PROGRAM EVALUATION FOR EVIDENCE-BASED PRACTICES IN

CORRECTIONAL EDUCATION

By

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ABSTRACT

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Program Evaluation for Evidence-Based Practices in Correctional Education

Dissertation directed by Dr. Mark Baron

The North Dakota Department of Corrections and Rehabilitation (ND DOCR) has reorganized its structure for education. The educators for the two diverse populations of juveniles and adults have merged into one education department.

The purpose of this study was to ensure that the framework in place for the education department of the ND DOCR was one that was measurable and had proof of its effectiveness. A researcher-developed survey instrument was used to collect data from state to state. Comparisons were made in EBP definitions, processes being used to choose EBPs, measurements states are using to evaluate effectiveness, and the similarities and differences of EBP practices amongst juvenile and adult facilities. Computation of item means and rankings indicated that respondents considered more targeted, methodical, and measurable delivery system to be crucial ingredients to correctional education EBPs.

All state directors who participated in the survey (39 of a possible 50) currently use some sort of EBP. A majority of state directors indicated that the EBP selection process was largely driven by academic requirements, data-based outcomes, and demographic needs of the population being served. EBPs were measured differently among juvenile and adult facilities.

Correctional education departments across the United States are largely designed based on demographics, inmate populations, and fiscal resources. When educating youth, no matter how restrictive the placement within corrections, those students are to be

offered a fully accredited course selection. Correctional facility directors believe that literacy programs prepare students for successful reentry.

More than 50% of the states participating in the survey identified literacy programs as a crucial ingredient to instruction to prepare students for successful reentry. A 14% decrease in North Dakota's current incarcerated population of adults which is 1,260 would translate into 177 fewer offenders. The average daily cost of an adult inmate is $109/day currently. An adult savings would equate to $19,293.00. A 14% decrease in the ND YCC population of 74 would be 11 less juveniles. The average daily cost of a juvenile offender is $405.00/day. A juvenile savings would equate to $4,455.00. So, on any 1 day, literacy education could save the state of North Dakota $23,748.00.

This abstract of approximately 350 words is approved as to form and content. I recommend this publication.

Signed ___*Mark Baron*___

Dr. Mark Baron, Chair

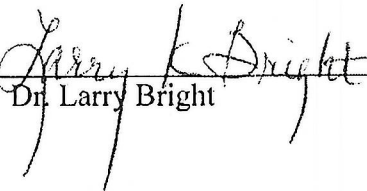# DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of Penny

Veit-Hetletved find it satisfactory and recommend that it be approved.

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of this doctoral program would not have been possible without the countless hours of help from my parents.

Sincere appreciation is expressed to those peers who networked and offered so much in information, experiences, and relationships during this study. There were a number of peers who contributed in assorted ways to this research and the making of this project. Nick Klemisch, your collaboration amongst our program of study was very valuable. Aimee Copas, you are the reason I transferred to USD, and for that I am truly grateful. Humble acknowledgement to all of these colleagues is gratefully expressed.

Gratitude is expressed to Mr. Tim Ketterling, who stopped the researcher from walking out of education's door permanently over two decades ago. Mr. Tim Ketterling served as an inspiration, mentor, and high caliber role model.

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CHAPTER 1

Introduction

The North Dakota Department of Corrections and Rehabilitation (ND DOCR) reorganized its structure for education in 2011to include an overall director of education who is responsible for the education of both the juvenile and adult incarcerated populations. The educators for the two diverse populations have merged into one faculty. Under a new director, whose duties mirror that of a public school superintendent with multiple schools in a district, educational practices are being analyzed and implemented for each population—juvenile and adult. This is a brand new framework to North Dakota that is still in the developmental phase and the instruction is still following a pragmatic approach. "The public education system relies on the ability to mass-produce a certain kind of student and uses a well-known mechanism to streamline the verification of student success. Since the early 1900s, the mechanism of choice for measuring academic success is still measured by the standardized multiple choice test" (Boles, 2012, p. 27). The ND DOCR education framework needs to move toward evidence-based practice (EBP), and similar to Boles' stance, the *mechanism of choice* for evaluating the academic success of those practices must also come under scrutiny for quality assurance.

There are many unknown variables with this reframing of the education department. The reason for this change was simple—a mandate for such change came down from the Director of the ND DOCR, Leann Bertsch. Director Bertsch wanted an education-focused, educationally qualified set of leaders in place in the quest for all student inmates to achieve successful reentry into society upon release from prison. Having both the juvenile facility and the adult prisons under one education department is

unchartered waters. Having never shared resources or staffing personnel, there are many undefined duties and options.

To assist in determining how resources can be shared, research was conducted to discover existing practices in correctional education resulting in positive outcomes. Many of these practices are termed "evidence-based" practices. Professionals within education must no longer operate solely on intuition and "gut feelings." Instead, educators must look at the empirical evidence to add weight to their practices and decisions. As Ayres (2007) pointed out in his book, *Super Crunchers*, the cost of ignoring the "numbers" is less than optimal decision making. "In human terms, this means that medical patients needlessly die, challenged children do not learn to read well, investors in the stock market go bankrupt, the mentally ill are not cured, and the offenders are not reformed and victimize again" (Ayeres, 2007, p. 197)

"A model education program promotes critical thinking by the student. Across the subject material, the instructor emphasizes the discrete skills of planning, finding relevance, and examining alternatives" (Boles, 2012, p. 69). Measurement of effectiveness within these practices is a bit more difficult to determine. Input was invited from educational administrators within corrections from all states to inquire about not only how they define evidence-based practices but also how they determine which of these practices are implemented and how the practices are evaluated for effectiveness. Approval and accreditation reports such as those administrators must complete for Title 1 Neglected and Delinquent requirements are now asking what brain-based research practices are being implemented. The time is now to determine practices that operate

more on the premise of how the brain learns and not what was typically contained within the "September folder" of teaching each school year.

Joseph Lynch (2012) stated that "an evidence-based culture not only redefines priorities around data analysis to gauge performance; it also provides an objective and justifiable rationale for implementing programs that might otherwise be deemed too progressive or innovative" (p. 14). His article, titled *Embracing Evidence-Based Practices*, describes successful correctional EBP strategies that were based on problem solving through researcher-practitioner collaboration. Benefits identified through this article were increased opportunities for funding through the collaboration as well as demonstrating the accountability associated with EBP in federal and state funding programs.

To ensure that the ND DOCR education's culture is ready for EPB, it is also important to identify the organizational readiness for the change. Implementing change is a difficult process.

> The readiness of an organizational change can greatly impact the ability for an innovation to take hold. This readiness of an organization is reflected in organizational members' beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes. (Lerch et al., 2011, p. 5)

Measuring organizational readiness and communicating the larger picture of why the need for change is present can offer insight to the ND DOCR education department about steps that can be taken to preclude or counter resistance to the innovation being implemented.

Surveying other education administrators across the United States offers additional information on what EBP other states have implemented as well as how they have measured program efficiency. Due to the nature of the topic, confidentiality was upheld regarding the information received by states who choose to participate in this research study. Many corrections departments have policies in place to limit participation in outside information-seeking due to inmates being considered a "vulnerable ward" to the state in which he or she is incarcerated. The ND DOCR, for example, has a policy that states:

> All media requests made of individual employees must be reported to their respective supervisors and through the respective chain of command and the PIO. The Director of DOCR must approve the media request if the employee is functioning in the capacity as an official spokesperson of the department. Employees shall not discuss confidential or exempt information during a media request. (ND DOCR Policy 1A-5)

Although the study itself asked for evidence-based practice information which would not necessarily cause concern for confidentiality, the measurement or evaluation in place within the states could create a need for approval from supervisors to participate.

Statement of the Problem

The scope of reorganization has never existed in North Dakota prior to now. The ND DOCR education department has never functioned as one unit or one department. Curriculum delivery methods need to be designed that are evidence-based practices to not only fulfill the requirements of federal education guidelines of Neglected and Delinquent policy but also of American Correction Association (ACA) guidelines. The U.S.

Department of Education requires Title 1 Part D's Neglected and Delinquent schools to report on evidence-based education, which is defined as the "integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Title 1 Part D Handbook, 2012, p. 14). The American Correctional Association (ACA) offers the following definition, "EBP is the body of research and replicable clinical knowledge that describes state-of-the-art correctional assessment, programming and supervision strategies leading to improved correctional outcomes such as the rehabilitation of offenders and increased public safety" ("Entry Points for Improvement in Case-Based Decisions," 2012, p. 1). The ACA uses this definition throughout the standards that all incarcerated facilities must follow to successfully earn accreditation.

There is no model or design, presently, to use as a guide for the definition of evidence-based practice. Historically, this is the first time juvenile and adult education has been combined for ND DOCR. The research was used to inform practice and planning for this organizational change. The ND DOCR education must employ new evidence-based practices to a population that society often finds most easy to discard.

Although there is a societal tendency to want to lock up offenders and throw away the key, the reality is that ninety-five percent of prison inmates, who tend to be poor, ethnic or racial minorities, male, and young, will eventually be released to rejoin society and either return to their criminal lifestyles or adopt new, socially responsible patterns of behavior. (Erisman & Contardo, 2005, p. 20)

With release being eminent for most, this research is aimed to best prepare the ND Department of Corrections and Rehabilitation's Education Department to successfully and repeatedly realize the department's vision: "A successful reentry for every student."

Purpose of Study

The purpose of the study was to ensure that the framework in place for the education department of the ND DOCR is one that is measurable and has proof of its effectiveness. This research sought information from correctional institutions around the United States regarding their definition of evidence-based practices (EBP), how each state determines when to implement EBP, and how or if the states have a system in place that measures or evaluates the effectiveness of those practices. In addition, this research identified variables that promote EBP effectiveness through measurement practices that states use. This study assisted in determining the main components of program evaluation for EBP within education in the incarcerated environment.

Research Questions

The following research questions guided this study:

1. Which states currently use EBP?

2. What is the definition being used across the United States for evidence-based practices within correctional education?

3. What is the process being used across the United States for selecting and implementing evidence-based practices within correctional education?

4. What is the evaluation process being used across the United States for measuring effectiveness of the evidence-based practices that are in place?

5. What are the variables that are being included within the evidence-based practice when evaluation of effectiveness is taking place? (For Example: baseline academic progress prior to implementation, behavioral incidences prior to implementation, ages served, gender and/or gender segregation, criminogenic level, average length of stay, ethnicity, recidivism, and risk factors of offenders.)

6. Which states currently evaluate effectiveness with the EBP being used?

7. How similar are the definition, implementation, and evaluation process of evidence-based practices among adult and juvenile correctional facilities?

Significance of the Study

To create educational programming that will aid successful reentry often proves to be a difficult task. According to Jenkins (2002), mandatory education programs were introduced in 1982 by the Federal Bureau of Prisons. Education was mandatory for any prisoner functioning below the level of a sixth-grade equivalency. Of course, the degree of programming and the level of achievement required varied greatly from jurisdiction to jurisdiction. Jenkins explained, "The logic behind mandatory education policies is that by introducing education to the prisoner, he or she will develop a desire for future participation" (p. 17). As leaders within education, the common struggle that is experienced is when the prisoner does not desire to participate within the programming, he or she may choose to file a grievance of coercive participation, or at the very least, experience poorer results than that of a prisoner with voluntary participation and intrinsic motivation.

A more targeted, methodical approach to selecting and implementing an evidence-based practice with the ND DOCR Education Department's learning framework is necessary. The learners who are served by the ND DOCR are at risk on many levels. British clergyman and author, Frederick Langbridge, wrote in his work *Scales to Heaven*, "Two men look out the same prison bars; one sees mud and the other stars" (p. 34). This study will lay the groundwork of new EBPs within education programming of the ND DOCR. The information gleaned from the survey will offer the researcher state to state comparisons in EBP definitions, processes being used to choose EBPs, measurements states are using to evaluate effectiveness, and the similarities and differences of EBP practices amongst juvenile and adult facilities. Determinations were made regarding the best practices implemented to provide a more targeted, methodical, and measurable delivery so that all at risk learners can benefit from ND DOCR Education practices…and perhaps see stars through the window bars.

Definition of Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all definitions not accompanied by a citation.

> **ABE:** Adult Basic Education. "An adult secondary education program consisting of six education levels for preparation of passing the GED exam" (U.S. Department of Education, 2010, p. 7).

> **ACA:** American Correctional Association—an auditing organization for accreditation within corrections.

Administrative Segregation: A residential area within the prison facility used to separate an inmate from the general population when a poor choice is made by the inmate that creates a safety and security concern for the overall prison.

Adult Side: An inmate populations that is equal to or over the age of 18.

BJA: Bureau of Justice Assistance—provides grant assistance to local criminal justice programs in a means to reduce recidivism.

BOP: Bureau of Prisons "protects society by confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens" (Federal Bureau of Prisons, 2013, p. 1).

Case Planning: A plan put into place upon the entry of an inmate into confinement—this plan acts as a road map to identify all programming "stops" required before arriving at the destination which is discharge or release from prison.

Client: An inmate student who receives any type of services.

CEA: Correctional Education Association—a professional organization that provides leadership opportunities for educators who work in corrections.

Classification: An evaluation and assessment of inmate needs which determines the placement of that inmate into the proper custody levels, facilities, and programs (including education).

Coercive Participation: Governing participation by force (Emanuel, 2010, p. 8)

Cognitive Restructuring: A program that identifies thinking errors that create

consequences (i.e. blaming others, minimizing, glorifying, etc.) and the techniques to remediate these errors.

Criminal Thinking: Antisocial thoughts that place the actor at risk of becoming involved in criminal activity.

Discharge Plan: A plan that is created once all required elements are met within case planning. This plan contains needed resources and contacts within the community to better equip an inmate for successful reentry.

DOC: An acronym for the Department of Corrections.

DOCR: An acronym for the Department of Corrections and Rehabilitation.

DOE: An acronym for the Department of Education.

EBP: Evidence-Based Practices is "the integration of the best research evidence with clinical expertise and patient values" (Sackett et al., 2000, p. 72).

Educational Programming: The educational path an inmate student follows after classification.

ESL: An acronym for English as Second Language which refers to people whose primary language is not English.

ELL: An acronym for English Language Learners which refers to people whose primary language is not English.

FAPE: An acronym for Free and Appropriate Public Education which means "means that a child with disabilities will receive the same education as a child without disability or handicap" (Special Education News Editors, 2013).

Gatekeepers: Decision makers within correctional policies and programming— often used to refer to legislators who approve fiscal support.

GED: An acronym for the "General Educational Development test that student

prepare to pass which in turn allows him to earn a high school equivalent

diploma" (U.S. Department of Education, 2010, p. 12).

Good-time credits: Time that the ND DOCR gives back to inmates who display

prosocial behavior while incarcerated. This time is taken off the total sentence the

inmate is serving. An inmate can earn up to five days of good time for every

month that he or she displays prosocial behavior without any infractions.

Grooming: Grooming behavior is intended to make the victim or potential

victim or victim's guardians feel comfortable with the abuser and even interested

 in interacting with him or her—a common behavior of sex offenders.

The Hole: An administrative segregation place where an inmate may reside

when he/she makes a poor choice in behavior where safety and security is

jeopardized unless the inmate is segregated.

IDEA: "Individuals with Disabilities Education Act (IDEA) is a law ensuring

services to children with disabilities throughout the nation" (Special Education

News Editors, 2013).

Incarceration: The placement of a person within confinement in a prison setting.

Inmates: A person placed in confinement in a prison setting after being found

guilty of committing a crime.

Inside: A slang term used by inmates alluding to the state of being incarcerated

(inside the bars).

Intake: Procedures of an "official" custodial institution to orientate an offender

into an incarcerated setting.

Intrinsic Motivation: Motivation that comes from inside an individual rather than from any external or outside rewards.

ITV: Interactive Television—a common distance learning method.

IVN: Interactive Video Network—a video teleconferencing system to deliver distance learning.

Juvenile Side: Reference to inmate populations who are between the ages of 12 and 20.

KSA: An acronym referring to "Knowledge, Skills and Abilities which is a list of special qualifications and personal attributes that a person needs to be employable" (Adams, 2011, p. 1).

LEA: Local Education Agency—refers to a public school district, or in rural areas, a body that oversees multiple schools.

LSI-R: Level of Service Inventory Revised—an assessment inventory that measures an offender's overall risk and criminogenic needs.

Locked-Up or Lock-Up: A slang term referring to being in confinement or incarcerated.

Mandt: "The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others" (Shaughnessy, 2007, p. 43).

MI: Motivational Interviewing—a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.

N & D: "Neglected and Delinquent—a public or private residential facility other

than a foster home, that is operated for the care of children who have been

committed to the institution or voluntarily placed in the institution under

applicable State law, due to abandonment, neglect, or death of their parents or

guardians" (U.S. Department of Education, 2006, p. 4).

NCA CASI: North Central Association Commission on Accreditation and

School Improvement (NCA CASI) Office of Postsecondary Education is

responsible for the accountability of schools with postsecondary certificate-

granting designation in accordance with federal regulations. Now known as

AdvancEd. (AdvanceED Worldwide, 2013, p. 3)

ND YCC: An acronym for the North Dakota Youth Correctional Center.

Offender: A person who is incarcerated for being found guilty of committing a

crime.

The Outs: A slang term referring to the timeframe in which an inmate is not

incarcerated—a state of non-confinement.

OVAE: An acronym for the Office of Vocational and Adult Education. This

office "administers, coordinates programs that are related to adult education and

literacy, career and technical education, and community colleges. (U.S.

Department of Education, 2010, p. 16).

PIQ: Position Information Questionnaire which describes the job duties of a

position in order to classify, rank, and assign a pay rate to a government job title.

Populations: A common term referring to an inmate census within an

incarceration facility.

Recidivism: "The behavior of a repeat or habitual criminal. A measurement of

the rate at which offenders commit other crimes, either by arrest or conviction

baselines, after being released from incarceration" (Zamble, 2001, p. 26).

Reentry: The return of an inmate back into society.

Referral Sheet: A document that follows a juvenile into an incarcerated setting

that provides information about age, crime, family contacts, diagnosis of mental

health, diagnosis of academic ability, medications, as well as other health alerts

such as suicidal tendencies or cutting.

Retraumatize: "This term is generally used to refer to the reexperiencing of

trauma symptoms due an event or interaction that reminds victims of previous

traumatic experiences" (Hooper & Warwick, 2006, p. 469).

ROI: An acronym that refers to Return On Investment.

Service Learning: Service learning is a method of teaching, learning and

reflecting that combines academic classroom curriculum with meaningful service.

Statements: Verbal or written commitment of inmates to rectify actions or

improve thinking patterns.

Status Offenses: "Laws that only apply to juveniles where the type of crime is

Not based upon prohibited action or inaction but rests on the fact that the

offender has a certain personal condition or is of a specified character"

(Sickmund, Sladky, & Kang, 2004, p. 2).

Thinking Errors: Errors within cognitive processing (i.e., blaming others,

minimizing, glorifying, etc.) that leads to a chain of consequences within thought

and action.

TLN: " Transforming Lives Network is a program created through CEA that offers an interactive connection capability to allow for instruction and family visits for inmates." (Harlow, 2003, p. 39)

Victim Impact: A program that educates the offender on who was victimized by the offender's actions as well as allows the victims to confront the offender on the impact of the crime on the victim and the victim's family.

Vulnerable Ward: An inmate becomes a responsibility of the state—making the state responsible for the well-being of the inmate during his or confinement time. Due to incarceration, inmates, or wards, are considered vulnerable to many circumstances due to being confined (i.e., bullied, compromised, re-traumatized, coercion, etc.)

The Walls: A slang term referring to being "inside" the prison facility—often in reference to being incarcerated within the "walls" of the prison.

WebCT engine: "A secure distance education curriculum delivery called a WebCT engine which allows all state prisons in New Mexico to offer courses through multiple universities and colleges" (MPR, 2009, p. 33).

Limitations and Delimitations

The following limitations and delimitations were applied to this study:

1. The study only examined the responses of correctional education leaders serving as the "Director of Education" or equivalent position from all 50 states as well as the District of Columbia.

2. Each state, as well as the District of Columbia, has its own organizational hierarchy of educational leadership within their correction and rehabilitation

departments. When states have a "Director of Education" or equivalent position within both its adult and juvenile service groups, responses could vary within each state as well as among states.

3. Responses of these leaders could vary from adult to juvenile services as well as be offered by a designated media specialist authorized to communicate upon such request within its agency.

Assumptions

The study was based on the assumptions that data collected from administrators within incarcerations would be provided in accordance to their state's policies. States operate their incarceration process, their leadership roles, and their education programming in a myriad of methods. The data results, therefore, do not claim to be a universal fit for North Dakota. North Dakota's demographics and incarcerated population will be comparable to few states in the union. Another assumption is that some of the research demonstrated practices that will not apply to the ND prison system. It is also assumed that there will be few, if any states, which have already merged their educational programming and leadership into one department for juvenile and adult populations. A further assumption is that some states will not participate in the research project due to policies regarding outside-media communication. Lastly, it is assumed that more states will be able to offer more information in regard to definition and selection of evidence-based practices than they will be able to offer evaluation methods within measuring effectiveness of those practices.

Organization of Study

This study is organized into five chapters. Chapter 1 has presented the introduction, statement of the problem, purpose of the study, the research questions to be employed, significance of the study, definitions of terms, limitations and delimitations, and assumptions of the study. Chapter 2 contains a review of literature and current research regarding specific areas within corrections and education in corrections. The literature review has the following six headings to organize the chapter: demographical trends within incarcerated populations, leadership within the field of incarceration, historical definition of evidence-based practices with prior research, evidence-based practices within incarcerations as well as other fields, evidence-based curriculum variety and delivery methods within corrections, and program evaluation methods and criticisms with evidence-based practice implementation. Chapter 3 contains the study design, rationale, and methodology. An analysis of reported data and findings are presented in Chapter 4. Chapter 5 presents a summary of findings and conclusions, limitations, discussion, and recommendations for practice and further research.

CHAPTER 2

Review of Literature

The focus of the study will be on evidence-based practices (EBP) within the field of correctional education. Six main topics will be examined to provide a better understanding of current correctional education trends in evidence-based practices as well as evaluative tools currently being employed to measure the effectiveness of EBPs:

1. Demographic Trends within Incarcerated Populations

2. Leadership within the Field of Incarceration

3. Historical Definition of Evidence-Based Practices with Prior Research

4. Evidence-Based Practices within Incarcerations as well as Other Fields

5. Evidence-Based Curriculum Variety and Delivery Methods within Corrections

6. Program Evaluation Methods and Criticisms with Evidence-Based Practice Implementation

The study determined how correctional education leadership as well as other practitioners in the field define evidence-based practices within programming. Delivery of EBP, as well as evaluation of these practices, will also be defined. To determine measures of evaluation, research began with the focus of leadership within the field of incarceration and end with demographic variances within EBP effectiveness. The study then offered examples of what it takes within the practice to accomplish successful reentry.

Demographic Trends within Incarcerated Populations

In order to truly understand the planning needs in a reorganization of a corrections education programming, a study of demographic trends was imperative. "Age, gender,

and education are playing major roles within the trends of incarcerated youth becoming incarcerated adults" (Hayes, 2009, p. 21). Age, academic achievement or deficiency, criminal thinking, gender, and socio-economic backgrounds are typically the very vehicles that drive the general population to offend and become incarcerated.

Sickmund, Sladky, and Kang (2004) stated that 95% of juveniles in residential placement were there because of delinquency with the remaining 5% making up 'status offenses.' Status offenses are laws that only apply to juveniles whose type of crime is not based upon prohibited action or inaction but rests on the fact that the offender has a certain personal condition or is of a specified character" (Sickmund et al., 2004, p. 2) "Girls were more likely than boys to be in residential placement because of status offenses (14% versus 3%)" (p. 2). Figure 1 shows the most serious juvenile offenses and delinquencies for 2002 of 1,800 youth in a northern Texas region. A summary of Figure 1 indicates that arrests of juveniles accounted for 12% of all violent crimes cleared by arrest in 2002—specifically, 5% of murders, 12% of forcible rapes, 14% of robberies, and 12% of aggravated assaults (Sickmund et al., 2004):

Person Offenses

Offense	Value
Criminal Homicide	1,069
Other	3,220
Sexual Assault	6,779
Robbery	7,328
Simple Assault	7,999
Aggravated Assault	8,520

Public Order Offenses

Offense	
Alcohol	
Weapons	
Other	

Property Offenses

Offense	Value
Arson	1,045
Other	4,906
Theft	5,856
Auto Theft	6,131
Burglary	11,435

Status Offenses

Offense	
Curfew	
Drinking	
Other	
Truancy	
Running Away	
Incorrigibility	

Figure 1. Most Serious Juvenile Offenses and Delinquency.

Sickmund et al. (2004) concluded, "To help put juveniles on a path to a crime-free life, logic dictates that residential facilities should also function as good schools—from both academic and vocational standpoints" (p. 13). One of the main focal points for the ND Youth Correctional Center is to adhere to all accreditation standards from the NCA CASI (North Central Association Commission on Accreditation and School Improvement), more recently known as AdvancEd. In the 2009-2010 school year, the ND Youth Correctional Center was rated "Highly Functional" in all seven standards—the highest rank a school is able to achieve.

Readers who cannot read without difficulty often find themselves conceptually behind in knowledge from their peers who read with ease. Keith and McCray (2002) reported that incarcerated youth are "disproportionately ethnically and linguistically diverse, more often identified for special education, and come to corrections with a history of negative educational experiences" (p. 1). Consistently, it is reported that incarcerated youth experience more academic deficiencies than their peer counterparts who are not locked up. These authors reported that it is not just overall academic achievement that is a deficiency for juveniles in corrections, but more specifically, it is the poor reading achievement that impacts the students the most. "For those youth with low reading achievement, most also had low self-esteem and frustration tolerance" (Keith & McCray, 2002, p. 2). These researchers went on to imply that the special education determinations were often misled by simply a literacy imbalance. Instead of juveniles in corrections increasingly receiving disability labels in handicapped learning ability, these students, to the belief of the researchers, are actually just handicapped readers.

If students are, in fact, handicapped readers, they, in turn, become less confident due to a lack of understanding of vocabulary as well as conceptual knowledge. Leone, Meisel, and Drakeford (2002) referenced the negative impact and life-long effects on incarcerated youth who are both academically and socially behind their non-incarcerated peers:

> Helping youth acquire educational skills is one of the most effective approaches to the prevention of delinquency and the reduction of recidivism. Literacy skills are an essential component of education to meet the demands of a complex, high-tech world. Higher levels of literacy are associated with lower rates of juvenile delinquency, rearrests, and recidivism. (p. 46)

Reading, according to Leone et al., is a basic skill which incarcerated youth will need in order to function in society. Unfortunately, incarcerated youth who return to the community and cannot demonstrate a minimal level of reading proficiency are not likely to find success in school or employment. This piece of literature did not offer what would be a "minimal level" for reading proficiency, but one could predict the minimum grade equivalency would be close to fifth to sixth grade since that is what most newspapers are written. Students entering into the juvenile justice system repeatedly manifest low literacy and math skills as a result of their unfulfilling experiences in school (Black, 2005, p. 36). Indeed, the average reading level for incarcerated juveniles has been shown to be between 5th and 7th grades (Houchins, et., al., 2009, p. 160).

The incarcerated population in the United States has been called the "most educationally disadvantaged population in the United States" (Klein, Tolbert, Bugarin, Cataldi, & Tauschek, 2004, p. 15). The studies of these authors found that many

prisoners lacked basic skills such as reading, writing, and math that are necessary for everyday functions in life. Reentry that is successful for these inmates must include educational programming to make the chances for recidivism reduction a reality.

To create educational programming that will aid successful reentry often has proven to be a difficult task. According to Jenkins (2002), mandatory education programs were introduced in 1982 by the Federal Bureau of Prisons. Education was mandatory for any prisoner functioning below the level of a sixth-grade equivalency. Of course, the degree of programming and the level of achievement required varied greatly from jurisdiction to jurisdiction. Jenkins explained, "The logic behind mandatory education policies is that by introducing education to the prisoner, he or she will develop a desire for future participation" (p. 17). As leaders within education, the common struggle that is experienced is when the prisoner does not desire to participate within the programming, he or she may choose to file a grievance of coercive participation, or at the very least, experience poorer results than that of a prisoner with voluntary participation and intrinsic motivation.

There are other important factors to consider when examining the juvenile justice system. There is a clear over-representation of minorities in the juvenile justice system. For example, African American males typically comprise more than 60% of the juveniles residing in residential confinement centers (Hellriegel & Yates, 1999, p. 56). There has been little effort made to address the issue and achieve reductions in the disproportionate representation of minorities in the juvenile justice system (Cabaniss, Frabutt, Kendrick & Arbuckle, 2007, p. 393). Youth with disabling conditions also make up a disproportionate percentage of the incarcerated juvenile population. The economic status of juveniles is

often times a strong predictor of potential involvement in the juvenile justice system. Profiles of incarcerated juveniles reveal a consistent background of poverty leading to criminal behavior in an effort to escape from its grasp (Johnson, 1999, p. 317).

Rapid growth in the United States prisoner population over recent decades have increased the need for educational services in correctional settings. This proves problematic on two fronts. First, fiscally, states need to provide more educational services with the same amount of educators, or in some cases, fewer educators due to budget cuts. Secondly, due to the population growth, it is difficult to decide which needs are most in demand to meet the needs of incarcerated students. The OVAE (Office of Vocational and Adult Education) (2010) stated, ". . . research shows that incarcerated populations are over-represented in segments of the general population that lack basic literacy skills" (para. 1). The OVAE found that prisoners, both male and female, had higher literacy rates than their peer inmates who did not participate in vocational education or information technology programs. This study stated, ". . . it is reasonable to conclude that correctional education can assist incarcerated persons with gaining the necessary life-skills they will need in their post-release lives" (para. 2). Vocational education and information technology curriculum often give students the soft skills to become employable, but to find these program schematics that are literacy-based has proven difficult.

Although status offenses are on the decline, prisons are overflowing with offenders. Coley and Barton (2006) found that prison populations continue to expand rapidly even though overall crime rates are on the decrease. "Prisons bulge with poorly educated inmates, and as this population grows, the related investment in education and

training is not keeping pace" (p. 4). No one argues that recidivism can be reduced if inmates gain employment skills; however, Coley and Barton described the strikes against ex-prisoners who are heading back to their communities without skills:

- Strike One—Ex-inmates with little education and low literacy levels are not desired by employers.

- Strike Two—Employers are looking for employees who have had steady and successful work experiences, even for low-skilled jobs. Ex-prisoners disproportionately don't have them.

- Strike Three—Many jobs are "off limits" to ex-prisoners (Coley & Barton, 2006, pp. 3-4).

Some prisons place soon-to-be-released prisoners in short-term "prisoner reentry" programs. While such programs are welcome and may be effective, there is a need to buttress them with solid, longer-term programs (Coley & Barton, 2006).

The Stike One-Three system that Coley and Barton (2006) offered is not necessarily new knowledge when considering incarcerated offenders, but the juvenile population, which is not as well known, is mirroring the adult incarcerated population in both poor academic skills and the lack of intrinsic motivation to strive to better those skills. It has been estimated that nearly 75% of juvenile offenders are high school drop outs and lack basic literacy skills that would enable offenders to become employed. Foley (2001) noted that while a disproportionate number of youth who are in confinement are male, poor, and of an ethnic minority, they are also educationally disadvantaged on a variety of measures. "The median reading level for a 15-year-old offender is at the fourth grade level, while nearly one third read below this level"

(Morrison & Epps, 2002, p. 221). It is estimated that anywhere from 12% to 70% of youth currently in confinement are eligible for special education and related services under the IDEA guidelines.

In a 2009 research study conducted by the United States Department of Education titled "Partnerships Between Community Colleges and Prisons," much attention was focused on the achievement gap in the United States schools and its effects on employment and income. Little attention, however, has been focused on the even larger education gap between inmates and the general population. "Approximately 40% of inmates in state and federal prisons and jails do not have a high school credential, compared to 18% of the general population. Even fewer inmates have completed college course work" (p. 36). Many inmates enter the prison system having been either unemployed or underemployed. To address this, partnerships between community colleges and prison systems become a win-win relationship both financially and on the war of recidivism. Before courses and programs are offered, though, the researchers MPR Associates suggested the DOC and community college system work collaboratively to ensure they

- Will lead to realistic job opportunities for inmates by taking into account occupational licensing requirements, safety issues, and statewide labor market demands.
- Can be offered, given available funds, instructors, and space.
- Can be successfully completed during the average length of stay of inmates at a facility.

- Are recognized by state colleges and universities to facilitate the transfer of credits, certificates, and degrees. (MPR, 2009, p. 38)

Leadership within the Field of Incarceration

Leaders within the educational walls of prisons have some additional challenges. Unlike school districts in which students have a uniform age and more of a chance to have similar educational backgrounds, a prison system will have students from ages 12-20 on the juvenile side and age 18 (with periodic exceptions to a younger age where those at age 16 will be tried as adults) to 100+. Beyond educational programming during a prisoner's sentence, education is often tasked with working on the cognitive restructuring of a prisoner's thought process in an effort to build skills in decision-making which will lead the inmate into a life that will lessen the likelihood of re-offending. According to Miller and Rollnick (2002), "Lasting change in human behavior is an internal, cognitive process, driven not so much by threat of punishment as by the level of intrinsic motivation one generates to change for the better" (p. 23). In order for prisons to not continue to fill up, educational leaders need to set in motion communication and learning environments that empower their learners to lead their own change intrinsically.

A Utah Senate Judiciary evaluation of correctional leaders reported that 93% were in strong support of offering educational and vocational opportunities in prisons (Tyler, Walsch, & Dusenberry, 2006). The biggest dilemma in offering these opportunities, according to this source, is ". . . selling correctional education and its associated costs are difficult when data is limited and inconsistent. One major impediment to the development of correctional education is the scarcity of reliable and consistent expenditures" (p. 14). Not surprising, policymakers have been slow to support programs

that do not include price tags. Return on investment (ROI) is a key to the gatekeepers who hold the funding purse strings. It is imperative that educational leaders gather and categorize costs for correctional education so that the forthcoming benefits of correctional education can continue to generate life-changing skills.

Gehring (2005) perhaps summed up leadership most powerfully when he likened the past incarcerated attempts of rehabilitation to the age old 'chain gang' analogy.

A chain gang requires hard physical labor; a learning gang requires hard mental effort and discipline. A growing number of states are understanding this and are enacting requirements and incentives to increase the educational attainment of prisoners. While approaches are still debated, there are precedents and experience on which to build. (p. 3)

Educational leaders will need to keep the focus on creating more learning "gangs" no matter the obstacles to overcome to be able to create that environment. This very concept is reiterated in a commonly publicized quote from former United States Supreme Court Chief Justice, Warren Burger, who said, "We must accept the reality that to confine offenders behind walls without trying to change them is an expensive folly with short-term benefits--winning battles while losing the war" (Burke & Vivian, 2001, p. 1).

The BJA's (Bureau of Justice Assistance) 2007 publication described a leader who leads so seamlessly that others don't even think about the existence of a leader. Timing is described as a powerful tool for leaders. A leader with good timing will know when to be accountable, when to step up to a situation, or to know when to step back and allow others to receive acclamation. Ego, however, can be a leader's demise.

While some leaders prefer a high profile existence, many of the best agency

leaders operate in a low-key manner. This may reflect a personal choice or the

realization that what truly matters is not their personal recognition but the

advancement of their agency toward particular goals. Effective work in the

offender reentry area requires the development of key partnerships between

institutional corrections and community supervision agencies as well as numerous

other entities. The ability to develop a close working relationship with the leaders

of these agencies is likely to be essential to the long-term success of offender

reentry efforts. Partnerships, both inside and outside of an agency, require

consideration and respect. It is easier to formulate partnerships when individual

egos are not placed front and center. (Carter, Gibel, Giguere, & Stroker, 2007, p.

25)

Key leadership attributes, then, are when leaders accept blame no matter who

made the mistakes and deflect credit to those who are more deserving of the credit—

thereby, making partnerships that will be strong and successful. To put this in motion,

the authors of *Increasing Public Safety through Successful Offender Reentry: Evidence-*

based and Emerging Practices in Corrections suggested these key steps:

- Envision a preferred future; express this vision clearly and consistently to staff

  and partners.

- Embrace and advocate for change.

- Recognize leaders at every level of the agency and their important role in

  carrying out change.

- Consider the perspectives, findings, and opinions of staff at all levels.

- Be flexible in the methods employed to reach a vision.

- Develop and maintain partnerships with others inside and outside of the agency.

- Motivate others by communicating in a positive manner.

- Demonstrate trust in staff by providing them with leadership opportunities.

- Judiciously use information to take calculated risks towards accomplishing your goals. (Carter et al., 2007, p. 28)

Timing, communication, and partnerships, then, are agents of change.

Nationally known authors Stephen Covey, Roger Merrill, and Rebecca Merrill (1996) touched on the distinct difference between leadership and management when they wrote that leadership is making sure that an agency's "ladder is against the right wall" and that leaders "do the right thing for the right reason in the right way." In contrast, management was described to work within paradigms (Covey et al., 1996, p. 27). Leaders will ensure that their agencies are navigating the right course to meet the correct goals by continually revisiting their own personal principles and values with each course shift along the way. Bennis (1997) touched on the differences between a leader and manager in the following way:

- Leaders ask what and why. Managers ask how and when.

- Leaders focus on the horizon. Managers focus on the bottom line.

- Leaders are willing to challenge the status quo. Managers accept the status quo. (p. 23)

Both sets of authors, Carter et al. and Bennis, talked about leadership happening anywhere within the hierarchy of power or lack of power. Leadership, then, does not

happen because of possessing a position or a title, but rather due to a person's core beliefs on situations and actions that he or she deems honorable. Top-down authority may be where decision making lies, but leadership itself can happen at any level—even within students themselves.

Neal Goodloe has had a 25-year career in corrections. In his 2009 article, "Lessons Learned: Evidence-Based Practices in the Real World," Goodloe suggested that educational leaders in corrections should form a task force of key collaborators to brainstorm and plan the educational programming that will get buy-in department wide. During the planning phase, Goodloe suggested the organization should include the following in its planning phase:

- Take a hard look at what the system does as a matter of routine. Identify those things that are absolutely mission-critical and those that are meaningless and wasteful. Gather consensus around those things that truly matter.

- Engage in an analysis of strengths, weaknesses, opportunities and threats (SWOT) to determine the organization's operational position, culture, and readiness to absorb change.

- Identify resources that will be needed. Where will they {resources} come from?

- Identify and recruit individuals at all levels of the system who can serve as catalysts for change, helping to generate and sustain energy and commitment for an implementation process.

- Carefully assess the prevailing attitudes, values, and beliefs of all major stakeholders, and how they might be expected to either support or inhibit an

evidence-based change process. Anticipate and plan for the impact of those who will drag their feet to create resistance to change.

- Gather your mentors around you. They can help keep you motivated and committed to the task at hand. They can also cheer you up when things inevitably don't go exactly as planned.

- It is particularly important to take a careful inventory of tasks and duties performed by staff every day, determine which are in alignment with an outcome-focused orientation, and which are process-driven busy work, representing little or no long-term value. We found that often an officer's time was consumed by activities designed more for the sake of short-term efficiency than long-term effectiveness. In effect, the paperwork was getting in the way of the people work. (pp. 32-42)

Goodloe further explained that in his state of Virginia, "We largely discarded our traditional contact-driven standards that tended to produce a 'cookie cutter' supervision style, replacing them with an emphasis on the quality of the contacts required to support better offender outcomes" (p. 42). This was described as a large shift in mindset, from 'counting contacts' to 'making contacts count.' In the process, low-quality contacts were lessened in lower-risk cases that proved to waste time that was better spent with offenders who are at the opposite end of the risk spectrum. Instead of counting the hours to make education measure a credit or a course requirement, then, leaders were encouraged to create contacts with inmate students that allowed for high-order thinking which, in turn, created an educational outcome far stronger than that of simply contact hours. The

positive relationships became the motivator because the inmate students were treated
with dignity and respect.

If the correctional school strives to create a credit recovery opportunity where a
student's returning school will not accept a partial credit, then the academic plan for that
student is a failure. The United States Department of Education (2009) stated that a
partnership between colleges and prisons must have an effective management structure in
order to provide correctional education services successfully to inmates. This
management structure needs to be prepared to secure adequate funding, ensure
appropriate instruction is happening, and employ creative strategies to deal with "low
completion rates and negative public perceptions of partnerships." The educational
leader, according to this source, states a successful correctional education management
structure must have

- Willingness to compromise.

- Good communication.

- Trust.

- Buy-in from top to bottom in each partner agency.

- Shared leadership.

- A flexible framework to guide the partnership and services provided. (MPR,
  2009, p. 40)

Educational leaders within the government agencies responsible for educating
incarcerated youth are often faced with creating educational programming that has both
remedial and general education courses, special education programming, career and
technical education, and GED. "Such educational programs are often considered the last

opportunity for an incarcerated youth before transitioning back into society. It is important to gain a better understanding of factors that lead to successful transitioning upon return to their home communities" (Coffee & Gemignani, 1994, p. 11).

How educational leaders prepare their instructors to approach conflict says a lot about the relationships the leaders want to take place between those instructors and the inmates/students. The seemingly never ending conflict between punishment and rehabilitation constantly places the (legal) educational rights of incarcerated juveniles at odds with a system and society demanding accountability (Mazzotti & Higgins, 2006).

> If autonomy and the recognition of others is essential to democracy, then even conflict resolution must adhere to these principles. How conflict is managed contributes to the school's 'communicative climate' or general feeling, pervasive mood, or emotional tone that colors the interactions of participants. (Adler & Rodman, 2003, p. 224)

Adler and Rodman (2003) further explained that conflict that is resolved in a way that does not spare the dignity of those involved creates a cold climate. Likewise, conflict that is resolved in messages that positively confirm desired future behaviors creates a warm environment. To do this, conflict needs to be resolved not in a debate-style manner but rather in mutual dialogue where at times people may have to respectfully agree to disagree.

Educational leaders within a correctional setting need to expect change, contrast, and surprise (Geraci, 2002). Geraci explained in her book that public school versus correctional school is more than an adjustment but a new way of thinking, and she spoke specifically about manipulation that can happen with inmates on their teachers and

encouraged leaders to train and educate their teachers on what is necessary to avoid

falling victim to that manipulation. Some of Geraci's advice includes

- Never give out personal information, even if it seems inconsequential.

- A student asks if you can mail a letter for him or her. Can you do it? No, it is against the rules.

- Never keep anything to yourself concerning inmate actions.

- Do not be so consistent with your schedule.

- Do not let your feelings and emotions get in the way of reality.

- Do not get involved in inmates inside or outside of prison if you are working for corrections. (p. 632)

Using Geraci's advice, a correctional educator will not be as predictable in habit as well

as less likely to be compromised by an inmate's malicious intent. Likewise, if a teacher

is not falling prey to grooming manipulation due to a heightened vigilance, students have

fewer chances to make poor choices.

Historical Definitions of Evidence-Based Practices with Prior Research

Thom Gehring (2003) discussed three models that best describes the progress of

correctional education over time. He defined the three models as chronological,

paradigm, and all quadrant/all level explanatory.

The chronological model gives a straightforward way of accounting for what has

taken place within correctional education. Gehring traced the timeline from the early

1800s where reform within prison conditions began to make room for correctional

education. Two centuries later, correctional education has progressed to examining

delivery models, creating professional organizations for educator networking, and key

ingredients identified for educational programming of inmates. Figure 2 (Gehring, 2003,

p. 5) shows a chronological summary of North American Correctional Education History.

1.	1789-1875:	Sabbath school period; Pennsylvania (solitary confinement) and Auburn (factory model) systems of prison management; beginnings of reform schools; prison conditions make correctional education possible.
2.	1876-1900:	At Elmira Reformatory Zebulon Brockway brought together themes of Maconochie (near Australia), Crofton (Ireland), Carpenter (England), and the Pilsburys (United States prison managers); the beginnings of correctional/special education; reformatory movement aspires to transform prisons into schools.
3.	1901-1929:	The development of prison libraries and reformatories for women; democratic patterns of correctional education—William George, Thomas Mott Osborne, Austin MacCormick, and others; Anton Makarenko's work begins in the Soviet Union.
4.	1930-1941:	"The Golden Age or Renaissance of correctional education;" MacCormick's programs and professionalization influence: the New York and Federal experiments, rebirth of correctional/special education; Kenyon Scudder begins as reform warden of an important experimental prison without walls.
5.	1941-1945:	World War II. Prisons become War support factories.
6.	1946-1964:	Recovery from the interruption of World War II; Glenn Kendall's work extends MacCormick's, and sets the pace for Cold War correctional education.
7.	1965-1980:	Key improvements and centers of correctional education: the Federal influence in education, post secondary programs, statewide correctional school districts, special education legislation, and correctional teacher preparation programs.
8.	1981-1988:	Conservative trend begins under Federal influence and in most states; rise of CEA influence; continuation of trends from the previous period; Ross and Fabiano's definitive book on successful therapeutic programs in Canada and the U.S.
9.	1989- :	Emphasis on culture(s) and humanities, developmental education; differential delivery models based on gender, culture, local needs; international cooperation and information sharing of history/literature, and networking by correctional educators; some experiments in mandatory education for inmates.

Figure 2. Chronological Summary of North American Correctional Education History.

The paradigm model presents stages of change where the beginning stages are

immature and often "without terms that are accepted by practitioners" (Gehring, 2003, p.

5). The second stage area is where anomalies of trends become patterns that are

deciphered by the practitioners as fundamentally important to the change of the

paradigm. "Correctional education anomalies appeared in regard to democracy in adult

prisons and juvenile institutions" (Gehring, 2003, p. 5). As the anomalies began to be

examined, Gehring stated that "prison reform and correctional education leaders began to

appreciate that inmate students could be responsible for aspects of their own lives—especially education—even in confinement" (Gehring, 2003, p. 5).

The internal motivation of the inmate students described in the paradigm model mirrors the EBP practice within corrections most commonly referred to as motivational interviewing. "Correctional programs where staff engages offenders using warmth, empathy, genuineness, respect and flexibility have been found to reduce recidivism" (Serin & Shturman, 2007, p. 33). Fostering an environment where inmates increase their intrinsic motivation to become educated is an excellent mission. Yet, in corrections, it seems to be a fine line between fostering growth and avoiding manipulation. "Being open instead of guarded is sometimes viewed as allowing the offender an opportunity to manipulate the correctional educator (Mann, Ginsburg, & Weekes, 2002, p. 91).

The third model that Gehring promoted the quadrant/all level explanatory model. This model has quadrants that examine subjective, objective, social, and cultural dimensions of actions. The subjective quadrant had one overarching question, "Who am I, and why am I here?" (Gehring, 2003, p. 6). The responses to these questions were believed to provide specific insight into the teachers' moral and social reasoning. The objective quadrant focuses on classroom activities and the outcomes to be achieved. The social quadrant is "about the functional fit between material and human resources to support those activities and outcomes, with emphasis on the administrative configuration that regulates budget and personnel" (Gehring, 2003, p. 7). Finally, the cultural quadrant emphasizes the professional identify of correctional educators by practice and research. The patterns within these four quadrants offer patterns of engagement within educational programs as well as assist in anticipating future trends within the practice.

Evidence-Based Practices within Incarcerations as well as Other Fields

The term "evidence-based practice" is a term that is often misunderstood. Schools tend to look at student artifacts as evidence to base quality and measurable growth. Although this is a great way to see what students can do, correctional education has a different take on the term itself. In correctional education, evidence-based practices means that research and data-driven statistics must first prove the practice is worthy of implementing and investing fiscal resources. If research, data, and other testimonial evidence can be secured, a proposal is written to create an educational plan of the new method or curriculum enhancement as wells as the ROI (return on investment) of the desired educational implementations. Because of limited fiscal resources and the fact that incarcerated students are considered vulnerable wards within a "locked-up" setting, evidence-based practices are the only practices planned and proposed to directors within the department of corrections in North Dakota.

The gatekeepers affiliated with educational or correctional facilities are likely to expect information on educative outcomes prior to approving the implementation of teaching pedagogies used by college professors within incarcerations.

> The research literature on the best practices for educational outcomes (effective as well as for some traditional courses) suggests some useful general strategies. For example, experimental courses must be structured, involve ongoing opportunities for critical reflection on the relevant experiences or service. (Meisel, 2008, p. 1)

Hollis (2004) suggested that through dialogue and writing opportunities, educational programming should incorporate readings that "facilitate connections between theoretical

issues and experiences to communicate clearly the expectations for reflective learning"
(p. 3).

Ravitch (2003) stated,

If we learn from history, we will recognize that education cannot become a

respected and durable profession until it establishes its practices on a solid

foundation of valid research. We must insist on better evidence, more

randomized trials, and replicable studies. Education will not achieve the status

that it deserves until there is carefully constructed, validated knowledge about

how to improve student learning, as well as how to measure student learning.

(pp. 4-5)

Ravitch's (2003) statements are true about educational technology as well. The

Correctional Education Association has currently launched two major studies to prove the

validity of technology platforms within correctional education. One study is focusing

solely on technology literacy best practices. There has even been a committee referred to

as the "EduTeam" within the DOE who are looking at EBP (Evidence-Based Practices)

within technological literacy and reading.

One of the most promising approaches to increasing individuals' interest and

commitment in the intervention process, including those within the criminal justice

system, is the use of Motivational Interviewing (Ginsberg, Mann, Rotgers, & Weeks,

2002). This technique involves creating collaborative relationships between all

stakeholders by only being a facilitator of change—not by leading or forcing but simply

interviewing. With all change, it will not be permanent unless the desire for change is

intrinsic. To do this interviewing technique, practitioners must express empathy to show

a will for understanding, develop discrepancy by summarizing what has already been said in a way the client will agree or disagree, roll with resistance to avoid conflict, and finally support self-efficacy within the method and reasoning. The ND DOCR has hired MI (Motivational Interviewing) trainers to train all ND DOCR staff from correctional officers to maintenance to educators. Once training is concluded, it is required that all DOCR employees role play and practice these new skills twice a month in their assigned colleague groups to ensure a perpetual practice and implementation of the training. This training is to build more positive interchanges with the ND DOCR clients.

Social learning and behavioral principles demonstrate that human behavior in general is shaped by people's observations of, and interactions with, reinforcements and punishments from others. The compelling evidence underlying these practices, therefore, has significant implications for staff-offender interactions. Andrews and Bonta (2007) suggested to take full advantage of the routine of teaching moments that exist at any given point in time, it is important that staff members understand and use the following set of skills and practices to structure and guide everyday contacts with offenders. To do this, Andrews and Bonta suggested that educators and educational leaders follow these principles:

- Model desired attitudes and behaviors.
- Promote skill acquisition and effective problem-solving through structure and practice.
- Use reinforcers and incentives consistently and generously.
- Use disapproval and punishment wisely and selectively.
- Remain authoritative, not authoritarian.

- Assume an advocacy and brokerage role. (pp. 156-157)

By following these principles, the leaders will not only role model desired behaviors but also reinforce and redirect behaviors. The more these behaviors are modeled the more offenders and the staff who serve them will intrinsically change day-to-day communication.

A study of women convicts, done by Mageehon (2003), showed that the women who completed a GED program had experienced a strong academic connection in their primary and secondary educational experience that fostered their educational success behind bars. This is important because, according to Mageehon,

Correctional educators are in a unique position to be concerned about their students' pasts and futures . . . the women's experiences prior to incarceration, the histories of abuse and addiction, and their relationships with the power brokers both within the institution and outside the institution, mediate who they are as students. (p. 197)

It is crucial for educational leaders to be acutely aware of the relationship between prior experiences and current experiences as well as how other external factors influence prison classroom success. For example, an instructor may be doing a Christmas writing project in hopes of gaining creativity and a sense of normalcy for an incarcerated female student. If the teacher had not read the student's referral sheet, the instructor's project would fail miserably and possibly retraumatize a female student who had repetitively been sexually abused during the Christmas holidays when "all" of the family returned home for the holidays.

Past experiences of incarcerated students impact their own rehabilitation as well as the victims they may have victimized. In an article titled "A Social Constructivist Model: Tucson's Inside/Out Program," Muth and Kiser (2008) described a program founded in 2003 where incarcerated youth as well as students on the brink of dropping out are brought together to build literacy skills. The Inside-Out Program has the incarcerated youth as well as the alternative school students work with honor students in writing poetry that is published into chapter books. Students on the "outs" read from their own work as well as selections by their incarcerated peers at city-wide arts festivals. Before this study began, students were told that the reason they were educated was so that they could better serve their communities.

> They are told, moreover, that what makes us capable of serving aren't only those experiences which tap into our strengths: Our pain, our losses, our confusion, our errors, the damage we have done to ourselves and to others—these too enable us to give, and with empathy. (Muth & Kiser, 2008, p. 365)

> Upon exit of the semester program, students are asked to evaluate the program. Those in detention feel relief from participating in the program for two reasons: First they are being asked to think about these grave times in which we live, which form the context for schooling but which are often ignored, leaving young people to make sense of turbulence and fear by themselves (this unthinkable loneliness). Second, the fact they are told to embrace their pain, rather than ignore it or tamp it down, provides new insight and comfort. (Muth & Kiser, 2008, p. 366)

Through these students' writings, they become an integral part of their community—aiding them in forming an existence for the community that they once failed in. Research tells us that as many as 34% of juvenile delinquents in incarceration have reading levels at the first grade (Vacca, 2008). Poor reading skills typically stymie a youth's other opportunities for success in school because they lack the fundamental skills to participate in class or complete homework and class assignments. The United States Office of Juvenile Justice and Delinquency Prevention (OJJDP) has identified three objectives of effective juvenile justice systems. The first objective is to make the youthful offender accountable for his crimes. The second is to empower the juvenile to become a more productive and responsible citizen. The third and final objective of juvenile justice systems is to help ensure public safety. In order to meet these objectives, involvement from numerous partners such as schools, mental health providers, law enforcement and juvenile justice providers must be strong and collaborative in nature. Offering delinquent youth a continuum of support services both during incarceration, and especially after their release is cogent to reducing recidivism (Wood, Wood, & Mullins, 2008). Service Learning, whether in fine arts or other physical products, proves to be a powerful tool in empowering students to make a change in their prior thinking, while oftentimes, simultaneously equipping students with more employability experiences and skills.

Past experiences have been found to be motivators and obstacles within this literature review, yet academic past experiences seem to have the most stagnating effect on students' intrinsic motivation to learn. Harlow (2003) stated there is a relationship between incarceration and high school dropout rates. Unfortunately, though, addressing the literacy needs of incarcerated people is complex. "Academic problems are also

highly correlated with dropping out of school. Overall, incarcerated individuals possess lower literacy skills which compared to typical adults" (Harlow, 2003, p. 11). Gee (2006) followed Harlow's research topic by checking inmates' perceptions and attitudes based on their literacy skills and the correctional education programming available to them. To find out this perception, research was conducted in an action research project with 36 inmates from a rural county jail. The prisoners completed surveys which resulted in most stating they are satisfied with the instruction from the current correctional education programs but wanted the educational offerings more often and for longer periods of time.

Vacca (2004) studied literacy programs that were considered successful in jails and prisons. Through the review, four qualities were found to make up a successful literacy program:

First, programs should be learner centered by addressing the unique, individual needs of inmates. Programs should recognize the various learning styles of participants, attempt to address the wide range of literacy skills, and respect the cultural diversity of participants. Second, programs should employ instructional materials that are used in meaningful contexts and support the needs of the participants. Third, instruction should be engaging, motivating, and sustain interest. The textbooks should be incorporated into the lessons. Fourth, participants should see themselves in a role other than that of "prisoner" or 'inmate.' This means they should be treated with the same respect as human beings who function in society outside their constraints. (Vacca, 2004, pp. 297-305)

If a correctional literacy program has these four characteristics, inmates will likely become empowered within their own academic learning. The fourth quality of having a student not be a prisoner in the correctional setting is much more difficult to achieve. Rapport, interaction, and instructional delivery are very much in the control of the educator. An educator who is cognizant of this fourth quality could create a learning environment that closely mirrors public education. It is critical that teachers and all program staff effectively model the behaviors they are trying to instill in the juveniles so they are learned through positive interactions between youth and adults (Houchins, Jolivette, Wessendorf, McGlynn, & Nelson, 2005).

Evidence-Based Curriculum Variety and Delivery Methods within Corrections

"Evidence-based" is often linked to a practice. In this study, a closer look was given to curriculum varieties that are already being offered throughout the country's prison facilities. Curriculum proved to go beyond a book, but rather its true definition— what is expected to be learned.

The Inside-Out Prison Exchange is a program that started in 1997 within the Philadelphia Prison System. The premise of the program is to teach college-level courses that have an equal number of incarcerated and non-incarcerated students participating in the class. They found attendance and achievement to be high within this programming. "To date, the program has been implemented by 56 instructors who have taught 147 Inside-Out courses involving 5,000 students (Inside and Outside) at 37 colleges and universities" (Pompa & Crabbe, 2004, p. 4). This project proved what expectations can do. Instead of limiting the learning scope to what has hindered incarcerated youth in their pasts, the Inside-Out Prison Exchange held a high standard of what would be the

learning. Student testimonials as well as the assessments given to students both on "the inside" and on "the outs" proved to be higher in achievement than their peer counterparts not in the program.

Parenting education for incarcerated mothers can create a better understanding for some mothers on their responsibilities with parenting as well as understanding the power of love and consistency with children. When following 57 women incarcerated in state prisons who went through 12 two-hour sessions, Houck and Loper (2002) found a myriad of emotional anguish in these mothers ranging from rape to domestic violence.

> They may believe that their children are unaffected by their incarceration. Or, they are so filled with guilt at the harm they have caused that they are frozen into anxiety. They do not understand that their incarceration, and the unstable life that resulted in their going to prison, had an impact of the children. (pp. 548-558).

Those incarcerated mothers who successfully finished the 24 hours of sessions displayed positive relationship building and provided stronger victim impact statements back to their children.

McKibben (2007) coined a phrase called "hyper-individualism" that is described as when "students are taught to compete and to consume." McKibben described students' current learning as having an imbalance emotionally due to what they learn in school compared to what they see on their cell phones and computer screens. Due to the constant stimulation and access to information, the curricula planned and presented needs to be shaped around "hyper-individualism." This concept would certainly lend itself to a great deal of variety; however, it could prove arduous to accomplish due to the skill level of educators versus their students.

Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach. Today, not only do we use computers, but we also have laptops, wireless laptops, and tablet PCs. In addition, we have the World Wide Web, scanners, CD burners, USB drives, digital cameras and digital video cameras, PDAs, as well as video and DVD players. And most educators use a variety of tools-including video, e-mail, desktop conferencing, online programs such as WebCT and Blackboard, as well as video conferencing-to teach. Thus, it is no longer acceptable for educators to be technology illiterate. (Turner, 2005, p. 4)

Computer Literacy is needed for even the most basic of jobs, yet teachers often do not feel confident and well-prepared enough to adequately integrate technology to meet the hyper-individualism needs of our students.

A correctional facility in Canada has implemented an unconventional literacy project. Taylor and McAtee (2003) described the program as one that assists "older struggling readers with vocabulary, comprehension, and fluency" (p. 476). In this program, the prisoners make audio recordings that correlate with children's books. The audio and books are then used in elementary classrooms. The program was considered successful on multiple levels.

The success of the project was measured by the prisoners' improved reading levels, confidence, attitude, and motivation as well as recidivism. Moreover, the project empowered and respected the adults' desire and their attempts to become more fully literate by providing a safe environment that focused on choices and clear, achievable goals. (pp. 476-480)

Having an end product often creates more of an intrinsic motivation to achieve the

learning, or consequently, promotes the learning without the student even knowing that it

is taking place.

Visual arts education is beginning to be considered a conduit through which

students in correctional facilities can experience all possibilities in education including

> . . . learning to appreciate one's own and other's talents and potential, learning to
>
> set goals, learning to postpone gratification, learning to accept responsibility for
>
> one's behavior, developing a personal investment in the well-being of others,
>
> learning to interact and communicate effectively, and learning to resolve conflict
>
> and solve problems. (Saleebey, 2002, pp. 296-305)

Art education has been considered then a strength-based approach where juveniles utilize

their strengths to understand how they can create change that positively affects their lives

and growth. In addition, this hands-on opportunity also allows students to release

anxiety, create personal and cultural pieces, and to work through thinking errors while

actively engaging in the classroom setting.

Geraci (2010) offered new ideas to curriculum within a correctional setting in her

2010 book. She listed events that not only inspire inmates but also work on their literacy

skills. Multi-cultural book clubs offer students an opportunity to broaden their

conceptual knowledge while relating the stories to their own personal stories. The

Fathering Program—Children's Book Making was where inmates learned how to write

for a target audience as well as learning computer, publishing, and production skills.

Spoken Word Poetry is an activity designed to give each inmate an opportunity to stand

at a microphone for two minutes while he/she dedicates a poem to a group member that is

currently in "the hole" (segregation). "Theater of the Oppressed" is a program that aids the inmates in their expressive skills both physically and through voice. In describing these activities, the result to the inmate was often that of inspiration and empowerment. Providing opportunities for students to develop communication skills allowed students to channel that sense of empowerment into confidence when entering the workforce market.

Beyond curriculum variety and depth, it was soon clear that the method in which curriculum was delivered to inmate students also varied within the correctional setting. Many public officials now hold the belief that the fight against juvenile crime actually begins in school. This involves teachers understanding the issues facing today's youth and finding ways to reach troubled juveniles before they become lost in the system (Maxwell, 2006, p. 26). Research has demonstrated that the educational environment in early childhood settings that is more teacher directed rather than child centered, can lead to higher tendencies for antisocial and delinquent behavior in adolescence (Mills, Cole, Jenkins & Dale, 2002, p. 91). Providing the right balance between a structured environment conducive to learning without seeming to be overly harsh is a major challenge for educators in the juvenile justice system.

The 2009 United States Department of Education's research entitled "Partnerships Between Community Colleges and Prisons" shared that Texas looks primarily at labor market data to select educational programming. Since Texas is a large transportation hub, truck driving is an advantageous occupational skill to teach in their prisons. In contrast, the research described New Mexico's educational courses as more academic with offering the prerequisites for arts degrees that can be completed upon inmate release. On-site training has been the most popular vehicle of curriculum delivery over the years,

but the source stated that distance education, although it creates a security hesitation, is

becoming a more convenient approach. New Mexico, for example, has created a secure

distance education curriculum delivery called a WebCT engine which allows all state

prisons in New Mexico to offer courses through multiple universities and colleges in the

state through one monetary sum versus multiple contractual costs of on-site instructors.

In order to ensure successful completion of the programs that are planned and

implemented for inmates, creative administrative approaches need to be followed. The

United States Department of Education's report explained how some states ensure their

efforts are more likely to be successfully completed by the inmate students:

> Several state correctional education programs, such as those in Virginia and
>
> Texas, have agreements with their DOCs to hold inmates enrolled in education
>
> classes until they complete their course work. Many states also provide good-
>
> time credits to inmates for successful program completion. Indiana, for example,
>
> cuts a half-year from the sentences of inmates completing a general equivalency
>
> diploma (GED), 1 year for those completing an associate degree, and 2 years for
>
> those completing a bachelor's degree. For inmates who have earned reduced
>
> sentences for good behavior, the good-time credits are applied to the reduced
>
> sentences rather than the original sentence. As a result, good-time credits lead to
>
> even shorter sentences in Indiana compared to other states that apply credits to the
>
> original sentence." (MPR, 2009, pp. 33-34)

Borden and Richardson (2008) described the effective use of technology within

prisons and correctional facilities. "From retro-fitting older prisons to planning new

construction, technological foundations must be considered. The omnipresent nature of

technology in free society compels us to equip offenders for its application prior to their release" (pp. 3-4). These common platforms available in correctional schools are listed in Table 1.

Table 1. (Borden and Richardson, 2008, pp. 3-4)

Common Platforms Available in Correctional Schools	
• CD's/DVD's	• Two-way audio/video conferencing
• Closed circuit	• Internet Protocol TV
• Intranet	• Satellite
• File Servers	• Instructional TV Fixed Service (microwave)
• Computers, stand-alone, or networked	• Learning content systems such as NovaNet, WebCT, or Blackboard
• Local Area Networks	• Wide Area Networks.

The 2009 United States Department of Education's research explained the feasibility study that CEA is conducting. "CEA is working to increase staff and offender access to corrections-specific programming in our nation's jails and prisons through Transforming Lives Network" (p. 39). If CEA can be freed from the distance learning technology through independently operated systems, the association will be able to create content and make production decisions that will aid TLN to have longevity and nationwide delivery. The TLN has a great potential to increase access and completion of education to incarcerated youth that would lead to postsecondary degrees. The study is collecting data from 44 prisons with a high concentration of youth offenders ranging from ages 18-25 from six states. The research, at the point of this publication, was

showing a strong positive effect from TLN by using a variety of technological delivery systems.

Others have recommended specialized course work to prepare instructors and inmate tutors in dealing with the needs of inmate students. Moeller, Day, and Rivera (2004) stated that though there are some general understandings about correctional education, there is no prescribed curriculum. The report concluded that correctional education should include "literacy classes as well as basic skills (including speaking, listening, and problem solving), some sort of individualized instruction, accommodation for deficient students, and a school-to-work transition system" (p. 47). Making sure that students can read, write, and do math hasn't changed much within education over the centuries; hence the age old adage of the three R's, but the fact that more and more of our incarcerated students lack problem-solving and critical-thinking skills is proving to be on the rise. Youth exiting incarceration frequently report that the educational setting they participated in was critical to their ability to set goals and plan for a successful return to society. More often than not, juveniles exiting residential incarceration with highly structured academic settings related that their participation in the program helped them to overcome negative perceptions about school and their own ability to succeed (Mincey, et. al, 2008, p. 9).

Since resources are often slim in a correctional setting, many have focused on the effectiveness of inmates serving as tutors. Geraci (2000) mentioned the use of inmate tutors who were first trained to play this role in the correctional education classroom. The inmate tutor must first successfully complete his/her own GED. An interview-based research found, though, many of the inmates reported mixed feelings. Some inmates felt

the tutors did not help them as much as they should have. Likewise, tutors that were equipped to tutor the most effectively reported feeling overwhelmed with the typical 10:1 ratio in the GED classroom. Preparing inmate tutors to deliver educational services and being mindful of ratios to a smaller group of students can be a win-win situation within a correctional setting. It not only offers students and inmate tutors a successful environment, but it also offers more educational services without additional fiscal strain of more educators on payroll.

Program Evaluation Methods and Criticisms of Evidence-Based Practices

In the public sector, educators are striving to prepare their students to become productive citizens. Juveniles who perform poorly in school have diminished academic skills, which in turn, reduce their potential to find meaningful employment (Mincey, Maldonado, Lacey & Thompson, 2008, p. 22). In corrections, educators share the same hope of creating productive citizens, but first the educators must arm their students in cognitive restructuring techniques to reduce criminal thinking as well as educating their students on available resources so that the incarcerated student can experience a successful reentry.

Miller and Rollnick (2002) described the life in prison as a structure that makes prisoners successful within the incarceration period but does not lend itself to successful transition to the community upon discharge. "No amount of external control will make people change the way they think or behave for long. After all external controls are lifted, most people, and certainly most clients, revert to the same lifestyle choices they engaged in previously" (p. 1). Structure is a necessary to make prisons function in a way that creates safety and security, yet it is important that the behaviors and decisions being

made by the inmates are driven by an internal force. "Recidivism can be significantly reduced through a focus on improved assessment, client motivation, case planning, treatment and program evaluation" (p. 1). Recidivism reduction is always the driving force. Juvenile crime and recidivism in particular have become nagging social issues that continue to plague policy and decision makers (Baffour, 2006, p. 559).

To aid the inmate in gaining an intrinsic drive to change his or her academic achievement, Miller and Rollnick suggested an EBP called motivational interviewing which employs reflective listening, asking open-ended questions that are aimed at methodically digging deeper into the criminal logic that causes repeated problems for an inmate. Ultimately, the MI practitioner is trying to elicit self-motivating statements from the client about what they see as problem areas, the consequences to continuing to live and behave the way they do, and alternatives worth considering. Educational leaders should then focus their energy on EBP—a way that focuses the leaders' on practices that have been proven to work through research and testing which will create an intrinsic drive for an inmate to improve educationally. This intrinsic motivation will then translate into enhancing public safety. If the incarcerated students can begin to self-motivate and self-talk through criminal impulses, he or she will then be less likely to reoffend.

> As more juveniles are waived into the adult correctional system, they are also held longer in pre-trial detention which inhibits their access to appropriate educational services. In a time of great demand by the tax-paying public, state agencies and the providers of juvenile justice programming are being pressed for positive outcomes and accountability. More and more, the responsibility for ensuring

public safety and restoring confidence in the juvenile justice is falling to the education of incarcerated youth. (Portner, 1996, p. 2)

Beyond cognitive restructuring, though, inmate students need career readiness certificates and skills to have a greater chance of a successful reentry. Hughes and Wilson (2008) shared that the "lack of education credentials and workforce skills among inmates are significant factors to consider because 95% of the more than 2.3 million inmates incarcerated in the United States will eventually be released" (p. 15). To say the least, these ex-offenders will be released with few job skills in a job market that often requires post-secondary education. Lacking the skills to function at jobs that would pay their way, many offenders, according to this source, will return to their criminal behavior to make their living. It stands to reason then, if correctional educational leaders create environments that arm the incarcerated student with employability and motivational interviewing skills, these same inmate students will find themselves employed in occupations that can sustain their financial needs rather than becoming underemployed (lacking enough financial sustenance) or unemployed which ultimately leads them back to criminal behaviors to survive. Teaching students to assume a greater role and responsibility for their future has also been shown to be a key part of planning for a juvenile's return to school or even adulthood (Houchins, 2001, p. 146).

The attitude is beginning to change in America toward offenders and the crimes they commit. Historically, the public opinion has been to get tough on crime. Krisberg and Marchionna (2006) reported in a survey they conducted with United States voters that the public sentiment is now to "get smarter, not tougher." A brief overview of their results include

- Support (by an almost 8:1 margin) rehabilitative services of prisoners, as opposed to a punishment-only system, favoring services both during incarceration and after release from prison.

- Believe a lack of life skills (66%), the experience of being in prison (58%), and barriers to reentry (57%) are major factors in the rearrest of prisoners after release.

- Believe a lack of job training is a significant barrier to releasing prisoners.

- Consider medical care (86%), the availability of public housing (84%), and student loans (83%) to be important tools for offender reintegration.

- Support offering services such as job training, drug treatment, mental health services, family support, mentoring, and housing assistance to prisoners. (p. 10)

Taking the focus off of punishment has led to the realization that reentry programming is essential to reduce the risk of recidivism.

The Bureau of Justice Assistance (BJA) published a 2007 report entitled *Increasing Public Safety Through Successful Offender Reentry: Evidence-Based and Emerging Practices in Corrections.* This study offered the reader a framework for successful offender reentry. Successful reentry must create a promotion of successful offender outcomes. Success is defined as a reentry where the offender becomes a law abiding citizen, pays his/her taxes, becomes a contributing member of his/her society, and supports his/her dependents. The framework offered three points to successful reentry.

First, promoting successful offender outcomes enhances public safety. Second, promoting successful offender outcomes allows for a better allocation of (often

limited) resources. Third, promoting successful offender outcomes provides a focus for positive action that is consistent with both public expectations and the central responsibilities of institutional corrections and community supervision agencies. (p. 16)

In addition, this publication offered a specific set of activities that the educational leader will find particularly significant to successful outcomes with offenders:

- Understanding the principles that underlie offender reentry efforts and the direction of this work from a national perspective.

- Establishing a clear vision for the work and promoting the acceptance of this vision within institutional corrections and community supervision agencies.

- Appreciating the leadership that will be required to move institutional corrections and community supervision agencies in new directions.

- Developing collaborative approaches within institutional corrections and community supervision agencies and with other agencies and individuals around offender reentry efforts.

- Taking a rational approach to planning.

- Employing evidence-based practices to achieve these successful outcomes. (BJA, 2007, p. 17)

O'Rourke (2003) suggested that curriculum delivery to youth offenders needs to follow a "think exit at entry" approach. To help facilitate a successful transition for the student into the community and into the workplace, the educational programming offered while in confinement must include "literacy and functional skills development for youth with cognitive, behavioral, or learning problems, academic and vocational credit courses

which are meeting standards for students pursuing a high school diploma or GED" (p. 85). The "think exit at entry" is then a model for transition. O'Rourke and Satterfield (2005) outlined a four-stage model to follow:

Stage One: Intake involved the initial intake of a youth into the facility. Within the first week, the student's academic records need to be reviewed and a portfolio started for accomplishments, certificates, references, transcripts, etc.

Stage Two: Ongoing/Release is comprised of the ongoing activities of the identified educational plan which involves monitoring progress and modifying the student's academic goals as needed.

Stage Three: A Release Review is conducted 60 days prior to release. All stakeholders of the student discuss with the student a plan of transition and any additional preparation that would be needed.

Stage Four: A formal Exit Interview is conducted 10 days prior to the youth's release from confinement. At this final meeting, the overall progress of the student is reviewed and appropriate documentation is added to the student's portfolio. This portfolio is provided to the student's parent or guardian, and the youth's probation/parole/specialist to assist in the successful transition of the youth into the community. (p. 189)

If more emphasis were on this "think exit at entry," there would be more collaboration within case planning prior to an incarcerated student beginning his/her time within confinement. Education and transition planning for a youth's return to his community have been found to be critical factors contributing to a successful reintegration (O'Rourke & Satterfield, 2005). With recidivism rates as high as 50%, this is no small matter. This collaboration could make inmate students more successful in preparation for

reentry—for example, a student who goes through a reading remediation program due to his reading level being at first grade would benefit from that programming ahead of entering a treatment program (such as sex offender treatment) where most treatment text is written at a grade equivalency of sixth to ninth grade. This would allow the student to gain more information and conceptual knowledge in areas where he/she has failed in the past. The juvenile justice system as a whole suffers from a severe lack of program models designed to deal with offenders and their specific problem in treatment sets the offenders can understand (Bloom, Owen, Deshenes, & Rosenbaum, 2002, p. 530). Transition planning and implementation has also garnered a great deal of importance as a key strategy as part of a youth's incarceration experience (Abrams, Shannon & Sangalang, 2008). The degree to which services are designed to support the educational program plays a significant role in assisting juveniles in their quest for a successful return to their communities (Mazzotti & Higgins, 2006).

It is estimated that over two million men and women are residing in penitentiaries. "Ninety percent of these inmates will eventually be released from prison" (Linton, 2004, p. 274). The vast majority of these inmates enter prison without basic literacy skills or job training. According to the United States Department of Education, approximately 75% of men and women released from prison will commit an additional offense within three years. Curriculum, then, must contain educational experiences that enable the inmate to function in the job market upon release. Workforce preparedness would then have a direct link to reading remediation in an effort to prepare for a student's successful reentry.

A large amount of research has focused on the relationship between correctional education and the means of reducing recidivism. According to Nuttall, Hollmen, and Staley (2003), there is a 14% reduction in reoffending if that inmate has attained his or her GED. The key to this successful reduction of risk is due to the fact that GED courses need to maintain fundamental literacy skills in order to successfully complete the instruction and testing. Linking this back to Linton's (2004) report, reading remediation and literacy skills are a direct link to successful GED completion—thereby preparing a student for successful reentry.

Chappell (2002) stated that there is a direct correlation between educational attainment and an increased reduction in recidivism. Chappell went on to describe educated prisoners to experience "beneficial effects on post-release employment and institutional discipline" (p. 149). This study showed a difference of 50% in recidivism rates between inmates who had at least two years of college and those who did not possess this level of education. Specifically, it stated ". . . inmates who possessed at least 2 years of college were re-arrested at a rate of 10% as compared to a rate of 60% for those who do not possess this level of education" (p. 149). Chappell's review showed a positive relationship between education and recidivism reduction.

A similar education to recidivism study by Gordon and Weldon (2003) shared "of the inmates who earned their GED while incarcerated; only 4% were re-arrested as compared to the national rate of 65%" (p. 202). If collaboration can happen within the case planning stage of an inmate student's entry, the educator who sits on this planning committee would hold an influential job. Education, as evidenced in this research, has a direct link to recidivism reduction.

In order to provide the most efficient and effective education to youth in juvenile corrections, a comprehensive assessment of their current achievement as well as an assessment of their needs must happen. "Addressing the academic needs of youth in corrections and teaching the skills needed for their return to the community may reduce the likelihood for recidivism" (Kollhoff, 2002, p. 44). Decreasing recidivism has not only an immediate but also a long-term benefit to society. The researcher estimated that "juveniles who become adult offenders cost society between $1.5 and $1.8 million each" (p. 44). Academic programming for incarcerated youth is a cost-effective way to improve the youth and the community he/she lives in.

Summary of Literature Review

Chapter 2 framed the study using literature in the field of incarceration as well as research specifically focused on evidence-based practices. The research identified key leadership qualities and focuses within the field of corrections that should remain at the forefront of selecting evidence-based practices in education programming. In addition, the literature review identified demographic trends within the incarcerated population to better identify variables of consideration within program evaluation of all EBPs within the framework. The middle segment of Chapter 2 offered a focused look at EBP implemented in incarcerated settings as well as other fields. This segment took a closer examination of what variety of curriculum was being offered as well as what delivery methods were implementing those practices. The final section of Chapter 2 reviewed program evaluation methods substantiated within the field, what and how it measures, and uncovers criticism that exists within the assessment process of EBP.

Poverty, lack of literacy skills, and a familial past of criminal involvement are often the culprit that leads students to incarceration. Technology, distance education, visual arts, and high expectations all had positive results for the students. Intrinsic motivation, motivational interviewing, reading remediation, assessment of conceptual knowledge gaps, and learning environments that expect excellence are a few strategies and points gleaned from the literature review for the ultimate goal of successful reentry. Successful reentry is not only a recidivism reduction for our prison populations by preparing productive citizens, but it is also a societal savings to taxpayers who ultimately fund our prison systems.

CHAPTER 3

Research Methodology

The design and procedures for the study are presented in Chapter 3. The study employed a research model using quantitative data with some qualitative elements. Research skills are the key to informed decision-making: understanding how to source, analyze, and assimilate information effectively can be the difference between a successful decision or a disastrous one. The quantitative analysis allowed the research methods to produce numerical data suited for statistical analyses. The qualitative research produced observations, notes, and descriptions to best define evidence-based practices. The study utilized interviews and a survey instrument to gather this research. This chapter presents a brief discussion of the methods for the literature review, the purpose of the study, the research questions being investigated, and a description of the methodology used to collect and analyze the findings for the elements necessary for an effective evaluation process for evidence-based practices.

The research sought information from correctional institutions around the United States regarding their definitions of evidence-based practices, how these practices were selected and implemented, and how or if other states were evaluating the evidence-based practices for effectiveness across the populations served—juvenile and adult. Juvenile and adult education has recently been reorganized and combined within the North Dakota Department of Corrections and Rehabilitation. The research was used to inform practice and planning for this organizational change. Specifically, it was the hope that the data would offer guidance for the ND DOCR Education Department to not only analyze and

methodically implement EBP within its education programming but also establish a program evaluation process to measure effectiveness within EBP being implemented.

Research Questions

This study was based upon the following research questions.

1. Which states currently use EBP?

2. What is the definition being used across the United States for evidence-based practices within correctional education?

3. What is the process being used across the United States for selecting and implementing evidence-based practices within correctional education?

4. What is the evaluation process being used across the United States for measuring effectiveness of the evidence-based practices that are in place?

5. What are the variables that are being included within the evidence-based practice when evaluation of effectiveness is taking place? (For Example: baseline academic progress prior to implementation, behavioral incidences prior to implementation, ages served, gender and/or gender segregation, criminogenic level, average length of stay, ethnicity, recidivism, and risk factors of offenders.)

6. Which states currently evaluate effectiveness with the EBP being used?

7. How similar are the definition, implementation, and evaluation process of evidence-based practices among adult and juvenile correctional facilities?

Review of Selected Literature

The research was based on searches using GOOGLE, *Education Resource Information Center*, *Online Dakota Information Network*, *EBSCOhost* databases, CEA

(Correctional Education Association), DOE (Department of Education), OVAE (Office of Vocational and Adult Education), and the ACA (American Correctional Association) in order to find educational articles, books, and journals on educational leadership within incarceration as well as practice selection and delivery methods of evidence-based practices. In addition to the ACA, a great deal of information was gained by referencing previous research studies performed by the United States Department of Justice, the Office of Justice Programs, and the Bureau of Justice Statistics. Guidelines to conducting a survey and analyzing the results were also reviewed. All articles, books, journals, and dissertations were accessed through the ID Weeks Library at the University of South Dakota, University of South Dakota's Library tutorial assistance, and through interlibrary loan services. The 6th Edition of the APA Guide was used for the writing forms and style. Documents from correctional facilities were provided by and collected from the participating correctional education leaders.

Population

The population of this study was two-fold. The survey instrument was delivered to one selected population. The study then examined the responses of correctional education leaders serving as the "Director of Education" or equivalent position from all 50 states as well as the District of Columbia made up the first population of the study. Some of these leaders led both adult and juvenile correctional facilities, some led juvenile-only facilities, and some led adult-only facilities. The selected participants were identified by using the *2012 Directory of the American Correctional Association.* This directory provided contact information for all offices and agencies for each state's Department of Corrections (DOC). Beyond contact information, each state's section

within the directory also had a brief narrative that described the overall responsibilities, supervision, and organization of its departments within corrections.

The second population studied was the students served at the ND DOCR during the school years of 2010-2011, 2011-2012, and 2012-2013. Analysis included a demographic breakdown and examination of the total student population served within the ND DOCR's youth population at the ND Youth Correctional Center (ND YCC) over a three-year period. This was not a sampling but a full representation of all students served within the ND YCC using monthly census data and cumulative annual neglected and delinquent reports for Title 1. This population was analyzed to identify key demographic factors that later served as an identifier of demographic variables within measurement, assessment, and program evaluation of EBPs being implemented.

Research Design

The study utilized a survey research method to which random assignment was not used. The group assigned to this survey included an existing group of participants—all "Director of Education" or equivalent in charge of education programming of DOCs in all states in the union as well as the District of Columbia. Participants were not randomly assigned to conditions. Respondents were asked to define "evidence-based practices" in writing. The definitions will be coded and then analyzed for emergent themes.

Instrumentation

With reflection regarding the research questions, the use of a survey as a method to gain information around the United States was chosen. Salant and Dillman (1994) provided information about types of surveys and the characteristics followed by each when administered. One of the surveys described was an evaluation survey. "An

evaluation survey is used to learn about the impact of public or private programs and policies" (p. 16). This source went on to explain that a successful survey is one that produces data that can be proven sound as well as informational to the intended topic. To accomplish this, the survey itself should not be more than 15 questions in length.

Based on these suggestions, the survey used with this population had 15 questions in all (Appendix B). All questions gave the survey participant an opportunity to offer additional comments and more specific feedback. In addition, an attachment feature was employed to allow participants to offer additional artifacts to demonstrate answers to the survey questions. Nine of the survey questions were fill in the blank to which participants were asked to provide specific participant information, definitions of EBP, descriptions of how EBP is selected for implementation, and practices of effectiveness measurement for each EBP in practice. Six multiple choice questions were asked for specific numerical answers where participants were able to check the most accurate box for information such as the frequency of the evaluation process for EBPs, the percentage of recidivism rate, the average length of stay for each state's offender population, and the average population census for each facility. These sub-groups were used to identify similar variables among the responding states.

Most Americans are familiar with survey results—public opinion measured by the media, political opinions gathered by campaigning office-seekers, and market research to help position consumer products. Many, however, are less familiar with the techniques of conducting a useful survey under constraints of time and cost. Floyd Fowler's book, *Survey Research Methods*, provided specific guidelines when using a survey to gain information and evidence.

- Developing and pretesting the survey questions—including the use of in-depth interviewing, cognitive interviewing, focus groups, and formal quantitative testing as needed

- Determining the appropriate methodology for implementing the survey. Commonly used methodologies include telephone surveys, Internet surveys, mall-intercept surveys, and self-administered surveys (Fowler, 2008, p. 140).

The survey for the study was critiqued with a group prior to a full distribution to the selected recipients. Through the pilot group, survey questions causing confusion were identified and edited prior to dissemination to all participants. Fowler suggested an Internet survey with a time line identified within the introduction. The survey of this study was administered using the Internet survey service *SurveyMonkey*.

According to Fink (2006), a researcher must form a survey that explains specifically what the mission is and how that mission will improve, define, or change an end result. Fink stated that a human touch of a personal scenario compels the participant to do the survey versus opting out of the request. Fink suggested this checklist for conducting a survey that will produce the desired results:

- Send respondents an advance letter via regular or email telling them the purpose of the survey questionnaire.

- Prepare a short, formal explanation to accompany the questionnaire form.

- Offer to send respondents a summary of the findings.

- Keep the questionnaire procedures simple. You can provide direct links to the survey's URL for online surveys.

- Keep questionnaires short. Ask only questions you are sure you need, and do not crowd them together. (p. 27)

Keeping what the expert suggested, the correspondence to accompany the survey (Appendix A) assured the participant that the process to the survey was quick and convenient to increase the likelihood of those who were contacted to agree to participate. In addition, a description was written to explain the use of the information being requested. The end results of the research was offered to the participants by each respondent checking yes or no to that offer on the survey.

Data Collection

The researcher, upon approval of the dissertation proposal, notified the identified correctional education leaders using the cover letter and survey instrument that had been designed. The correctional education leaders serving as the "Director of Education" or equivalent position from all 50 states as well as the District of Columbia were contacted by using the *2012 Directory of the American Correctional Association.* This directory provided contact information for all offices and agencies for each state's department of corrections. Beyond contact information, each state's section within the directory also had a brief narrative that described the overall responsibilities, supervision, and organization of its department of corrections. The use of this directory, as well as the contact of these educational leaders, proved to be crucial elements of this research in order to compare and contrast what states already have in place. Educational leaders from other states had the opportunity to provide a tangible set of examples and descriptions to aid the newly reorganized ND DOCR Education Department in establishing an EBP definition, implementation, and evaluation process.

An online questionnaire service called *SurveyMonkey* was utilized to design a survey consisting of 15 questions that was given to these correctional education leaders who were serving as the "Director of Education" or an equivalent position in each state's DOCR as well as the District of Columbia. The statements and questions were used to obtain the perception of correctional educational leaders across the United States. A survey was developed by focusing on (a) the definition of evidence-based practices approved and used within each state's DOC, (b) the selection and implementation process of EBP within correctional programming within each state's DOC, and (c) the evaluation process in place to measure the effectiveness of EBP with each state's DOC facilities.

Once the survey questions were designed, two colleagues within the North Dakota Department of Corrections and Rehabilitation offered wording suggestions. Additional review was also solicited by the current EBP personnel of the ND DOCR as well as the current president of the national Correctional Education Association (CEA). Questions were modified to be more concise for a better end-result of data. Once the survey was approved within this proposal, a critique of the survey was conducted by five volunteers to ensure that the survey was user-friendly and that the questions were clear and concise. After the critique, the survey was then sent to the educational leaders identified for participation along with a letter of introduction to explain the research project as well as the purpose of the survey (Appendix A). This communication included the required human subject information and was sent using electronic mail.

During the beginning of 2012, available data on educational leaders in correctional facilities across the United States began to be gathered. Correctional education journals, studies from state and national justice organizations, and evidence-

based research practices were reviewed. Using the information gathered, a survey was designed to collect data from educational leaders of correctional facilities across the United States. In late Fall of 2013, the University of South Dakota approved the research project (Appendix C), and survey that was developed through *SurveyMonkey*. On November 6, 2013, the surveys were sent via email. The email included an introductory letter and a link to complete the survey on the *SurveyMonkey* site. A closing date of November 15, 2013 was in place. A follow-up survey was sent to all nonrespondents on November 15, 2013 with a final closing date of November 18.

Data Analysis

The study contained both quantitative and qualitative elements. The results were reviewed through the analysis feature provided by *SurveyMonkey*. Data were recorded as a total response count and displayed in table and graph formats. Content analysis of these data was presented with categorical references for easier readability. For the quantitative aspects, the researcher used *Fundamental Statistics for the Behavorial Sciences 7e* by David C. Howell to complete the statistical analysis. Multiple choice questions were used for part of the survey. The analyses of these items comprised computing frequencies and percentages. Summary tables were used for reporting frequency within the multiple choice data. The qualitative elements of the respondents' answers were coded to maintain confidentiality while data were interpreted.

The qualitative responses for the first four research questions for the definitions for "evidence-based practices," selection and implementation process, and evaluation measures and variables used throughout the United States were analyzed and interpreted

by the researcher. A categorical coding system was established after the data were

collected to provide patterns and trends within the respondents' answers.

> While it is good to begin data collection and coding with pre-set codes, another
>
> set of codes will emerge from reading and analyzing the data. These "emergent
>
> codes" are those ideas, concepts, actions, relationships, meanings, etc. that come
>
> up in the data and are different than the pre-set codes (Gibbs, 2007, p. 5).

The categorical coding results of the first four research questions were analyzed

quantitatively. For the fifth research question, a comparison of the results was made from

the respondents who were directing education programming specifically to either the

adult or juvenile population.   The emergent codes once all respondent data were received

were identified through what Gibbs refers to as the "three reads."

> You will read the entire survey from start to finish without coding. On the second
>
> read, you will want to jot down both codes and remarks on a hardcopy as you read
>
> it. As mentioned previously, the codes will derive from both those created prior to
>
> data collection ("pre-set codes," also referred to as "a priori codes"), as well as
>
> those that are created as data are collected and transcripts are reviewed (referred
>
> to as "emergent codes") (Gibbs, 2007, p. 4).

Following Gibbs suggestions, the surveys codes were separated into Word documents to

organize themes for comparisons and measurement.

CHAPTER 4

Findings

This chapter presents findings from analysis of the data collected for this study. The chapter is organized by introducing the two populations being compared within this study—incarceration facility educational leaders and the ND YCC student population, analyzing the research questions based on both populations, and correlating the survey questions to offer the findings of the survey. The summary data of the findings are represented with tables and figures accompanied by brief narratives to offer comparisons within the findings.

The purpose of this study was to determine whether the framework in place for the education department of the ND DOCR was one that was measurable and had proof of its effectiveness. This research sought information from correctional institutions around the United States regarding their definition of evidence-based practices (EBP), how each state determines when to implement EBP, and how or if the states had a system in place that measured or evaluated the effectiveness of those practices. In addition, this research identified variables that promoted EBP effectiveness through measurement practices that states were using. This study will assist in determining the main components of program evaluation for EBP within education in the incarcerated environment for North Dakota.

Research Questions

The following research questions guided this study:

1. Which states currently use EBP?

2. What is the definition being used across the United States for evidence-based practices within correctional education?

3. What is the process being used across the United States for selecting and implementing evidence-based practices within correctional education?

4. What is the evaluation process being used across the United States for measuring effectiveness of the evidence-based practices that are in place?

5. What are the variables that are being included within the evidence-based practice when evaluation of effectiveness is taking place? (For Example: baseline academic progress prior to implementation, behavioral incidences prior to implementation, ages served, gender and/or gender segregation, criminogenic level, average length of stay, ethnicity, recidivism, and risk factors of offenders.)

6. Which states currently evaluate effectiveness with the EBP being used?

7. How similar are the definition, implementation, and evaluation process of evidence-based practices among adult and juvenile correctional facilities?

Description of the Incarceration Facility Educational Leaders

One hundred and two educational leaders within incarceration facilities across the United States were chosen to participate in this survey. One juvenile and one adult educational leader in each state's main correctional facility were contacted. In a few states, like North Dakota, there is one director of education for both the juvenile and adult population being served. An introductory cover letter (Appendix A) as well as a 15-question survey (Appendix B) was distributed to the research population. Of the 102 educational leaders, 15 positions are currently vacant. Out of the total surveyed, then, 87

total possible respondents could have participated. There were 52 completed surveys representing 58.6% of the research population. Of those 52 surveys returned, 39 of the 50 states were represented for a 78.0% representation of the United States. Fourteen states (28.0%) chose one representative to answer the survey versus both educational leaders answering the survey. The states of Kentucky, North and South Carolina, Maryland, Massachusetts, Minnesota, New Mexico, Nevada, New York, South Dakota, Texas, and the District of Columbia chose to not participate in the survey.

In response to this survey, 14 of the responding states (35.8%) chose one representative of their state to respond to their survey. It is common practice for agencies within corrections to keep a tight rein on those who will respond to questions such as a survey. Since inmates, regardless of age, are considered a vulnerable ward, it is imperative that agencies within incarceration are consistent with their responses no matter the use or source of the questioning. Some states have a Public Information Officer (PIO) or Human Resource Officer (HRO) who respond to information requests, while other states may have a protocol in place that mandates all responses be approved from the Director of the Department of Corrections and Rehabilitation before it can be sent.

Frequencies and percentages were computed for the multiple choice responses provided by respondents related to the composition of their inmate populations in terms of level of risk, gender, and age of inmates. Regarding level of risk, the greatest number of respondents (71.4%) indicated that they worked with all risk level offenders. Another 28.6% indicated that they work with low level offenders only. In terms of gender, more than half (60.0%) of the responding facility leaders stated they worked with both males

and females, while 31.4% indicated they worked only with male offenders and 8.6%

indicated they worked only with female offenders. Finally, half (50.0%) of those

responding specified that they worked with adults only; additional leaders indicated they

worked with both juveniles and adults (21.4%) and juveniles only (28.6%). Figure 3

summarizes these responses.
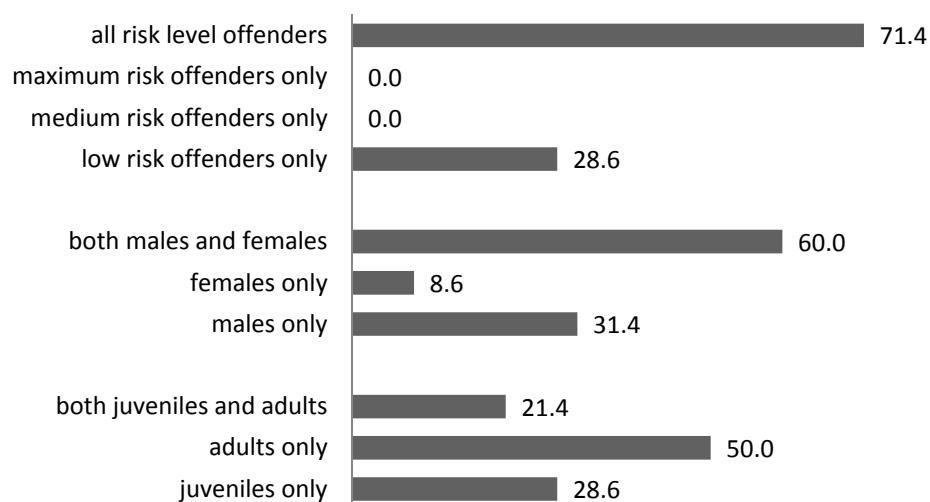
Figure 3. Composition of Inmate Populations

Frequency and percentages were computed to identify the average length of stay

of the population participants are serving within correctional education. This question

offered a multiple choice breakdown of seven timeline options. The longest option

(greater than three years) was chosen most often (35.7%). Lengths of stay from two to

three years as well as 181-270 days were identified in equal frequencies at 21.4% each.

Likewise, one to two years stay and 91-180 days were also identified in equal frequency

at 14.3%. The average length of stay of 271-365 days was chosen 7.2% of the time, and none of the particpants are experiencing a length of stay less than 90 days. Figure 4 summarizes these responses.
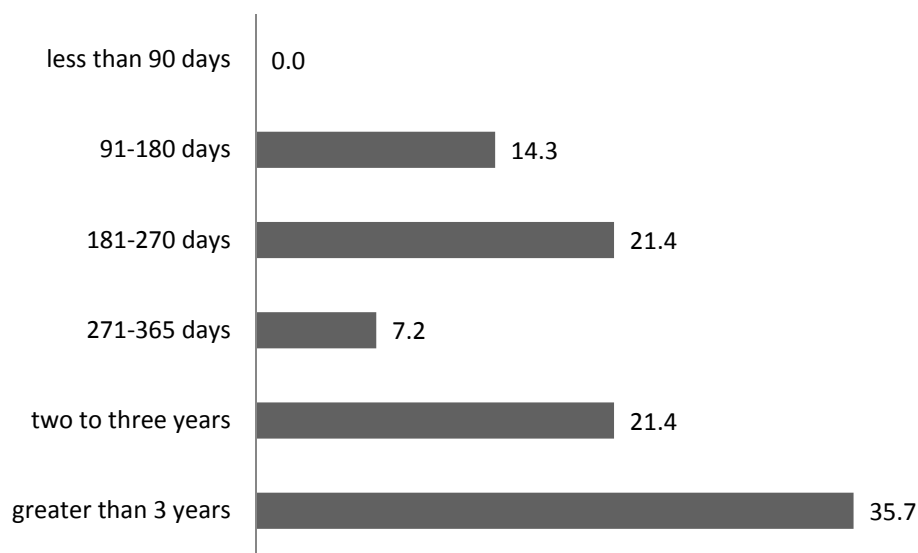
Figure 4. Composition of Average Length of Stay

When asked how male and female populations are segregated for educational programming, 100% of the respondents reported that males and females are segregated in all education programming. Males and females in the same facility with the segregation of programming happens 7.7% of the time. Males and females segregated in educational programming as well as separate facilities happens 92.3% of the time.

The most frequent size of the average offender population of the facilities whose directors responded was greater that 1,000 inmates (46.2%). This was followed by facilities that housed 250 or fewer offenders (23.1%) and those housing 251 to 500

offenders (15.4%) and 501-750 offenders (also 15.4%). The smallest number of facilities

(7.7%) housed 751 to 1,000 offenders. Table 2 summarizes these results.

Table 2

Average Population of Surveyed Facilities

Number of Offenders	Percentage
1,001 + Offenders	46.2
751-1,000 Offenders	7.7
501-750 Offenders	11.5
251-500 Offenders	11.5
0-250 Offenders	23.1
Total	100.0

The final survey question asked whether the survey participants wanted to receive

the reference list of sources that was used within this dissertation. The great majority

(85.7%) of the participants identified their wishes to receive the reference list with the

rest (14.3%) answering "no" to receiving the reference list.

Description of the ND YCC Student Population

The second population being studied was the students served at the ND YCC

during the 2010-2011, 2011-2012, and 2012-2013 school years. Analysis included a

demographic breakdown and examination of the total student population served within

the ND DOCR's youth population at the ND Youth Correctional Center (ND YCC) over

a three-year period. The 2010-2011, 2011-2012, and 2012-2013 school years served 417, 331, and 352 students, respectively. The students served are an unduplicated number. If a particular student was placed at the ND YCC more than once in a school year, for the purposes of this study, that student was counted one time for the demographic analysis. This was not a sampling but a full census of all students served within the ND YCC using monthly census data and cumulative annual neglected and delinquent reports for Title 1. This population was analyzed to identify key demographic factors that were used as identifiers which could be linked in similarity to the demographic variables within measurement, assessment, and program evaluation of EBPs being implemented in the states that responded to the survey.

Demographic variables were considered to include gender, age, ethnicity, ability status, average length of stay, high school diploma credit earners, GED participants, and performance data in reading and math. Identifying the students being served consistently within the ND YCC for the past three school years allowed the researcher to link similarities of other state's practices and definitions—based on answers within the survey—who have a frequency of the same variables.

Gender analysis found that males represent a consistent three-fourths of the population where males represented as low as 76.1% of the population in 2012-2013 school year to as high as 77.0% in the 2011-2012 school year. Table 3 presents the full gender analysis of the students served at the ND YCC.

Table 3

ND YCC Three-Year Gender Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
Male	321	77.0	255	77.0	268	76.1
Female	96	23.0	76	23.0	84	23.9
Total	417	100.0	331	100.0	352	100.0

Students that are served at the ND YCC can range from 12 to 20 years old. The most frequently served age group was 17 year olds who accounted for as low as 35.4% of the students in SY 2011-2012 and has high as 40.6% of the students in SY 2012-2013. The least frequent age group to be served at the ND YCC were 20 year olds who had no representatives in both SYs 2010-2011 and 2012-2013, and only 1 (0.3%) in SY 2011-2012. Table 4 presents the full age composition of the students served at the ND YCC.

Table 4

ND YCC Three-Year Age Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
Age 12	3	0.7	7	2.1	5	1.4
Age 13	10	2.4	10	3.0	22	6.3
Age 14	25	6.0	26	7.9	30	8.5
Age 15	87	20.9	57	17.2	53	15.1
Age 16	106	25.4	81	24.5	84	23.9
Age 17	169	40.5	117	35.4	143	40.6
Age 18	17	4.1	29	8.8	15	4.3
Age 19	0	0.0	3	0.9	0	0.0
Age 20	0	0.0	1	0.3	0	0.0
Total	417	100.0	331	100.0	352	100.0

Race and ethnicity were disaggregated into five groups: American Indian, Asian or Pacific Islander, Black (non-Hispanic), Hispanic, and White (non-Hispanic). These data showed that there are two groups that dominate the percentage of students served at the ND YCC—American Indian and White, non-Hispanic. The data also depicted a

progressive growth of the Hispanic population (5.5% to 8.8%) as well as the Black

population (6.0% to 9.9%). Table 5 presents the full racial and ethnic composition of the

students served at the ND YCC.

Table 5

ND YCC Three-Year Racial and Ethnic Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
American Indian	167	40.1	110	33.2	112	31.8
Asian or Pacific Islander	0	0.0	1	0.3	2	0.6
Black, non-Hispanic	25	6.0	22	6.7	35	9.9
Hispanic	23	5.5	24	7.3	31	8.8
White, non-Hispanic	202	48.4	174	52.6	172	48.9
Total	417	100.0	331	100.0	352	100.0

The ability status of the students served within the ND YCC for each of the three

years fell under three different categories. IDEA stands for the students who were served

that had a primary disability diagnosis within special education. WDIS stands for the

students who were served that had a primary and a secondary disability diagnosis within

special education. WODIS stands for the students who were served that did not have any

disabilities diagnosed within special education. IDEA, WDIS, and WODIS is the coding

used for the reporting of Neglected and Delinquent data for Title 1 requirements. A

curious note to these results: only 12.0% of the IDEA and WDIS disabilities diagnosed

were intellectual disabilities—88.0% of IDEA and WDIS students, then, had emotional

or behavioral disability diagnoses within this student data. Table 6 presents the ability

composition of the students served at the ND YCC.

Table 6

ND YCC Three-Year Ability Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
IDEA	149	48.4	63	50.8	268	68.5
WDIS	147	47.7	43	34.7	141	36.1
WODIS	159	51.6	61	49.2	123	31.5
Total	308	100.0	124	100.0	391	100.0

The average length of stay was also examined due to the time factor that some

programs may require for implementation. The days did not vary from year to year more

than 16 days or two weeks. The average length of stay, then, averaged three to four

months in incarceration time at the ND YCC for the students being served. Table 7

presents the length of stay composition of the students served at the ND YCC.

Table 7

ND YCC Three-Year Average Length of Stay Composition

SY	Average Length of Stay
2010-2011	118.2
2011-2012	128.7
2012-2013	112.1

Students being served at the ND YCC receive education as an element of their

programming no matter what other programming might also be required for the students.

Students have a transcript review where it is then decided whether they should continue

to earn high school credit toward a high school diploma (HSD) or if GED is the best

route choice when the age of the student in comparison to successful credits earned is too

far apart to earn a HSD. HSD students make up a majority of the students ranging from

88.9% to 92.1%. Table 8 presents the programming composition of the students served

at the ND YCC.

Table 8

ND YCC Three-Year Programming Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
HSD	384	92.1	303	91.5	313	88.9
GED	33	7.9	28	8.5	39	10.1
Total	417	100.0	331	100.0	352	100.0

Performance data are tracked for students being served at the NDYCC every 60 hours of instruction to measure academic growth. The ND YCC cannot rely on state assessment or annual yearly progress due to the average length of stay of each student. The reading performance data depicted in Table 9 show a progressive growth to over one full grade level gained over the three-year span. Following Table 9, Table 10 presents the mathematics performance growth over the past three academic years. All three school years depict that at least twice as many students show one full grade level or more of gain than students who experienced no growth or a negative growth in mathematics.

Table 9

ND YCC Three-Year Reading Performance Data Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
Negative Change	2	3.7	1	2.8	5	7.9
No Change	25	46.3	21	58.3	6	9.5
½ Grade Gain	1	1.9	2	5.5	3	4.8
Full Grade Gain	0	0.0	1	2.8	21	33.4
> One Grade Gain	26	48.1	11	30.6	28	44.4
Total	54	100.0	36	100.0	63	100.0

Table 10

ND YCC Three-Year Mathematics Performance Data Composition

	SY 2010-2011		SY 2011-2012		SY 2012-2013	
	N	*%*	*N*	*%*	*N*	*%*
Negative Change	20	29.4	7	15.2	13	20.6
No Change	6	8.9	5	10.9	5	7.9
½ Grade Gain	3	4.4	4	8.7	9	14.3
Full Grade Gain	2	2.9	4	8.7	10	15.9
> One Grade Gain	37	54.4	26	56.5	26	41.3
Total	68	100.0	46	100.0	63	100.0

Figure 5 offers a comparison of the reading and mathematics performance data for each of the three school years being examined. Fewer students exhibited negative change in reading (2.8% to 7.9%) compared to mathematics (15.2% to 29.4%). Mathematics students (41.3% to 56.5%), though, had a higher frequency of gaining more than one grade level compared to reading students (30.6% to 48.1%).

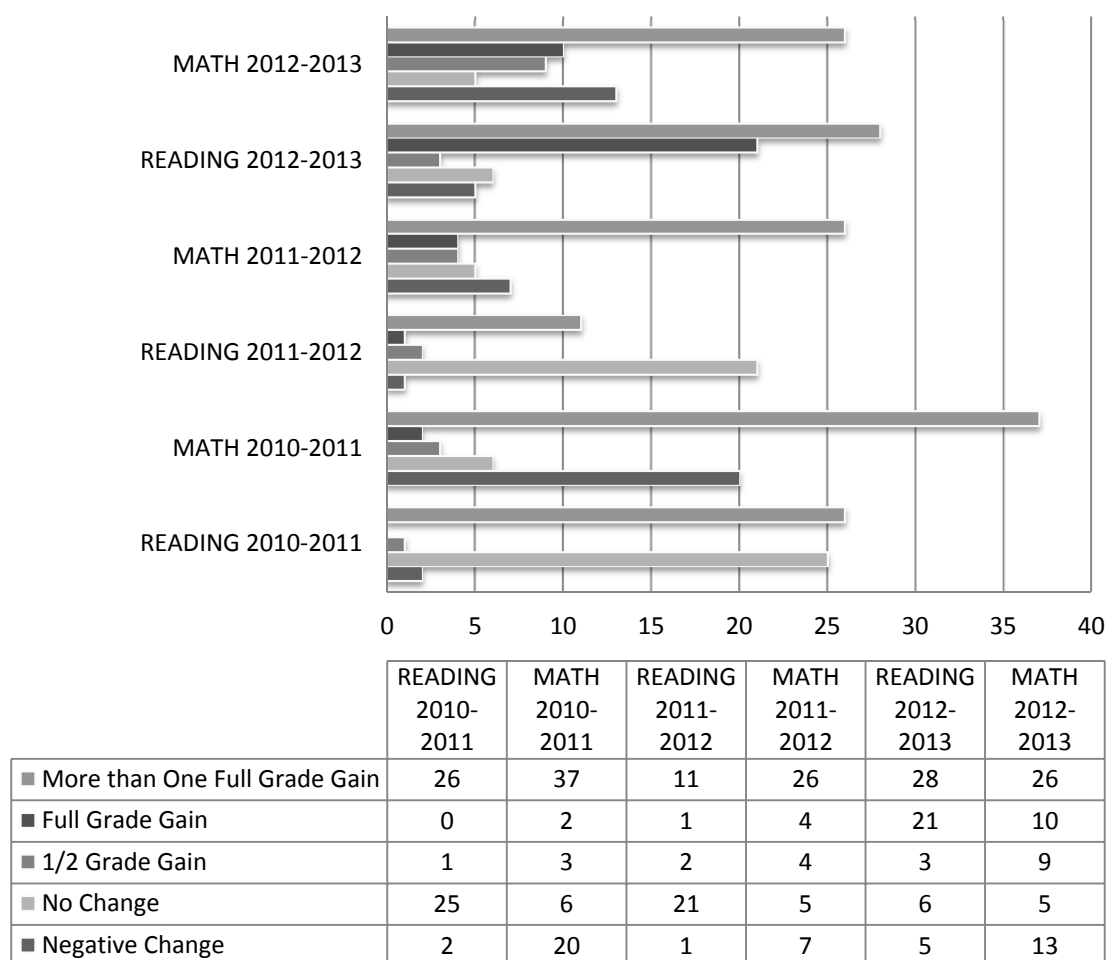|	READING 2010-2011	MATH 2010-2011	READING 2011-2012	MATH 2011-2012	READING 2012-2013	MATH 2012-2013
More than One Full Grade Gain	26	37	11	26	28	26
Full Grade Gain	0	2	1	4	21	10
1/2 Grade Gain	1	3	2	4	3	9
No Change	25	6	21	5	6	5
Negative Change	2	20	1	7	5	13

Figure 5. ND YCC Three-Year Mathematics and Reading Performance Comparison

Key identifiers within the three year analysis of the students served at the ND

YCC emerged. Males (M) made up a consistent 75.0% of the population. Ages 15-17

(A15-7) were the predominant (77.0%) age group of students served. The American

Indian (AI) and White, non-Hispanic (W) made up 80.7% of the population served.

Students with a diagnosed disability (IDEA) made up 42.0% of the population. Students

with more than one disability (WDIS) made up 22.0% of the population. The average

length of stay (ALS) averaged 120 days. High school diploma (HSD) instruction made

up 91% of the needs for the population.

States that Use Evidence-Based Practices

The findings of the first research question related to which states currently use EBP

proved to be a landslide affirmation of using EBPs in the participant states. All states had

responses of EBPs being used. Of the 39 states responding to the survey, 57.1 % of the

states were satisfied with the EBP process they have in place. Therefore, it is confirmed

that 100% of the 39 states currently use EBP. The 39 responding states are depicted in

the map of the United States in Figure 6 to show the states offering information to the

survey.

States Responding to the Survey

● – Participants

  – Non-Participants
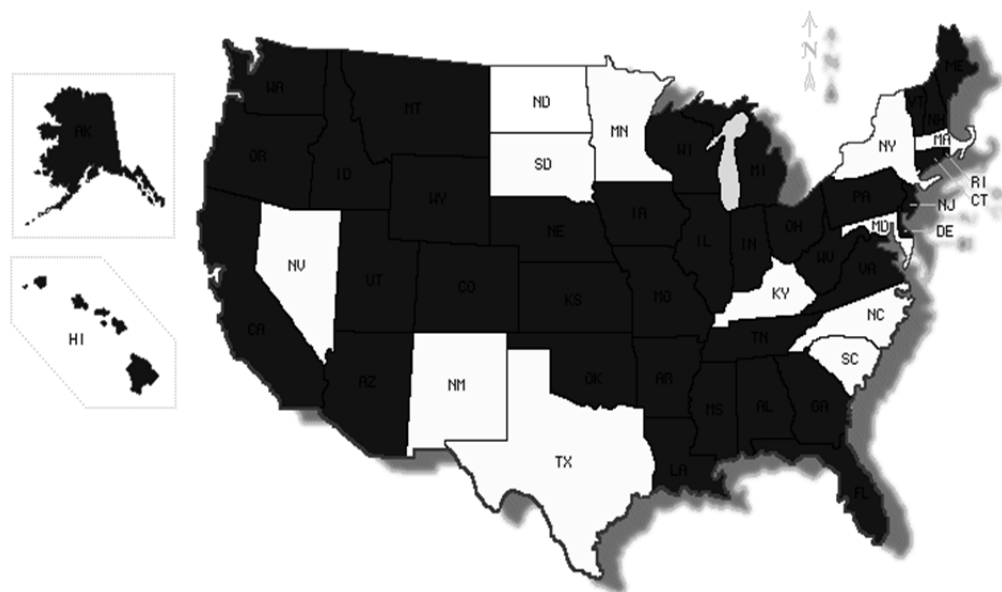
Figure 6: Research Question One Reflection

Definitions Used Across the United States for EBP within Correctional Education

The second research question regarding the definition being used across the United States for evidence-based practices within correctional education showed some cohesiveness within definition responses. Definitions within state feedback included the term "research-based" as the main key of the EBP definition for the purpose of diminishing offender recidivism. Academic standards, compliance, and rigor that makes up state approval and accreditation was also a main consideration of what was an EBP. Respondents also suggested that EBPs should be quantitatively assessed to determine the

efficacy of the program. Prior to that assessment, some respondents sought baseline information prior to any EBP being implemented to have a measurable starting point.

Definitions that included the term "research-based" for the purpose of diminishing offender recidivism made up 57.0% of the survey answers. Academic standards, compliance, and rigor that makes up state approval and accreditation was the EBP for 29.0% of the respondents. Fourteen percent of the respondents were specific within their definition stated that the EBPs implemented were empirically researched and quantitatively assessed to determine the efficacy of the program. These respondents also mentioned seeking baseline information prior to any EBP being implemented to measure the efficacy of the programming.

Process for Selecting and Implementing EBPs within Correctional Education

Research question three regarding the process being used across the United States for selecting and implementing evidence-based practices within correctional education had a wide array of answers. State academic requirements, data-based outcomes, and research-based decisions accounted for two-thirds of the selection criteria in the states' responses. Demographic needs of the population being served were also a significant consideration within the selection process. Piloting the EBPs at one facility or within a certain population was the most frequent implementation strategy.

Three described selection processes were identified at 21.4% each: academic requirements for state approval and accreditation; data-based outcomes by facility, teacher goals, or pretest scores; and research-based selection. Respondents using research-based selection sited sources such as the US Department of Labor, national standards, state commerce and market relevant data, and industry certifications as focus

areas within selection. Demographic needs of the population being served such as risk of the offender, skills needed for employment, and skills for pro-social behavior was 14.3% of the selection process for EBPs.

Selection processes being made by a negotiation or bargaining unit of educators and administrators had a frequency of 7.2% of the EBPs being selected. The negotiation and bargaining unit respondents, 100.0% of whom were juvenile sites only, offered additional clarity to explain that all areas being implemented within the juvenile facilities in their particular states had to be negotiated and bargained within the teacher union. Those states citing negotiation as one of the selection processes also shared that education programming was a contracted service within their facility from their state departments of education.

Finally, 14.3% of the survey participants did not currently have an EBP selection process in place. Table 11 presents the selection processes within a chart for visualization of the varied responses.

Table 11

Process for Selecting and Implementing EBPs within Correctional Education

	Participating Facility Responses	
	N	*%*
No Selected Process Established	7	14.3
Negotiations or Bargaining Unit	5	7.2
Demographical Needs	7	14.3
Research-Based Selection	11	21.4
Data-Based Outcomes	11	21.4
State Academic Achievement	11	21.4
Total	52	100.0

Survey question five sought more information on the criteria that states require within implementing an EBP. There were nine main criteria categories for the 52 survey responses. Piloting at multiple sites with divergent offender groups made up 33.3% of the responses. Criteria for this group saw piloting necessary to establish a broad based application to the offender population to identify and adhere to EBP fidelity. State required academic testing for annual yearly progress monitoring was 13.3% of the responses. Likewise, 13.3% of the respondents did not have criteria established yet. The remaining criteria categories each made up 6.7% of the responses or 4 responses each to include entrance, removal, and completion criteria; program evaluation; lesson plan evaluation; Charlotte Danielson teacher evaluation, Commissioner of DOCs approval,

and dependent on funding sources such as Title 1 requirements. Table 12 demonstrates the diversity of the criteria requirements for EBP implementation.

Table 12

Criteria States Require within Implementing an EBP

	Participating Facility Responses	
	N	*%*
Entrance, Removal, and Completion Criteria	3	6.7
Program Evaluation	3	6.7
Lesson Plan Evaluation	3	6.7
Charlotte Danielson Teacher Evaluation	3	6.7
Commissioner of DOC Approval	3	6.7
Funding Source Dependant	3	6.7
State Required Academic Testing	7	13.3
Multiple Site Pilot in Divergent Groups	20	33.3
No Criteria Established	7	13.3
Total	52	100.0

Evaluation Process for Measuring Effectiveness of EBPs

Research question four sought information regarding the evaluation process being used by the respondents for the evidence-based practices within their facilities. The most

dominant evaluation process of EBPs was academic gains using TABE (The Adult Basic Education academic assessment), GED completion, and CASAS (Comprehensive Adult Student Assessment System). Incarceration evaluations made up one-third of the evaluation process to include reduction in recidivism, segregation, and serious incidents. The academic evaluation methods were more dominantly used within juvenile facilities whereas incarceration-specific evaluations primarily focused on safety enhancements were more frequently used within adult facilities.

Survey question six sought the evaluation process being used in the participant facilities for measuring effectiveness of the EBPs. There were 14 common categories within the answers to the evaluation process. Gains in TABE scores, GED completion, and CASAS represented 21.3% of the evaluation processed reported. More than a third of the respondent population (34%) fell into three categories that had safety as a factor— Reduction of Recidivism (12.8%), Reduction in Segregation Population (10.6%), and Reduction of Serious Incidents (10.6%). To offer more explanation within the 10.6% categories, an offender would be placed in a segregation population after an incident occurred that was a serious infraction or a safety and security risk until such time that an offender would get a hearing on the disciplinary action.

Six evaluation processes had a frequency of 4.3%: University Evaluation Audits, Charlotte Danielson Teacher Evaluation Model, Program Activity Data, Observations Based on Original Baselines, Positive Intervention Impact for a Minimum of 12 Months, State Department of Education Audit Visits, and Employment Rate after Release. Offender performance in programming and annual surveys to staff rounded out the evaluation process with a frequency of 2.1% each. "No evaluation processes in place"

made up 14.9% of the respondents. Table 13 depicts the evaluation process being used in facility(s) to measure effectiveness of EBP.

Table 13

Identified Evaluation Processes for EBP

	Participating Facility Responses	
	N	*%*
TABE Gaines, GED Completion, CASAS	11	21.3
Reduction of Recidivism	7	12.8
Reduction in Segregation	6	10.6
Reduction of Serious Incidents	6	10.6
Employment Rate After Release	2	4.3
Positive Intervention Impact for 12 Months	2	4.3
State Department of Ed. Audit Visit	2	4.3
Program Activity Data	2	4.3
Charlotte Danielson Model	2	4.3
University Evaluation Audit	2	4.3
Annual Surveys of Staff	1	2.1
Offender Performance	1	2.1
No Evaluation Process in Place	8	14.9
Total	52	100.0

Variables Included within EBP Evaluation

Research question five concerning the variables that are being included within the evidence-based practice when evaluation of effectiveness is taking place had the most diverse set of answers of all the research questions. The variables identified were wide-ranging. Recidivism was the most predominantly used variable. Other incarcerated specific variables included risk level, number of incarcerations, age at first arrest, current convictions, and length of sentence. Academic and demographic variables listed were baseline academic progress, age, reading level, IQ and IEP status, and race and ethnicity. When describing variables, states also offered a great deal of information regarding types of instruction in addition to fiscal resources, accreditation, and delivery systems that are in place for curriculum delivery. More than half of those responding to the survey use technological delivery of instruction.

Survey question eight asked which variables the facility(s) consider when evaluating EBPs. There were 17 variables identified by the respondents. The most frequent variables were recidivism (12.3%), baseline academic progress (11.0%), risk level (10.0%), age (9.6%), age at first arrest (9.2%), and reading level (8.2%). The remaining variables ranged from 6.8% to 1.4%. Those variables were number of incarcerations (6.8%), IQ and IEP status (5.5%), current convictions (4.1%), highest grade completed (4.1%), length of sentence (2.7%), effective teacher evaluation (1.4%), substance history (1.4%), and physical condition of offender (1.4%). In addition, 4.1% of the respondents do not have current variable considerations in place. Table 14 displays variables the directors consider when evaluating EBPs.

Table 14

Variables Included within EBP Evaluation

	Participating Facility Responses	
	N	*%*
Recidivism	6.4	12.3
Baseline Academic Progress	5.7	11.0
Risk Level	5.0	10.0
Age	4.9	9.6
Age at First Arrest	4.7	9.2
Reading Level	4.3	8.2
# of Incarcerations	3.5	6.8
IQ and IEP Status	2.9	5.5
Race and Ethnicity	2.9	5.5
Current Convictions	2.1	4.1
Gender	2.1	4.1
Highest Grade Completed	1.4	2.7
Length of Sentences	1.4	2.7
Effective Teacher Evaluation	0.7	1.4
Substance History	0.7	1.4
Physical Condition of Offender	0.7	1.4
No Current Variable Considered	2.1	4.1
Total	52.0	100.0

Survey question nine asked participants if they had identified any direct correlations of programming to reduction in recidivism within their states. All of the respondents answered the question "Are you finding anything within your educational implementation that is being directly correlated to a reduction in recidivism?" No sample answers were given to this question for the survey participants in order to receive a more varied response. Education as a programming to be offered to the incarcerated population was mentioned 81.0% of the time as a main ingredient to reduce recidivism.

Obtaining a degree, whether it was a high school diploma, GED, or post-secondary, was identified 46.0% of the time. Literacy programs, as well as workforce development courses, were mentioned equally at a rate of 21.6%. Obtaining a vocational certification was identified as a risk reduction 18.0% of the time whereas transitional educational services were identified 16.0% in frequency. Being allowed to experience post-secondary studies was considered 5.0% of the time as a means to reduce recidivism and prepare students for successful reentry. Some additional comments were offered from the survey participants to offer more methods for recidivism reduction. Fiscal impact based on the economy being on a downward swing was also identified as an obstacle for educational services within corrections to meet successful reentry for their students.

States Currently Evaluating Effectiveness of EBPs

Research question six identified which states currently evaluate effectiveness within EBP being used. The result was evaluation processes were lightly established at best. Five of the 39 state directors responding to the survey do not currently have an evaluation process in place. The 34 states who do evaluate effectiveness were able to

offer evaluation measures, implementation strategies, and timelines of evaluation.

Survey question seven asked about the timeline in place to evaluate the EBPs within their

facility(s). Exactly half (50.0%) of the respondents currently do not have a program

evaluation timeline in place. Of the respondents who do have evaluation timelines in

place, an annual program evaluation occurs 35.7% of the time. Quarterly evaluations of

EBPs were the timeline for 21.4% of the respondents and semi-annual evaluations

occurred 7.1% of the time. None of respondents used a biennial evaluation timeline.

Table 15 presents the timeline frequency for evaluating EBPs.

Table 15

Timeline Used for Evaluating Effectiveness of EBPs

	Participating Facility Responses	
	N	*%*
Quarterly	10	18.4
Semi-Annually	2	2.9
Annually	14	28.7
Biennially	0	0.0
No Current Timeline in Place	26	50.0
Total	52	100.0

State directors were asked how they measure recidivism in their state. The respondents were asked to include factors considered as well as time frames used when calculating recidivism. A largest proportion of the participants' states (64.3%) measure recidivism as a return to prison within three years of release. The rest of the respondents' states (35.7%) measure recidivism as any return to prison no matter the timing from release. In addition, two respondents added that recidivism included both new convictions as well as technical parole violations.

The state directors were asked the states' current recidivism rate. Over half of the participants (53.8%) reported their current recidivism rate falling in the range of 21-30%. A rate of 31-40% recidivism had a frequency of 30.8%. In other words, over two-thirds of the states (84.6%) have a rate of one-fourth to one-third of their released inmates re-offending and returning to prison. Additional survey participants (15.4%) reported a recidivism rate of 41-50%. The lowest recidivism rate range reported (11-20%) had 7.7% of the states in this category. Table 16 represents the current recidivism rate of the 39 states responding to the survey.

Table 16

Current Recidivism Rates of Responding States

	Participating States	
	N	*%*
Greater than 50%	0	0.0
41-50%	6	15.4
31-40%	12	30.8
21-30%	18	46.1
11-20%	3	7.7
0-10%	0	0.0
Total	39	100.0

Similarities in Definitions, Implementation, and Evaluation of EBPs among Adult and Juvenile Facilities

The final research question that explored how similar are the definition, implementation, and evaluation process of evidence-based practices are among adult and juvenile correctional facilities had responses that went across the spectrum in similarity. The similarities among adult and juvenile correctional facilities were many in definition, not as similar within implementation, and hardly similar within the evaluation process. Table 17 offers the comparison of the adult and juvenile facilities within this research question. Bolded items reflect similarities and non-bolded items depict differences.

Table 17

Comparison of Adult and Juvenile Facilities

Adult Facilities			Juvenile Facilities		
Definition	Implementation	Evaluation	Definition	Implementation	Evaluation
Research-based	**Pilot to Multiple Sites**	**Recidivism**	**Research-based**	**Pilot to Multiple Sites**	**Recidivism**
State Academic Requirements	**Entrance, Removal, and Completion Criteria**	Risk Level	**State Academic Requirements**	**Entrance, Removal, and Completion Criteria**	TABE Gains, GED, CASAS,
Data-Based Outcomes		# of convictions	**Data-Based Outcomes**		Positive Intervention Impact,
	Funding Source Dependent	Reduction of Serious Incidents		**Funding Source Dependent**	
			Demographical Needs		
	Commissioner of DOC Approval	Reduction of Segregation		State Required Academic Testing	State Education Audits
				Lesson Plan and Teacher Evaluations	

Though adult and juvenile facilities tend to define and implement with common

practices, means of evaluation differed greatly. Recidivism was a common link within

evaluation. Beyond recidivism, adult facilities focused on safety within the facilities and

in society upon release as the main evaluation guides. Juvenile facilities, on the other

hand, took into account recidivism but also the academic growth and achievement as well

as audits for approval and accreditation within school systems. This would suggest, then,

that the student's discharge plan is as important to education planning as actual

conceptual knowledge that the student is lacking or the very mission that drives the

education department.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

The study investigated the evidence-based practices (EBPs) in place by correctional education leaders across the United States. Seven research questions were used to frame the study in an effort to analyze definitions, selection criteria, implementation processes, and evaluation measurements of EBPs in correctional education. Based on the survey results of the respondents, correctional education is essential to successful re-integration into society. Three broad themes emerged within EBP evaluation fidelity to include academic growth, pro-social behavioral improvement patterns of offenders, and the necessity of regular evaluation regimen to be established. This chapter consists of an overview of the study followed by a discussion of findings. Following the discussion, an EBP Consideration Framework designed as an outcome of this study for the ND DOCR is offered. Finally, two future recommendations are offered—one for the university system and one for further study.

Summary

The conceptual framework for this study was created as a representation of the researcher's understanding of the correctional education experience and the contributing factors (Gehring, 2005; Goodloe, 2009; Vacca, 2008). The literature on recidivism, background characteristics, and motivation contributed to the creation of this framework, just as it was the basis for the creation of the research questions. Previous researchers have focused primarily on correctional education's impact upon recidivism. However, since the offender is central to correctional education, the purpose of the study was to understand correctional education from the perspective of the practices in place. As a

result, the data and discussion from this study will benefit four facets of EBPs: definition, selection, implementation, and evaluation.

Research Questions. Given the target population and intended audience, the primary focus for this study was to shed light upon the following primary research questions:

1. Which states currently use EBP?

2. What is the definition being used across the United States for evidence-based practices within correctional education?

3. What is the process being used across the United States for selecting and implementing evidence-based practices within correctional education?

4. What is the evaluation process being used across the United States for measuring effectiveness of the evidence-based practices that are in place?

5. What are the variables that are being included within the evidence-based practice when evaluation of effectiveness is taking place? (For Example: baseline academic progress prior to implementation, behavioral incidences prior to implementation, ages served, gender and/or gender segregation, criminogenic level, average length of stay, ethnicity, recidivism, and risk factors of offenders.)

6. Which states currently evaluate effectiveness with the EBP being used?

7. How similar are the definition, implementation, and evaluation process of evidence-based practices among adult and juvenile correctional facilities?

Literature Review. The literature review identified key leadership qualities and focuses within the field of corrections that should remain at the forefront of selecting evidence-based practices in education programming. In addition, the literature review identified demographic trends within the incarcerated population to better identify

variables of consideration within program evaluation of all EBPs within the framework. Poverty, lack of literacy skills, and a familial past of criminal involvement are often the culprit that leads students to incarceration. Technology, distance education, visual arts, and high expectations all had positive results for the students. Intrinsic motivation, motivational interviewing, reading remediation, assessment of conceptual knowledge gaps, and learning environments that expect excellence are a few strategies and points gleaned from the literature review for the ultimate goal of successful reentry. Successful reentry is not only a recidivism reduction for our prison populations by preparing productive citizens, but it is also a societal savings to taxpayers who ultimately fund our prison systems.

Successful reentry, a concept examined in the literature review, had education and employability skills as the cornerstones. Inmate students need career readiness certificates and skills to have a greater chance of a successful reentry. Hughes and Wilson (2008) shared that the "lack of education credentials and workforce skills among inmates are significant factors to consider because 95% of the more than 2.3 million inmates incarcerated in the United States will eventually be released" (p. 15). To say the least, these ex-offenders will be released with few job skills in a job market that often requires post-secondary education. Lacking the skills to function at jobs that would pay their way, many offenders, according to this source, will return to their criminal behavior to make their living. It stands to reason then, if correctional educational leaders create environments that arm the incarcerated student with employability and motivational interviewing skills, these same inmate students will find themselves employed in occupations that can sustain their financial needs rather than becoming underemployed

(lacking enough financial sustenance) or unemployed which ultimately leads them back to criminal behaviors to survive.

Though adult and juvenile facilities tend to define and implement EBPs more closely the means of evaluation differed greatly. Recidivism was a common link within the evaluation process. Recidivism is a common measurement tool within corrections but is difficult to ensure that the practice is the full positive impact of an offenders' successful re-integration to society. A large amount of research has focused on the relationship between correctional education and the means of reducing recidivism. According to Nuttall, Hollmen, and Staley (2003), there is a 14% reduction in reoffending if that inmate has attained his or her GED. Chappell (2002) stated that there is a direct correlation between educational attainment and an increased reduction in recidivism.

Methodology. A 15 question survey was the data instrumentation used to find state directors' responses to the research questions. This researcher-developed survey was sent electronically to the participants using email with a Survey Monkey link to the survey. Some of the survey questions also offered additional demographic information of the states to allow a comparison to the ND DOCR. Out of the total surveyed, 87 total possible respondents could have participated. There were 52 surveys returned to represent 58.6% of the research population. Of those 52 surveys returned, 39 of the 50 states were represented for a 78.0% representation of the United States. Fourteen states (28.0%) chose one representative to answer the survey versus both educational leaders answering the survey. The states of Kentucky, North and South Carolina, Maryland,

Massachusetts, Minnesota, New Mexico, Nevada, New York, South Dakota, Texas, and the District of Columbia chose to not participate in the survey.

Findings. The following findings emerged from the analysis of data collected for the study.

1. All state directors who participated in the survey (39 of a possible 50) currently use some sort of EBP.

2. Participating directors used terms such as research-based, academic standards, compliance, and rigor for the definition of EBPs .

3. A majority of state directors indicated that EBP selection process was largely driven by academic requirements, data-based outcomes, and demographic needs of the population being served.

4. EBPs were measured differently among juvenile and adult facilities. Juvenile facility directors dominantly reported using academic evaluations of student progress as EBP measure whereas adult facility directors reported incarceration-specific measurements that focused on safety enhancements within the prison itself.

5. Recidivism, baseline academic progress, offender risk level, and age were the most dominantly identified as variables used to evaluate EBP effectiveness by state directors.

6. Five of the 39 participating state directors do not evaluate effectiveness of EBP implemented within their facilities.

7. Adult and juvenile state directors defined EBPs similarly, yet evaluation differed greatly. The common evaluation link was recidivism as a form of

effectiveness. The participating directors reported safety within the facilities and in society upon discharge of prison as the main effectiveness measurement for adult offenders, whereas, academic growth of the offenders and accreditation approval of the school systems were the main evaluation guides in juvenile settings.

8. All of those who responded to the survey offer a fully accredited high school course selection with their accreditation coming from either ACA or NCA CASI/AdvancEd. Likewise, juvenile inmate students must receive special education, ELL, and regular academic assessments no matter whether that correctional education department is considered an LEA or not. Contrarily, adult facilities primarily offered GED programming, some vocational education, and limited post-secondary opportunities.

Conclusions

The following conclusions emerged from the study findings.

1. Bridging the gap of differences within the educational departments of corrections across the United States is a difficult task.

2. Correctional education departments across the United States are largely designed based on demographics, inmate populations, and fiscal resources.

3. When educating youth, no matter how restrictive the placement within corrections, those students are to be offered a fully accredited course selection.

4. Most correctional education directors segregate the populations by gender.

5. Correctional facility directors believe that literacy programs are a crucial ingredient to instruction to prepare students for successful reentry.

6. The key to successful reduction of risk is due to the fact that GED courses need to maintain fundamental literacy skills in order to successfully complete the diploma requirements.

7. A 14% decrease in the ND YCC population, due to enhanced literacy programming, equates to a $4,455.00 per day savings.

8. A 14% decrease in North Dakota's current incarcerated adult population, due to enhanced literacy programming, equates to a $19,293.00 per day savings.

Discussion

Beyond recidivism, adult facilities focused on safety within the facilities and in society upon release as the main evaluation guides. Juvenile facilities, on the other hand, took into account recidivism but also the academic growth and achievement as well as audits for approval and accreditation within school systems. This would suggest, then, that the student's discharge plan is as important to education planning as actual conceptual knowledge that the student is lacking or the very mission that drives the education department.

At the CEA Leadership Forum, Dr. John Linton of the United States Department of Education said that our nation currently has a 68.2% unemployment rate. That seemed staggering coming from North Dakota where we do not have nearly that percentage (currently 3.0%). However, in an opportunity to visit with Dr. John Nally, Director of Education for the Indiana Department of Corrections, he spoke about an initiative that his DOC is currently working on with adult inmate students to better their chances at successful reentry. Through the Second Chance Act, a federal grant opportunity that

requires vocational certifications and programming within the final nine weeks of an

inmate's incarceration, Dr. Nally implemented a program where offenders had the

opportunity to learn the trade of creating Braille educational materials for the state of

Indiana. The grant allocation allowed for the state to pay rent, provide Braille equipment,

and create a contact for the product being produced for the higher risk, "less desirable to

the community" offenders, such as those who were arrested for sex crimes. This funding

spans across the offenders' first six months of their release. The program is in its infancy,

but it is proving to be a successful way for inmates to have a "shot" at successful reentry

by having a trade and options in hand upon discharge while also providing a

Braille service that is getting difficult to find and afford for their state's education system.

The EBPs put in place must have a baseline measurement in order to prove

positive impact. Likewise, it must be piloted to not only identify effectiveness but also

growth opportunities for the population being served. With average lengths of stay

within the facilities being predominantly short periods of time, the EBPs implemented

must prove to have lasting affects in a short amount of time. The lasting effects must be

meaningful to the student served so he/she is compelled to gain more skills and build

his/her talents—such as the Indiana example. EBPs should be evaluated frequently for

adjustments within the practices as demographics of the population fluctuate.

More than 50% of the states participating in the survey identified literacy

programs as a crucial ingredient to instruction to prepare students for successful reentry.

The need for literacy instruction was also mentioned in a large amount of research

focused on the relationship between correctional education and the means of reducing

recidivism. According to Nuttall, Hollmen, and Staley (2003), there is a 14% reduction in

reoffending if that inmate has attained his or her GED. The key to this successful

reduction of risk is due to the fact that GED courses need to maintain fundamental

literacy skills in order to successfully complete the instruction and testing. A 14%

decrease in North Dakota's current incarcerated population of adults, which is 1,260,

would translate into 177 fewer offenders. The average daily cost of an adult inmate is

$109/day currently. An adult savings would equate to $19,293.00. A 14% decrease in the

ND YCC population of 74 would be 11 less juveniles. The average daily cost of a

juvenile offender is $405.00/day. A juvenile savings would equate to $4,455.00. So, on

any given day, literacy education could save the state of North Dakota $23,748.00.

Consistently, it is reported that incarcerated youth experience more academic

deficiencies than their peer counterparts who are not locked up. Nuttall et al. (2003)

reported that it is not just overall academic achievement that is the deficiency for

juveniles in corrections, but more specifically, it is the poor reading achievement that

impacts the students the most. "For those youth with low reading achievement, most also

had low self-esteem and frustration tolerance" (Keith & McCray, 2002, p. 2). These

researchers further implied that the special education determinations were often misled

by simply a literacy imbalance. Instead of juveniles in corrections increasingly receiving

labels of handicapped learning ability, these students, to the belief of the researchers, are

actually just handicapped readers. If our students are in fact handicapped readers, they in

turn become less confident due to a lack of understanding with vocabulary as well as

conceptual knowledge. Leone et al. (2002) referenced the negative impact and life-long

effects on incarcerated youth who are both academically and socially behind their non-

incarcerated peers as one that takes years to overcome if it is overcome at all.

Additional outcomes of this study are based on the literature review, where

Goodloe (2009) suggested that educational leaders in corrections should form a task force

of key collaborators to brainstorm and plan the educational programming that will get

buy-in facility(s) wide. During the planning phase, Goodloe suggested the organization

should include the following in its planning phase:

• Take a hard look at what the system does as a matter of routine. Identify those

things that are absolutely mission-critical and those that are meaningless and

wasteful. Gather consensus around those things that truly matter.

• Engage in an analysis of strengths, weaknesses, opportunities and threats

(SWOT) to determine the organization's operational position, culture, and

readiness to absorb change.

• Identify resources that will be needed. Where will they {resources} come from?

• Identify and recruit individuals at all levels of the system who can serve as

catalysts for change, helping to generate and sustain energy and commitment for

an implementation process.

• Carefully assess the prevailing attitudes, values, and beliefs of all major

stakeholders, and how they might be expected to either support or inhibit an

evidence-based change process. Anticipate and plan for the impact of those who

will drag their feet to create resistance to change.

• Gather your mentors around you. They can help keep you motivated and

committed to the task at hand. They can also cheer you up when things inevitably

don't go exactly as planned.

• It is particularly important to take a careful inventory of tasks and duties performed by staff every day, determine which are in alignment with an outcome-focused orientation, and which are process-driven busy work, representing little or no long-term value. We found that often an officer's time was consumed by activities designed more for the sake of short-term efficiency than long-term effectiveness. In effect, the paperwork was getting in the way of the people work. (pp. 32-33)

Taking this into account, the ND DOCR education department gathered both adult and juvenile education employees' perceptions, knowledge, and ideas. As Goodloe (2009) suggested, the EBP committee were professionals that served as "catalysts for change." Following Goodloe's guidelines, the EBP committee brainstormed the educational departments' strengths, weaknesses, needs, and commonalities for both juvenile and adult settings. Through this discussion and after consideration of the many responses provided by the survey participants, the EBP committee formed a criteria and framework for EBPs for the ND DOCR education department. Put simply, EBP is evidence from relevant literature that supports practice decisions. The framework offers measurement and crucial questions for each EBP rolled out for the ND DOCR education department.

Recommendations for Practice

The following recommendations for practice emerged from the study findings and conclusion.

1. Based on the very high frequency that literacy and employability skills as well as academic achievement surfaced within the literature review as a factor in

recidivism, it is recommended that teacher preparation programs address the importance of these correctional setting aspects to the curriculum design and delivery for perspective teachers.

2. In addition, teacher preparation programs should expose prospective teachers to service learning for students as well as correctional education settings that many of their students may find themselves experiencing. At the minimum, teacher preparation programs should include an alternative education piece to the preparation. Likewise, principal preparation programs should also expose prospective principals and educational leaders to alternative education facilities. When learning educational law and special education law as well as the finance and supervision pieces of the preparation program, incarcerations and alternative education should be mentioned. Field studies would offer a research and shadowing experience to these "out of the ordinary" educational settings. Tours would be a helpful implementation to the preparation program as well.

Recommendations for Further Study

The following recommendations for further study emerged from the study findings and conclusion.

1. It is recommended that additional research be conducted specifically within correctional educational regarding evidenced-based practices. A study focusing primarily on scientific measurement as an evaluation tool for EBPs would benefit correctional education.

2. Additional research needs to be conducted regarding technology and

    technological literacy within the walls of a prison—this research would need

    to concentrate on creating a secure environment in which to access internet

    and intranet materials while keeping the public safe.

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APPENDIX A

Survey Cover Letter

November 6, 2013

Dear Correctional Colleague:

You are invited to participate in a research study being completed as part of the requirements for the Doctor of Education degree at the University of South Dakota. The purpose of the study is to identify program evaluation methods for evidence-based practices within correctional education.

We are inviting you to be in this study because of our similar positions. Like you, I am tasked with implementing EBPs within our education department—yet, I'm finding it difficult to identify solid EBPs and then how to scientifically measure them. I am looking to you, in the field, to let me know what you are doing within your state. When my research is complete, I am more than willing to share my conclusions with you.

I obtained your name and address using the *2012 Directory of the American Correctional Association.*

If you agree to participate, I would like you to fill out the survey that you are receiving. The short survey should not take you more than ten to fifteen minutes to complete. I appreciate your knowledge and what I can learn from you.

I will keep the information you provide confidential, however federal regulatory agencies and the University of South Dakota Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy records pertaining to this research.

If we write a report about this study we will do so in such a way that you cannot be identified. There are no known risks from being in this study, and you will not benefit personally. However, I hope that others may benefit in the future from what I learn as a result of this study.

All survey responses that I receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

Your participation in this research study is completely voluntary. If you decide not to be in this study, or if you stop participating at any time, you will not be penalized or lose any benefits for which you are otherwise entitled.

If you have any questions, concerns or complaints now or later, you may contact us at the number below. If you have any questions about your rights as a human subject, complaints, concerns or wish to talk to someone who is independent of the research, contact the Office for Human Subjects Protections at 605/677-6184. Thank you for your time.

Penny Veit-Hetletved
Director of Education
ND Department of Corrections and Rehabilitation
3100 Railroad Avenue
Bismarck, ND 58502
Phone: 701.328.6707
Email: phetletved@nd.gov

Dr. Mark Baron, Chair
Educational Administration
University of South Dakota
414 East Clark Street
Vermillion, SD 57069

APPENDIX B

Survey

Educational Services for Incarceration Facilities

Evidence Based Practices--Correctional Education

Greetings Colleagues,
I serve as the Director of Education for the North Dakota Department of Corrections and Rehabilitation. My job tasks me with overseeing both juvenile and adult education programming in one youth correctional center as well as the maximum, medium, and minimum adult prisons in ND (4).

I am researching what other states are doing within evidence based practices. I appreciate your participation in this survey. It should not take you more than ten to fifteen minutes to complete.

Upon completion of my research, if you would like, I would be happy to share my results with you.

Thank you for your time today. If you would like to contact me directly, my email is phetletved@nd.gov and my office phone number is 701-328-6707.

Thank you very much.

Penny Veit-Hetletved
Director of Education
North Dakota Department of Corrections and Rehabilitation

✱

1. Within your position, what demographical information is true for you (multiple boxes can be checked):

- ☐ work with adults only

- ☐ work with both juvenile and adult populations

- ☐ work with males only

- ☐ work with females only

- ☐ work with both male and female populations

- ☐ work with low risk offenders only

- ☐ work with medium risk offenders only

- ☐ work with maximum risk offenders only

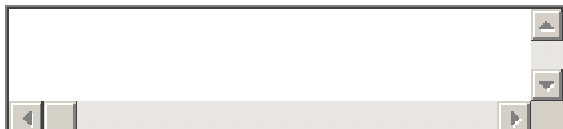- ☐ work with all risk level offenders

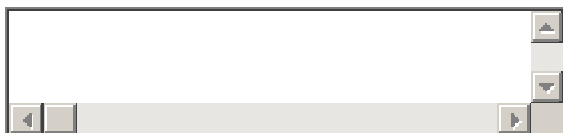**2. Are you currently satisfied with your EBP process in place?**

☐ Yes

☐ No

*

3. What definition does your state use for "Evidence-Based Practice?"

[text box]

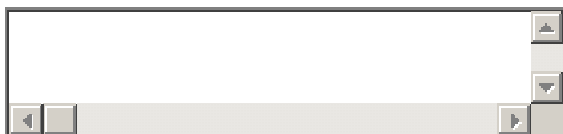*

4. How does your state select evidence-based practices to implement within your facility--especially within education?

[text box]

*
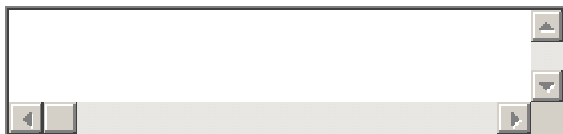
5. Please describe criteria your state requires within implementing an evidence-based practice.

[text box]

*

6. What is the evaluation process being used in your facility(s) for measuring effectiveness of the evidence-based practices?

[text box]

*

7. How frequently does your facility evaluate the EBPs in place?

☐ Quarterly

☐ Semi-Annually

☐ Annually

☐ Each Biennium

☐ We don't currently have a review timeline in place

Other (please specify) [   ]

＊

8. What are the variables that you consider when evaluating your evidence-based practices? (i.e. baseline academic progress prior to implementation, ages served, gender segregation, ethnicity, etc.)

[   ]

＊

9. Are you finding anything within your educational implementation that is being directly correlated to a reduction in recidivism? Please identify courses or programming correlating to this decrease.

[   ]

＊

10. How does your state measure recidivism? Please include factors considered as well as time frames used.

[   ]

＊

11. What is your state's current recidivism rate?

☐ 0-10%

☐ 11-20%

☐ 21-30%

☐ 31-40%

☐ 41-50%

☐ Greater that 50%

Additional comments:

*

12. What is the average length of stay of the population you serve?

☐ 0-90 days

☐ 91-180 days

☐ 181-270 days

☐ 271-365 day

☐ 1-2 years

☐ 2-3 years

☐ Greater than 3 years

Additional comments:

*

13. Are the male and female populations within your state's facilities:

☐ segregated in all educational programming but in the same facility

☐ segregated in some education programming but in the same facility

☐ segregated in all education programming and in separate facilities

Other (please specify)

*

14. What is the average population of the facility(s) what you lead the education programming within?

☐ 0-250 offenders

☐ 251-500 offenders

☐ 501-750 offenders

☐ 751-1,000 offenders

☐ 1,001+ offenders

Additional comments:

*

15. Would you like to receive my reference list of sources for this research?

☐ Yes

☐ No

If "Yes," please let me know how you would like the information shared.

APPENDIX C

Permission Letter

UNIVERSITY OF SOUTH DAKOTA

November 6, 2013

The University of South Dakota
414 E. Clark Street
Vermillion, SD 57069

PI: Mark Baron, Ph. D.   **Student PI:** Penny Veit-Hetletved
Project: 2013.223 - Program Evaluation for Evidence-Based Practices in Correctional Education
Review Level: Exempt 2 **Risk:** No More than Minimal Risk
USD IRB Initial Approval: 11/6/2013
Approved items associated with your project:
Survey
Cover Letter

The proposal referenced above has received an Exempt review and approval via the procedures of the University of South Dakota Institutional Review Board.

Annual Continuing Review is not required for the above Exempt study. However, when this study is completed you must submit a Closure Form to the IRB. You may close your study when you no longer have contact with the subjects and you are finished collecting data. You may continue to analyze the existing data on your closed project.

Prior to initiation, promptly report to the IRB, any proposed changes or additions (e.g., protocol amendments/revised informed consents/ site changes, etc.) in previously approved human subject research activities.

The forms to assist you in filing your: project closure, continuation, adverse/unanticipated event, project updates /amendments, etc. can be accessed at http://www.usd.edu/research/research-and-sponsored-programs/irb-application-forms-and-templates.cfm.

If you have any questions, please contact: humansubjects@usd.edu or (605) 677-6184.

Sincerely,

Sandra Ellenbolt

Sandra Ellenbolt, JD
Director, Office of Human Subjects Protection
The University of South Dakota
Institutional Review Boards
(605) 677-6184
LJT00000004401

APPENDIX D

ND DOCR EBP Consideration Criteria and Framework

ND DOCR EBP Consideration Framework
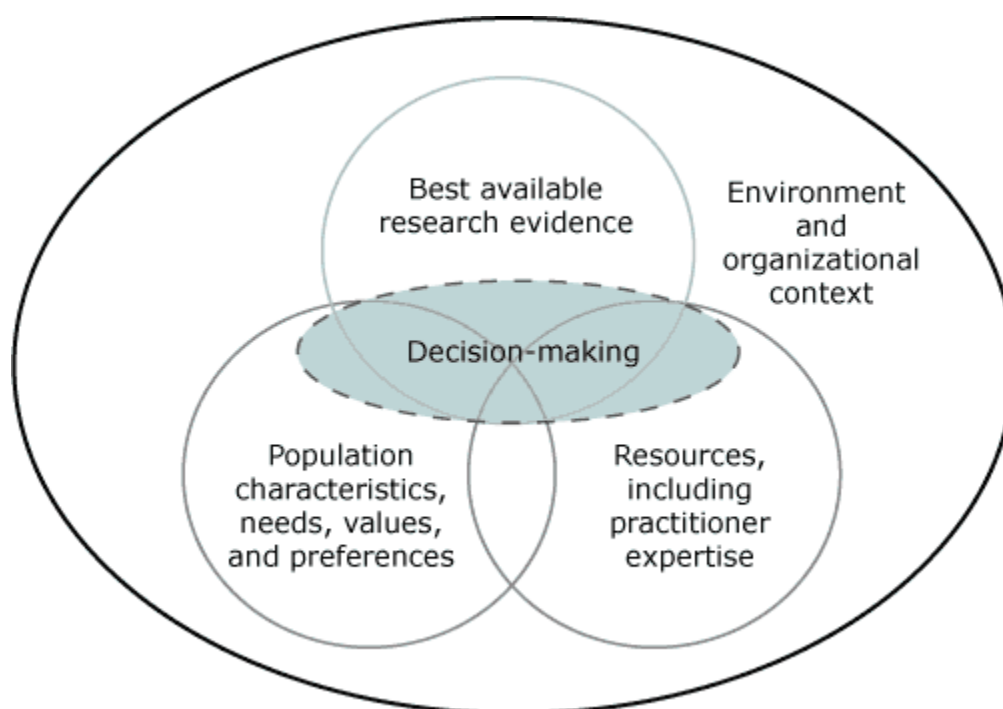
Immediate and specific feedback to include affirmations in a 4:1 ratio will be the goal of the ND DOCR Education Department. All activities/practices must have defined outputs, recognized outcomes, and measurable impacts.

EBP Criteria Framework for Selection

Evaluating Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Information will be Collected
Are the learning materials and practice adequate to meet the learning goals?	We need to know if the materials available are offering the practice and resources to meet the competencies.	What each DOCR personnel expects; what our curriculum guide says	Survey Records Analysis Observation Groups Focus Groups Interviews
Are the competency measures in place adequate assessment tools?	We need to know if what we are doing is meeting our goals. We need to know if the assessment in place is best measuring DOCR's personnel learning.	Percentages and numbers of completers keeping moderators in mind.	Survey Records Analysis Observation Groups Focus Groups Interviews
What is the perception of the program by all stakeholders?	We need to know if what we are doing is validating the program in others' point of view. The results to this question will best judge the current culture within the organization as well as identify the strengths of the practice.	Percentages and numbers of completers keeping moderators in mind.	Survey Records Analysis Observation Groups Focus Groups Interviews
Has the implementation reduced offender negative choices or made other positive impacts compared to the baseline?	We need to know if the program itself is ultimately translating into the desired outcome: a reduction of risk within behavior and thinking of the offenders, academic progress, etc..	The feasibility of applying the curriculum and practice ND DOCR wide.	Survey Records Analysis Observation Groups Focus Groups Interviews

Action to Change model when implementing and evaluating an EBP.

Action Model	EBP	Change Model

Action Model

Delivery Protocol
- Creating Process
- Phase Planning and Troubleshooting
- Assessing Competency

Practice
- Conceptual Practice
- Competency Assessments
- Continuum of Skill Delivery

EBP

Change Model

High Quality System of Delivery:

-Building Rapport and Understanding the Principles

-Guided Practice

-Competency

Outcomes: Positive Culture
-Increase internal awareness that support positive self change.

-Practice self reflection and self adjustment

-Engage in positive self talk.

-Reduce Recidivism.