 105,000 inmates due to missing cases on the static risk assessment during the time of this study. Specifically, approximately 25,000 inmates during this the time of this study did not have a score on the reentry accountability plan (RAP). Furthermore, 2,000 inmates had no programming based upon their security level, length of sentence, etc. and were eliminated for the analyses which reduced the sample size from 80,534 to the total of 78,534. Removing the 2,000 cases was done in order to compare those in reentry programs to those who participated in programs that were not reentry approved.

Recidivism

To calculate program effectiveness in relation to recidivism impacts, the treatment group consisted of all inmates who participated in programs with an admission date after January 2nd, 2008 and a release date after June 29, 2011. This excluded all inmates with a release date post June 29, 2011 due to missing risk scores. Tables 1 through 4 relate to the analysis of program effects on returns to prison. The window for “returns to prison” included three years after release. Two outcomes were examined: (a) return for either technical parole violations or a new crime, and (b) return for a new crime only. Program measures are whether an inmate started/completed a program at any point during confinement.

A description of all measures relevant to the analyses of return-to-prison is presented in Table 1. It is important to note that descriptions of “program fidelity” are shown in this table and reflect inmates who completed a particular program. This indicates inmates with no programming are not included in the program fidelity models due to the specific question of whether higher fidelity corresponds with lower odds of recidivism. The characteristics of the sample suggest that on average, offenders are approximately 33 years old during admission. Majority of the sample consists of males (86%). Approximately 47% of the sample had either earned a high school diploma or GED before admission. On average, the offenders in the sample had a sentence length equivalent to 12.4 months (SD = 9.83).

Misconduct

This analysis was restricted to inmates with at least two-year sentences. The program measures each reflect inmate participation in a specific program during their first year in prison. Separate measures were created for whether an inmate *started* a program and whether an inmate *completed* a program (each coded 1). The comparison group (coded 0) consists of inmates who did not participate in any reentry program during their first year in prison. This helps to isolate the effect of each specific program. We avoided including “all other” inmates in group 0 because some of those inmates might have participated in other types of effective programs, potentially producing a null program effect.

The misconduct measures each reflect whether an inmate was deemed “guilty” of a particular type of misconduct during their second year of confinement. Examining programs in year 1 and misconduct in year 2 is preferred for establishing temporal order. We explored different periods for each (longer and shorter), but this appears to be a good compromise because it creates a large sample while still providing substantial dispersion in the program and misconduct measures.

Seven misconduct measures were originally examined: violence, drugs, property, disturbance, escapes, weapons, and all other rule violations. The analysis described in the tables focuses on violence, drugs, and weapons. Escapes were too few (115 across 85,000 inmates) to generate valid results, and findings for disturbances and other offenses were very similar to those for weapons and violence, respectively.

A description of all measures relevant to the analysis of misconduct is presented in Table 5. The characteristics of the sample suggest that on average, offenders are approximately 32 years old during admission. Majority of the sample consists of males (91%). Approximately 65% of the sample had either earned a high school diploma or GED before admission. The average RAP (risk) score for the misconduct sample was approximately 1.87 (SD = 2.17). Furthermore, sentence length was heavily skewed with a range of 24 months to 240 months prompting the average sentence length to be equal to 65.8 months. It is important to note that sentence length begins at 24 months because the misconduct analysis required at least a two-year sentence.

Fidelity

Aside from examining these program effects, we examined the fidelity scores for the available programs. Separate scales were examined for each of seven programs, which include: Thinking for a Change (N = 10,261); Inside Out Dad (N = 1,266); Cage Your Rage (N = 2,219); Victim Awareness (N = 9,288); Personal Responsibility of Violence Elimination (N = 413); Money Smart (N = 1,621); IOP, TRP, CC, etc. (N = 12, 987); and any reentry approved program. An overall scale was also examined reflecting all programs combined (where an inmate was assigned the highest fidelity score of his/her group of programs).

Key Findings

Misconduct

- Reentry approved programming reduces the chances of violent, drug, or weapon related misconducts.
- Program type affected misconduct:

- Unit management: Statistically significant reductions in *violence* and *drug-related* misconducts.
- Recovery services: Statistically significant reductions in *violence*, *drug-related*, and *weapon-related* misconducts.
- Completion of vocation/apprenticeship program is associated with a 2% decrease in the probability of committing a violent misconduct (12.5% reduction in misconduct relative to the comparison group).
- Completion of college classes is associated with a 10% decrease in the probability of committing a violent misconduct (62.5% reduction) and a 2% decrease in the probability of committing a drug-related misconduct (25% reduction in misconduct relative to the comparison group).

Recidivism

- Starting and completing any reentry approved program significantly reduced the odds of returning to prison in three years for both technical violations and new crimes.
- For each program type, program completers evidenced greater reductions in the odds ratio in recidivating when compared to program starters.
- The effect of unit management programs in reducing the odds of recidivism is stronger than the other types of programs.
- Participation (started or completed) in general education is associated with a 2% decrease in the probability to recidivate for a technical violation or new crime (7.4% reduction relative to the comparison group).
- Participation in vocation/apprenticeship programs is associated with a 3% decrease in the probability of being re-incarcerated (11.1% reduction relative to the comparison group).
- Completion of college classes has the greatest influence on recidivism.
- Inmates who completed college classes are 9% less likely to be recommitted for a new crime only (37.5% reduction relative to the comparison group).

Description of Tables

Table 1: The description of each measure in the analysis for return-to-prison is displayed in Table 1. Any measure coded as 0 and 1, as indicated in the Low-High column, is a dummy variable. Specifically, the dummy variables are coded such that 0 = “no” (variable label in the first column does not apply), and 1 = “yes” (label applies to the inmate). Aside from the outcome and program measures noted above, there were ten statistical control variables for the analyses derived from other data provided by ODRC. There are two “sentence length” measures, however, only the natural log of sentence length was included in order to get a sense of the true distribution. The original sentence length scale was capped at 240 months due to the distribution in the ODRC data.

Table 2: Table 2 displays the findings for the control variables in order to provide a sense of how important each one is for subsequent analyses. The results presented are the natural antilog of a logistic regression coefficient (e^b), which are a bit more intuitive than the logistic regression coefficient. This antilog of the logistic regression coefficient represents the change in the odds ratio ($p1/p0$) when increasing one category on the independent variable. Specifically, e^b over 1.00 indicates a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship. Additionally, the Nagelkerke R^2 becomes fairly useless with samples this large because larger numbers drive down these types of PRE values. The “% classified correctly” is

used instead. Significance was flagged at .01 and .001. The findings in Table 2 suggest that there is a positive bivariate relationship between being male, RAP (risk) score, sentence length, sex offender status, and guilty of any misconduct during first year of confinement with technical violation or new crime. In terms of new crime only, being male, RAP (risk) score, and guilty of any misconduct during first year of confinement was significantly and positively associated. All of the predictors were significantly related to both of the return-to-prison outcomes.

Table 3: The program effects displayed in Table 3 were derived from 32 separate models, each with the set of control variables in Table 5. Again, both e^b and predicted probabilities are displayed. Unique to the analysis of recidivism is the examination of program fidelity effects. Significance is flagged at .01 and .001 rather than .05 due to the large sample size ($N = 26,296$). The comparison group for these analyses consists of offenders who have not started or completed any reentry approved programs. Findings suggest that offenders who started and completed any reentry approved program significantly reduced the odds of returning to prison in three years for both technical violations and new crimes. For example, findings suggest a 7% reduction in the odds of returning to prison for a new crime for those who do not participate in any reentry approved programming. The difference in the predicted probability is 3 percentage points. The only significant “effect” is a counterintuitive positive relationship involving any reentry approved program and return for a technical violation or a new crime.

Table 4: The findings presented in table 4 assess the effects of program fidelity on the odds of return-to-prison. The results presented are the natural antilog of a logistic regression coefficient (e^b). This coefficient represents the change in the odds ratio ($p1/p0$) when increasing one category on the independent variable. Specifically, e^b over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship. Statistical significance is flagged at .01 and .05. None of the specific programs included in the analysis (e.g., Thinking for a Change, Cage Your Rage, etc.) had a significant effect on the odds of return-to-prison. The only significant “effect” is a counterintuitive positive relationship between any reentry approved program and technical violation.

Table 5: A description of each measure in the analysis of misconduct. Any measure coded as 0 and 1 (see the Low-High column) is a dummy variable, where 0 = “no” (variable label in first column does not apply), and 1 = “yes” (label applies to the inmate). Aside from the outcome and program measures noted above, there were ten statistical control variables added to each model that were derived from other data provided by ODRC. Note the two “sentence length” measures. Only the natural log of sentence length was included in each model (due to the heavily skewed distribution), but the original measure is included so you can get a feel for the true distribution. Even so, the original scale was capped at 240 months due to the distribution in the ODRC data. Sentences begin at 24 months because the analysis of misconduct required at least two-year sentences.

Table 6: For the sake of data reduction, presented in Table 6 are one set of findings for these controls in order to provide a sense of how important each one is for the analysis. For these findings the natural antilog of a logistic regression coefficient (e^b) is presented, or the change in the odds ratio ($p1/p0$) when increasing one category on the independent variable. Please see the base of the table for interpreting the directions of these relationships using e^b . Statistical significance is flagged at .01 and .001. The Nagelkerke R^2 becomes fairly useless with samples this large because larger numbers drive down these types of PRE values. The “% classified correctly” is used instead.

“Male” was dropped from the last model because nearly all weapons offenses for which inmates were found guilty involved men. Including the measure resulted in an overly inflated estimate with a huge standard error.

Overall, the findings for violent misconduct suggest that there is a positive significant bivariate relationship between being male, race, RAP (risk) score, sentence length (natural log), and guilty of any misconduct during first year of confinement with misconduct. For example, have a higher score on the RAP assessment is associated with higher levels of misconduct. A negative significant relationship was found with violent misconduct for the following predictors: age at admission, and high school diploma or GED earned before admission. This suggests that being older and having a high school diploma/GED is associated with lower levels of violent misconduct.

For misconduct involving drugs, a significant positive relationship was found for the following predictors: male, Hispanic, RAP (risk) score, sentence length (natural log), and guilty of misconduct during the first year of confinement. For instance, having a higher risk score was associated with higher levels of misconduct involving drugs. A significant negative bivariate relationship was found for misconduct involving drugs for the following predictors: age at admission, race, high school diploma or GED earned before admission, and sex offender status. For instance, this suggests that being older at age of admission and having a high school diploma/GED is associated with lower levels of misconduct involving drugs.

The results involving weapon-related misconducts suggest that there is a significant positive relationship between the predictors of ethnicity (Hispanic), RAP (risk) score, sentence length (natural log), and guilty of any misconduct during first year of confinement with weapons-related misconducts. For example, having a higher score on the RAP (risk) assessment is associated with higher levels of weapon-related misconducts. Results also suggest that there is a significant negative relationship between age at admission, race, and high school diploma or GED earned before admission with the outcome of weapon-related misconducts. Specifically, being older, black, and having a high school diploma/GED was associated with lower levels of weapons-related misconduct.

Table 7: The results displayed in Table 7 assesses program effects on the odds of violent-, drug-, and weapons-related misconduct. Table 7 was created from 48 separate multivariate models. Each model included a program measure, whether indicating that an inmate “started” or “completed” the program (see Table 5). The program effects are displayed in this table and control variables are left out, since the effects of the controls were very similar across the 48 models (see Table 6).

In addition to displaying e^b and flagging the significant estimates, also included are “predicted probabilities” for each category (0, 1) of each program measure. Each “predicted probability” is the average probability of engaging in misconduct for each group (0 or 1), controlling for all other variables. Program effects are evident for both unit management and recovery services for both violent and drug-related misconducts. Overall, this is true for both offenders who started programming, but for those who completed programming. Once again, recovery services evidenced an effect on weapon-related misconduct.

Specifically, the analysis predicts that 0.16 of inmates who did not complete a unit management program during their first year of incarceration were found guilty of a violent offense during their second year of incarceration. On the other hand, the analysis also predicts that .09 of inmates who

did complete a unit management program during their first year of incarceration were found guilty of a violent offense during their second year of incarceration. Another example is that the analysis predicts that 0.05 of the inmates who completed a recovery services program during their first year of incarceration were found guilty of a drug-related misconduct during their second year of incarceration. Another finding suggests that 0.01 of inmates who did complete any reentry approved program were found guilty of a weapons-related misconduct.

We did not compute these in the traditional way (by solving for p_1 in the logistic regression equation for each category of each program measure). Instead, we saved the predicted probabilities from each analysis and averaged them for each category of each program measure. This procedure does not necessarily produce the same values compared to using the equation, but it provides a general sense of the magnitude of each program effect.

Finally, note that we did not produce predicted probabilities for # reentry programs (last entry in each column). This is a count measure, and since the change in probabilities is not linear we would have to display the probabilities for each category of the scale.

Table 1. Description of Measures for the Analysis of Return-to-Prison (for inmates released by 6/29/2011)*

Measure	Mean	SD	Low-High	N
<u>Outcomes</u>				
Re-committed to prison for technical parole violation or a new crime within three years after release	0.26	0.44	0 – 1	59,603
Re-committed to prison for a new crime within three years after release	0.23	0.42	0 – 1	59,603
<u>Programs</u>				
GED class started at any time during confinement	0.07	0.26	0 – 1	30,773
Advanced education (except college) started at any time	0.21	0.41	0 – 1	36,012
College class started at any time	0.36	0.48	0 – 1	44,727
Mental health program started at any time	0.02	0.12	0 – 1	28,967
Recovery service program started at any time	0.26	0.44	0 – 1	38,586
Unit management program started at any time	0.21	0.41	0 – 1	36,285
Any reentry program started at any time	0.52	0.50	0 – 1	59,603
# reentry programs started at any time	0.74	0.87	0 – 6	59,603
GED class completed at any time during confinement	0.13	0.34	0 – 1	47,056
Advanced education (except college) completed at any time	0.12	0.33	0 – 1	46,584
College class completed at any time	0.01	0.10	0 – 1	41,398
Mental health program completed at any time	0.01	0.09	0 – 1	41,275
Recovery service program completed at any time	0.14	0.35	0 – 1	47,838
Unit management program completed at any time	0.09	0.29	0 – 1	45,251
Any reentry program completed at any time	0.31	0.46	0 – 1	59,603
# reentry programs completed at any time	0.40	0.66	0 – 5	59,603
<u>Program Fidelity</u>				
Thinking for a change	0.54	0.12	0.28 – 0.78	10,297
Inside out dad	0.43	0.05	0.30 – 0.51	1,269
Cage your rage	0.40	0.08	0.23 – 0.57	2,224
Victim awareness	0.39	0.94	0.24 – 0.61	9,342
Personal responsibility of violence elimination	0.43	0.03	0.40 – 0.47	413
Money smart	0.37	0.06	0.27 – 0.47	1,624
IOP, TRP, CC, etc.	0.56	0.09	0.38 – 0.76	13,017
Any reentry approved program	0.56	0.12	0.28 – 0.78	10,297
<u>Statistical Controls (Inmate Characteristics)</u>				
Age at admission	32.8	10.3	15 – 85	59,603
Male	0.86	0.35	0 – 1	59,603
Black	0.44	0.50	0 – 1	59,603
Hispanic	0.02	0.14	0 – 1	59,603
High school diploma or GED earned before admission	0.47	0.50	0 – 1	58,887
Married/not widowed	0.14	0.34	0 – 1	59,603
RAP (risk) score	2.14	2.02	-1 – 8	57,543

Sentence length (months: capped at 240)	12.4	9.83	1 – 53	59,603
Sentence length (natural log)	2.34	0.73	0.00 – 3.99	59,603
Sex offender	0.03	0.16	0 – 1	59,603
Guilty of any misconduct during first year of confinement	0.24	0.42	0 – 1	59,603

- Program” measures compare individuals in a specific program to all inmates not in any reentry approved program.

Table 2. Return-to-Prison Models with Statistical Controls Only (e^b values reported)[†]

Predictors	Technical violation or new crime	New crime only
Constant	0.41	0.51
Age at admission	0.96 ^{**}	0.96 ^{**}
Male	2.19 ^{**}	2.61 ^{**}
Black	0.88 ^{**}	0.93 ^{**}
Hispanic	0.59 ^{**}	0.60 [*]
High school diploma or GED earned before admission	0.87 ^{**}	0.88 [*]
Married/not widowed	0.91 [*]	0.90 ^{**}
RAP (risk) score	1.30 ^{**}	1.29 ^{**}
Sentence length (natural log)	1.03	0.77 ^{**}
Sex offender	1.47 ^{**}	0.82 [*]
Guilty of any misconduct during first year of confinement	1.36 ^{**}	1.53 ^{**}
% classified correctly	74.3	77.2

[†] All estimates derived from multivariate logistic regression models with all statistical controls included; e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.0 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$

Table 3. Program Effects on the Odds of Return-to-Prison Estimated from Multivariate Binary Logistic Regression Models[†]

Programs	Technical violation or new crime			New crime only		
	e^b	predicted p		e^b	predicted p	
		no program	program		no program	program
GED						
started	0.92 [*]	0.26	0.25	0.95	0.24	0.20
completed	0.88 ^{**}	0.27	0.25	0.95	0.24	0.21
Advanced education						
started	0.88 ^{**}	0.26	0.25	0.93	0.24	0.21
completed	0.82 ^{**}	0.27	0.24	0.90 [*]	0.24	0.21
College						
started	0.84 [*]	0.26	0.26	0.89	0.24	0.22
completed	0.66 ^{**}	0.27	0.20	0.75	0.24	0.15
Mental health						
started	0.90	0.26	0.24	0.91	0.24	0.19
completed	0.67 [*]	0.27	0.19	0.68	0.24	0.14
Recovery services						
started	0.94	0.26	0.26	0.86 ^{**}	0.24	0.20
completed	0.88 ^{**}	0.27	0.25	0.83 ^{**}	0.24	0.21
Unit management						
started	0.85 ^{**}	0.26	0.25	0.81 ^{**}	0.24	0.19
completed	0.72 ^{**}	0.27	0.21	0.78 ^{**}	0.24	0.16
Any reentry approved						
started	0.91 ^{**}	0.26	0.26	0.93 ^{**}	0.24	0.21
completed	0.85 ^{**}	0.27	0.24	0.88 ^{**}	0.24	0.20
# reentry programs						
started	0.94 ^{**}	---	---	0.93 ^{**}	---	---
completed	0.88 ^{**}	---	---	0.91 ^{**}	---	---

[†] All estimates derived from multivariate models with all statistical controls included; e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$

Table 4. Program Fidelity Effects on the Odds of Return-to-Prison (e^b values reported)[†]

Predictors	Technical violation or new crime	New crime only
Thinking for a change (N = 10,261)	1.10	1.11
Inside out dad (N = 1,266)	4.64	7.68
Cage your rage (N = 2,219)	1.25	1.60
Victim awareness (N = 9,288)	0.90	0.85
Personal responsibility of violence elimination (N = 413)	1.00	1.00
Money smart (N = 1,621)	0.74	0.94
IOP, TRP, CC, etc. (N = 12,987)	0.87	0.80
Any reentry approved program	1.57 [*]	1.37

[†] All estimates derived from multivariate logistic regression models with all statistical controls included; e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .05$, ** $p \leq .01$

Table 5. Description of Measures for the Analysis of Misconduct during Second Year of Confinement (for inmates incarcerated at least two years)*

Measure	Mean	SD	Low-High	N
<u>Outcomes</u>				
Violent misconduct second year	0.15	0.36	0 – 1	26,710
Drug misconduct second year	0.08	0.27	0 – 1	26,710
Weapons misconduct second year	0.01	0.10	0 – 1	26,710
<u>Programs</u>				
GED class started first year	0.32	0.47	0 – 1	20,237
Advanced education (except college) started	0.12	0.33	0 – 1	15,583
College class started	0.09	0.28	0 – 1	14,997
Mental health program started	0.02	0.12	0 – 1	13,907
Recovery service program started	0.19	0.40	0 – 1	16,984
Unit management program started	0.21	0.41	0 – 1	17,344
Any reentry program started	0.49	0.50	0 – 1	26,710
# reentry programs started	0.63	0.76	0 – 5	26,710
<u>Completed</u>				
GED class completed first year	0.11	0.31	0 – 1	23,267
Advanced education (except college) completed	0.03	0.16	0 – 1	21,328
College class completed	0.00	0.07	0 – 1	20,888
Mental health program completed	0.01	0.08	0 – 1	20,941
Recovery service program completed	0.07	0.26	0 – 1	22,362
Unit management program completed	0.08	0.28	0 – 1	22,713
Any reentry program completed	0.22	0.42	0 – 1	26,710
# reentry programs completed	0.25	0.50	0 – 4	26,710
<u>Statistical Controls (Inmate Characteristics)</u>				
Age at admission	31.5	10.9	15 – 84	26,710
Male	0.91	0.29	0 – 1	26,710
Black	0.45	0.50	0 – 1	26,710
Hispanic	0.03	0.16	0 – 1	26,710
High school diploma or GED earned before admission	0.65	0.48	0 – 1	26,710
Married/not widowed	0.15	0.36	0 – 1	26,710
RAP (risk) score	1.87	2.17	-1 – 8	26,370
Sentence length (months: capped at 240)	65.8	52.2	24 – 240	26,710
Sentence length (natural log)	4.00	0.58	3.22 – 5.48	26,710
Sex offender	0.10	0.30	0 – 1	26,710
Guilty of any misconduct during first year of confinement	0.30	0.46	0 – 1	26,710

* “Misconducts” defined as official reports resulting in guilty verdicts at institutional hearings; “Program” measures compare individuals in a specific program to all inmates not in any reentry approved program.

Table 6. Misconduct Models with Statistical Controls Only (e^b values reported)[†]

Predictors	Violence	Drugs	Weapons
Constant	0.28	0.02	0.00
Age at admission	0.94 ^{**}	0.94 ^{**}	0.95 ^{**}
Male	1.27 ^{**}	6.26 ^{**}	---
Black	1.38 ^{**}	0.83 ^{**}	0.66 [*]
Hispanic	1.14	1.45 [*]	2.18 [*]
High school diploma or GED earned before admission	0.69 ^{**}	0.87 [*]	0.71 [*]
Married/not widowed	0.91	0.97	0.99
RAP (risk) score	1.09 ^{**}	1.17 ^{**}	1.14 ^{**}
Sentence length (natural log)	1.20 ^{**}	1.39 ^{**}	1.78 ^{**}
Sex offender	0.88	0.74 ^{**}	0.78
Guilty of any misconduct during first year of confinement	2.17 ^{**}	1.58 ^{**}	1.94 ^{**}
% classified correctly	84.5	92.0	98.9

[†] e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$

$N = 26,296$

Table 7. Program Effects on the Odds of Misconduct Estimated from Multivariate Binary Logistic Regression Models[†]

Programs	Violence			Drugs			Weapons		
	e^b	predicted p		e^b	predicted p		e^b	predicted p	
		no program	program		no program	program		no program	program
GED									
started	1.05	0.15	0.21	0.99	0.08	0.10	0.85	0.01	0.01
completed	0.87	0.16	0.16	1.08	0.08	0.09	0.82	0.01	0.01
Advanced education									
started	1.01	0.15	0.15	1.05	0.08	0.08	0.62	0.01	0.007
completed	0.86*	0.16	0.14	1.04	0.08	0.08	0.93	0.01	0.009
College									
started	0.85	0.15	0.12	0.79	0.08	0.06	0.42	0.01	0.004
completed	0.40	0.16	0.06	0.84	0.08	0.06	1.00	0.01	0.01
Mental health									
started	0.96	0.15	0.13	0.46	0.08	0.04	1.35	0.01	0.01
completed	0.71	0.16	0.10	0.65	0.08	0.05	0.72	0.01	0.007
Recovery services									
started	0.83*	0.15	0.11	0.79*	0.08	0.06	0.52*	0.01	0.005
completed	0.62**	0.16	0.08	0.78	0.08	0.05	0.29*	0.01	0.002
Unit management									
started	0.85*	0.15	0.13	0.77**	0.08	0.06	0.61	0.01	0.006
completed	0.63**	0.16	0.09	0.72*	0.08	0.05	0.52	0.01	0.005
Any reentry approved									
started	0.97	0.15	0.15	0.94	0.08	0.08	0.74*	0.01	0.009
completed	0.78**	0.16	0.13	0.93	0.08	0.07	0.64**	0.01	0.007
# reentry programs									
started	0.96	---	---	0.91*	---	---	0.79*	---	---
completed	0.79**	---	---	0.92	---	---	0.69*	---	---

[†] All estimates derived from multivariate models with all statistical controls included; e^b values over 1.00 indicate a positive bivariate relationship whereas values between 0.00 and 1.00 indicate a negative bivariate relationship.

* $p \leq .01$, ** $p \leq .001$