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The Effects of General Equivalency Diploma (GED) Acquisition on Parole Success in Kentucky

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1986

THE EFFECTS OF GENERAL EQUIVALENCY DIPLOMA (GED) ACQUISITION
ON PAROLE SUCCESS IN KENTUCKY

A Specialist Project

Presented to

the Faculty of the Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the requirements for the Degree
Education Specialist

by

William Clayton Ratliff

July 1986

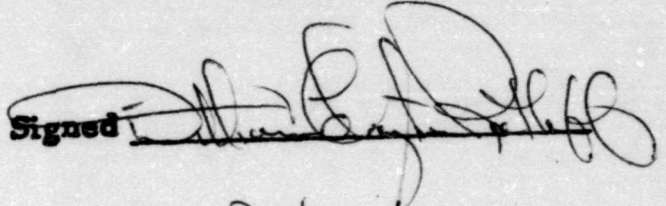
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THE EFFECTS OF GENERAL EQUIVALENCY DIPLOMA (GED) ACQUISITION
ON PAROLE SUCCESS IN KENTUCKY

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	iv
ABSTRACT	v
CHAPTER I INTRODUCTION	1
Statement of the Problem	3
Importance of the Problem	3
Design Procedure	5
Limitations of the Study	6
Definitions of Terms	8
CHAPTER II REVIEW OF LITERATURE	9
CHAPTER III PRESENTATION AND ANALYSIS OF DATA	16
Selection Process	16
Recidivism of GED Recipients and other Parolees	18
Length of time spent on Parole	19
Recidivism according to Age	21
Location of Parole	26
CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS	27
APPENDIX	30
BIBLIOGRAPHY	31

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LIST OF TABLES

Table		Page
I	Status of GED recipients in 1986	17
II	Recidivism rates of GED recipients	19
III	Length of time spent on parole for those returning to the institution	20
IV	Study participants by age group	22
V	Age data of returnees	23
VI	Age data of successful releasees	23
VII	Number of recidivists by age group	24
VIII	Percent of recidivists by age group	25
IX	Place of parole	26

THE EFFECTS OF GED ACQUISITION
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William C. Ratliff

July 1986

31 pages

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Post release follow-up was conducted on a total of 95 Kentucky Correctional Facilities inmates, who had acquired a General Equivalency Certificate in the years 1981-1983.

The rate of Recidivism of this group was compared to that of all parolees released during that period.

It was found that the parolees in general who were released during that time period returned to the institution at a rate of 36.7 percent. The parolees who had completed the GED Program in the institution prior to release returned at a rate of 35.78 percent.

The average length of time spent in society by those who were returned was 14.7 months with the shortest length of time being 5 months and the longest 41 months.

The age of the study participants ranged from 20 years to 37 years with the average age being 24.75 years.

While the number paroled to urban and rural areas was approximately the same (36 urban, 41 rural), the urban returnees showed a rate of 33.3%; those from rural areas returned at a rate of 29.2% to institutions.

CHAPTER I

INTRODUCTION

The demand for evaluative research in Corrections has surged in recent years, according to Stuart Adams (1, 3). In "Evaluative Research in Corrections," Adams explained that studies of the effectiveness of the correctional process were low key activities, a generation ago, centered in several universities and a few correctional agencies which had directors with inquiring minds.

Rising crime rates, crowded prisons, fear for public safety, budgetary problems and the spread of new management methods into social agencies have had their effect. Strong pressures for evaluation and growing commitment to evaluative studies are widespread.

The Kentucky Corrections Organization had evolved in its approach to the corrections process and in its approach to research. The Kentucky Corrections Cabinet, in 1986, had its own research department which often worked with evaluations which led to modifications of programs and changes in philosophy of correctional procedures. Previous to the 1950's, changes in correctional practices and philosophy were caused by changes in political appointments.

Beginning in the mid 1950's, changes in the philosophy of the Kentucky Corrections programs were determined, somewhat, by findings of evaluative studies. In the thirty years between the 1950's and

the 1930's, Kentucky Corrections went through many changes in philosophies.

In the 1960's it was believed by many of those who established policy, that people refrained from committing crimes because of the fear of punishment. In order to enhance this fear, punishment was intentionally severe. Treatment, such as psychological counseling, was at a minimum.

In the early 1970's, the Kentucky Corrections' philosophy became treatment oriented. The belief was "a person was law abiding or he was emotionally disturbed." Correctional agencies did not become directly involved with law abiding people; therefore, everyone with whom the Corrections Organization became involved was emotionally disturbed. Psychological counseling was widespread and the accepted practice. All inmates of correctional facilities received the counseling. The possibility that everyone was not psychologically nor emotionally disturbed and the lack of good diagnosis and screening resulted in all treatment becoming suspect. The Corrections Organization literally tried to "fix many who were not broken."

In the seventies and early eighties, the Kentucky Corrections Organization believed that those who ran afoul of the law did so because they could not compete successfully in the labor market. Vocational studies became a major factor in rehabilitation. The Kentucky Corrections Cabinet felt that every type of marketable skill should be taught. For example, "butchering" was taught at the most maximum security type institution.

A series of studies conducted by Dr. Betsy Coffey (2, 30), of the Kentucky Corrections Cabinet, showed that these persons with training

in marketable skills, which were taught at Kentucky's Correctional Institutions, showed little difference in success after their release from the institutions when compared to their untrained counterparts.

Corrections in Kentucky, in 1986, appeared to this author to be leaning toward a form of re-socialization. Proponents of this philosophy believed that those who broke the law had not cultivated the appropriate coping mechanisms. The role of Corrections was to assist the inmates with the development of coping mechanisms which manifested themselves in behavior that was socially acceptable.

Throughout the many changes in Corrections, one program that had escaped scrutiny and critical investigation was academics.

STATEMENT OF THE PROBLEM

The author attempted to determine whether individuals who had completed a General Equivalency Diploma (GED) Program and were paroled were more successful on parole than those individuals who had not completed the General Equivalency Diploma Program. More specifically, the study was designed to determine if the completion of a GED Program had a positive effect on the rehabilitation of an inmate.

IMPORTANCE OF THE PROBLEM

Raymond Bell, in "Correctional Education Programs for Inmates" (3, 1), estimated that up to 50% of all inmates could not read nor write. Further, the study revealed that more than 75% of all inmates had not completed high school.

Academic programs, in 1986, were considered by the Kentucky Corrections Organization to be a major part of the rehabilitation

process of those who participated in them. In FY 85, educational programs in Kentucky's adult institutions had expenditures amounting to 4.27% of the budget for the Division of Institutions, according to the National Corrections Compendium (4, 10).

Records of the Kentucky Corrections Cabinet, as tabulated by this author, indicated that approximately 5% of the inmate population had completed the General Education Development Program in 1984-85.

Although there was an admitted lack of valid measurements that could be used to accurately predict the impact of education on an individual's success or failure in society, some evidence appeared to be irrefutable. Raymond Bell (3, 2) also found that a disproportionately high percentage of prison inmates was functionally illiterate and poorly educated when compared to their counterparts in free society.

In addition, Bell (3, 2) also stated:

" Perhaps more to the point, it is obvious that, to the extent that offenders cannot use knowledge and skills gained from a normal culture to cope with normal society, the use of knowledge and skills obtained from a deviate society to cope in whatever way they can, is commonplace."

The present author believed that if education in Kentucky's Correctional Institutions was to fill a void created by the individual's behavior, then it was important to provide the utmost in quality and specificity which the Corrections Cabinet's educational division can provide.

Many students of penology would disagree with the opinion that educational programs are of great value as a rehabilitative tool. These individuals have argued that educational programs have little

to do with the success of a parolee or his or her behavior in the institution. In a corrections system so involved with security issues and needs, education was often relegated to a second-class position, as were most other social programs. However, if the program was to be evaluated, then the success of the ex-offender in the free world needed to be evaluated.

DESIGN PROCEDURE

In order to evaluate the existing program, the study was designed to evaluate its effect on the individuals who had participated in it. Although an evaluation based on recidivism had inherent weaknesses, ultimately the program's impact on an individual manifested itself in his or her ability to remain in free society.

In Kentucky, academic programs ranged from literacy training to the college level. The concern of this investigation involved the General Education Development Program.

Information was gathered on the present status of the offender. If the inmate had been returned to the institution, the amount of time spent on parole was noted. The rate of return to the institution, or recidivism rate, was compared to the recidivism rate for all inmates who were released on parole. The residents used in this study represent those who attended classes and received GED diplomas in the 1981-83 school years and were granted parole between 1981 and 1983. This period of time gave them three years in free society. This period was chosen since it was the generally accepted length of time for determining success or failure on parole. As previously stated, those individuals released by other means were not utilized in this study.

LIMITATIONS OF THE STUDY

When attempts were made to measure the success of an educational program in terms of recidivism, certain considerations were made.

1. Recidivism is a measure of the total institutional program. Of this total, education is only a part.
2. Some recommitments result from crimes which are less violent than the original offense. For example, if an armed robber were recommitted for writing a cold check, in some ways he or she was considered successful.
3. In many situations, parole cases were "closed" as part of plea bargaining on a new conviction. An individual who was to be shortly released from parole was sometimes allowed by the court to remain free until his or her parole expired. This procedure often saved the state the cost and inconvenience of a new trial. The reader should realize that often a three year parole program expiration was in lieu of a ten year sentence.
4. The evaluation of recidivism only measures total failure and total success. Those individuals who are free but criminally involved appear as total successes in the study. Comparisons to national norms was impossible as recidivism is defined differently in various states. Even within certain studies determinations must be made as to the level of recidivism being explored. As defined herein, recidivism occurs only when a releasee is returned to an institution with a felony conviction or as a technical violator.

5. Because of the selection method, no consideration was given to any personal or economic factors that may have influenced individual successes or failures. The most noteworthy of these are as follows:

- A. Type of person released.
- B. Socio-economic environment.
- C. Age and Criminal background.

DEFINITIONS OF TERMS

PAROLE - Release from a felony institution by a statutory parole board. Parole is usually granted after an individual has completed 25% of their original sentence, is conditional and can be revoked at any time, by the board, for good cause.

TECHNICAL VIOLATION - Revocation of parole based upon a violation of a pre-determined condition of parole, which is not a violation of a law under which the releasee could be tried.

NEW CONVICTION - A conviction, of a releasee, for an offense which is separate and apart from the conviction for which they were paroled.

FELONY - A crime which is punishable by one year or more in a state penitentiary.

RECIDIVISM - The returning to a felony institution with a two year period from the release date. Return by either a technical violation or a new conviction is considered recidivism.

RE-SOCIALIZATION - A correctional philosophy which emphasizes the reintegration of an individual into society by adapting their coping mechanisms to acceptable behavioral patterns.

REHABILITATION - A broad term used to describe the changing of an individual's behavior to one of more acceptable standards.

TREATMENT - Activities designed to change the behavior of an inmate with little regard to its punitive effect.

PUNISHMENT - Activities designed to be completely punitive in nature with little attention given to psychological impact on the client.

SHOCK PROBATION - Release from prison by the sentencing judge.

CHAPTER II

REVIEW OF LITERATURE

Daniel Glaser, in "The Effectiveness of Correctional Education," (5, 293), stated that "No one knew conclusively and precisely the effectiveness of correctional education" but suggested four needs.

Those needs were expressed as follows:

1. to broaden its challenge for those who have been frustrated or bored in previous schools
2. to change the social relationships which the students associate with schooling
3. to become honest or to remain honest
4. to conduct research

Glaser (5, 301) considered research for all schools, including public schools. He believed research was not always as essential in public schools as it was in prison schools. Most schools had learned answers to their questions by studying published research and applying it to their situation. In correctional education, there was limited research literature available and each correctional system had unique features in sentencing, parole, and administration, which made some knowledge of its need apply only to that institution.

Available data consisted of two different types of research. First was experimental research which essentially evaluated a program. It tended to systematically focus on a selected program and was conducted with pre-arranged target and control groups. It appeared

that many times this research was done to establish or justify a need for a program. As a result many studies had a note of "sales pitch" and was used to bolster support for the programs.

The second type was "follow up research." The tendency was to avoid delving into the process of the system but to examine the utilization of the schooling by the inmates, in a post release setting, and examined its correlation with recidivism and non-recidivism.

The programs of correctional facilities reviewed had several different goals. However, when they were evaluated, the standard by which they were ultimately judged was whether or not they had an impact on recidivism. Much of the program design on correctional education had been from the world of academia and much of its evaluation from the same source. To be consistent with other correctional evaluation, education's impact on recidivism was considered.

The reasons education programs might be hypothesized to have an effect on recidivism were considered. Liberal Arts Education's effect on criminal behavior had not been considered a direct one, therefore, it was considered important to investigate some intervening variables. T. A. Partlett (6, 70) described two different philosophies of education: education for values and education for productivity. In the first, education was seen as "imparting values and thus providing a basis for the recipient to adjust to the society which provided the education." In the second, the role of education was seen as training the individual to participate in the production of goods and services.

David Bland, in an in-depth study conducted in North Carolina (7, 10), determined several identifiable differences in the learning styles of inmates as compared to their counterparts in free society. The learning styles of inmates, as described by Bland, on the surface, seemed to be more adaptable to those learning tasks which fall into the second philosophy described by Partlett. If this were true, then education directed at those activities that enhance such things as employment and productivity would best apply to correctional inmates. Assuming this posture, education was certainly an element of rehabilitation. It was believed that the presence of a job would reduce the need to steal and would provide an inmate with a stake in conformity which would constrain his antisocial behavior. As a matter of definition, education of the first philosophy described by Partlett would enhance ones adjustment to the acceptable mode of behavior in society. The impact on recidivism as a measure of the success or failure of an institutional education program was considered of prime importance.

With few exceptions, educational programs were funded by correctional monies or joint corrections-educational grants. Rick Linden in "Justice: An Evaluation of a Prison Education Program" (8, 70) stated that evaluations were too often based on three major concerns.

1. Persons who propose such programs often promised rehabilitation as a means of getting funding.
2. Rehabilitation had become a major concern of prison administrations. Prisons were supposed to offer treatment as well as punishment.
3. Politicians (who held purse strings) and the general public

often wanted proof that programs were effective. The public was concerned about the rising crime rate and there had been considerable political pressure applied to various institutions to show results.

The above considerations, coupled with a sincere concern for security placed many pilot programs in minimum security institutions where participants were generally more likely to be highly motivated and were generally better risks for post release success.

Raymond Bell's comprehensive study (9, 17) of correctional education programs as published by the U. S. Department of Justice in 1979, evaluated 163 education programs in correctional institutions nationwide. Of the 163 programs evaluated 85 were of General Equivalency Diploma level. Further only 22% of the 163 programs considered recidivism as part of the evaluation and in only 4% was it considered a primary aspect.

Even though 96% of all institutions offering educational programs offered General Equivalency Diploma programs, only a small number of studies had been done to evaluate the effects of these programs. (One should note that, nationwide, only 23% of the incarcerated have a high school diploma or General Equivalency Diploma certificate prior to commitment.)

The National Correctional Educational Association listed seven studies that examined recidivism as a portion of its evaluation of **correctional educational** programs.

A longitudinal study of Rehabilitative School Authority Study (10, 2) was conducted at Staunton Correctional Center, Virginia from 1977 to 1982. The study compared recidivism rates for General Equivalency Diplomas and Vocational School Graduates.

Vocational School graduates were divided into three categories: furniture repair and refinishing, upholstery, and electronics. The study revealed information from which the following recidivism rates were calculated.

Those who completed GED requirements tended to be returned at a rate of 11 percent. Vocational School graduates returned to the institution at a rate of 6 percent. When these two populations were combined the overall recidivism rate was 8 percent.

A ten year long longitudinal study was conducted at the Virginia Correctional Center for Women Rehabilitative School Authority (10, 2) to determine the recidivism rates for General Equivalency Diploma graduates and business program graduates was compared to the overall institution rates. The study showed that 8% of all General Equivalency Diploma graduates were returned to the institution while 4% of all business school graduates returned. This percentage compared to an overall institutional recidivism rate of 34 percent.

A 1973 study of 357 adult males on parole from Ohio's Mansfield Reformatory and Lebanon Correctional Institution (10, 3) revealed recidivism rates for two inmate categories. Those inmates completing academic programs returned at a rate of 20%, as compared with a total recidivism rate of 29% for non-graduates from these institutions.

The 1975 Windham follow-up study (10, 3) compared the recidivism rate for school participants with the recidivism rates for a non-school group. In this study, the school participants returned at a rate of 13.3% while their non-school counterparts showed a recidivism rate of 24.0 percent.

In 1980 a study was conducted by Lindon at the British Columbia Penitentiary (8, 71). This program involved 18 maximum security inmates with a comparable number who were not enrolled in a correctional system school. Each of the 18 inmates in the target group must have completed an eighth grade equivalency program. The results of the study showed that 58.3% of the graduates returned to the institution while 64.3% of their unschooled control group returned to the institution.

A study paralleling the British Columbia study was conducted on 15 medium security inmates at Matsqui Penitentiary in Canada (8, 76). In this study the 8th grade graduates who were released from prison returned at a rate of 61.5%, while 75% of the non-graduates were recidivists.

A study conducted in 1983 by the Virginia Department of Education (10, 3) examined the recidivism rates for inmates who had graduated from educational programs in the institutions with those who had not graduated. In this study the data showed that the Rehabilitative School Authority Graduates returned at a rate of 16.3 percent. Those who had not completed the program showed a 28.9% recidivism rate.

A study conducted in 1982 by Dr. Betsy Coffey (2, 20) compared the recidivism rates of releasees in Kentucky who had completed vocational school while incarcerated.

The data from Coffey's study showed little difference in the recidivism rates for the two groups tested.

When the above studies were examined, it appeared recidivism did not measure post release success, only post release failure. Other elements of post release behavior may have shown partial success but did not appear in these statistics.

In looking at the criteria used for inmate placement at various institutions (i.e., combination of achievement tests, I.Q. tests, grade level and interviews), we find that participation in institutional educational programs is invariably voluntary. None of the individual studies nor the Department of Justice evaluation allowed for the differences in the individual motivation of those who enroll in education programs and those who chose not to be involved. Surely some of the same motivational differences translate to influences of success or failure in society.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The study population consisted of those individuals who had completed the GED Program and were paroled in-state during 1981-1983. No consideration was given to the number of offenses nor the type of crime committed. The two criteria for selection in this study were completion of a GED Program and in-state parole in 1981, 1982, or 1983. The latter criterion was chosen because individuals who did not qualify for release by parole often had legal or personal problems that would have created a weighted comparison to those who were released on parole.

As shown in Table 1 page 17 there were 251 individuals who received their GED. Of these 156 were ineligible for the study because they failed to meet requirements of other criteria. Of these 156 individuals, there were 61 inmates whose records did not include information to confirm their status as of the date of this study (summer 1986). Another group was ineligible because it consisted of persons who were paroled either before 1981 or after 1983. In twenty-five cases parole was denied. Four individuals were paroled out of state, five were shock probated, and four escaped custody. Ninety-five individuals remained who were eligible for this study.

TABLE I

STATUS OF GED RECIPIENTS IN 1986

STATUS OF CLIENT	NUMBER
Released Date Beyond Time Frame	57
Parole Denied	25
Paroled out of State	4
Shock Probated	5
Escaped before Release	4
Insufficient Information for Study	61
GED Recipients Meeting Criteria for Study (Paroled in-state 1981-1983)	95
Total Number in Sample	251

RECIDIVISM RATES OF GED RECIPIENTS

As shown in Table II on page 19, the recidivism rate for those inmates receiving a GED who were released in 1981-1983 were compared with all other parolees and all other releasees for those same years. Inmates finishing a GED returned to the institution at a rate of 35.78%, while all other parolees returned by a percent of 36.7% compared to a recidivism rate of 34% for all inmates released.

The data for "all other parolees" and "all releasees" were obtained from the Kentucky Corrections Cabinet Research Division in June 1986.

It should be noted that those inmates included in "Released by All Methods" contain individuals who have served their entire sentences and have no regulations to abide by in society other than the same statutes which govern the conduct of all. In contrast, those released on Parole have all the usual laws plus "Conditions of Release." When the national statistics of parolees in general are examined, one finds that 77% of those returned to the institution were returned for technical violations. These were offenses which would not result in the return of anyone who had served out his or her sentence.

TABLE II

RECIDIVISM OF INMATES RELEASED IN 1981-83 AFTER 3 YEARS

TYPES OF INMATES	PERCENT RETURNED
All Parolees	36.7%
Parolees with GED's	35.78%
All Releasees	34%

LENGTH OF TIME ON PAROLE

In this study, those individuals who were returned to the institution, calculations were made regarding the length of time spent in free society, on parole.

As noted in Table III page 20, those who were returned varied, in length of time on parole, from 5 months to 41 months. The average time spent on parole before return was 14.7 months.

TABLE III

TIME SPENT ON PAROLE FOR THOSE INMATES RETURNED

TIME BEFORE RETURN	NUMBER OF INMATES
6 months or less	4
7 - 9 months	4
10-12 months	8
13-15 months	0
16-18 months	9
19-21 months	2
22-24 months	5
25-27 months	0
28-30 months	0
31-33 months	1
34-36 months	0
37-39 months	0
40-42 months	1
TOTAL	34

AGE DATA

When the data were examined to determine age group of the offenses, it was discovered that the average age of those who were returned was 24.75 years while the average of those who were successful was slightly older, 25.34 years. The median age for both groups was 24 years, and the range for both groups was 17 years. These data are shown on Tables IV on page 22, V on page 23, VI on page 23, VII on page 24, and VIII on page 25.

TABLE IV

BREAKDOWN OF STUDY GROUP BY AGE

AGE	TOTAL IN GROUP	SUCCESS- FUL	RETURNED NO.	%	IN JAIL	DECEASED
20	9	7	2	22.2		
21	10	6	3	33.3		1
22	10	4	5	50	1	
23	11	7	4	36.36		
24	11	7	4	36.36		
25	10	7	3	30		
26	6	3	3	50		
27	11	8	3	27.3		
28	0					
29	3	1	2	66.6		
30	5	3	2	40		
31	2	2	0	00		
32	1	0	1	100		
33	1	0	1	100		
34	0					
35	1	1	0	00		
36	1	1	0	00		
37	2	2	0	00		
AGE N.A.	1	0	1	100		
TOTAL	95	59	34	35.78	1	1

TABLE V
AGE DATA OF RETURNEES

AVERAGE AGE	MEDIAN AGE	MODE AGE	RANGE
24.75 years	24 years	24 years	17 years

TABLE VI
AGE DATA OF SUCCESSFUL RELEASEES

AVERAGE AGE	MEDIAN AGE	MODE AGE	RANGE
25.34 years	24 years	27 years	17 years

TABLE VII

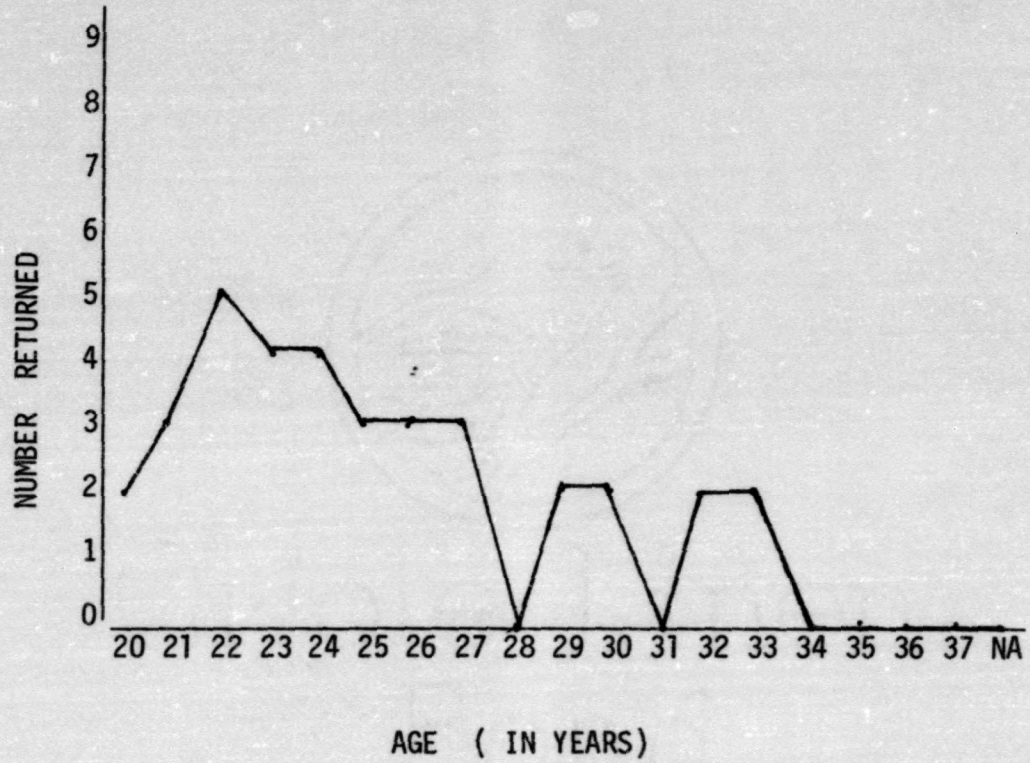
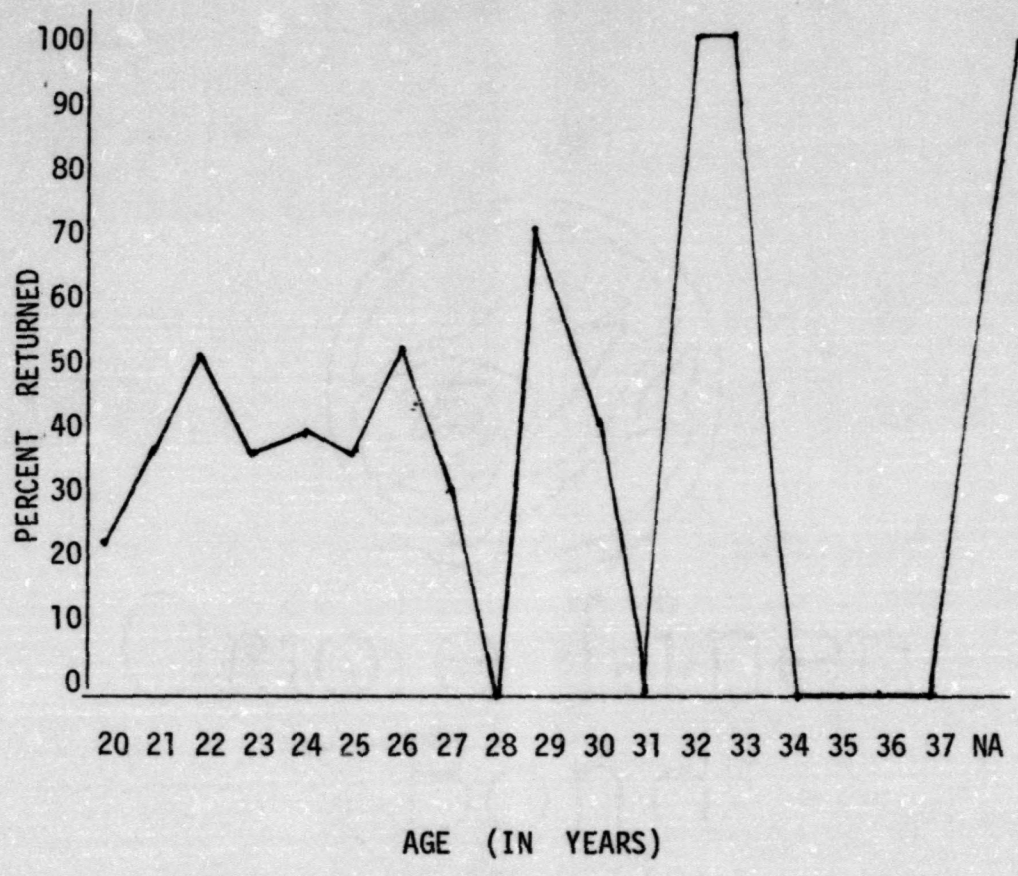
AGE GROUPING
PAROLE VIOLATORS

TABLE VIII
AGE GROUPING
PAROLE VIOLATORS



ENVIRONMENT TO WHICH PAROLE WAS GRANTED

The data was investigated to determine the difference between those paroled to rural and urban environments. As recorded in Table IX, 33.3 percent of those paroled to urban environments were returned to prison and 29.2 percent of those paroled to rural environments were returnees.

Data, as to place of parole, was available for 77 of the 95 individuals. Thirty six of the 77 were paroled to urban environments and 41 were paroled to rural environments.

TABLE IX
PLACE OF PAROLE

	URBAN	RURAL	INFORMATION NOT AVAILABLE
All Releasees In Study	36	41	18
Returnees	12	12	9
Percentage of Those Paroled Returned	33.3%	29.2%	27%

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

When the results of this study were examined, they appeared to indicate very little difference in the recidivism rates of those inmates who received General Equivalency Diplomas while in the institution and those inmates who received no GED training in the institution from 1981 to 1983.

Inmates receiving GED's returned to the institution at a rate of 35.78% while other parolees returned at a rate of 36.7%.

The length of time spent on parole before return had a range of 36 months. The average time spent on parole by GED recipients was 14.7 months. The shortest amount of time spent in free society was 5 months and the longest time was 41 months.

Of the individuals in this study, the youngest was 20 years old and the oldest was 37 years of age, with the average age being 25.34 years.

Of the individuals in this study, 36 individuals were paroled to urban areas and 41 persons were paroled to rural areas. In 18 cases, this information was not available. Of those who were paroled to cities, 33.3% returned to the institution, while 29.2% of those who were paroled to rural areas returned.

CONCLUSIONS

The completion of the requirements for the General Equivalency Diploma as used in this study, in and of itself, appeared to contribute

little to the success of the parolee in free society. The usefulness of education in the individual parolee's life was not addressed in this study. Nothing in this study implied that education was not a valuable resource in the life of all individuals.

It may be that the inclusion of education as a factor in the rehabilitation process is a fallacy. If education was to be considered a major component of rehabilitation, based on the results of this study, the author questioned the value of the program and its share of the general budget of rehabilitative services. This evaluation is valid to this author only when the educational program is viewed as part of the rehabilitative service. If educational programs were included in support services instead of rehabilitation programs, then the utilization of educational skills by the offenders could be investigated regardless of their status. The positive effects of education may be apparent even though the individual was re-incarcerated.

Failure of an individual to utilize his or her educational achievements to remain in free society does not mean the education is a failure. However, if we test the educational programs as a major factor of rehabilitation, then based on the results of this study, program success had to be questioned.

RECOMMENDATIONS

1. Further studies should be conducted with emphasis on the educational process and its effect on the parolee's life, whether he or she be incarcerated or living in free society.
2. Correctional education should be redefined to reduce the

existing emphasis on its rehabilitative effects.

3. Further studies should be conducted, using as a control group those individuals who did not receive GED training and had not graduated from High School. Prior arrangements should be made to perform security clearances as a group.

4. Further studies should investigate whether or not those individuals who scored above average on the GED tests tended to return at a different rate than those who scored below average.

5. Further studies should be conducted comparing the length of time spent on parole by GED recipients and all other parolees.

6. Included in future studies, should be the impact of the location of parole on the recidivism rates. The study should include whether or not the place of parole was the parolee's home community.

CC-1033
(Rev. 1/84)

CORRECTIONS CABINET
RESEARCH AGREEMENT

Attachment II
CPP 5.1
Issued 10/17/84

I agree to abide by all Cabinet policies which govern the conduct of research.

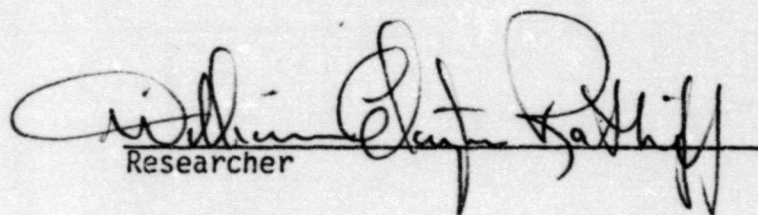
I fully realize that the use and dissemination of research findings which may identify inmates or staff of the Cabinet or facility requires a signed statement of consent by each identified inmate client or staff.

I agree to permit a staff member assigned by the administrator to monitor the research project while in progress.

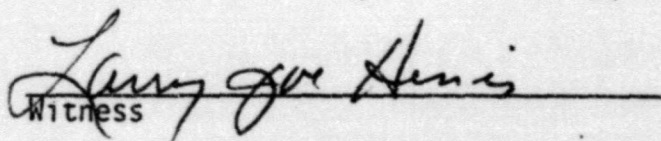
I agree to submit a proposal including the anticipated use and dissemination of the research findings for approval prior to the start of research.

I agree to submit all research findings to the Cabinet's research staff upon completion of the research.

I agree that no research findings will be used in any proceeding against the Corrections Cabinet.


Researcher

3 Sept 85
Date


Witness

9-3-1985
Date

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