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OCCUPATIONAL KNOWLEDGE FOR OFFENDERS  
A COMPETENCY BASED APPROACH

This study examines the perceptions of a sample of individuals from correctional settings related to the need for an educational program utilizing competency based occupational knowledge.

The researchers concur with Northcutt as he points out that the United States has been in a pre-eminent position of world power and influence for decades. Citizens of this country are justifiably proud of their country's accomplishments in industry, science, technology, the arts, and perhaps most of all, in their system of universal free public education. Millions of mothers and fathers have intuitively subscribed to the tenets of the American dream which holds that education is the major avenue to success for their daughters and sons. Accordingly, Americans are, by many standards, the best educated and the most affluent people on earth (Northcutt, et. al., 1975).

In the midst of this acknowledged educational haven, the reading level of incarcerated individuals is 6.5. Corrections educators throughout various states in this country have been searching for ways to better prepare inmates to return to their home community. This is presently being exemplified in Ohio by:

1. The actions of the Department of Rehabilitation and Corrections
  - (a) a curriculum committee being formed
  - (b) a curriculum redesign sub-committee being formed
  - (c) a grant provided by The Ohio State University to assess curriculum needs in corrections education program.

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## ACQUISITIONS:

2. A grant provided by the Administration of Justice.

The Ohio central school system is located in seven adult correctional institutions. The educational programs include:

1. Adult Education (ABE)
2. General Education Development
3. Vocational
4. Technical
5. College

Informal discussions with correction's personnel revealed a concern for the lack of skills and competencies held by inmates. It was felt that this had a direct influence on the employability pattern of inmates in Ohio. Thus, the researchers initiated the study to validate perceived needs of inmates in the occupational knowledge area.

As a result of all these activities and the basic aim of raising the educational level of the inmates, the Curriculum Redesign Committee decided to provide data which could assist in making decisions regarding specific occupational knowledge needed in corrections education programs in Ohio.

The question that faced the committee was--What are the skills and competencies necessary in corrections education programs perceived by inmates, correction educators, parolees and parole officers? In order to answer this question the curriculum committee examined several competency based educational programs including a detailed analysis of the Adult Performance Level (APL) research directed by Norvell Northcutt at the University of Texas. It was decided

to use the APL areas as factors in conducting this study. The APL areas are Occupational Knowledge, Government and Law, Consumer Economics, Community Resources, and Health. This article includes a presentation of one of those factors--Occupational Knowledge.

### Methodology

#### (a) Subjects:

The subjects were selected through quota sampling in order to cooperate with security regulations within the institutions. The inmates were selected from males in maximum, medium and minimum correctional institutions as well as women in a reformatory. Outside corrections, data were gathered from parole officers and parolees from the Adult Parole Authority. The sample consisted of:

39 correction educators

16 parole officers

97 parolees

337 inmates

### The Instrument

The basic design of the instrument for this study follows the pattern of the Adult Performance Level Structure. However, it was modified by the investigators. There were eleven variables that pertained to the factor Occupational Knowledge (See tables which follow).

The format of the instrument took the form of a Likert scale which had the following responses: (1) A must (2) Very important (3) Important (4) Not important.

### Procedure

The interviews were conducted in individual groups (i.e.) inmates, parolees, parole officers and correction educators.

This report will show both chi square ( $\chi^2$ ) analysis and percentage for each variable computed according to respondents' status, educational level, age and location. The following tables show:

(a) The percentage of each skill and competency (dependent variables) as responded to by subjects according to their status, educational level, age, and location (independent variables).

(b) The level of significance of each skill and competency (dependent variables) as responded to by subjects according to their status, educational level, age, and location (independent variables).

TABLE I

#### In terms of percent

	<u>Status</u>	<u>Education</u>	<u>Age</u>	<u>Location</u>
1. What is involved in a job interview?	77	76	77	73
2. Employment Government/Private	47	47	46	48
3. Previous jobs held	50	49	49	46
4. Education required for jobs	73	74	75	74
5. Behaviors for promotion	70	69	70	67
6. Job loyalty and promptness	75	75	74	70
7. Good relations with others	71	71	72	67
8. Laws concerning employment	65	64	64	65
9. Application for employment	75	75	75	70
10. Inquiries and information	66	65	65	61
11. Sources of employment	55	55	56	53

TABLE II

In terms of Chi significance

	<u>Status</u>	<u>Educational Level</u>	<u>Age</u>	<u>Location</u>
1. What is involved in a job interview?	.04	.00	.42	.01
2. Employment Government/Private	.12	.04	.96	.00
3. Previous job held	.01	.01	.03	.94
4. Education required for job	.60	.39	.84	.33
5. Behaviors for promotion	.11	.51	.34	.30
6. Job loyalty and promptness	.00	.01	.00	.54
7. Good relations with others	.02	.25	.03	.85
8. Laws concerning employment	.01	.30	.84	.71
9. Application for employment	.01	.05	.22	.05
10. Inquiries and information	.01	.07	.43	.42
11. Sources of employment	.09	.05	.24	.35

Analysis

The following decision rules were followed for the total samples. When the independent variable was responded to by 65% or more subjects and was significant at the .05 level across three independent variables, the variable was considered high priority; with two independent variables, medium priority; with one independent variable, low priority. Variables #1, 6, 7, 9, and 10, were accepted according to the decision and rules stated above. Variables #2, 3, and 11, were not retained because three or more of the independent variables did not assume 65% or more. Variables #4 and 5 were not retained because the level of significance was greater than .05.

ResultPRIORITY VARIABLESHigh Priority                      Variables 1 and 6

1. Learning about what is involved in a job interview.
2. Learning about why it is important to be prompt and loyal on the job.

Medium Priority                      Variables 7 and 9

1. Learning about how to establish good relationships with co-workers and other people with whom they work.
2. Learning about filling out applications for employment.

Low Priority                      Variable 10

1. Learning how to write letters of inquiry and resumes when searching for a job.

The first research question posed was: What are the agreed on variables according to the educators, parole officers, parolees and inmates of the perceived skills and competencies to be included in an adult education program? In response the x's in the following table show the variable and the group agreement.

TABLE III

<u>Variables</u>	<u>Educator</u>	<u>Parole Officer</u>	<u>Parolee</u>	<u>Inmate</u>
1	x	x	x	x
6	x	x	x	x
7	x	x	x	x
9	x	x	x	x
10	x	x	x	x

The second research question: Does age make a difference in the perceived skills and competencies? In response the "x's" in the following table show the items which were most popular according to the age range.

TABLE IV

<u>Variables</u>	<u>18-25</u>	<u>25-36</u>	<u>36-45</u>	<u>45+</u>
1				x
6			x	
7			x	
9				x
10				x

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The third research question: Does educational level make a difference in the perceived skills and competencies was most popular as indicated here.

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TABLE V

<u>Variables</u>	<u>Elementary</u>	<u>High School</u>	<u>Some College</u>	<u>College</u>	<u>Grad Degree</u>
1					x
6					x
7					x
9					x
10					x

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The last research question: Does sex make a difference in the perceived skills and competencies showed its popularity in the following way.

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TABLE VI

<u>Variables</u>	<u>Males</u>	<u>Females</u>
1		x
6		x
7	x	
9		x
10	x	

#### SUMMARY OF THE ANALYSIS

Four research questions were investigated in the study. The results of the findings pertaining to each question were presented in the Tables I through IV.

The data presented in each table support each of the research questions. The data presented in Table I supports the agreement across the groups of the skills and competencies to be included in an adult correctional education program.

Regarding the data presented in Table III shows all the skills and competencies being most popular with the college degree subjects.

Table VI indicates that females show more popularity than males on items 1, 6, and 9.

#### Conclusions and Recommendations

The data provides information for educators who are interested in improving the occupational knowledge and skills of inmates. These results can be utilized

in planning a competency based educational program. Specifically, corrections educators who accept this study as a guide will consider:

1. Acquainting their staff with the need for programs which provide inmates with occupational knowledge.
2. Utilizing the format and processes in this study to collect data from inmates in their particular setting.
3. Accepting the priorities as listed in this study as a reasonable basis for developing competency based educational instructional packages.
4. Implementing a pilot study before attempting to establish a significantly large program.
5. Planning a competency based corrections education program is a rigorous and time consuming process.
6. Being prepared to provide training for teachers in the use of competency based instructional materials and procedures.
7. Developing a plan in order to maintain quality control of the program.
8. Utilizing consultants to help in the development of a competency based educational program.

It is important to note that respondents according to their status educational level, age, and sex placed varying emphasis on the priority-occupational knowledge skill area. Therefore, when initiating a program based on the priority areas, consideration should be given to the specific highest perceived areas of interest.

Clearly, the results of this study, suggest both the need and support for a competency based corrections education program in the area of occupational knowledge.

## Outcome of the study

This study has four major categories (age, educational level, location, and status). The discussion which follows provides the basis for their selections.

### A) Age and Sex

Four institutions have inmates whose predominate age range is 18-30. Two institutions have inmates whose predominate age range is over 30. One institution has females all ages. Based on the preceding the researchers utilized age and sex as two important variables.

### B) Educational level

Even though the mean educational level in the seven institutions was sixth grade, the range of grade levels was from 0-graduate school. Therefore, it was felt that the following educational levels were appropriate for this study: elementary, high school, some college, college degree and graduates.

### C) Location

Since each institution was viewed by the superintendents as having unique qualities and represented assignments according to minimum, medium, or maximum security; location was an important variable.

### D) Status

Status was identified as a group category because it was assumed that the perceptions of individuals based on status may be different along certain variables.

Treatment of the data

The data was treated by the use of chi square. The sample of subjects were classified into categories or two variables, e.g., is there a relationship between the educational level of the subjects and their perceptions of what should be included in an adult education program? The independence or the association of these variables have been determined by means of the chi square test.

The tables outlined show how each category responded in terms of percentage according to how they perceived the competencies to be included in an adult education program.

## EDUCATION

	<u>Elementary</u>	<u>High School</u>	<u>Some College</u>	<u>Degrees</u>	<u>Graduate Degrees</u>
V1	71%	73%	74%	82%	94%
V4	77	74	63	68	82
V6	66	73	72	82	87
V7	74	67	68	83	88
V9	61	73	70	93	94
V16	84	85	79	60	65
V20	82	81	65	61	72
V32	70	78	75	83	88
V33	85	82	78	88	94
V34	68	73	74	72	88
V35	73	75	81	90	93
V36	68	73	70	81	88
V37	75	82	86	93	93
V38	69	79	83	79	93
V39	76	69	73	73	83
V40	73	76	68	63	87
V43	69	79	68	83	88
V44	75	73	65	82	83
V52	76	69	63	71	94
V53	73	79	75	75	60
V57	74	58	69	83	83
V59	86	82	75	80	76
V60	91	88	84	93	83
V61	92	91	89	100	93
V65	94	89	79	88	94
V68	83	84	81	94	94
V69	75	81	78	55	76
V70	85	76	89	97	99
V71	80	83	80	68	87

Inmates alone by location

	<u>Lebanon</u>	<u>Marysville</u>	<u>Chillicothe</u>	<u>Lucasville</u>
V4	73%	78%	79%	72%
V16	91	89	78	89
V20	77	73	80	88
V22	76	86	70	82
V32	78	80	70	72
V33	77	85	90	76
V34	71	78	63	72
V35	76	79	65	73
V37	81	75	72	82
V39	71	75	68	69
V40	74	81	76	77
V41	68	80	68	79
V42	70	77	66	77
V43	78	83	74	79
V47	73	84	72	73
V49	72	84	68	71
V53	82	84	80	82
V59	85	84	80	87
V60	84	94	94	91
V61	92	94	91	93
V65	87	89	95	90
V69	84	84	82	84
V70	87	93	82	86
V71	80	86	81	84

Status

	<u>Inmate</u>	<u>Teacher</u>	<u>Officer</u>	<u>Parolee</u>	<u>Inmates in school</u>	<u>Waiting list</u>
V1	72%	81%	92%	84%	73%	70%
V6	69	74	99	88	67	72
V7	66	73	86	77	65	69
V9	70	94	83	78	70	69
V16					88	86
V20					80	83
V22					79	81
V32	75	86	99	79	75	75
V33	82	86	93	78	83	80
V34	72	86	87	74	75	68
V35	74	89	100	82	71	79
V36	70	84	100	49	71	79
V37	81	86	100	85	81	81
V38	77	76	100	80	78	78
V39	61	74	86	68	70	73
V40	75	64	86	72	76	76
V41					73	78
V42					72	76
V43	78	70	93	73	76	83
V44	70	78	86	75	81	71
V47	75	38	74	67	78	74
V49					71	79
V51	70	75	81	63	67	74
V52					74	72
V53					81	84
V57	68	78	80	76	69	68
V59	83	74	81	69	83	85
V60	91	85	87	76	94	86
V61	93	100	93	81	93	92
V65	89	94	93	78	88	35
V68	84	91	100	77	84	85
V69					83	84
V70	88	96	100	80	86	90
V71	83	76	81	71	82	85

Inmates by Age

	<u>18-25</u>	<u>26-35</u>	<u>36-45</u>	<u>over 45</u>
V1	71%	79%	80%	84 %
V4	74	73	70	78
V5	69	67	70	81
V6	69	71	89	84
V7	68	66	83	93
V9	70	76	72	91
V16	86	81	72	67
V18	65	69	74	70
V20	81	77	76	69
V22	77	77	71	70
V32	77	82	76	74
V33	86	53	78	86
V34	72	76	74	86
V35	78	81	72	81
V36	71	75	70	78
V37	80	83	79	87
V38	77	83	72	84
V39	68	77	62	78
V40	75	77	78	67
V42	72	72	62	75
V43	79	74	82	78
V44	67	80	82	74
V47	71	74	66	64
V51	67	69	72	75
V52	76	73	66	69
V53	80	78	81	66
V57	74	63	81	78
V59	82	81	80	81
V60	85	93	87	90
V61	93	92	93	96
V65	87	89	95	89
V68	83	89	93	92
V69	82	78	75	66
V70	88	90	88	96
V71	81	82	90	82



Item Ratings by (Inmates and Teachers)

	<u>Lebanon</u>	<u>Marysville</u>	<u>Chillicotte</u>	<u>Lucasville</u>
V9	74%	79%	69%	68%
V16	86	87	71	88
V20	75	81	75	83
V22	74	74	68	77
V32	80	82	72	74
V33	86	88	79	79
V34	73	80	65	74
V35	77	81	70	85
V37	82	84	73	85
V40	72	78	77	74
V43	87	77	73	80
V47	72	82	76	68
V53	81	83	75	81
V59	85	84	71	86
V60	83	95	93	93
V61	93	95	93	94
V65	88	90	93	91
V68	73	97	93	85
V69	82	80	73	83
V70	89	95	83	88
V71	82	88	76	84

## CORRECTIONS EDUCATION DATA ANALYSIS

This is a summary of the analysis of the corrections education study done in Ohio during the Summer and Autumn of 1978. The summary is taken from the analysis of the responses of a sample of inmates, corrections education, parolees, and parole officers. Four of the seven correctional institutions were a part of the study. Involved were minimum, medium, and maximum security institutions as well as the women's reformatory. The sample size was four hundred eighty-nine (489).

The following table shows agreement across groups of the competencies that should be included in an adult education high school program. The outcome of the analysis shows that 31 of the 72 variables fell within the "A Must" and "Very Important" categories of the scale used for the collection of the data.

V1	Ed.	Status	Age	
V4	Ed.		Age	Location
V6	Ed.	Status	Age	
V7	Ed.	Status	Age	
V9	Ed.	Status	Age	
V16	Ed.	Status	Age	Location
V20	Ed.	Status	Age	Location
V22		Status	Age	Location
V32	Ed.	Status	Age	Location
V33	Ed.	Status	Age	Location
V34	Ed.	Status	Age	Location,
V35	Ed.	Status	Age	Location
V36	Ed.	Status	Age	
V37	Ed.	Status	Age	Location
V38	Ed.	Status	Age	
V39	Ed.	Status	Age	Location
V40	Ed.	Status	Age	Location
V43	Ed.	Status	Age	Location
V44	Ed.	Status	Age	
V47		Status	Age	Location
V53	Ed.	Status	Age	Location
V57	Ed.	Status	Age	
V59	Ed.	Status	Age	Location
V60	Ed.	Status	Age	Location
V61	Ed.	Status	Age	Location
V65	Ed.	Status	Age	Location
V68	Ed.	Status	Age	Location
V69	Ed.	Status	Age	Location
V70	Ed.	Status	Age	Location
V71	Ed.	Status	Age	Location

## COMMENT SUMMARY

Some prisoners feel that everyone should attend school. School helps one to get a job and it frees one from ignorance. More subjects should be offered such as arts and crafts, music, auto repair, foreign languages, black awareness, self-awareness, driver's training, Master's degree program, and extra credit courses. The teachers should have more respect for the prisoners and there should be a larger staff of teachers. More time should be allowed for class time. The prisoners should be given a break during the summer. The books used should be of better quality and up-to-date. There should be classes provided for slow learners. Several feel that one should only have to take the classes that interest you. Missing ten days should not mean that you get kicked out. The government could spend more money on prisoners. Some feel that school is for hard workers who are willing to go to school.

The inmates response to the survey is of great importance in that they expressed a keen desire to acquire education. They suggested their desire to see the program become successful and if at all possible would like the programs certified by the "Governor" after completion. They also expressed for the attention received from the public can be important in terms of rehabilitation among prisoners." Though, some of them reacted cynically to the survey, the vast majority of them expressed sincerity in their quest for knowledge.

The inmates expressed what they viewed as environmental reality by saying "the staff refuses to respond positively to new programs and we feel lucky to have what little we now have."

## COMMENTS FROM CORRECTIONS EDUCATION QUESTIONNAIRE

25 prisoners said that everyone should attend school. School helps you to get a job and it frees one from ignorance.

18 prisoners said that more subjects should be offered. (Art and Crafts, music, auto repairs, foreign languages, black awareness, self-awareness, and driver's training).

16 prisoners said that the system should be better. The teachers should have more respect for the students, there should be more teachers to teach, allowed more class time, breaks in the summer and there should be more courses so one can earn extra credit.

13 said that school should be only for those who want to go. School is for hard workers only.

4 said that you should be able to get a higher degree such as a Master's degree.

3 said that there should be a class that goes on a slower pace for slow learners.

2 said that you should be able to take only subjects that interest you.

2 said that more materials should be available (better books which are up to date).

1 said that you should not be kicked out for missing ten days.

1 said the government should spend more money on the inmates.

**CORRECTIONS EDUCATION SURVEY**

We are trying to decide what would be most useful to include in an Adult Education Program in prisons. We need your help in doing so.

Please place an 'X' beside the one that applies to your

Educational Level:

- Elementary
- High school
- Some college
- College degree
- Graduate degree

Age:

- 18-25
- 26-35
- 36-45
- Over 45

Read the items below and place an 'X' in the space closest to your feelings.

Occupational Knowledge

Adult Education Programs in prisons should include learning about:

EXAMPLE: How to make career decisions.

1. What is involved in a job interview.
2. The difference between private employment and government employment agencies.
3. How to describe to another person previous jobs held.
4. The different kinds of jobs and the education required for them.
5. Types of behaviors which will lead to job promotion.
6. Why it is important to be loyal and prompt on the job.
7. How to establish good relationships with co-workers and other people with whom I work.
8. The laws which concern employment.
9. Filling out of applications for employment.
10. Writing letters of inquiry and resumes when searching for a job.
11. The sources which will lead to my employment (such as radio broadcasts and newspapers).

	A Must	Very Important	Important	Not Important
EXAMPLE: How to make career decisions.	X			
1. What is involved in a job interview.				
2. The difference between private employment and government employment agencies.				
3. How to describe to another person previous jobs held.				
4. The different kinds of jobs and the education required for them.				
5. Types of behaviors which will lead to job promotion.				
6. Why it is important to be loyal and prompt on the job.				
7. How to establish good relationships with co-workers and other people with whom I work.				
8. The laws which concern employment.				
9. Filling out of applications for employment.				
10. Writing letters of inquiry and resumes when searching for a job.				
11. The sources which will lead to my employment (such as radio broadcasts and newspapers).				





Consumer Economics

Adult Education Programs in prisons should include learning about:

- 52. How to prepare and balance accounts, such as checkbooks.
- 53. How to get grants, loans and scholarships for education.
- 54. The various services provided by banks.
- 55. Good and bad advertising.
- 56. Good and bad practices of the business world.
- 57. How to make and use a budget.
- 58. Buying a car and getting insurance for it.
- 59. The meaning of signing a contract.

A Must	Very Important	Important	Not Important

Additional Courses

Adult Education Programs in prisons should include:

- 60. English
- 61. Reading
- 62. Science
- 63. Psychology
- 64. History
- 65. Mathematics
- 66. Literature
- 67. Philosophy
- 68. C.E.D.
- 69. College program
- 70. Vocational education
- 71. High school academic


Please circle 'yes' or 'no' to the following statement:

72. Everyone in prison should attend school. YES NO

OTHER: If you have any other comments about the program, make them below.

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PERCEIVED GUIDANCE NEEDS IN AN  
ADULT CORRECTIONS EDUCATION PROGRAM

This article is a presentation of the perceived guidance needs in an adult correctional education program. This represents one of the areas examined in a larger study: What are the skills and competencies needed in an adult corrections education program as perceived by correction educators, parole officers, parolees and pre-parolees?

The complete study included an examination of perceptions related to occupational knowledge, government and law, community resources, consumer economics, health and guidance.

Corrections educators throughout this study have been searching for ways to better prepare inmates to return to their home community.

This is presently being exemplified in Ohio by:

- 1) The actions of the Department of Rehabilitation and Corrections
  - a) a curriculum committee being formed
  - b) a curriculum redesign sub-committee being formed
  - c) a grant provided by The Ohio State University to assess curriculum needs in corrections education program
  - d) a grant provided by the Administration of Justice

Discussions with corrections personnel, revealed a concern for the lack of knowledge, skills and competencies held by inmates. It was felt that this had a direct influence on the lives of inmates in Ohio. Thus, the researchers initiated the study to investigate the perceived needs of guidance in corrections education programs in Ohio.

The research question was - What are the perceived knowledge, skills, and competencies necessary in corrections education programs as perceived by inmates, corrections educators, parolees and parole officers? In order to answer this question, the curriculum committee examined several educational programs of a competency based nature.

### Methodology

#### (a) Subjects

The subjects were selected through quota sampling in order to cooperate with security regulations within the institutions. The inmates were drawn from males in maximum, medium and minimum correctional institutions as well as women in a reformatory. Outside corrections, data were gathered from parole officers and parolees from the Adult Parole Authority. The sample consisted of:

39 corrections educators

16 parole officers

97 parolees

337 inmates

#### (b) Instrument

The basic design of the instrument follows the pattern of the Adult Performance Level structure. However, it was modified by the investigators. There were 12 variables that pertained to the factor guidance (See tables which follow)

The format of the instrument took the form of a likert scale with the following responses - (1) A must (2) Very Important (3) Important (4) Not important

(c) Procedure

The interviews were conducted in individual groups ( inmates, parolees, parole officers, and corrections educators )

This report will show the responses for each variable according to:

- (a) The perceived skills
- (b) The differences in response according to educational level
- (c) The differences in response according to age
- (d) The differences in response according to sex

~~TABLE I~~  
Responses by Percentages

Variables	INMATES	TEACHERS	OFFICERS	PAROLEES	GROUP MEAN
Learning about:					
1. Participation in community activities	50	37	43	55	46
2. Meaning and responsibilities of sexuality	42	37	56	49	46
3. How to respond to family difficulties	75	86	99	79	85
4. Worthwhile goals	82	86	93	78	85
5. Stress, anxiety and frustration	72	86	87	74	80
6. Responsibility for behavior	74	89	100	82	86
7. How and when to change behavior	70	84	100	49	76
8. Self control	81	86	100	85	88
9. Self awareness and motivation	77	76	100	80	83
10. Independent of others	61	74	86	68	72
11. Services available in job choice	75	64	66	72	69
12. Needs of children and teenagers	75	40	55	54	56

Not Considered Variables: 1,2,11,12

Learning about:

Participation in community activities

The meaning and responsibilities of sexuality

Services available in job choice

The needs of children and teenagers

The following table answers the research questions.

Question 1: What are the agreed on perceived skills and competencies by educators, parole officers, parolees and inmates to be included in an adult guidance program for corrections? The following table shows the agreed on variables of the four groups of subjects.

TABLE I

<u>Variables</u>	<u>Educators</u>	<u>Parole Officers</u>	<u>Parolees</u>	<u>Inmates</u>
3	x	x	x	x
4	x	x	x	x
5	x	x	x	x
6	x	x	x	x
7	x	x	x	x
8	x	x	x	x
9	x	x	x	x
10	x	x	x	x

Question 2: Does educational level make a difference in the perceived skills and competencies?

TABLE II

<u>Variables</u>	<u>Elementary</u>	<u>High School</u>	<u>Some College</u>	<u>College Degree</u>
3				x
4				x
5				x
6				x
8				x
9				x
10				x
11				x

The data indicates that the variables were most popular with college degree subjects.

Question 3: Does age make a difference in the perceived skills and competencies.

Table 3 shows the age group with which the variables were most popular. The over 45 group gave the variables highest priority.

TABLE III

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<u>Variables</u>	<u>18 - 25</u>	<u>26 - 35</u>	<u>36 - 45</u>	<u>45</u>
3		x		x
4		x		x
5	x			x
6		x		x
8		x		x
9				x
10				x
11		x		x

---

#### Discussion

Eight variables were agreed on across the four age groups. All variables were highly popular with the over 45 age group.

Variables 3,4,6,8,and 11 were popular with the 26 - 35 age group also and variable 5 was most popular with thw 18 - 25 and over 45 age groups.

Question 4: Does sex make a difference in the perceived skills and competencies. Table 4 shows the differences in the skills and competencies among males and females.

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<u>Variables</u>	<u>Males</u>	<u>Females</u>
3		x
4		x
5		x
6		x
8		x
9		x
10	x	
11	x	

---

#### Discussion

The data indicates that of the eight (8) variables selected according to sex, six were popular with females and only two with males.

The following decision rules were utilized:

- 1) When the group mean for each item was 80% or more, the item was regarded high priority.
- 2) When the group mean for each item was 75% or more the item was regarded medium priority.
- 3) When the group mean for each item was 70 - 75% or more the item was regarded low priority.
- 4) When the group mean for each item was 70% or less, the item was disregarded.

### Results of Findings

#### Priority Variables

High Priority Variables: 3,4,5,6,8,9.

Learning about:

How to respond to family difficulties

Worthwhile goals

Stress, anxiety and frustration

Responsibility for behaviors

Self control

Self awareness and motivation

Medium Priority Variable: 7

Learning about:

How and when to change my behavior

Low Priority Variable: 10

Learning about:

How to be independent of others



## IMPLICATIONS

The data in this study provides information for corrections educators who are interested in improving guidance offered to inmates. Specifically, corrections educators who accept this study as a guide might consider:

1. Acquainting their staff with the need for programs which provide inmates with guidance information.
2. Utilization of the format and processes in this study to collect data from inmates.
3. Accepting the priorities as listed in this study as a reasonable basis for developing competency based educational instructional guidance packages.
4. Implementing a pilot study before attempting to establish a significantly large program.
5. Being prepared to provide training for guidance personnel in the use of competency based materials and procedures.
6. Developing a plan design to maintain quality control of the program.
7. Using both internal and external personnel to assist in the development and initiation of a competency based program.

## SUMMARY OF THE ANALYSIS

Four research questions were investigated in the study. The results of the findings pertaining to each question were presented in tables one (1) through four (4).

The data presented in each table supports each of the research questions. The data presented in table one supports the agreement across the groups of the skills and competencies to be included in an adult correctional education program.

Regarding the data presented in table two all the variables show a very strong popularity of the skills and competencies with the college degree subjects.

The data presented in table three shows that variable five was as popular with the 18 - 25 as with the over 45 age group subjects. Variables 3,4,6,8 and 10 were as popular with the 26 - 35 age group as they were with the over 45 year olds. Variable 11 stands out as being most popular with the 26 - 35 year olds.

Table four indicates that variables 3,4,5,6,8 and 9 were popular with females while variables 10 and 11 were popular with males.

## RESEARCH FINDINGS AND IMPLICATIONS

Of the 650 inmates selected, 508 responded, for 78% response rate. A sampling of this size yields a maximum sampling error of +4% at the 95% confidence level. Those factors allow us to draw conclusions about the collected data and make inferences about the total population.

The following results were obtained from the 508 inmates in Ohio Correctional Institutions who participated in our survey. These statistics have also lead us to the following conclusions.

### 1.) Educational level

	<u>Male</u>	<u>Female</u>	<u>All</u>
College graduate			3.6%
College dropout	27%	33%	
High School graduate	22%	17%	
High School dropout	41%	50%	

This emphasizes the need for individuals to become educated to provide a means of support. Those with the least education comprise the largest segment of the prison population.

### 2.) Employment status at time of arrest

	<u>Male</u>	<u>Female</u>	<u>All</u>
Full time (total pool)	46%	40%	
Under age 26			39%
Unemployed & part time	54%	60%	
College graduate			35%
College dropout			55%
High School graduate			52%
High School dropout			56%
Elementary education only			73%

Education level corresponds inversely with employment status: the lower the level of completed education, the greater the percentage of unemployment and under-employment. Those with the least education and under-employment make up half of the prison population.

### 3.) Age & Educational level at anticipated parole date:

26 and Younger	45% of total population
High school dropout	45%
High school graduate	21%
Some college	26%
Age 27-36	39% of total population
High school dropout	38%
High school graduate	21%
College dropout	32%

Almost one-half of the TP will be age 26 or younger at the anticipated release date. It places them in the prime age group for continuing their education, which allows a fresh start at a still highly impressionable point in life.



DEPARTMENT OF REHABILITATION AND CORRECTION

1050 Freeway Drive, North, Suite 311  
Columbus, Ohio 43229

(614) 466-6190, 8590

JAMES A. RHODES, Governor

GEORGE F. DENTON, Director

July 9, 1979

Mr. Joseph A. Cracium  
Robert F. Kennedy Scholarship Fund  
One Playhouse Square Suite 409  
Cleveland, Ohio 44115

Dear Mr. Cracium:

The Research Review Committee, meeting on July 6, 1979, has recommended approval of your project. The enclosed approval form, appropriately signed by Mr. J. P. Canney who is Chief of our Division Classification and Statistics, is your authorization to conduct the survey. Mr. Zent will continue to coordinate data collection with you.

We look forward to the completion of your project, and the sharing of your final report.

Sincerely,

W. W. Gilbert, Ph.D., Chairman  
Research Review Committee

WWG:mc

cc: Mr. Canney  
Mr. Glover  
Mr. Scott  
Mr. Van Dine  
File

enclosure

Seven Ohio institutions surveyed

The map below shows the locations of the seven institutions. An eighth facility, the Correctional Medical and Reception Center, is located in Columbus, the state capital, as are the offices of the Department.



4.) Have sought educational help in the past: 60% of total population

Some elementary education	11%
Elementary completed	9%
Some high school	20%
High school	41%
Some college	57%
College graduate	70%

The higher the level of completed education, the greater percentage of those which have sought assistance. However, those with the least completed education are usually those who have the greatest need for help, for encouragement and direction.

5.) Have sought financial aid in the past: 36% of total population

Some elementary education	11%
Elementary completed	9%
Some high school	20%
High school graduate	41%
Some college	57%
College graduate	70%

Those who have completed the lowest educational levels are those who have not sought financial assistance in the past. But they are most likely to need help, given their economic level from the type of jobs they can hold.

6.) Respondents who would seek financial and other assistance for education through the Robert F. Kennedy Scholarship Fund in the future: 88% of total population

53.3% TP Represented/Age 26 & younger	89.3% (54% of the 88% responding yes)
34.1% TP Represented/Age 27-36	90.2% (35% of the 88% responding yes)
12.6% TP Represented/Age 37 & older	73.0% (11% of the 88% responding yes)

78.3% of the respondents age 36 & younger (rep. 87.4% of the TP), responded that they would seek assistance in the future, through the RFK Scholarship Fund. Over 5,000 convicts in Ohio are released each year. Based on the response to our questionnaire, that means 4,400 inmates would be interested in seeking the assistance of the RFK Fund.

Respondents who would seek financial and other assistance for education through the RFK Scholarship Fund in the future BASED ON EDUCATIONAL LEVEL:

Some elementary	68%
Elementary completed	82%
High school dropout	86%
High school graduate	88%
Some college	91%
College graduate	100%

7.) The relatively few who responded NO to interest in the program were asked to give reason:

Working full time upon release: 44%

Some elementary	4%
Elementary completed	0%
Some high school	54%
High school graduate	25%
Some college	18%

83% of those who gave this response have a high school diploma or less, which will greatly limit the rewarding, financially successful jobs that they can hold.

Family responsibility: 14%

Men	10.2%
Women	75.0%

Of those who do not plan to seek assistance, three fourths of the women give family responsibilities as their reason. It appears to be that even if they wanted to continue their education and seek assistance, they cannot due to family responsibilities.

Have to make money (only men responded): 11%

Based on employment at time of arrest:

Unemployed	57.1%
Under-employed	28.6%
Full time	14.3%

\* \* \* \* \*

The most significant result of our research is that 88% of the total population want and would take advantage of the RFK Scholarship Fund program. Over 5,000 convicts in Ohio are released each year. Based on the response to our questionnaire, that means 4,400 inmates would be interested in seeking assistance. 78.3% of this total would be made up of people 36 and younger (who represent 87.4% of the TP). It is also important to note that almost one-half of the TP will be age 26 or younger at the anticipated release date. It places them in the prime age group for continuing their education and allows a fresh start at a still highly impressionable point in life. The data clearly emphasizes the need for individuals to become educated, for those with the least education comprise the largest segment of the total prison population.