DOCUMENT RESUME

ED 372 229 CE 066 838

AUTHOR Hall, Robert A.
TITLE Assessment Study: Value of Vocational Training to the Released Felon.
PUB DATE Oct 93
NOTE 46p.; Master's Research Study, Plymouth State College.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Adult Basic Education; Career Choice; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Crime Prevention; Educational Research; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Recidivism; Secondary Education; *Technology Education; Vocational Rehabilitation
IDENTIFIERS New Hampshire

ABSTRACT

A research study looked at the effect of vocational training on the ability of 151 released felons who had successfully completed vocational training and were still under supervision, on parole, within New Hampshire. A literature review on recidivism and vocational education in corrections showed the value of vocational training in reducing recidivism by producing inmates with marketable skills who can find employment. An anonymous, voluntary attitude/opinion survey was mailed to the parolees; 10 surveys (6.6 percent) were completed and returned. Results indicated that the majority of respondents were satisfied with programming. A conclusion from the information gathered in this survey was that the programs were having a positive effect. A longer-term study with a larger population was recommended. (Appendixes include five references, budget and project schedule, survey instrument and letter, analysis of findings, and respondent comments.) (YLB)

Assessment Study:

Value of Vocational Training to the Released Felon

BY

Robert A. Hall
Assistant Professor
Adult Vocational Training Center
New Hampshire State Prison

ASSESSMENT STUDY:

Value of Vocational Training To The Released Felon

This research study has been produced as part of the requirements for a Master of Education Degree at Plymouth State College, and in cooperation with the Department of Corrections of the State of New Hampshire. All requests for information relative to this material or permission to reproduce any or all of this study must be made in writing to:

Robert A. Hall, Study Administrator
RR1 Box 155 Wild Meadow Road
Grafton, NH 03240
Tel: (603)523-9041
(603)271-3669

Printed in October 1993

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

This research paper is a culmination of two years work and study. It had its origin in an idea and as part of a process. The process along the way turned into a desire to know more about those I taught and the research became that vehicle by which I learned. Some basic assumptions and opinions were proved correct, others, although not incorrect, were reshaped. This vehicle took me past my original goals and opened new horizons in ability and knowledge I had only before glimpsed.

As with any work, there are those who gave of their time, assistance, knowledge and most of all patience. To Marie Whiting in the Field Service Department at the Department of Corrections I give special thanks, for providing me with access to reams of reports that made this research possible.

I also wish to thank former Commissioner of Corrections Ronald L. Powell for permission to do this study and for his encouragement as to its worth.

I wish to give special thanks to two educators who have always been there with support, knowledge and advice:

Dr. Douglas C. Wiseman, Plymouth State College

Prof. William Taglianetti, New Hampshire State Prison

to these two gentlemen I will be ever grateful.

And last but surely not least, to my loving wife who has given me time, support and encouragement beyond measure. Thank you all for the back up support necessary to accomplish a task that cannot be done alone.

May this research be as useful to the Department of Corrections and all who take the time to read and understand it, as it has been to me in becoming a better educator.

Robert A. Hall
Assistant Professor
Technology Education
New Hampshire State Prison
October 24, 1993

CHAPTER I

Introduction

Statement of The Problem

It is a fact that many inmates leave prison no better off than when they entered. Yet, inmates that make use of educational programming while in prison appear to have a higher success rate upon release. Inmates have a variety of education courses & programs available to them including college level degree programs. The vocational training departments of many correctional institution are designed to provide the inmate with competency based, skill oriented training in a variety of specialties. The assessment of competency in any skill is demonstrated through examination and proficiency at those skills. If the inmate is able to pass all the right tests and demonstrate his/her ability, the program is considered successful. However, just because an inmate has mastered a particular skill does not mean that there is a ready need for that skill in the outside job market. We have instruments in place to assess skill, but there seems to be no instrument of assessment in place to evaluate the success of the program in arming the inmate with marketable skills, and if indeed the training was useful in assisting the newly released felon in obtaining meaningful employment. "Isn't this something we in corrections should be interested in and want to know?" I think it is. We are concerned with the rate of recidivism of released felons. Studies have shown that trained inmates return to prison less often than those that are untrained. The question is posed not because of inadequate programming, but instead, to

stimulate a self evaluation, if you will, of vocational programming by surveying the very group that can best tell us if the training is effective, the released felon. In this way we may find weak areas in training that need improvement.

Need for the Study

There is no assessment process being routinely conducted on inmates after they finish any course of study and are released from prison. They are not evaluated to see: (1) if they have been able to get jobs, (2) if there has been any change in attitude that could be attributed to a program or course of study, and (3) a correlation between achievement and recidivism. They are assumed to have improved if they have satisfactorily finished the prescribed programing and been released from confinement.

Hypothesis

There is no significant inclination of favor or disfavor as to the appropriateness of training for the work place by inmates completing vocational programing over those that do not.

This NULL HYPOTHESIS is expressed by the symbols:

$\mu\emptyset$ A=B μa A>B μb A<B

Method

Subjects

The test group will consist of released felons that have successfully completed vocational training and are still under supervision, on parole, within the state of New Hampshire. This makes it easier to administer the survey and to observe any problems. The group will be selected from only those inmates that were sentenced prior to 1989. This allows for the time necessary for any inmate to make use of programming to improve their educational and skill level. After reviewing the records of approximately 4700 subjects under Department of Corrections supervision, 151 parolees were selected to participate that fit the in state and sentenced prior to 1989 specification required for the survey.

Instrumentation

The instrument is an attitude/opinion inventory employing a Likert Scale with five (5) choices expressing level of how well training was done, from extremely well to not at all. Reliability will be established from the ordinal data gathered using the KR-20 method. A 5 or 4 will be correct answers and 3, 2 or 1 will be wrong answers for the purpose of this assessment. (See appendix C)

TABLE OF SPECIFICATIONS

Category	Items	% Total
1. Value of Training	5	25%
2. Appropriateness of skills	5	25%
3. Knowledge of specialty	7	35%

4. Job placement success	3	15%
Totals:	20	100%

Note:

The objectives, table of specifications and instrument were reviewed by a jury of educators and training staff as well as inmates. A previous pilot test was conducted with very similar results. (See report titled "Assessment of The Value of Vocational Training to the Released Felon", dated May 4, 1992).

Design

This research study will be experimental in design as it is looking at the effect of vocational training on the ability of the released felon to (1) gain employment after release, and (2) the effectiveness and value of the training in giving the individual the skills necessary to help make them competitive in the job market. The assessment of the data gathered will be to prove or disprove, accept or reject, the null hypothesis through the Level of Confidence (LOC) at the .01, .02 and .05 percent levels. This will be done using CHI^2 to evaluate several key questions in the survey.

Definition of Terms

Felon - Any person convicted of a crime that carries a sentence of one year or more in prison.

Inmate - A person serving a sentence in a prison.

KR-20 - Kuder-Richardson 20 formula. It is used to de ermine the relative reliability of a given instrument statistically by using the correct responses to answers

and the standard deviation in the formula.

Parole - The act of being released from prison, for the purpose of being placed back in society, under the supervision of a Probation/Parole Officer or department

Recidivism - The tendency to relapse back into crime or antisocial behavior resulting in a return to prison.

CHAPTER II

Review of Related Literature

Review of Related Literature

The reports and journal articles that deal with "Recidivism and Vocational Education in Corrections" are in the minority. Yet, there have been a few studies since 1976 that have dealt with the issues of vocational training and how positive terminations from the programming can have an effect on recidivism rates (Cogburn, 1988).

One common thread throughout articles this investigator read was the lack of marketable skills and a typically poor showing in either education or employment found in the inmate populations studied. The grade level on average completed by inmates is 9. The one study that dealt specifically with these issues concluded, "vocational education is seen as a cost-effective means of reducing the growth in the prison population. Individuals who are properly trained have the opportunity to become productive, tax-paying members of society" (Cogburn, 1988, p. 5).

In 1988, Cogburn found, after a 10 year study, that the recidivist rate was about 10.8% of positively terminated inmates at Ingram State Technical College. A similar study conducted on correctional education and the community college showed a recidivist rate for students at 25% vs. 77% for the general population in Oklahoma (Williams, 1989). "Vocational education emerged as a necessary component of public education at the turn of the century. Its potential for preventing crime by providing vocational skills to those who would otherwise be idle was one of its strongest supporting arguments. Vocational education

became a component of correction education for the same reason" (Wolford, et al 1986, p. 33).

Other factors that must be considered in any program is, (1) the attitude of the inmates themselves. They as a whole are suspect of the system that is keeping them behind walls while at the same time trying to habilitate them (Erez, 1987); (2) the cost of education vs. security costs. Both vie for the limited funds available to run the system with security concerns being the priority. This coupled with overcrowding puts a strain on budgetary allocations, space and quality of equipment available for training (National Advisory Council on Vocational Education, 1981, & Day & McCane, 1982).

The study at Rikers Island showed that inmates were receiving on-the-job-training. They worked for industries and attained marketable vocational skills but lacked the documentation and certification to prove it once released (Garner, et al 1985). So, even with proper training, inmates found it difficult at best to gain employment in areas skilled without proper documentation. This tends to support that competency based training must also be properly documented if it is to be valuable to the inmate student.

In summary, the studies reviewed showed the value of vocational training in reducing recidivism by producing inmates with marketable skills that can find employment. It also highlighted the need to provide adequate funding and proper documentation if that training is to provide inmates with the necessary foundation to become productive members of society.

Each study basically stated the same theme; there is clearly a need for further study on the value of vocational education in lowering recidivism rates. That is the foundation and premise at which this study is targeted: to provide more quantitative and qualitative research into the value of quality vocational education in lowering recidivism rates.

CHAPTER III

Description of Procedures

Description of Procedures

Inmates on parole are to be polled through the use of an anonymous & voluntary attitude/opinion survey. This survey will be mailed to the selected parolees whose names are known only to the research administrator. The information gathered in the survey is confidential and will in no way identify the responding party. The survey will employ the Likert Scale, using 1 through 5. 1 thru 3 will be incorrect responses and 4 & 5 will be correct responses. The survey is broken down into the four areas as follows:

A. To determine through investigation the value placed on the training received in the vocational center. (AFFECTIVE DOMAIN)

B. To find weak areas, if any, in the skill training profiles that may need improvement and not be apparent until the student enters the work force. (PSYCHOMOTOR DOMAIN)

C. To determine if the level of training is appropriate to the needs of the students. (COGNITIVE DOMAIN)

D. To assess the success an inmate that has completed vocational training has in job placement.

This method will allow for statistical evaluation of the information, as well as evaluation of specific areas, if there are significant deviations from the stated goals of the instrument. (See Appendix C - Survey using the Likert Scale; Appendix D - Analysis procedures and Findings)

CHAPTER IV

Findings, Conclusions and Recommendations

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

1. Of the 151 surveys sent out, 29 surveys (19.2%) were returned for incorrect addresses. Of these, 7 new addresses were found. Of the remaining 22, 3 had parole revoked, 1 was released and one was in escape status. Seventeen (17), or 11.3%, could not be delivered because of incorrect address. This was apparently due to the fact that field offices are not forwarding current locations of parolees to the Department of Corrections main office for update of the departments main data base. Of all the survey's sent out, remembering that the target group were released felons, only ten (10) survey's, 6.6% of the total, were completed and returned.

2. Based on the results of this study and the pilot study, a much larger group needs to be surveyed over a long term with greater control. A group of 600, over three years, including program and non-program inmates from all areas could provide better information on success rates and recidivism. It would be done on a more personal level such as seeing some of the volunteer parolees personally to track and validate their success or failures. I would not use a mailing as the only means of reporting. With this population, mailing alone is in many respects a waste of time and money. The incentive to participate is just not there. And although it needs to be voluntary, I feel that a one-on-one interview, anonymous, could prove more fruitful. If they perceive that there is value in doing the interview they will respond truthfully whether it is positive or negative.

3. The instrument has potential of being a very valuable tool in assessing the effects of training over the long term. Comments of the respondents can be found in the Appendix E. They were positive and pointed out some areas to evaluate. This type instrument, with modification, could have application for wide use in program self assessment in many types of programs. It could be expanded and used with graduates of technical and vocational schools to assess the effectiveness of those programs in arming students with skills to gain meaningful employment.

4. It must be remembered that taking this survey is voluntary. It could be expanded to include more, but, it would become cumbersome and may loose its effectiveness due to poor response. Because we are dealing with released felons in this case, a group that is not always willing to participate in anything productive, the survey should be compact and concise to be most effective with this target group.

5. Information from this type of survey, combined with trends in the business sector, could be very helpful in showing administration where funding needs to be focused. This survey's primary focus was to help educators keep curriculum dynamic and focused on real needs, not imagined.

6. It is concluded from the information gathered in this survey that the programs are having a positive effect. Through statistical analysis using the CHI² formula on key questions and on the survey as a whole we find the following. Results were significant at both the 5% LOC(Level of Confidence) and the 2%

LOC for key questions 1, 7, 14 & 18. It was also significant at the 1% LOC for the survey as a whole. Therefore, on the grounds that divergence of observed from expected results is to unlikely of occurrence to be accounted for solely by chance fluctuations, we reject the "Null Hypothesis" and conclude that, **"there is a significant preference by the majority of the respondents to the correct answers indicating satisfaction with programming for those inmates who successfully complete training".** Without further long term study involving larger groups, the total effect of this programming can only be presumed at this time.

7. It is recommended that a further long term study be initiated to allow for a larger sampling which would avoid the "Halo-Effect", getting responses that are only positive. A long term study could also factor in the rate of recidivism against those who have completed training. By evaluating the training, and the rate of recidivism, we can get a much clearer picture of the long term effect of all the programs currently available. This is something we can only assume is positive from this small survey and the limited research done by others noted in this report. In this way we can truly evaluate our success, or lack thereof, and take steps to ensure that training and programs are the best they can be. If our ultimate goal is (1), to arm inmates with the skills and provide the training that can change their attitudes, and (2), turn felons into productive members of society, then we should want to have the facts to support our assumptions.

BIBLIOGRAPHY

Cogburn, H. E. (1988). Recidivism study: positive terminations from J. F. Ingram State Technical College, 1976-1986. Deatsville, AL: J. F. Ingram State Technical College. (ERIC Document Reproduction Service No. ED302315)

Day, S. R., & McCane, M. R. (1982). Vocational education in corrections. (Information Series No. 237). Columbus, OH: Ohio State University, National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED218467)

Erez, E. (1987, Spr-Sum). Rehabilitation in justice: The prisoner's perspective. Journal of Offender Counseling, Services & Rehabilitation, pp. 5-19. (ERIC Document Reproduction Service No. EJ357732)

Garner, C. et al. (1985). Rikers Island corrections industry program and occupational proficiency certification. Final report. Brunswick, NJ: Rutgers State University, Graduate School of Education. (ERIC Document Reproduction Service No. ED260273)

National Advisory Council on Vocational Education. (1981). Vocational education in correctional institutions. A report based on four national hearings. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED209474)

Williams, D. N. (1989). Correctional education and the community college. (Report No. EDO-JC-89-05). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED321835)

Wolford, B. I. et al. (1986). Correctional education: Perspectives on programs for adult offenders. (Information Series No. 310). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED272770)

APPENDIX A

Permission to Conduct Research

State of New Hampshire

JUDD GREGG
GOVERNOR

DEPARTMENT OF CORRECTIONS
OFFICE OF THE COMMISSIONER
P.O. BOX 769
CONCORD, N.H. 03302-0769
603/271-5600

RONALD L. POWELL, Ph. D
COMMISSIONER

N.E. PISHON
ASSISTANT COMMISSIONER

THIS FORM MUST BE SIGNED AND RETURNED
PRIOR TO THE START OF ANY RESEARCH PROJECT.

I. ALL AGREEMENTS REGARDING ACCESS MUST BE IN WRITING.

II. IN ACCORDANCE WITH DEPARTMENT OF CORRECTIONS POLICY 1.1.9, PLEASE SIGN OFF ON THE FOLLOWING AND RETURN THIS FORM TO THE DIRECTOR, DIVISION OF ADMINISTRATION:

A. I AGREE TO ABIDE BY THE DEPARTMENT OF CORRECTIONS POLICIES ON ACCESS TO OFFENDER INFORMATION AS STATED BY THE DIRECTOR OF THE DIVISION IN WHICH THIS RESEARCH PROJECT IS TO BE CONDUCTED.

B. I AGREE TO REQUEST AND PRESERVE THE CONFIDENTIALITY OF OFFENDERS THROUGHOUT AND AFTER THIS PROJECT.

C. I AGREE TO PROVIDE THE DEPARTMENT OF CORRECTIONS WITH A COPY OF THE RESEARCH PROJECT.

D. RESEARCH FINDINGS WILL BE DISSEMINATED ONLY TO THOSE APPROVED BY THE COMMISSIONER OF CORRECTIONS.

E. I UNDERSTAND ALL OFFENDER PARTICIPATION IN RESEARCH ACTIVITIES IS VOLUNTARY.

F. I UNDERSTAND THE DEPARTMENT OF CORRECTIONS PROHIBITS OFFENDERS FROM PARTICIPATING IN MEDICAL, PHARMACEUTICAL OR COSMETIC TESTING FOR EXPERIMENTAL OR RESEARCH PURPOSES.

G. I UNDERSTAND THAT VIOLATIONS OF ANY OF THE ABOVE PROCEDURES COULD RESULT IN ADVERSE ACTION.

DATE 2-24-93 Robert C. Hall
SIGNATURE

DATE _____ _____
COMMISSIONER

DATE 3-24-93 Ronald A. Pelo
DIRECTOR OF ADMINISTRATION

7/17/89
v-4/pd

APPENDIX B

Budget & Project Schedule

PLYMOUTH STATE COLLEGE
Individual Research in Education
Number: ED 558 Proj. Dir.: Dr. D. C. Wiseman

Project Budget - Spring 1993

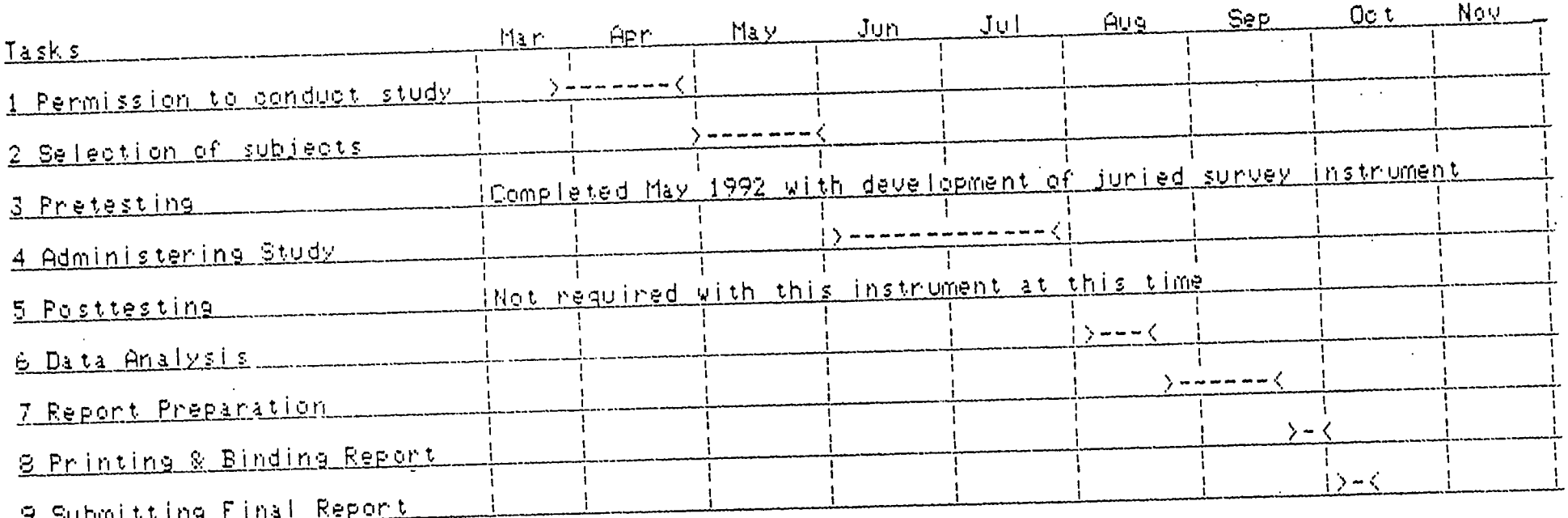
	Amount
Direct Costs	
Personnel Salaries	
Administrator (1/3 time for 4-1/3 months $38,967/year)	$ 4,640.00
Secretary (1/5 time for 2 months at 20,000)	666.67
Fringe benefits for administrator (12.2%)	571.79
	5,878.46
Expenses	
Office Supplies	$ 300.00
Postage	125.33
Duplicating	100.00
Computer time (Existing computer at home)	500.00
	$ 1,025.33
Subtotal: Direct costs	$ 6,903.79
Overhead expense (10% of direct costs)	$ 690.38
Total Costs	$ 7,594.17

Submitted by: Robert A. Hall, Project Administrator

Revised 9/30/93

PLYMOUTH STATE COLLEGE
Individual Research in Education
Course Number: ED 558 Proj. Dir.: Dr. D.C. Wiseman

GANTT CHART
PROJECT SCHEDULE - Spring to Fall 1993



Tentative Title: **"Assessment: Value of Vocational Training to the Released Felon"**

Author: **Robert A. Hall** Date: **March 22 1993**

Special Considerations

1. Consideration that the population being surveyed is paroled felons. The response to this survey could be less than favorable in responses returned.

2. An error rate should be considered for the same reason as responses to some surveys could be skewed on purpose.

Revised 10/1/93

APPENDIX C

Survey Instrument & Letter

ADULT VOCATIONAL TRAINING CENTER
New Hampshire State Prison
281 No. State St.
Concord NH 03301

May 24, 1993

Dear Participant,

On behalf of the Adult Vocational Training Center & Educational Department, a survey is being conducted of the skills and abilities that an inmate/student should have upon successful completion of any program. Testing in school only tells if a given student can perform the task short term. It does not address your long term ability or view of the value of the education/training. The attached survey asks questions about your opinion of the programs here at the New Hampshire State Prison. What we are seeking is, did you master the skills that could be learned and were they useful to you in gaining employment upon release.

The responses to each statement are scaled from 1 to 5, with -1- being least important or not at all and -5- being the most important or extremely well. Your answers should not be all grouped at the extremes of the survey or all in the middle. Some will be more important to you than others. Your views and opinions are important to us and future programing. Please circle ( ) the number that best describes your view of the importance of any statement to you.

When you have completed this survey please fold it in half so that the stamp & address show and tape or staple it closed. No postage is necessary, just drop it in the mail as soon as you are done.

Thank you for your time in completing this survey. Your responses are important & completely confidential.

Sincerely,

Robert A. Hall
Survey Coordinator

DEMOGRAPHIC INFORMATION

Please answer the following questions so that we may know what category your training falls under.

Please place a check mark in the correct box for your answer.

Gender: [ ] Male [ ] Female

Area of Training: [ ] Data Processing [ ] Auto Mechanics

[ ] Auto Body [ ] Small Engines [ ] Technology Education

[ ] Building Trades [ ] Horticulture [ ] Other_____

Are you working in your specialty? [ ] Yes [ ] No

The survey statements all have numbers 1 thru 5 after them. Below is listed the ranking of importance of those numbers. Please circle the number after the question that best describes your answer.

SCORE	RANK	CRITERIA
5	Extremely Well	Strong emphasis
4	Very Well	Emphasized
3	Somewhat	Mentioned but not elaborated
2	Not very well	Little if any mention
1	Not at all	Not covered or taught

SURVEY ITEMS

Value of Training

1. Do you feel that the instructors demonstrated the need for good work habits and being responsible for your own actions?	1	2	3	4	5
2. Did you develop an awareness of your strengths, weaknesses and limitations?	1	2	3	4	5
3. Do you feel that the training gave you a sense of responsibility to community and society?	1	2	3	4	5
4. Did you develop a sense of achievement and confidence in your own abilities as a result of vocational training?	1	2	3	4	5
5. Did the value of teamwork and respect for other ideas and opinions prove useful or become evident?	1	2	3	4	5

Skill Training

6. Did the course teach you the basics of the job or subject matter?	1	2	3	4	5
7. Do you feel that the instructors prepared you to plan and organize work and time?	1	2	3	4	5
8. Upon completion of the training do you feel that you were prepared to use the tools of your trade?	1	2	3	4	5
9. Did you develop problem solving skills in your specialty as a result of the training you received?	1	2	3	4	5
10. Did you develop skills through this training in dealing with other ways to handle the same work?	1	2	3	4	5

Knowledge

11. Did you learn the difference between theory and fact?	1	2	3	4	5
12. Did you develop an understanding of the material so that you could solve a technical problem in a practical application?	1	2	3	4	5
13. Did you learn how to express ideas and thoughts in a clear manner within the subject you were studying?	1	2	3	4	5
14. Did you learn the importance of the role your job plays in the labor market and industry?	1	2	3	4	5
15. Did you learn the application of your skills to the business process and how to utilize them in a technical environment?	1	2	3	4	5
16. Did you master the written and practical portions of your class so that you could explain it to someone else?	1	2	3	4	5
17. Did the course teach the career opportunities available in your chosen field?	1	2	3	4	5

Employment success

18. Did the program teach you how to effectively seek employment and how to target the job market of your interest?	1	2	3	4	5
19. Did the program provide you with the proper skills to find employment in that field?	1	2	3	4	5

20. Were you as well trained in the use of job skills as others entering your field? 1 2 3 4 5

21. Please use the space below to provide constructive comments on matters that may not have been addressed in the survey.

APPENDIX D

Analysis of Findings

ANALYSIS OF FINDINGS

Item Analysis:

Survey Item	Choices: 1	2	3	4	5	Total Correct
1.			1	4	5	9
2.			1	6	3	9
3.		1	4	2	3	5
4.			2	4	4	8
5.	1	1		4	4	8
6.		1	3	5	1	6
7.			2	2	6	8
8.	1		1	3	5	8
9.		2	1	5	2	7
10.			3	6	1	7
11.		2	3	3	2	5
12.			3	5	2	7
13.			3	4	3	7
14.			1	6	3	9
15.		1	4	2	3	5
16.		3	2	1	4	5
17.	2	1	1	3	3	6
18.			1	6	3	9
19.	2		1	3	4	7
20.	1	1	1	6	1	7
Column Totals:	7	13	38	80	62	142
(200)	1	2	3	4	5	4+5

[Note: Choices 4 & 5 considered correct responses for purposes of analysis.]

STANDARD DEVIATION FOR SAMPLES AND POPULATIONS

STATISTIC	VALUE
NO. OF SCORES (N)	10
SUM OF SCORES (EX)	774.00
MEAN ($\bar{X}$)	77.40
SUM OF SQUARED SCORES (EX^2)	61364.00
SUM OF SQUARES (SS)	1456.40
STANDARD DEVIATION FOR A POPULATION	12.07
STANDARD DEVIATION FOR A SAMPLE	12.72

KR-20 RELIABILITY FORMULA APPLICATION

The reliability of this instrument was calculated using the Kuder-Richardson 20 formula. For this study response 4 and 5 were considered correct responses and 1, 2 and 3 were considered incorrect.

Survey	Score
1	56
2	87
3	88
4	84
5	77
6	88
7	53
8	82
9	82
10	77

M= 77.4

SD= 12.06

Variance= 145.6399

Sum of pq= 3.74

n= 20

INMATE/STUDENT SKILLS & ABILITIES SURVEY

KR_{20} - SURVEY RELIABILITY

ITEM	CORRECT RESPONSES	p	q	pq
1	9	.9	.1	.09
2	9	.9	.1	.09
3	5	.5	.5	.25
4	8	.8	.2	.16
5	8	.8	.2	.16
6	6	.6	.4	.24
7	8	.8	.2	.16
8	8	.8	.2	.16
9	7	.7	.3	.21
10	7	.7	.3	.21
11	5	.5	.5	.25
12	7	.7	.3	.21
13	7	.7	.3	.21
14	9	.9	.1	.09
15	5	.5	.5	.25
16	5	.5	.5	.25
17	6	.6	.4	.24
18	9	.9	.1	.09
19	7	.7	.3	.21
20	7	.7	.3	.21
			Epq =	3.74

Demographics

Male = 9

Female = 1

$$KR_{20} = \frac{n}{n-1} * \frac{SD^2 - Epq}{SD^2}$$

$$KR_{20} = \frac{20}{19} * \frac{12.068^2 - 3.74}{12.068^2}$$

$$KR_{20} = 1.05 * \frac{145.6399 - 3.74}{145.6399}$$

$$KR_{20} = 1.05 * \frac{141.8999}{145.6399}$$

$$KR_{20} = 1.05 * 0.97432$$

$$KR_{20} = 1.023$$

The reliability of this instrument is a 1.00. The actual KR_{20} is 1.023 and would be due to rounding and due to the small sample size and high scores. It shows a high degree of internal reliability and consistency.

ONE DIMENSIONAL CHI-SQUARE

Q 1

OBSERVED FREQUENCY	EXPECTED FREQUENCY	CELL CHI-SQUARE
0.00	2.00	2.00
0.00	2.00	2.00
1.00	2.00	0.50
4.00	2.00	2.00
5.00	2.00	4.50
CHI-SQUARE		11.00
TOTAL NO. OF OBSERVATIONS		10
NO. OF CATEGORIES (N)		5
DEGREES OF FREEDOM (N - 1)		4

.05 LOC

ONE DIMENSIONAL CHI-SQUARE

Q 7

OBSERVED FREQUENCY	EXPECTED FREQUENCY	CELL CHI-SQUARE
0.00	2.00	2.00
0.00	2.00	2.00
2.00	2.00	0.00
2.00	2.00	0.00
6.00	2.00	8.00
CHI-SQUARE		12.00
TOTAL NO. OF OBSERVATIONS		10
NO. OF CATEGORIES (N)		5
DEGREES OF FREEDOM (N - 1)		4

.02 LOC

Q 14

ONE DIMENSIONAL CHI-SQUARE

OBSERVED FREQUENCY	EXPECTED FREQUENCY	CELL CHI-SQUARE
0.00	2.00	2.00
0.00	2.00	2.00
1.00	2.00	0.50
6.00	2.00	8.00
3.00	2.00	0.50

CHI-SQUARE	13.00
TOTAL NO. OF OBSERVATIONS	10
NO. OF CATEGORIES (N)	5
DEGREES OF FREEDOM (N - 1)	4

.02 LOC

Q 18

ONE DIMENSIONAL CHI-SQUARE

OBSERVED FREQUENCY	EXPECTED FREQUENCY	CELL CHI-SQUARE
0.00	2.00	2.00
0.00	2.00	2.00
1.00	2.00	0.50
6.00	2.00	8.00
3.00	2.00	0.50

CHI-SQUARE	13.00
TOTAL NO. OF OBSERVATIONS	10
NO. OF CATEGORIES (N)	5
DEGREES OF FREEDOM (N - 1)	4

.02 LOC

ONE DIMENSIONAL CHI-SQUARE

TOTAL SURVEY

OBSERVED FREQUENCY	EXPECTED FREQUENCY	CELL CHI-SQUARE
7.00	40.00	27.23
13.00	40.00	18.23
38.00	40.00	0.10
80.00	40.00	40.00
62.00	40.00	12.10
CHI-SQUARE		97.65
TOTAL NO. OF OBSERVATIONS		200
NO. OF CATEGORIES (N)		5
DEGREES OF FREEDOM (N - 1)		4
		.01 LOC

APPENDIX E

Comments

COMMENTS

The following are the comments of the respondents to the survey, nothing added, nothing taken away.

1. Area: Tech Ed & Building Trades - Male

   Working in Specialty: Yes

I did not have as much time as I would have like in your class. I enjoyed the time I got to be in your class. Safety I feel is the most important part of your class. One can not express enough safety. The key facts in all situation, design, force, an make of idea. I remember an have my papers still from your class. I am currently taking a Radio Communication Electronics course. I have finish a quarter of the course and at a high C average. Remember how a business is run with team work, we all have to learn to work together and a Education is the door to the future.

2. Area: SPU - Male

   Working in Specialty: UNK

The training I recieved most valued was stress management asertive traing. I feel every one could get use out of these two. Lance Messenger and Ron Converse are both excelent in there fields.

3. Area: Office Skills - Male

   Working in Specialty: Yes

I feel the program was a tremendous asset. There have been many times the things I've learned have been used in my everyday job.

4. Area: Truck Driver

Working in Specialty: Yes

No Comment

5. Area: Auto Mechanics/Small Engines - Male

Working in Specialty: Yes

The skills are at the prison, it is up to the person to utilize the schooling for a stronger work field. I am repairing Kubuta Tractors, power saws, cutting and fabricating all types of metal, saw mill helper, heavy equipment operator - yes, the skills I learned are endless.

6. Area: Printing - Male

Working in Specialty: No.

No Comment

7. Area: Tech Ed - Male

Working in Specialty: Yes

No Comment

8. Area: Data Processing - Female

Working in Specialty: No

Basic's - Transitions, how difficult it is to simulate back to society. Stereotyping of people who have been incarcerated, Felon on record so when filling out applications you never hear back from them. All the negative attitudes and treatment. In order for it to work, you have to build self-esteem with positives. Most people incarcerated do not even know what positive is. Lots of support needed in working your way out. Most incarcerated people do not know the basic's that most people take for granted like how to you budget, responsibility

and the value of honest money.

9. Area: Data Processing - Male

Working in Specialty: No

Although not working in the field of work studied at NHSP in Data Processing, I do use the skills I acquired there to manage my own business affairs.

10. Area: Tech Ed - Male

Working in specialty: No

No Comment