

EDUCATION OF INMATES
AND RECIDIVISM

By

KIMBERLY S. CAMPBELL

Bachelor of Science

Oklahoma State University

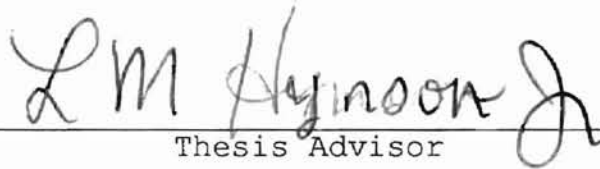
Stillwater, Oklahoma

1994

Submitted to the Faculty of the
Graduate College of
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1998

EDUCATION OF INMATES
AND RECIDIVISM

Thesis Approved:


Thesis Advisor






Dean of the Graduate College

ACKNOWLEDGMENTS

During the course of this research, I have received assistance and support from many people. First, I wish to extend sincere thanks to Dr. L.M. Hynson, my advisor. His continual support, guidance, and patience have been greatly appreciated.

Gratitude is also expressed to my other committee members, Dr. John Cross and Dr. Jean VanDelinder. Dr. Cross offered invaluable information about the study of inmates during this project. Dr. VanDelinder provided much needed encouragement and objective criticism during this project. Their understanding and knowledge have been appreciated. In addition to their assistance on this Thesis all of the committee members have contributed to my understanding of Sociology for which I am grateful.

Special thanks is expressed to Bud Clark from the Oklahoma Criminal Justice Research Consortium for providing the data. Also, to Amanda Fullerton and Jim Lackey for clarifying the statistical analysis of this study. I would also like to extend thanks to my friends that offered their encouragement and support.

Finally, I would like to thank my family for their love and support during this research. To my sister,

Sandra L. Baker, I owe a debt of gratitude I can never hope to repay.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Purpose.	2
Need for the Study.	4
II. THEORETICAL CONSIDERATIONS	7
Merton's Strain Theory.	7
III. REVIEW OF THE LITERATURE	11
History of Corrections.	11
Recidivism.	12
Educational Programs.	14
Mainstream Education of African Americans . .	19
Oklahoma Prisons.	22
Education Programs Offered at Oklahoma Prisons.	25
IV. RESEARCH DESIGN AND METHODOLOGY.	28
Statement of the Problem.	28
Hypotheses.	29
Research Design	32
Research Subjects	33
Variables	41
Scales of Measurement	42
Statistical Analysis.	43

Ethical Considerations.	43
Limitations	44
IV. PRESENTATION AND ANALYSIS OF FINDINGS.	46
Two-way Analysis of Variance.	46
Post Hoc Tests.	48
V. DISCUSSION AND CONCLUSION.	53
Summary and Analysis of the	
Statistical Data.	53
Conclusion.	58
Recommendations for Further Study	58
BIBLIOGRAPHY.	60
APPENDIX A.	65
APPENDIX B.	87
APPENDIX C.	90

LIST OF TABLES

Table	Page
1. General Characteristics of the Sample.	34
2. Characteristics of Adult Basic Education by Race.	35
3. Characteristics of Adult Basic Education by Recidivism.	36
4. Characteristics of General Education Development by Race.	37
5. Characteristics of General Education Development by Recidivism.	38
6. Characteristics of Vocational Education Programs by Race	39
7. Characteristics of Vocational Education Programs by Recidivism	40
8. Analysis of Variance of Adult Basic Education (ABE), General Education Development (GED), Vocational Education Programs (VT), Black and White (RACE).	47
9. Means on Adult Basic Education by Inmate Participation.	49
10. Means on General Education Development by Inmate.	50
11. Means on Vocational Education Programs by Inmate.	51

CHAPTER I

INTRODUCTION

Recidivism, or returning to prison after a prior incarceration, is an important factor for corrections officials in their predictions. These predictions include: future bed space needed and the cost of incarcerating future inmates. Determining the effectiveness of educational programs in reducing recidivism is paramount to correction officials in their predictions.

Correction officials may have to justify the cost effectiveness and importance of education programs to legislatures. For example, in 1991 the Maryland governor attempted to eliminate all correctional education for adult inmates. Correctional education teachers persuaded the state legislature that research proved correctional education programs was an essential facet of inmate rehabilitation (Tracy, Smith, and Steurer, 1998). In 1996, the Maryland governor eliminated all vocational education programs for inmates. Again, correctional teachers persuaded the legislature to reinstate the vocational programs by using positive recidivism data.

Currently, correctional education programs are an important facet of the American correctional milieu. Lawrence (1994:55) states that "many correction officials

believe that educational programs are key to the inmates well-being, correctional staff, and the correctional system as a whole".

Typically, inmates exhibit extreme academic deficiencies thereby justifying educational programs for inmates. In Oklahoma, nearly 17 percent of inmates read at or below the sixth grade level and 36.3 percent of the inmate population reads at or below the eight grade level (Hoferock, 1997). The possible benefits of educational programs during incarceration include: decreasing an inmates' idleness, productive living and pro-social behavior while incarcerated, and upon release, increased employability (Holley and Brewster, 1998).

Numerous studies have been generated questioning the effects of receiving an education during incarceration on reducing the incidence of recidivism. Most studies have shown a positive correlation between education and lower recidivism rates (Holley and Brewster, 1998). Gerber and Fritsch (1995) concluded in their study that successful programs include: 1) an extensive program, 2) separation of inmates in educational programs from the rest of the population, 3) follow-up after release, and 4) placing inmates in programs that will meet the inmates needs.

STATEMENT OF PURPOSE

The purpose of this study is to evaluate the effectiveness of educational prison programs in Oklahoma.

Since data on most programs are either inadequate or unavailable, this study focuses on traditional rather than more innovative experimental efforts. In addition to studying the effectiveness of educational program this study evaluates the difference of recidivism outcomes for Blacks and Whites who have completed an educational prison program.

Recidivism is to corrections what profit is to business. It shows positive change or rehabilitation of inmates while "doing their time." Thus, for Oklahoma inmates every effort has been made to reduce the number of inmates returning to prison. Some states like Texas, Louisiana, and Kansas have tried to build their way out of the crime problem. These states have built new prisons to hold the increasing number of inmates.

Oklahoma legislators and the Oklahoma Department of Correction Officials have taken a different road. Rather than build new prisons, these strategists offer a number of educational programs at various correctional centers (See Appendix A). Currently there are 20 programs system wide. Everything from Moral Reconciliation Treatment, a substance abuse program to Regimented Inmate Discipline a boot camp.

Fourteen sites (listed in Appendix A) offer programs that reflect the population of that particular facility. For example at Bill Johnson Correctional Center (Alva, Oklahoma) inmates are offered a drug offender work camp. Eddie Warrior Correctional Center (Taft, Oklahoma) offers a

program in women issues for the inmates. William S. Key Correctional Center (Fort Supply, Oklahoma) offer to inmates a skills program and an alcohol and drug program. Oklahoma prisons have at least one program to offer inmates.

Listed in Appendix B are the 13 sites that offer Vocational Education Programs. Eleven programs, the most offered, can be found in the Southeast part of Oklahoma (Ouachita Correctional Center). At the Dick Conner Correctional Center (Hominy, Oklahoma) inmates are offered only one choice. That choice is construction technology. Female inmates at the Eddie Warrior Correctional Center (Taft, Oklahoma) are offered courses in Electronics Technology and Building Maintenance Technology. Inmates assigned to a vocational education program must be classified as either minimum or medium security. Inmates that are classified as maximum security are not given the opportunity to participate in vocational education programs.

NEED FOR THE STUDY

Currently, the Oklahoma rate of recidivism for former inmates (released after three years) is 27.1 percent. The average incarceration cost per inmate to Oklahoma taxpayers is \$13,000 per year (Corrections Yearbook, 1996). By the year 2001 the projected number of incarcerated inmates should reach a figure over 23,000 inmates.

After they are released into society, corrections officials want to have a means of positively impacting released offenders. Thus, officials and legislatures address the issue of how to reduce recidivism. By effectively impacting inmates while still incarcerated. The Oklahoma Department of Corrections competes with other state agencies for funding. They therefore, must wisely use the most appropriate method of budgeting their own funding. That fact becomes more important as government cutbacks have created a shrinking budget for Oklahoma State agencies.

Thus far, citizens have witnessed an inverse relationship between funding and programs. As funding has decreased, education programs have increased. Education of inmates has been used to positively influence released offenders. However, the effectiveness of education (reducing recidivism) has been questioned by many researchers (Martinson, 1974; Enockson, 1980; Anderson, 1981; Gerber and Fritsch, 1995; Linden and Perry, 1983; and Smith and Akers, 1993) and has been inclusive. Therefore, further studies are needed to determine whether or not adult basic education, general education development, and/or vocational education programs make a difference. If inmates participated in these education prison programs, does that participation reduce the rate of recidivism?

Additionally, because of the paucity of the literature evaluating Black and White inmates and completion of

education programs, this study will add new insights on their effects on reducing recidivism. Such studies are needed to determine if Blacks benefit from educational or vocational training during incarceration the same as Whites.

CHAPTER II

THEORETICAL CONSIDERATIONS

Why does an individual commit crime? Throughout the years many explanations to this question have been offered. These explanations have been offered in an attempt to recognize "criminal" traits or characteristics. Explanations of criminal behavior have included biological determinism, psychological determinism, and social determinism (Adler, Mueller, and Laufer, 1991).

Biological and psychological determinism, both share the assumption that criminal behavior is the result of an underlying physical or mental condition that separates the criminal from the noncriminal (Adler, Mueller, and Laufer, 1991). Social determinism however, examines the reassigns for differences in crime rates in the social environment. Sociological theories can be grouped into three main schools of thought: strain, cultural deviance, and social control (Adler, Mueller, and Laufer, 1991).

MERTON'S STRAIN THEORY

Robert Merton related the problem of crime to Durkheim's idea of anomie. Merton's idea of anomie differed somewhat from Durkheim's. Merton disagreed with

Durkheim that crime was caused by a sudden social change. Rather, Merton believed that anomie was created when society held out the same goals to all of its members but did not offer the same means for its members to achieve these goals.

Merton believed that several elements of social and cultural structures existed. "First, that culturally defined goals, purposes and interests, are held out as legitimate objectives for all or for members of society" (Merton: 115, 1994). These goals are those things worth striving for in society.

"The second element of the cultural structure defines, regulates, and controls the acceptable modes of reaching out for these goals" (Merton: 115, 1994). Acceptable methods of obtaining these goals are regulated by the mores and institutions of a social group. Disparity between the goals of society and the means to reach those goals leads to strain in society (Adler, Mueller, and Laufer, 1991). Strain in society is caused by intense pressure on individuals to achieve societies goals. However, the means to achieve these goals are not equal for all members of that society.

Merton's strain theory is based on the assumption that wide disparities of income exist among the various classes. Opportunities to move up the social ladder exist. However, these opportunities are not equally distributed. Merton

outlined five ways in which people adapt to society's goals and means.

These five methods include: conformity, innovation, ritualism, retreatism, and rebellion. Individuals may shift from one method to another as they engage in different spheres of social activities. For purposes of simplification of the analysis of each of these methods, monetary success is used as the major cultural goal, although there exists alternative goals.

Merton defines conformity as the acceptance of both cultural goals and institutionalized means. Most members of society are within this category. Individuals in a society work, save money, go to school and follow a legitimate path to obtain the goals of society. These individuals accept both the goals and means of society however, they may not achieve those goals.

The second method innovation, occurs when the "individual has assimilated the goals of society but does not equally internalize the institutional norms governing the means for its attainment" (Merton: 123, 1994). Individuals in society design their own means to obtain societies goals. Innovators achieve goals through crime. They resort to burglary, robbery, embezzlement, or other crimes. Innovators desire the goals of society. However, they are denied the opportunities to legitimately reach these goals.

Ritualism occurs when an individual rejects the goals of society. However, the ritualist continues to abide by institutional norms. The ritualist works and plays by the rules. However, they have abandoned the goal of "getting ahead" in society.

The fourth mode of adaptation outlined by Merton is retreatism. Retreatism is the rejection of both cultural goals and institutional means. Retreatists usually turn to drug addiction or alcoholism. This mode allows for an escape into a nonproductive, nonstriving lifestyle. Retreatists have internalized the norms of society and therefore do not feel the pressure to innovate to reach the goals of society.

The final category of Merton's Modes of adaptation is rebellion. Rebellion occurs when both the cultural goals and means of society have been abandoned. New goals and means are substituted for the goals of society. The rebel tends to be committed to a sociopolitical ideal, that aims for a more just and equitable society.

In summary we see that Merton's theory of social structure presented shows a strain toward anomie and deviant behavior. The pressure of achieving societies goals through accepted means leads to anomie.

CHAPTER III
REVIEW OF THE LITERATURE
HISTORY OF CORRECTIONS

Throughout the history of the American criminal justice system the American people shifted their ideology of incarceration. The full range of ideologies has included punishment, rehabilitation, deterrence, incapacitation, and reintegration (Bureau of Justice Statistics, 1992). Two reasons explain these shifts. The first shift has occurred with changing public sentiment towards criminals. The second with rising costs incarceration. Because of their historical importance these five paradigms are elaborated below.

First, punishment was just that. It was utilized to take away some of the rights of the criminal, especially their freedom in society and to place harm upon the guilty. Second, in an attempt to create a more virtuous and law abiding citizen various forms of rehabilitation were used. Third, incarceration was used as a means of deterrence to dissuade would be offenders from criminal pursuits. Fourth, incapacitation was a method from protecting innocent citizens from being victimized by convicted criminals. Finally, reintegration of criminals into society was used to return criminals to mainstream society

as productive citizens (Adler, Gerhard, and Laufer 1991). While combinations of these purposes abound, the discussion centers around punishment and rehabilitation. Currently, arguments can be made that incarceration should be punitive (to place harm) or rehabilitative (to produce productive members of society).

RECIDIVISM

Recidivism is the most common tool in predicting the success of the American criminal justice system. By modifying the definition of recidivism researchers may overstate the success of the criminal justice system. As a result no one common definition of recidivism is accepted. Each state offers its own policy in determining recidivism.

The Oklahoma Criminal Justice Resource Center (OCJRC, 1996) has defined six characteristics of recidivism. These are currently being used by various states throughout the country. One way researchers define recidivism is to include those inmates who have been convicted of additional offenses. A second way to classify recidivism is if an offender has been rearrested. The distinction here is clear. Arrests do not always lead to conviction. Third, correctional officers define a recidivist as one who has committed a technical violation of his or her parole or probation condition. Fourth, some states define recidivism as a reoccurrence of criminal behavior. They utilize a broad range of measures in determining recidivism. The

exoffender must be caught to know if there exists a reoccurrence of criminal behavior. Those who commit a crime and are not caught do not count. The fifth component of determining recidivism is reincarceration. This is the definition Oklahoma uses. Finally, conviction of juveniles or adults who also had previous probation or incarceration is yet another means in defining recidivism.

Researchers often combine aspects of these six different operational definitions of recidivism. Smith and Akers (1993) found that the best definitions of recidivism include those based on rearrest. He also found that convictions and reimprisonment are also good definitions of recidivism. As reported by the OCJRC (1996:11) the Department of Corrections in Oklahoma defines recidivism as "anyone who returns to prison after release from the incarceration portion of their sentence which would include return from discharge, probation or parole."

Additionally, the Bureau of Justice Statistics (1992) finds that recidivism has served as a critical measure for the performance of the nations criminal justice system. Smith and Akers (1993) report that recidivism is the outcome criterion most often used to measure program effectiveness. Rearrest survival or lapse of time before rearrest is also used to assess program effectiveness.

Estimating the time until recidivism is critical for two reasons. First, estimating the time until recidivism aids in determining the extent to which a particular

program can delay repeated criminal behavior; and therefore, it can determine the programs effectiveness. Second, estimating the time to recidivism allows correction officials to project future incarceration needs. Since time to recidivism is important, these variables must be evaluated.

EDUCATIONAL PROGRAMS

Education programs have existed in corrections since the early 1800s. The American public perceives positive effects of education in rehabilitating offenders. Initially, education programs focused on religious instruction by chaplains. Secular programs in reading and writing were utilized to augment the religious literature given to inmates (Linden and Perry:1983, Gerber and Fritsch:1995, and Texas State Department of Criminal Justice:1994). Education in the early 1800s was considered effective if it enabled the inmate to become more spiritually enlightened. Educational programs, however, did not play a primary role in the rehabilitative process until the 1930s when programs began to receive wide acceptance for their potential effect on offenders.

Educational programs in the early years of conception (1930s) focused primarily on academic and vocational training. Post-secondary educational programs were not offered in most states until the late 1960s Correction officials have placed a high value on the rehabilitative

effects of education. As reported by Linden and Perry (1983:45 citing Weir)

"The real concern was to provide programs of adult education that would contribute to the maturation of those inmates exposed to it, provide programs of vocational training designed to teach the occupational skills required to compete in the competitive 20th century labor market, and while so doing, hopefully bring about changes in behavior and attitudes to the extent that substantial numbers of inmates who enter our institutions each year would avoid wasting the remainder of their lives in the shadow world of criminal".

Education of offenders is seen as an effective means to reduce recidivism. But only if such education offers inmates the skills necessary to compete in the world. Otherwise exoffenders return criminal activities. Thus programs must deal not only with enlightenment but also efforts to change inmates' attitudes and behaviors.

How effective are these effects: That depends on the researchers and their study designs. For example, Martinson (1974), Enocksson (1980), and Linden and Perry (1983) concluded that inmates who have received education during incarceration do not have lower rates of recidivism than those inmates who did not receive education while incarcerated. They also found that education received during incarceration does not increase an inmates prospects for employment after being released.

Not everyone agrees with those researchers cited above. Gerber and Fritsch (1995), Duguid (1996), Anderson (1981), Texas Criminal Justice Center (1994), and Walsh

(1985) are in disagreement with the studies of the above researchers. They found that inmates exposed to education programs (while incarcerated) have lower levels of recidivism rates than nonparticipants. An inverse relationship exists between educational level and crime and delinquency. Walsh (1985:70) states that

"...successful adjustment to life in a complex society requires the ability and discipline to learn and relearn throughout one's life...An individual who has not been disciplined to the values of ambition and achievement will aspire only to short-run hedonism, will reject school, and by extension, other symbols of authority and the standards they express."

Educating inmates during incarceration allows the inmates to acquire some skills needed to live productively in society.

Education of inmates also allows an inmate to receive some of the necessary skills they need to obtain gainful employment after incarceration. Walsh (1985) reports that obtaining gainful employment after release is the major difficulty facing exoffenders. Therefore, education is necessary for the inmate to avoid future criminal behavior. Duguid, (1996) agrees with Walsh (1985). They found that prisoners completing some kind of education programming while still incarcerated will do better after release than prisoners who do not complete any educational programs.

Furthermore, Gerber and Fritsch (1995) maintain that while some programs might not help all offenders they all

do have moderate degrees of success. Some education is better than none.

Gerber and Fritsch (1995) also found that education for those incarcerated leads to their reduction in recidivism. It does so for two reasons. First, through participation in education programs the inmate becomes more conscientious and thus, turns away from criminal activities. Anderson (1981), however, found that the inmate must first accept responsibility for his own rehabilitation and recognize a need for change. The second benefit to inmates comes after they are released. They have better education credentials, and consequently better opportunities for employment. Gerber and Fritsch (1995:70) state "that a GED reluctantly earned is as valuable in the marketplace as is one eagerly earned."

One author is emphatic about the role of education for inmates. Walsh (1985) reports that unemployment is the largest problem facing exoffenders who seek gainful employment. After incarceration employment tangible reward for education. Thus it follows that receiving an education while incarcerated would aid the offender in becoming a working, productive member of society, after they are released.

It must be noted, however, that extraneous variables other than education also affect inmates' future chances of recidivism. These variables include social, psychological, and environmental factors (Gerber and Fritsch (1995).

Duguid (1996) suggest that exposure to educational programs during incarceration may result in triggering a "mechanism for change." With educational training an inmate becomes more self confident, improves his economic conditions after release, or changes his attitudes toward authorities and other institutions.

There are still other additional factors that should be taken in to account when studying recidivism which may affect the success of an educational program. These include the inmates previous life history, post-release family and other socio-economic connections. Researchers have also listed access to opportunity systems, the inmates physical and mental health, as well as the age, sex, nature of offense, and the previous record of the inmate. The positive effects of education within prison must be balanced against the negative influences once inmates return to the same environment before incarceration.

In the recidivism literature some researchers cite still other factors. For instance, Gerber and Fritsch (1995) found that when predicting recidivism researchers need to include demographic variables such as the age at which an inmate was released, race, marital status of the released inmate, and gender. The younger inmates are when they are released, the more apt they are to recidivate. As a composite profile, Black, single males, have a much higher tendency toward recidivating than white married males do.

Additionally, Gerber and Fritsch (1995) argue that inmates with little formal education as adolescents, inmates that were raised by someone other than their natural parents, and who have other family members involved in criminal activity are more prone to recidivate.

Furthermore, age at first arrest, conviction, or incarceration are also good predictors of potential recidivists. The younger an individual is at their first arrest, conviction, or incarceration, the more likely he will be to recidivate.

MAINSTREAM EDUCATION OF AFRICAN AMERICANS

Carter and Goodwin (1994) report that "race has historically and continues to serve as a barrier to African Americans' educational and occupational mobility". Studies indicate Black and White students have similar educational aspirations (Epps 1995 and Ogbu 1990). Blacks, however, tend to be more discouraged about the benefits of education. This is true because historically employment and earning rates are lower for Blacks than for Whites. Ogbu (1990) reports Blacks have developed their own folk theory explaining how the American society still practices institutionalized discrimination against them. The Black folk theory stresses the importance of an education, however, Ogbu (1994) posits that Blacks believe education is important. What they get from their efforts, however, is not what they expect.

Ineffective education of Blacks comes from a variety of sources. It can be seen in the unequal share of resources allocated to schools which have higher percentages of Black students (Carter and Goodwin, 1994). What is the reason for this? Inner city schools suffer from excessive teacher shortages, unqualified teachers and high employment of substitute teachers. Inner city schools are also often run down and can not afford much needed maintenance or repairs of the school building (Kozol, 1991). Students at these schools perceive that they are not valued as human beings which in turn, affects the learning potential of the students.

Bankston and Caldas (1996) and Epps (1995) found that the factors which predict academic success of students are the backgrounds (i.e. occupation, income, education and family structure) of the students and their peers. Epps (1995) found the higher the family's social status the greater the potential a child will be successful in school. He also reports that children from two parent families tend to be more successful than children from one parent families or from families with divorce. What about socialization by a single parent? Epps (1995) reports that African American females raised by a female head of the household tend to have a greater positive association with completing high school.

A study by Bankston and Caldas (1996) reports that in Louisiana schools, African Americans tend to have lower

levels of measured academic success. Bankston and Caldas (1996) go on to suggest that potential causes for this finding are associated with the perceived interests and behavior of African Americans. These interests and behaviors differ from those of Whites. African Americans are asked to adopt the attitudes and behaviors of Whites but to deny their own styles of thinking, feeling, and behaving (Boateng, 1990). Second, Serwatka, Deering, and Grant (1995:493) posit that "African Americans have an affinity for intense stimuli that changes rapidly which may cause students to perform less well in monotonous and unstimulating classrooms." Carter and Goodwin (1994) agree with Serwatka, Deering and Grant (1995). They also report that Black family environments are characterized as stimulating, noisy, and dominated by physical activity. Black students perform better when classroom activities are more stimulating and therefore, include physical movement and instructional variation.

Jordan, Lara, and McPartland (1996) and Carter and Goodwin (1994) also report that lower measured academic success for African Americans may be the result of ineffective education. Serwatka, Deering, and Grant (1995) report that Blacks tend to be labeled as emotionally handicapped. Often they are placed in classes that do not academically challenge them. As a result of these experiences, Blacks tend to be provided with curricula that are at a lower level than those of Whites. This is

especially true in predominately Black schools (Carter and Goodwin 1994).

Interaction with teachers make a difference. Carter and Goodwin (1994:307 citing Leacock, Rist and Gay) "have found that teachers display negative attitudes toward, communicate low expectations to, and express, both verbally and nonverbally, negative and disapproving messages toward visible racial/ethnic children." Additionally, they find that teachers often have lower expectations of Blacks. They are also more apt to limit their interactions with Black students, especially males (Carter and Goodwin, 1994). In light of the research cited could we make any conclusions? It is possible that African Americans would not be expected to do well in school? Factoring into the equation attitudes of educators, institutional discrimination, ineffective education, high unemployment levels and the underground economy explains much of the racial educational barriers.

OKLAHOMA PRISONS

Across the nation, prison overcrowding today has reached epidemic proportions. Since 1950, the growth of incarcerated inmates in Oklahoma soared from 2,373 inmates in 1950 to over 15,000 in 1996. In the decade between 1980 and 1990 the inmate population grew from 4,342 to over 12,500 an increase of 189.7 percent. The total population

for the state of Oklahoma, however, grew only 3.9 percent in the same time period.

Whites incarcerated in Oklahoma account for 48.21 percent of the total inmate population. Yet, Whites in Oklahoma account for a total of 83.9 percent of the total population. Incarcerated Blacks represent 47.01 percent of the inmate population but only 12.25 percent of Oklahoma's total population. Incarcerated Native Americans represent .84 percent of the prison population. Yet they account for only .83 percent of the total Oklahoma population. Finally, "Other" (all other categories) inmates account for only .35 percent of the inmate population, and they represent only 3 percent of the total Oklahoma population (Corrections Yearbook, 1992).

Surprising to many, Oklahoma ranks third in the nation for number of individuals incarcerated per state population. Oklahoma's rate of incarceration is 50 percent above the national average. Oklahoma has 591 inmates per 100,000 as compared to the national average of 395 inmates per 100,000. As of December 31, 1996 the numbers of inmates incarcerated in Oklahoma totaled 15,130 with an additional 31,552 individuals serving on probation or parole.

The average age of those incarcerated is 34.6 years old with an approximate sentence of 14.5 years. Nonviolent offenders account for 40.4 percent; 42.9 percent had served a prior conviction via incarceration and 85.6 percent had a

prior felony conviction. The average inmate received into the correctional system in 1996 had completed the tenth grade.

According to the Oklahoma Department of Corrections the annual cost of incarcerating one maximum security inmate as of June, 1995 was \$15,243 per year or \$41.76 per day. Medium security inmates cost the public \$12,057 per year which is \$33.03 per day, and the minimum security inmate cost is \$11,932 per year or \$32.69 per day.

As of December 31, 1996, the Oklahoma Department of Corrections maintains three maximum security, seven medium security, and fifteen minimum security correctional centers. Maximum security prisons in Oklahoma have a population of 2,042 inmates and an actual capacity of 1,990. Medium security prisons have a capacity of 3,841. Thus, they are over capacity by 15.5 percent. Minimum security prisons are able to house 3,885 inmates. They have nearly twice the capacity with 6,245 inmates. Additionally, Oklahoma has eight community corrections centers and fifteen work centers. All of these are also overcrowded. The projected rate of incarceration by the year 2001 is over 23,000 inmates. Methods of reducing overcrowding have included education programs, sentencing inmates to house arrest, specialized supervision, electronic monitoring and pre-parole.

The current rate of recidivism of Oklahoma inmates three years after being released from prison is 27.1

percent. In comparison, the national average after being released for three years is 35 percent (Corrections Yearbook, 1996). The recidivism rate for inmates throughout the country is 8.6 percent for the first year after release, 34.7 percent recidivism rate for five years after release and 44 percent rate of recidivism after ten years after being released from incarceration. These percentages give us a basis for comparison.

EDUCATION PROGRAMS OFFERED AT OKLAHOMA PRISONS

All of the correctional facilities in Oklahoma offer adult basic education and general education development. Additionally, some correctional institutions offer college/talk back television, daily living skills, literacy programs and post secondary education. Inmates also have an opportunity to participate in moral reconnection therapy, "Speak Out" programs, rational behavior training and substance abuse education (For a complete list of programs offered and their descriptions see Appendix A). Currently, thirteen of the Oklahoma prisons offer vocational training to both male and female medium and minimum security inmates.

All incoming offenders in Oklahoma are transferred to the Lexington Assessment and Reception Center (LARC). Here, they are assessed on their educational skills and progress. After the initial assessment inmates' participation in an educational program depends on their

abilities, past education and employment, and goals. Participation in an educational program is voluntary. It must be noted, however, that participants in most prison programs gain "good time" credits. This reduces the time an inmate is incarcerated except in cases of life sentences or death sentences.

For those inmates assessed at educational levels below the eighth grade they enroll in the adult basic education (ABE) classes. The skills inmates learn in ABE classes should increase their reading skills, language arts and science skills to the eighth grade level (OCJRC,1996).

General Education Development (GED) classes offered should increase the inmates knowledge of reading, math, and science to a twelfth grade level. Inmates enroll in GED classes if they function above the eighth grade level. Completion of the GED classes enables inmates to take the GED exam. Once they have successfully completed the exam, they are awarded an high school equivalency certificate. It is theorized that the high school equivalency makes a difference. Ex-inmates should have greater employment opportunities once they are released from incarceration.

And finally, vocational training programs are offered to both male and female inmates. But only to those who meet all of the entrance criteria of the vocational programs. In these instances it's not what you know but where you reside. Only those inmates placed in medium or minimum security prisons have any possibility of enrolling

in vocational classes. Offenders placed in a maximum security facility can not enroll in vocational curriculum. (See Appendix B for a list of vocational education programs offered at specific correctional facilities).

CHAPTER IV
RESEARCH DESIGN AND ANALYSIS
STATEMENT OF THE PROBLEM

Since the 1960s, education of offenders has been used to reduce recidivism. Despite this fact, existing literature is inconclusive about the effectiveness of educational training during incarceration. Does education reduce recidivism?

With rising costs of incarcerating offenders and the numbers of inmates incarcerated increasing, correction officials want to reduce recidivism. Being driven by number constraints correction officials sponsor research on the effectiveness of in prison educational programs. Programs that are not effective should be revised in order to make them more effective.

Since the literature is inconclusive, a need exists to look at educational programs offered in prisons to determine their effectiveness. This study examines the adult basic education (ABE), general education development (GED), and vocational education programs (VT) programs in Oklahoma prisons.

The researcher found no literature on the effects of educational programs of educational programs by race. Thus the researcher examined the effects of reducing recidivism.

The researcher compared Blacks and Whites who completed at least one of the in prison educational programs.

In summary, the research question guided the study design. The question is this. Does completing an in prison education program reduce recidivism? Of particular concern is what factors makes the biggest difference. Is it race or in-prison educational programming? What differences are there in recidivism for Black and White inmates who completed in-prison educational programs?

HYPOTHESES

The hypotheses were developed from the findings of current recidivism research, education of inmates during incarceration and education of Blacks in mainstream schools. Three educational prison programs adult basic education (ABE), general education development (GED), and vocational education training (VT) were used to test the hypotheses on rates of recidivism. Next, a comparison was made between Blacks and Whites to determine whether or not a different recidivism exists for Blacks and Whites who completed one of these three educational programs during incarceration.

Hypotheses one, two and three were used to test the proposition that all inmates completing adult basic education classes, general education development classes, and vocational educational programs showed lower recidivism than those who did not complete adult basic education

classes, general education development classes, or vocational classes.

Prior research about the effectiveness of educational prison programs has been inconclusive. Are educational prison programs effective in reducing recidivism? Since that was both the assumption made and research question, the hypotheses were stated positively. The research used tests against the null hypotheses. That is there is no difference.

Hypothesis 1: The rate of recidivism will be significantly different between inmates who completed adult basic education classes and inmates who did not complete adult basic education classes.

Hypothesis 2: The rate of recidivism will be significantly different between inmates who completed general education development classes and inmates who did not complete general education classes.

Hypothesis 3: The rate of recidivism will be significantly different between inmates who completed a vocational education programs and inmates who did not complete a vocational education program.

Hypothesis four, five and six were used to determine whether Blacks and Whites have different rates of

recidivism when both categorical groups completed adult basic education classes, general education development classes, and vocational education programs.

The literature of Black folk theory maintains that Blacks value education as much as Whites, however, Blacks actions differ. Therefore Blacks may not receive the same benefits of education as their counterparts. Native Americans, Hispanics and "Others" were left out of this comparison because the ratio of the inmates incarcerated. No major differences in rates of recidivism existed between the total Oklahoma population and inmate population. That was not true with Blacks and Whites. Blacks are overrepresented and Whites are underrepresented in the inmate population.

Hypothesis 4: The rate of recidivism will be significantly different between Blacks and Whites who completed adult basic education classes.

Hypothesis 5: The rate of recidivism will be significantly different between Blacks and Whites who have completed general education development classes.

Hypothesis 6: The rate of recidivism will be significantly different between Blacks and Whites who have completed vocational education programs.

RESEARCH DESIGN

Secondary analysis of data was used for this study. Secondary analysis of data was chosen for several reasons. First, secondary analysis is a cost effective method of studying relationships between race, education, and recidivism. Second, it is a timely means of studying these relationships. The data has already been collected for other purposes. Third, secondary analysis provides a starting point for future research on the relationships, between race, education and recidivism. Other researchers can use this or similar datasets to conduct their own research. Finally, using secondary analysis of data provides a comparison of findings with future research generated by the Oklahoma Criminal Justice Resource Center (OCJRC). In other words researchers could obtain the same dataset for this study and elaborate the findings of their study.

Disadvantages of using secondary analysis include underreporting or misreporting of inmates that completed educational programs. The information collected at various sites may not be complete. Also, data regarding inmates that have recidivated may be underreported or misreported. Within the Department of Corrections, information may not

be consistent. Additionally, using secondary analysis of data disregards other factors such as social, psychological or environmental, which may have an effect on recidivism. The researcher was limited in what other factors could be analyzed.

Data for this study was collected from the Oklahoma Criminal Justice Resource Center which catalogues data regarding inmates in Oklahoma. The data received from the OCJRC included race, sex, date of birth, type of offense committed, date released. Additionally, data included whether or not the inmate had recidivated as of July 1, 1996. The dataset contained information on the inmates partial participation, completion, or nonparticipation from each of the following programs: adult basic education (ABE), general education classes (GED), and vocational education (VT) classes.

RESEARCH SUBJECTS

The dataset received from the OCJRC included 5,054 inmates that were released from incarceration between July 1, 1992 and June 30, 1993. Table 1 presents the general characteristics of the 5,054 inmates released between July 1, 1992 and June 30, 1993. Of the 5,054 inmates released during this period, 4407 (87.2%) were male and 647 (12.8%) were female. Blacks accounted for 29.9 percent of the population (N=1513); Native Americans 7.3 percent (N=369) and Hispanic 2.2 percent of the population (N=113). The

"Other" category (inmates that were not classified in any of the other races) accounted for 1.4 percent (N=70) of the population. Finally, Whites represented 59.1 percent of the population (N=2989). Three thousand six hundred forty-one (72%) inmates had not recidivated as of July 1, 1996 while 1413 (28%) of the inmates did recidivate. Of those inmates that recidivated 41.2 percent (N=583) were Black; 8.4 percent (N=118) Native American and 2.1 percent (N=29) Hispanic. Inmates that were classified as "Other" who had

TABLE 1
General Characteristics of the Population

Characteristics	Population	Percent
Gender:		
Male	4407	87.2%
Female	647	12.8
Race:		
Black	1513	29.9
Native American	369	7.3
Hispanic	113	2.2
Other	70	1.4
White	2989	59.1
Recidivate:		
No	3641	72.0
Yes	1413	28.0
Recidivate by Race:	No	Yes
	(N) (%)	(N) (%)
Black	930 (25.5%)	583 (41.2%)
Native American	251 (6.9)	118 (8.4)
Hispanic	84 (2.3)	29 (2.1)
Other	63 (1.7)	7 (.0)
White	2313 (63.5)	676 (47.8)

Percentages may not add to 100 percent due to rounding.

recidivated numbered only seven (0%), and Whites accounted for 47.8 percent (N=676) of the total inmates that recidivated.

Table 2 represents the characteristics for adult basic education classes for the 5,054 inmates by race. Of the 1513 Blacks that were released, one thousand two hundred twenty nine (81.2%) did not participate in adult basic education classes; 206 (13.6%) participated but did not

TABLE 2
Characteristics of Adult Basic Education by Race

Race	NP	NC	C	D
Black	1229	206	44	34
% within Race	81.2	13.6	2.9	2.2
% within ABE	29.7	39.3	26.0	43.0
Native American	309	41	13	6
% within Race	83.7	11.1	3.5	1.6
% within ABE	7.2	7.8	7.7	7.6
Hispanic	89	21	2	1
% within Race	78.8	18.6	1.8	.1
% within ABE	2.1	4.0	1.2	1.3
Other	51	14	5	0
% within Race	72.9	20.0	7.1	0
% within ABE	1.2	2.7	3.0	0
White	2604	242	105	38
% within Race	87.1	8.1	3.5	1.3
% within ABE	60.8	46.2	62.1	48.1

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
Percentages are calculated for the row and may not add to 100 percent due to rounding.

complete the classes; 44 (2.9%) completed the classes; and 34 (2.2%) Blacks began the classes but, were subsequently dropped from the class (no reason given). Three hundred nine (83.7%) of the Native Americans did not participate in ABE classes; 41 (11.1%) participated but, did not complete

ABE; 13 (3.5%) completed; and six (1.6%) were dropped from the ABE class. Of the 113 Hispanics studied, 89 (78.8%) did not participate in the ABE classes; 21 (18.6%) did not complete the class; 2 (1.8%) completed; and only one (.1%) was dropped from the ABE class. For Other 51 (72.9%) did not participate in ABE classes; 14 (20%) started the class but, did not complete the class; 5 (7.1%) completed; and no inmate in this category was dropped. Of the 2989 Whites studied, 2604 (87.1%) did not participate; 242 (8.1%) did not complete the ABE class; 105 (3.5%) completed; and 38 (1.3%) dropped the ABE class without completing.

Table 3 illustrates the characteristics of adult basic education by recidivism. Of the 5,054 inmates, 3,641 did not recidivate. Out of the 3,641, some 3,152 inmates did not participate in the adult basic education program; 330 partially completed the program, 109 completed and 50 were from the program. One thousand four hundred thirteen inmates recidivated and of those 1130 inmates had not

TABLE 3
Characteristics of Adult Basic Education by Recidivism

Recidivism	NP	NC	C	D
NO	3152	330	109	50
% within Recid	86.6	9.1	3.0	1.4
% within ABE	73.6	63.0	64.5	63.3
YES	1130	194	60	29
% within Recid	80.0	13.7	4.2	2.1
% within ABE	26.4	37.0	35.5	36.7

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
 Percentages are calculated for the row and may not add to 100 percent due to rounding.

participated in adult basic education; 194 started the program but did not complete it; 60 inmates completed the program, and 29 inmates were dropped from the program.

Table 4 shows the characteristics of the General Education Development classes (GED) by race of the 5,054 inmates who were released. Of the 1513 Black inmates 1345 (88.9%) did not participate; 101 (6.7%) started the GED classes but, did not complete; 50 (3.3%) completed; and 17

TABLE 4
Characteristics of General Education Development by Race

Race	NP	NC	C	D
Black	1345	101	50	17
% within Race	88.9	6.7	3.3	1.1
% within GED	30.6	31.9	19.1	22.1
Native American	314	28	21	6
% within Race	85.1	7.6	5.7	1.6
% within GED	7.1	8.8	8.0	7.8
Hispanic	98	5	10	0
% within Race	86.7	4.4	8.8	0
% within GED	2.2	1.6	3.8	0
Other	60	4	5	3
% within Race	85.7	5.7	4.3	4.3
% within GED	1.4	1.3	1.1	3.9
White	2581	179	178	51
% within Race	86.3	6.0	6.0	1.7
% within GED	58.7	56.5	67.9	66.2

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
 Percentages are calculated for the row and may not add to 100 percent due to rounding.

(1.1%) were dropped from dropped from the GED classes. Three hundred fourteen (85.1%) Native Americans did not participate in GED classes; 28 (7.6%) participated but, did not complete; 21 (5.7%) completed; and six (1.6%) were dropped from the GED classes. Of the 113 Hispanics

studied, 98 (86.7%) did not participate in GED classes; five (4.4%) participated without completing; 10 (8.9%) completed; and none were dropped from the GED classes. Sixty (85.7%) of "Other" did not participate; four (5.7%) did not complete the GED classes; three (4.3%) completed; and three (4.3%) were dropped. Of the 2989 Whites that were studied, 2581 did not participate in GED classes; 179 (6%) participated but, did not complete; 178 (6%) completed; and 51 (1.7%) were dropped from the adult basic education program.

Table 5 illustrates the characteristics of general education development by recidivism. Of the 3641 inmates

TABLE 5
Characteristics of General Education Development by Recidivism

Recidivism	NP	NC	C	D
NO	3187	210	191	53
% within Recid	87.5	5.8	5.2	1.5
% within ABE	72.5	66.2	72.9	68.8
YES	1211	107	71	24
% within Recid	85.7	7.6	5.0	1.7
% within ABE	27.5	33.8	27.1	31.2

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
 Percentages are calculated for the row and may not add to 100 percent due to rounding.

that did not recidivate, 191 (5.2%) completed the GED program, and 3,187 (87.5) did not participate in the program. Seventy one (5%) inmates that completed the GED recidivated and 1211 (85.7%) of the inmates that recidivated did not participate in the GED program.

Table 6 represents the characteristics for the Vocational Education Programs (VT) for the 5,054 inmates who were studied. One thousand three hundred ninety six (92.3%) of the Black inmates did not participate in the VT program; 35 (2.3%) participated but, did not complete; 67 (4.4%) completed; and 15 (0%) were dropped from the VT with no reason given. Of the 369 inmates released, 336 (91.1%) did not participate; 16 (4.3%) did not complete; 15 (4.1%)

TABLE 6
Characteristics of Vocational Education Programs by Race

Race	NP	NC	C	D
Black	1396	35	67	15
% within Race	92.3	2.3	4.4	1.0
% within ABE	30.2	23.8	27.7	38.5
Native American	336	16	15	2
% within Race	91.1	4.3	4.1	.5
% within ABE	7.3	10.9	6.2	5.1
Hispanic	106	2	3	2
% within Race	93.8	1.8	2.7	1.8
% within ABE	2.3	1.4	1.2	5.1
Other	61	2	7	0
% within Race	87.1	2.9	10.0	0
% within ABE	1.3	1.4	2.9	0
White	2727	92	150	20
% within Race	91.2	3.1	5.0	.7
% within ABE	58.9	62.6	62.0	51.3

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
 Percentages are calculated for the row and may not add to 100 percent due to rounding.

completed; and two (0%) were dropped from the VT program. One hundred six (92.3%) of the Hispanics studied, did not participate in the VT program; two (1.8%) participated but, did not complete; three (2.7%) completed; and two (1.8%) were dropped from the VT program. Of the 70 Other that

were studied, 61 (87.1%) did not participate; two (2.9%) did not complete; seven (1%) completed; and none were dropped from the VT program. Two thousand seven hundred twenty-seven (91.2) White inmates did not participate in the VT program; 92 (3.1%) did not complete; 150 (.1%) completed; and 20 (0%) were dropped from the VT program with no reason given.

The following Table (7) illustrates vocational education programs by recidivism. One hundred seventy (4.7%) of the inmates that did not recidivate completed a vocational education program while, 3335 (91.6%) inmates did not participate nor did they recidivate. Additionally,

TABLE 7
Characteristics of Vocational Education Programs by Recidivism

Recidivism	NP	NC	C	D
NO	3335	110	170	26
% within Recid	91.6	3.0	4.7	.7
% within ABE	72.1	74.8	70.2	66.7
YES	1291	107	72	13
% within Recid	91.4	2.6	5.1	.9
% within ABE	27.9	25.2	29.8	33.3

NP - Did not participate; NC - participated, did not complete; C- Completed; D- Dropped, no reason given
 Percentages are calculated for the row and may not add to 100 percent due to rounding.

we see that 72 (5.1%) of the inmates who recidivated had completed a vocational program, and 1291 inmates who recidivated had not participated in the vocational program.

Variables

This study was about recidivism and the completion of an educational program during incarceration. The dependent variable is recidivism and the independent variables included Adult Basic Education (ABE), General Education Development (GED), and Vocational Education Programs (VT) (hypotheses 1, 2 and 3). Additionally, this study examined the effect, if any, that Black or White had on recidivism for inmates who completed an educational prison program during incarceration (hypotheses 4, 5, and 6). The variables have been operationalized as follows:

Recidivism - Although many definitions of recidivism exist among the states, the term recidivism as defined by the Oklahoma Criminal Justice Resource Consortium (1996:11) was used. It defines recidivism as "anyone who returns to prison after release from the incarceration portion of their sentence which would include return from discharge, probation or parole."

Adult Basic Education - Classes which are designed to increase an inmates' reading, language arts, social studies, and science abilities to an eighth grade level. In Oklahoma they do much more than this. These classes have a life of their own.

General Education Development - Classes which include the general education development consist of reading, math,

science and language between the eighth and twelfth grade levels.

Vocational Education Programs - Classes offered which include vocational training to the inmate (See Appendix B for complete list of Vocational programs offered to inmates).

Did Not Participate (NP) - This category is defined as inmates that did not participate in the educational program.

Participated Did Not Complete (NC) - This category is used when inmates that started an educational prison program did not complete the program.

Completion of programs (C) - This category is used when inmates successfully completed the requirements of the educational program.

Dropped (D) - This category is defined as an inmate that started an educational prison program but was dropped from the program with no reason given.

Scales of Measurement

Categorical data was used to assess the effectiveness that educational programs have on reducing recidivism. The variable recidivism was divided into two categories, yes or no. The inmate either went back to prison or they did not. The educational programs (ABE, GED, VT) were all categorized into four groups consisting of did not participate (NP); participated but did not complete (NC);

completed (C); and dropped (D). The variables of race were categorized into five groups consisting of Black; Native American; Hispanic; "Other"; and White.

Statistical Analysis

In determining the relationship between recidivism and the educational programs of adult basic education, general education development, and vocational education programs. The researcher ran a two-way analysis of variance. A two-way analysis of variance was also run to determine the relationship between recidivism, the variables of Black and White, and the completion of educational programs.

Additionally, the post hoc test Tukey was ran separately on each of the three educational programs to determine the relationship between not participating; participating but not completing, completing, or being dropped from the program in relationship with recidivism.

Ethical Considerations

Confidentiality served as the guiding principle for this study. As a result, the research was conducted with the most stringent ethical standards possible. The dataset received from the Oklahoma Criminal Justice Resource Center did not contain the inmates name or identifying number. Since inmates were randomly listed on the dataset, there is no way to identify any one person. The original dataset

and all copies created will be destroyed at the end of this research. Since secondary analysis of data was utilized for this study, no initial inmate contact occurred and no need exists, now to establish them. No consent of participation were needed. Nevertheless the researcher submitted forms to the Institution Review Board to verify the requirements of research on human subjects.

Limitations

Several limitations exist in this study. Especially because of the use of secondary analysis of data. First, when utilizing secondary analysis of data the assumption is made that the data reported is true and correct. However, this assumption may not be true. The Department of Corrections recognize some inconsistencies may exist. Second, the assumption is made that data is complete and reports what it claims to report. Third, when relying on secondary analysis of data other critical factors affecting recidivism may have been ignored. These factors include the inmates background, employment, psychological, and economic status before and after incarceration. Additionally, the inmates offense and prior number of convictions, if any, have been ignored. By not studying these factors the researcher may have overlooked what causes inmates to commit crimes and then to recidivate. This study is not concerned with intervening variables of why an inmate recidivates. Instead it is concerned with

the effectiveness of educational programs during incarceration in reducing recidivism.

Even with these limitations, both the dataset and data analysis adequately met the parameters of the study. Given the scope of the research question and the importance of race issues, the data, though taken from secondary sources, provided an adequate profile. This study does reflect, within limits, what the Oklahoma inmate population comprises.

CHAPTER V

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents the results of the statistical analysis. There are two purposes and questions used to guide the data analysis. First, is recidivism reduced when an inmate completes adult basic education, general education development, or a vocational education program? What difference does participation make? The second question do Blacks who have completed an educational prison program recidivate at the same rate as Whites who have completed an educational program?

Given those two questions the two-way analysis of variance will show both the relationship between educational programs and recidivism and the relationship between the variables Black and White on recidivism. Second, the post-hoc tests shows the relationship between recidivism and the following four categories: 1) did not participate, participated but did not complete, completed, and dropped for each of the three independent educational variables (ABE, GED, and VT).

Two-Way Analysis of Variance

Descriptive statistics are displayed in Table 8 for inmates who completed adult basic education, general

education development classes or a vocational education program. The researcher presented a comparison of Blacks and Whites, using recidivism as the dependent variable. These statistics include the degrees of freedom (df), F values, and statistical significance of completing Adult Basic Education, General Education Development programs, or Vocational Education Programs regarding recidivism.

The results presented in Table 8 show completion of educational programs on the F scale ranges from .263 to

TABLE 8
Analysis of Variance of Adult Basic Education (ABE),
General Education Development (GED), Vocational Education
Programs (VT), Black and White (Race)

	Degrees of Freedom	F-Value	Statistical Significance
ABE	1	.553	.457
GED	1	.556	.456
VT	1	.263	.608
RACE	1	131.000*	.000*

* Statistically significant at the .05 level

.556 indicating adult basic education, general education development programs or vocational education programs are not statistically significant at the .05 level in reducing recidivism. Additionally, the F value for the variables Black and White was 131.0 which indicates that race makes a significant difference in predicting recidivism

(statistically significant at the .05 level). This is a significant finding.

Post Hoc Tests (Tukey)

The independent variables ABE, GED, and VT were examined with Tukey Post Hoc tests. This showed the relationship between 1) inmates that did not participate; 2) inmates that participated but did not complete; 3) inmates that completed the specified education program; and 4) inmates that were dropped with no reason given, for each of the independent variables.

Adult Basic Education

Table 9 shows the results of the Tukey for the variable adult basic education. The data indicates that inmates that completed or participated but did not complete the adult education program were less likely to recidivate than inmates that did not participate or were dropped from the adult education program. Inmates that participated in ABE but did not complete the program had a mean difference of $-9.11E-02$ with a significance level of .000 and a standard error of .035; inmates that completed ABE had a mean difference of $-.11$, a significance level of .046 and standard error of .021; and inmates that dropped out of the program without completing it had a mean difference of $-.10$, significance level was .176, and a standard error of .051 when compared with inmates that did not participate in

TABLE 9
Means on Adult Basic Education by Inmate Participation

		Mean Difference	Standard Error	Significance
NP	NC	-.11*	.021	.000
	C	-9.11E-02*	.035	.046
	D	-.10	.051	.176
NC	NP	.11*	.021	.000
	C	1.52E-02	.040	.981
	D	3.14E-02	.054	1.000
C	NP	9.11E-02	.035	.046
	NC	-1.52E-02	.040	.981
	D	-1.21E-02	.061	.997
D	NP	.10	.051	.176
	NC	-3.14E-03	.054	1.000
	C	1.21E-02	.061	.997

* The mean difference is significant at the .05 level.
 NP-did not participate; NC-participated but did not
 complete; C-completed; D-Dropped

the program (the mean difference is statistically significant at the .05 level).

The findings indicate that completing or partially completing the adult basic education program has a statistical effect on recidivism rates. The relationship is positive and statistically significant.

General Education Development

Results of the Tukey post hoc test are shown in Table 10 between the relationship of not participating, not completing, completing, and dropping of a general education development class and recidivism. Comparisons of inmates who did not participate in GED classes yields the following analysis: Inmates that did not complete the program had a mean difference of -6.22E-02 with a significance level of

.080 and a standard error of .026; while inmates that did complete the GED program had a mean difference of 4.36E-03 with a significance level of .999 and a standard error of .029; and finally those inmates that were dropped from the program had a mean difference of -3.63E-02 with a significance level of .895. Since the mean differences are statistically significant at the .05 level or less these findings indicate that completing nor participating but completing the general education development program has a statistical effect on recidivism rates.

TABLE 10
Means on General Education Development by Inmate Participation

		Mean Difference	Standard Error	Significance
NP	NC	-6.22E-02	.026	.080
	C	4.36E-03	.029	.999
	D	-3.63E-02	.052	.895
NC	NP	6.22E-02	.026	.080
	C	6.65E-02	.037	.285
	D	2.59E-02	.057	.969
C	NP	-4.36E-03	.029	.999
	NC	-6.65E-02	.037	.285
	D	-4.07E-02	.058	.897
D	NP	3.63E-02	.052	.895
	NC	-2.59E-02	.057	.969
	C	4.07E-02	.058	.897

* The mean difference is significant at the .05 level
 NP-did not participate; NC-participated but did not complete; C-completed; D-Dropped

Vocational Education Programs

The following Table (11) represents the findings for vocational education prison programs when the data were

tested by the Tukey Post Hoc test. When compared with inmates who did not participate in vocational education

TABLE 11
Means on Vocational Education Programs by Inmate Participation

		Mean Difference	Standard Error	Significance
NP	NC	2.74E-02	.038	.886
	C	-1.84E-02	.030	.925
	D	-5.43E-02	.072	.876
NC	NP	-2.74E-02	.038	.886
	C	-4.58E-02	.047	.763
	D	-8.16E-02	.081	.744
C	NP	1.84E-02	.030	.925
	NC	4.58E-02	.047	.763
	D	-3.58E-02	.077	.967
D	NP	5.43E-02	.072	.876
	NC	8.16E-02	.081	.744
	C	3.58E-02	.077	.967

* The mean difference is significant at the .05 level
 NP-did not participate; NC-participated but did not complete; C-completed; D-Dropped

programs analysis indicates that inmates participating but, not completing had a mean difference of 2.74E-02, a significance level of .886, and a standard error of .036; inmates completing vocational programs had a mean difference of -1.84E-02, a significance level of .925, and the standard error is .030. Finally inmates that dropped out of the vocational program showed a mean difference of -5.43E-02, a significance level of .876, and standard error of .072 when compared with inmates who did not participate in the vocational education program. This analysis

indicates that vocational education programs do not have a statistically significant effect on recidivism rates.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

This study was two-fold. First the study examined the effects, if any, that completing adult basic education, general education development, or vocational education programs had on reducing the rates of recidivism. Second, the study examined the effects that Black and White had on reducing recidivism for those inmates that completed an ABE, GED, or VT program.

Summary and Analysis of the Statistical Data

Hypothesis 1

The rates of recidivism will be significantly different between inmates who completed adult basic education classes and inmates who did not complete adult basic education classes.

A two-way analysis of variance was run on the two variables but did not generate an F value that suggested significant differences in the mean scores of inmates who completed adult basic education classes and recidivism. Thus, the statistical data does not offer support for the first hypothesis. These findings support those of Martinson (1974), Enocksson (1980), and Linden and Perry

(1983) that receiving an education during incarceration does not lower recidivism rates.

The researcher also ran a Tukey Post Hoc test on the two variables (adult basic education and recidivism). This analysis indicates that a statistical difference does exist for those inmates that completed, or participated but did not complete the ABE as compared to those inmates that did not participate or were dropped from the ABE classes. These findings support those of Gerber and Fritsch (1995), Duguid (1996), Anderson (1981), Texas Criminal Justice Center (1994), and Walsh (1985). All of these, as well as this study, found that inmates exposed to education programs while incarcerated have lower levels of recidivism rates than do nonparticipants.

Hypothesis 2

The rates of recidivism will be significantly different between inmates who completed general education development classes and inmates who did not complete general education classes.

The findings of the two-way analysis of variance indicates that the F-value was not statistically significant. This indicates that completing general education development classes does not reduce recidivism. The post hoc test also showed no significance of inmates who completed the general education development compared with inmates that did not participate, participated but did not complete or inmates that were dropped from the program.

These findings are in disagreement with the study by Holley and Brewster (1998). They found that inmates completing general education development classes during incarceration were less likely to recidivate than inmates that had a high school diploma before incarceration. It must be pointed out, however, that inmates who receive a GED during incarceration may have other intervening factors reducing their rate of recidivism. These intervening factors may include a desire to change, better employment opportunities after incarceration or not returning to the same environment after release. Further exploration of these topics are needed.

Hypothesis 3

The rates of recidivism will be significantly different between inmates who completed a vocational education program and inmates who did not complete a vocational education program.

Statistical analysis of inmates who completed a vocational education program during incarceration yields an F-value that is not statistically significant. This suggests completion of the vocational education program during incarceration does not lead to lowered rates of recidivism.

The Tukey Post Hoc test produced similar findings. It suggests that a comparison of inmates completing a vocational education program and those not participating, not completing, or being dropped from the program did not

yield statistically significant mean differences. Thus, indicating that when the four groups are compared vocational education programs does not significantly reduce the rate of recidivism.

Hypotheses 4, 5, and 6 are discussed together. This is because of the fact that the two-way analysis of variance on those completing adult basic education, general education development, or vocational education programs is not statistically significant. It does not appear to reduce recidivism. Additionally, Hypotheses 4, 5, and 6 assess differences between the rates of recidivism for those Black and White inmates who completed an educational program during incarceration.

Hypothesis 4

The rate of recidivism will be significantly different between Blacks and Whites who completed adult basic education classes.

Hypothesis 5

The rate of recidivism will be significantly different between Blacks and Whites who have completed general education development classes.

Hypothesis 6

The rate of recidivism will be significantly different between Blacks and Whites who have completed vocational education programs.

Hypotheses 4, 5 and 6 indicate that there will be significantly statistical difference between Black and White inmates who have completed an educational program. The two-way analysis of variance generated an F-Value that suggested there is a significant difference between Blacks and Whites who completed either adult basic education, general education development classes or vocational education training. The analysis suggests that race is more of a predictor of recidivism than completing an educational program. Race makes a bigger difference than education.

These findings are supported by the "Black Folk Theory" that Ogbu (1994) posited. The Black Folk Theory maintains that even though Blacks believe in education that belief may not be enough in and of itself to make a difference. The words are not accompanied by the appropriate or necessary effort. Therefore, we would expect that Black inmates may not do as well in an educational program and receive the same benefits from the program as White inmates.

Theoretically, these findings indicate that even though individuals are supplied with the means of obtaining societies goals via completion of an educational program, those that recidivate have not internalized these means. Merton's modes of adaptation suggests that the monetary success derived from obtaining an education may still be unequal. It also suggests that crime as a means to obtain

societies goals, outweighs the benefits an education may have provided.

Conclusion

This study assessed the effectiveness of completing an educational program during incarceration. The findings indicate that educational programs do not reduce the rates of recidivism. They may, however, have a moderate effect. Additionally, this study suggests that race is a greater predictor of recidivism than completing an educational program. Race shows a greater influence than education. Other studies could verify further analysis of these patterns.

Recommendations for Further Study

Future research on recidivism should take other intervening variables such as offense, prior convictions, age, employment opportunities, educational attainment prior to incarceration, socio-economic status, and environmental background into consideration. These variables could lead to implementing programs that are more effective in reducing recidivism.

Another avenue to future research would be direct surveys of inmates to determine their needs and how they conceptualize reducing recidivism. Confidentiality issues would need to be addressed. Such a research design would

yield further insights into the nature of rehabilitation and the role of education and race.

Additionally, future study should encompass methods of reducing recidivism specifically targeted at Black inmates. Further research of the Black Folk Theory would generate greater detail with regards to why Blacks do not benefit as much as Whites do by participating in educational prison programs during incarceration.

Finally, given the wide variety of prison programs now offered, researchers could evaluate these programs. They could assess the programs individually and collectively to determine their effects on reducing the rates of recidivism.

BIBLIOGRAPHY

- Adler, Freda, Mueller, Gerhard O.W., & Laufer, William S. (1991). Criminology. New York: McGraw-Hill.
- Anderson, Dennis B. (1981). The Relationship Between Correctional Education and Parole. Journal of Offender Counseling, Services & Rehabilitation, 5(3/4), 13-25.
- Bankston III, Carl and Caldas, Stephen J. (1996). Majority African American Schools and Social Injustice: The Influence of DeFacto Segregation on Academic Achievement. Social Forces, 75(2), 535-555.
- Boateng, Felix. (1990). Combatting Deculturalization of the African-American Child in the Public School System: A Multicultural Approach. in edited by Kofi Lomotey Going To School: The African-American Experience. State University of New York Press: Albany. 73-84.
- Bureau of Justice Statistics. (1992, December). Rethinking the Criminal Justice System: Toward a New Paradigm.
- Carter, Robert, T. and Goodwin, Lin, A. (1994). Racial Identity and Education. Review of Research in Education (20), 291-336.
- Corrections Yearbook. (1996). Offender Statistics. Oklahoma Department of Corrections.

- Corrections Yearbook. (1992). Offender Statistics.
Oklahoma Department of Corrections.
- Duquid, Stephen. (1996). Using recidivism to evaluate effectiveness in prison education programs. Journal of Correctional Education, 47(2), 74-85.
- Enocksson, Karin. (1980). Correctional Programs: A Review of the Value of Education and Training in Penal Institutions. Journal of Offender Counseling, Services & Rehabilitation, 5(1), 5-18.
- Epps, Edgar G. (1995). Race, Class, and Education Opportunity: Trends in the Sociology of Education. Sociological Forum, 10(4), 593-608.
- Gerber, Jurg and Eric J. Fritsch. (1995). Adult academic and vocational correctional education programs: A review of recent research. Journal of Offender Rehabilitation, 22(1/2), 119-142.
- Hoberock, Barbara. (1997, March 3). Rehabilitation: State offers programs to turn inmates away from crime. Tulsa World, p. 11.
- Holley, Phillip D., and Brewster, Dennis. (1998). An Examination of the Effectiveness of GED Programs Within The Oklahoma Department of Corrections. Submitted to: Journal of The Oklahoma Criminal Justice Research Consortium.

- Jordan, Will J., Lara, Julia, & McPartland, James. (1996). Exploring the causes of early dropout among race-ethnic and gender groups. Youth & Society, 28(1), 62-94.
- Kozol, Jonathan. 1991. Savage Inequalities. New York, NY: Harper Perennial.
- LaFree, Gary L, & Drass, Kriss A. (1996). The effect of changes in intraracial income inequality and educational attainment on changes in arrest rates for African Americans and Whites, 1957 to 1990. American Sociological Review, 61(August), 614-34.
- Lawrence, Dan. (1994). Inmate Students: Where Do They Fit In? Journal of the Oklahoma Criminal Justice Research Consortium. 1, 55-63.
- Linden, Rick, & Perry, Linda. (1983). The effectiveness of prison education programs. Journal of Offender Counseling, Services and Rehabilitation, 6(4), 43-57.
- Martinson, Robert. (1974). What works?--questions and answers about prison reform. The Public Interest, 35, 22-54.
- Merton, Robert, K. (1994). Social Structure and Anomie. in Stuart H. Traub and Craig B. Little, (ed). Theories of Deviance. Itasca, Illinois: F.E. Peacock Publishers, Inc.

- Morash, Merry, Haarr, Robin N., & Rucker, Lila. (1994). A comparison of programming for women and men in U.S. prisons in the 1980s. Crime & Delinquency, 40(2), 197-221.
- Ogbu, John, U. (1994). Racial Stratification and Education in the United States: Why Inequality Persists. Teachers College Record. 96(2), 265-298.
- Ogbu, John, U. (1990). Minority Education in Comparative Perspective. Journal of Negro Education. 59, 45-57.
- Oklahoma Criminal Justice Resource Center. (1996). Recidivism in Oklahoma: Defining the problem. November, 1-12.
- Serwatka, Thomas S., Deering, Sharian, & Grant, Patrick. (1995). Disproportionate Representation of African Americans in Emotionally Handicapped Classes. Journal of Black Studies, 25(4), 492-506.
- Smith, Linda G., & Akers, Ronald L. (1993). A comparison of recidivism of Florida's community control and prison: A five-year survival analysis. Journal Of Research in Crime and Delinquency, 30(3), 267-292.
- Texas Criminal Justice Center. (1994). Prison Education Research Project. Final Report. Texas State Department of Criminal Justice.
- Tracy, Alice, Smith, Linda, G. and Steurer, Steve. (1998). Standing Up for Education. Corrections Today. 60(2), 144-154.

Walsh, Anthony (1985). An evaluation of the effects of adult basic education on rearrest rates among probationers. Journal Of Offender Counseling, Services & Rehabilitation, 9(4), 69-76.

APPENDIX A

Program Offered at Correctional Centers

System Wide Programs

Moral Reconciliation Therapy

The Moral Reconciliation Therapy provides the offender with a consistent program that may be continued from each security level. This allows the offender to begin the program and be able to continue until completion. Moral Reconciliation Therapy is a systematic, step-by-step treatment program for treatment resistant clients. The system is designed to alter how offenders think and how they make judgments and decisions about what is right and wrong to do in situations. The system uses a series of structured exercises and tasks to foster development of higher levels of reasoning, as well as addressing other important treatment areas: confrontation of personal beliefs, attitudes, and behaviors; assessment of relationships; facilitation of identity development; enhancing self-concept and self-esteem; decreasing hedonism and development of tolerance of delay of gratification. Moral Reconciliation Therapy steps begin with relatively simple tasks and exercises that progressively increase in complexity and difficulty. Steps begin with issues of honesty, trust,

acceptance, and awareness and then move toward active processes of healing damaged relationships and long-term planning. In this process, the client is essentially given the opportunity to restructure their identity and personality. Offenders have shown that they can complete all 12 steps of Moral Reconciliation Therapy as quickly as 10-12 months of group meetings.

Speak Out Programs

This program is considered to be effective and which most correctional facilities use. This particular type of program involves offenders being taken to communities, schools, churches, etc. to speak to groups regarding behaviors which result in incarceration. Communities, schools and churches may also make arrangements to come to the facility for a speak out group. One of the main topics presented involves the use/abuse of any substance and the path which one travels when this process begins. The goal of the speak out programs is to curb the rising tide of juvenile delinquency, youth involvement in gangs, and drug/alcohol abuse among youth. These groups attempt to inform community youth/parents/adults about the evils crime, gang involvement, and life in prison.

Reintegration Program

Reintegration programs are provided at the minimum security and community corrections facilities. The program includes assistance to offenders that are released but, do not have a residence to go to. They also assist offenders

in obtaining their birth certificates, social security numbers, state-issued identification, and driver's license as needed. They screen for placing offenders in halfway houses and other transitional living facilities.

Interpersonal Communication Skills

Interpersonal communication skills training provides inmates with skills to improve their personal relationships and better prepare them for communicating with people in all aspects of their lives. This program offers 60 hours of intensive group training in which offenders are taught the basic communication skills of listening.

Rational Behavior Training

Inmates are trained to better analyze, through cognitive processes, events that affect their lives. They are taught to react to such events in rational ways. This 30-hour program teaches individuals responsibility, rational decision making, and problem solving skills.

Substance Abuse Education

This program is a psycho-educational program offering the offender comprehensive information concerning the use and abuse of alcohol and drugs.

Stress Management Training

This program helps identify and reduce the sources of stress in their lives. Information and techniques are used to facilitate therapeutic change in the individual suffering from severe stress related physical and psychological complaints and illnesses.

Treatment Alternatives for Drinking Drivers

This program is a joint effort of the Department of Mental Health and Substance Abuse Services and the Department of Corrections. The chronic alcohol offender is placed in a controlled environment and receives rehabilitative services in a residential treatment program. The program lasts from 30-60 days and consists of intensive individual therapy and alcohol education, followed by a transitional living program which combines work therapy and on-going therapeutic efforts. Following discharge from the residential program, the offender enters an aftercare phase which may include group or individual therapy, vocational training, and job assistance.

Adaptive Learning Center Program

A summary of intelligence test scores that more than 10 percent of the prisoner population had IQ scores of 75 or less. Medium and minimum security offenders who are intellectually impaired can be trained, in progressive steps to learn basic adult living skills.

Learning Disability Education

This program provides an intensive program for inmates with IQ scores between 50 and 70, or inmates diagnosed as having learning disabilities.

Programs for the Intellectually Challenged

Programs for the intellectually challenged provides an intensively structured program of education, social skills,

and vocational training to inmates with borderline or below borderline mental ability.

Literacy Program

Inmates that test below the fifth grade reading level are directed into a preliminary ABE program that includes intensive one-on-one tutoring with inmate tutors who have been trained under the Laubach Tutoring system, and/or computer assisted training labs.

Adult Basic Education - This program was used in this study.

ABE is designed to increase inmates' reading, language arts, social studies, and science achievement abilities to the eighth grade level.

Chapter I

This program is a federally funded program designed as a supplement to other educational programs for students under 21 years of age. Students must not have completed high school, must have a deficiency in math or language, and must function at a grade level below 10.5 as determined by a test for ABE.

General Education Development - This program was used in this study.

This program provides instruction in reading, math, language arts, social studies, spelling, and science for students functioning above the eighth grade level. Inmates passing the state GED exam are rewarded with a high school equivalency certificate.

High School Diploma

This program offers a minimum of 28 units per school year. Program availability is based on teacher availability.

Post Secondary Education

This program provides for high school or GED graduates interested in preparing for college work or updating their skills in preparation for employment.

College/Talk-Back TV

This program offers college level educational opportunities for eligible inmates and could lead to an associate's, bachelor's, or master's degree.

Daily Living Skills

Inmates are taught consumer education, including apartment or home renting and buying, insurance, purchasing, use of credit, good shopping habits, budgeting, income tax preparation, health, government, law and employment skills.

Fine Arts/Humanities

The Institution Programs, Inc. provides artists at facilities across the state as they are available. In addition, staff and volunteers teach classes. Classes offered include quilting, fabric art, drama, debate, music, woodburning, sewing, leathercraft, ceramics, and painting. These classes allow inmates to use their time in a positive way, while building self-esteem and developing skills they

enjoy. At the same time these classes help reduce inmate idleness.

Programs Provided by Facilities

Bill Johnson Correctional Center - Alva, Oklahoma

Drug Offender Work Camp

The goal of the drug offender work camp is to provide a structured, drug-free correctional environment conducive to positive behavioral change for the inmate; to provide substance abuse treatment for offenders, and provide offender labor services for the state, while ensuring protection of the public, employees, and the offenders. This program is one year in duration.

Dick Conner Correctional Center - Hominy, Oklahoma

New Life Behavior

The New Life Behavior program is a self improvement class that is intended to help inmates prepare themselves to return to society. It is designed to assist individuals in becoming more effective and productive in their personal by educating and facilitating their progress in 1) developing emotional stability; 2) developing stress management and stress reduction techniques; 3) developing rational decision making skills, rational problem solving skills and rational behavior patterns; 4) developing healthy marital and family relationships; 5) developing good living and social skills.

Cage Your Rage

Cage Your Rage is a program development concept that helps offenders recognize their angry feelings, learn their causes, and how to deal with feelings more appropriately.

Eddie Warrior Correctional Center - Taft, Oklahoma

New Directions

This is a five month course that offers parenting courses and resources for mothers. Workshops are held at the facility with assistance from a variety of individuals within the community to include optometrists, nutritionists, psychologists, nurses, social workers, etc. After participating in the parenting programs, incarcerated mothers are eligible to have their children visit for Play Days. Children are dropped off at the facility for an afternoon of mother/child bonding experiences.

Female Offender Regimented Treatment

Participants of the Female Offender Regimented Treatment (FORT) are normally assigned to the program by the courts as a part of 120-day review, delayed sentencing or regular judgment and sentence. This program is designed for females who are physically capable of performing moderate to rigorous exercise and work detail, serving a first incarceration, have a history of drug involvement, and will be eligible for release upon completion of the program. The average length of stay is four to six months and is comprised of rigorous physical activity, regimentation and drill, intensive substance abuse treatment, and classes teaching life skills. Educational

opportunities offered include Literacy, ABE, GED, and Chapter I. Inmates released to the community are intensively supervised by probation and parole officers who ensure inmates adhere to a specific treatment plan.

Women in Safe Homes

This program offers counseling and services to victims of domestic violence and sexual assault. Trained staff and volunteers meet weekly in a support group setting with inmates who been victims of domestic violence.

Reading Discussions Program

The facility provides reading discussion programs called "Let's Talk About It". The discussions are led by humanities scholars from local universities.

Drama Club

Inmate thespians are encourage to join this loosely formed group. Through this program the facility presents plays, has play writing classes, reads plays, etc. Volunteers directs and leads the group. Inmate directors also help produce plays and small performances throughout the year.

Leisure Library Workshops

The Leisure Library also sponsors workshops and speakers on various topics throughout the year including Black History Month and Women's History Month.

Parenting

This is a 10 week course sponsored by community volunteers. It deals with the physical and mental aspects

of child rearing. Included are dealing with past and preventing future child and spousal abuse by concentrating on breaching the chain of events leading to this type of behavior.

Family Planning Education Program

This is an ongoing program provided by the State Health Department and facility staff. It provides parenting education and medical/health screening for women of child bearing age and capabilities.

NA/AA

This is an on-going program provided by community volunteers and facility staff. The program provides support groups for recovering alcoholics and drug addicts providing in-situation strength through the twelve step philosophy.

ANV

This is an on-going program provided by community volunteers. It is a religion based 12-step program dealing with drug/alcohol addiction. While it deals with many of the problems AA-NA deals with, the emphasis is on faith in Jesus Christ.

Writer's Workshop

This program is provided weekly by facility staff. It provides instruction in developing writing skills.

General Population Drill Team

This program is provided by facility staff and is designed to instill self-discipline and self-esteem in

general population inmates through close order drill and classes that encourage these qualities. Goal setting, health and fitness are emphasized.

Aerobics/Wellness Program

This program is provided by facility staff and is designed to promote improved health and physical fitness by means of aerobic exercise, proper diet, stress management, weight loss, and improved self image.

Howard McLeod Correctional Center - Farris, Oklahoma

Parenting and Family Values

Parenting and family values is a cognitive-behavioral 12 week program aimed at assisting parents to develop appropriate and effective parenting methods while focusing on the underlying family values. The goal of the class is to improve the offender's parenting skills.

Transitional Living Skills Program

The program teaches "Keys to Successful Money Management." This program provides limited income individuals who have low reading skills information to stabilize their finances and improve their employment opportunities.

Jackie Brannon Correctional Center - McAlester, Oklahoma

Chemical Abuse Program

The chemical abuse program provides services to offenders with a history of substance abuse problems. Services include evaluation, education, behavior training and counseling. The socio-psychological model is the

primary theoretical model and Moral Reconation Therapy is the secondary model for treatment in the chemical abuse program. Treatment is verbal, involving addiction as a disease but, treats the disease through counseling instead of traditional medical techniques.

Transitional Living Skills Program

See previous listing.

James Crabtree Correctional Center - Helena, Oklahoma

Cage Your Rage

See previous listing.

Mediation Program

This program uses mediation as a means to improve communication between staff and inmates.

Wild Horse & Burro Adoption & Training Center

This program is operated in conjunction with the Bureaus of Land Management and offers the citizen an opportunity to adopt a wild horse or burro. However, adopters must be approved by the Bureau of Land Management. Upon adoption (\$125,00 fee for horses and \$75.00 for burros) a training program is available for the horses. This program has had a positive effect on many offenders allowing the offender to maintain some his traditional background, even though he is incarcerated.

Straight-Talk/One-on-Ones

Juveniles, with their parents or guardians, visit the facility for a tour and a "rap" session with an offender and a staff sponsor. The offenders involved in this

program go through a training program which involves public speaking, peer counseling concepts, mentoring, treatment in delinquency and a juvenile caseworker correspondence course.

Jess Dunn Correctional Center - Taft, Oklahoma

I Can

This program teaches the inmates the importance of a positive life attitude. The program is designed to instill an "I Can" attitude for inmates to build their lives and career on a solid foundation of honesty, character, integrity, trust, love and loyalty. They then proceed to "Climb the Steps: to successful tomorrow's by developing the right mental attitude, building a healthy self-image, strengthening relationships with others, committing themselves to set and reach goals, and believing in the importance of desire to world.

ANV

See previous listing.

John Lilley Correctional Center - Boley, Oklahoma

Systematic Training for Effective Parenting

This program offers two courses. First, for men who are parents of children under six. This curriculum is based on proven techniques and is packed with real-life examples. Inmates learn how to teach their children self-respect and personal responsibility, while replacing their own anxiety with well-founded confidence. Second, inmates who are parents of junior high or high school youth can

participate in the STEP-TEEN class. The curriculum deals with the parent-teenager relationship. Though more complicated than the other course, the curriculum can be mastered by the inmates. It provides a practical, down to earth philosophy that can help them understand their teens motivations, and their need for discipline, encouragement and open communication.

Marriage and Family Program

Four courses are offered: Marriage and Family, I, II, III, and IV. Each is a separate course designed to meet particular needs of inmates. These courses provide inmates an opportunity to change the direction of their lives and provides the tools to enable them to build strong, positive, and healthy relationships.

Alcohol, Chemical Treatment Series

This course is a substance abuse program providing the inmates with accurate and up to date information on how the use of harmful substances, from legal tobacco to illegal drugs, can cause trouble for oneself and ones family members and society. This course offers positive steps one can take to overcome substance abuse.

RAPHA's 12-Step Program for Overcoming Chemical Dependency

One hour per week inmates use the Bible to do the 12 steps toward recovery. This is a Christ-centered adaptation of the most successful approach to recovery ever devised.

Vision Quest

Vision Quest is a multidisciplinary treatment program in a semi-segregated therapeutic community designed to assist the inmate, to recognize the need for change, and to develop a chemical and criminal free lifestyle. It is multidisciplinary to the extent that it involves all unit staff, the facility psychologist, outside support groups and certified drug and alcohol counselors.

Sex Offender Treatment Program

This program provides weekly counseling with inmates convicted of sex crimes.

Joseph Harp Correctional Center - Lexington, Oklahoma Habilitation Program

Inmates enrolled in the habilitation program must have an IQ of 79 or less and a major deficit in adaptive behavior related to level of intellectual functioning. The primary purpose of the program is to teach function skills in seven major life areas: vocational, self-care, pro-social self-direction, independent living, communications and mobility.

Residential Sex Offender Treatment Program

An inmate must have a minimum stay of three years. The program is voluntary and to be admitted to the program, the offender has to admit his guilt. It is designed to help sex offenders change their sexually deviant behaviors, offering support, respect, and direct, honest confrontation. The goal is to provide the offender with

the necessary tools to prevent any additional sexually deviant acts and to prevent any additional victims.

Lifeline Program

The Lifeline program is a multi-disciplinary substance abuse treatment and life change program which is designed to assist a person in identifying and restructuring those components of their behavior that lead to substance abuse and criminal activity. The goal of this program is to accomplish a life long change in participants from old and self-destructive patterns of behavior to the development and maintenance of new substance free, pro-social and constructive lifestyles.

Fathers & Children Together

This program was initiated to allow fathers the opportunity to strengthen and develop their parenting skills.

Lexington Correctional Center - Lexington, Oklahoma

Friends for Folks

This is a community service program that allows a select group of long-term offenders to train abused and/or abandoned dogs to be companions for senior citizens.

Mabel Bassett Correctional Center - Oklahoma City, Oklahoma

New Beginnings Substance Abuse Treatment Program

This program is a 13 week, half day treatment program. It is an in-depth cognitive restructuring behavioral program which integrates a systems approach with transactional analysis life script theory. The program

provides an orientation of treatment and recovering from addiction in the family system, substance abuse education, interpersonal communication skills, parenting skills, rational thinking training, assertiveness training, and relapse prevention.

Children & Mothers' Program

This program allows mothers and grandmothers the opportunity to spend quality time at least twice a week in a child centered setting. Overnight visits, picnics, and holiday celebrations are all an important part of this program to strengthen the bond between mother and child.

Parenting/Nutrition

This curriculum offers a variety of information utilizing video, written communication, and group interaction.

Winner's Integration Project and the Women's Integration Project

WIN was developed as a way to assist new offenders and offenders with adjustment difficulties in developing skills to increase their positive integration into the correctional system. The class is based upon professional videos of former offenders who have left the criminal justice system and positively adjusted to society. Segments of the program include material on anger management, errors in thinking that result in behavior that leads to incarceration. Addicted relationship patterns, AIDS education, drinking and driving prevention films, and

success stories of former offenders are also covered in the project.

Economies are Realistic Necessity

This is a class based on information that helps inmates prepare for life outside of the correctional setting. The focus of this class is to help offenders practice the behaviors that will assist them in obtaining and keeping employment successfully. Materials covered include practical daily living skills such as learning to read the newspaper ads for employment, filling out job applications, W-2 forms, buying a car and home, and completing income tax forms, practicing interviewing for employment, and other subject matters as needed.

Substance Abuse Family Education

This course provides over 25 hours of instruction on the family system, errors in thinking, and addicted relationships. Its focus is to assist inmates in identifying the abusive and/or perpetrator behaviors in their lives and learning to set healthy boundaries in their own and society's long term best interest.

Mack Alford Correctional Center - Stringtown, Oklahoma

Save Our Kids

A prevention program aimed at youth identified by other state and county agencies as at risk. The program is supervised by volunteer employees and offers the youth opportunities to gain self-confidence and self-esteem.

through planned activities that require communications, physical strength, endurance, and cooperation.

Stay Straight

This program is available to all youth with parental consent and under adult supervision. The youth are toured through a general population housing unit where they witness the penalty for behavior detrimental to society. The group eats in the inmate dining hall and then participates in a program where selected inmates clarify just what happens to individuals entering the prison system and the realities of everyday prison life.

Transitional Living Skills Program

See previous listing.

Oklahoma State Reformatory - Granite, Oklahoma

Free as an Eagle

The Free as an Eagle program is designed to help offenders and their families cope with the reality of being incarcerated or having a loved one incarcerated. This program also provides information on how to social adjustment in the prison environment.

Freedom Forum

The Freedom Forum conducts mock parole board interviews to prepare offenders for appearances before the Pardon and Parole Board.

Transitional Living

See previous listing.

Kairos

Kairos is an ongoing religious "retreat" that takes place three times per year. Religious volunteers from numerous churches visit the facility for three days, and provide to selected inmates a progressive form of learning to deal with day-to-day issues, as well as becoming involved in close-knit "family" groups. Inmates who have completed the retreat are re-visited by a portion of the volunteers throughout the year.

Winner's Integration Network

This program is designed to address issues of inmates who are violent and receive misconduct's or have criminal convictions for violent crimes. The program is a "crash course" in behavior modification and will use offenders who have graduated from the program as program facilitators for other inmates.

Ouachita Correctional Center - Ouachita, Oklahoma**New Directions**

This program provides services for inmates with a history of substance abuse and behavior problems. Services include group therapy, education, behavior training, and counseling. The goal of this program is to help offenders act in their own, their families, and society's long term best interest using a social responsibility paradigm.

Transitional Living Skills Program

See previous listing.

William S. Key Correctional Center - Fort Supply, Oklahoma

Key to Life

This program was designed for minimum security inmates with a history of drug and alcohol problems. It is a nine month program based on the 12 steps of AA and encompasses Lifestyles, Reality therapy, substance abuse education, Moral Reconciliation Therapy, and relapse prevention

Skills Program

Skills stands for Sharing, Knowledge, Inmates leading, Learning and Succeeding. Inmate tutors with expertise in photography, pottery, drawing, painting, music and leathercraft conduct workshop classes for other inmates who want to learn and also exhibit the behavior that will allow them to succeed. Developing activities to fill after work hours eliminates the idle time which can foster deviant behavior.

Key Note Speakers

This program includes a tour of the facilities and includes a presentation made by inmates.

Prisoner Public Works Program

Inmates at the facility are required to work. Inmates want to work on the PPWP crews in the communities in the surrounding facility.

Mary Patches Honor Dorm

Inmates of the general population are allowed to live in honor dorm if they are law-abiding citizens and have no active misconduct's.

Regimented Inmate Discipline

RID is a 120-day program and go through basic training and compliance with behavior and program expectations.

APPENDIX B

**Vocational Education Programs offered at Correctional
Centers**

Boley Correctional Center - Boley, Oklahoma

Building and Home Services

Major Appliance Repair

William S. Key Correctional Center - Fort Supply, Oklahoma

Building Maintenance Technology

Power Products Technology

Commercial Building and Grounds Maintenance

Oklahoma State Reformatory - Granite, Oklahoma

Automotive Service Technology

Welding

James Crabtree Correctional Center - Helena, Oklahoma

Equine Management

Commercial Building and Grounds Maintenance

Dick Conner Correctional Center - Hominy, Oklahoma

Construction Technology

Lexington Correctional Center - Lexington, Oklahoma

Building Maintenance Technology

Cabinetmaking

Carpentry

Food Service

Heating and Air Conditioning

Joseph Harp Correctional Center - Lexington, Oklahoma

Data Processing

Mabel Bassett Correctional Center - Oklahoma City, Oklahoma

Business and Computer Technology

Horticulture/Landscape Management

Howard McLeod Correctional Center - Farris, Oklahoma

Automotive Service Technology

Electricity

Heavy Equipment Operator

Heavy Equipment Maintenance

Welding

Ouachita Correctional Center - Ouachita, Oklahoma

Air Conditioning and Refrigeration

Automotive Service Technology

Business and Computer Technology

Electronics Technology

Masonry

Welding

Automotive Collision Repair

Building Maintenance Technology

Construction Technology

Major Appliance Repair

Transmission Repair

Mack Alford Correctional Center - Stringtown, Oklahoma

Carpentry

Major Appliance Repair

Plumbing

Masonry

Jess Dunn Correctional Center - Taft, Oklahoma

Building Maintenance Technology

Business and Computer Technology

Horticulture

Eddie Warrior Correctional Center - Taft, Oklahoma

Electronics Technology

Building Maintenance Technology

Construction Technology

APPENDIX C

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS RESEARCH

Date: 08-05-98

IRB#: AS-99-002

Proposal Title: DOES EDUCATING INMATES DURING INCARCERATION
DECREASE THE RATE OF RECIDIVISM?

Principal Investigator(s): L.M. Hynson, Kimberly Campbell

Review and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: 

Interim Chair of Institutional Review Board
and Vice President for Research

cc: Kimberly Campbell

Date: August 6, 1998

VITA

Kimberly S. Campbell

Candidate for the Degree of
Master of Science

Thesis: EDUCATION OF INMATES AND RECIDIVISM

Major Field: Sociology

Biographical:

Education: Graduated from Bath High School, Lima, Ohio in June, 1980; received Bachelor of Science degree in Sociology from Oklahoma State University, Stillwater, Oklahoma in December, 1994. Completed the requirements for the Master of Science degree with a major in Sociology at Oklahoma State University, Stillwater, Oklahoma in December 1998.

Experience: Research Assistant at Oklahoma State University from Spring 1996 to Summer 1998; Substance Abuse Counselor November 1995 to July 1997.