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ABSTRACT

A research/demonstration project was designed to evaluate existing vocational education programs offered at the Oregon State Correctional Institution (OSCI) and to provide residents with services such as ability assessment, employment or orientation, job sampling, career awareness counseling, and instruction. The project's anticipated outcome was a vocational education program which clearly demonstrates the capability of community-based training facilities (in this case, Chemeketa Community College) to provide on-line training in a correctional setting. Differing effects of degree-oriented/non-degree oriented instruction on residents' attitudes or career choices were measured. Six data collection procedures were used: (1) interviews with OSCI and Chemeketa staff, case study resident students, and project staff; (2) observations (classroom and counselor/student discussions); (3) case studies; (4) instructors' self-ratings; (5) resident students' self-ratings; and (6) analysis of samples of resident students' projects or other outputs in four vocational education programs. The project's anticipated outcome was realized. It was decided that the project model appears transportable to other institutions and agencies at low cost. (Appendixes include interview guides for staff and students, assessment forms, student daily record, samples of course integration, career maturity profile, and an individual aptitude profile.) (CT)

CORRECTIONAL VOCATIONAL EDUCATION RESEARCH PROJECT

USOE (VOCATIONAL EDUCATION) GRANT

FINAL EVALUATION REPORT

JULY 1, 1976 - JUNE 30, 1977

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JULY, 1977

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PURPOSE OF THIS REPORT

The purpose of this document is to summarize the procedures employed and the findings disclosed in the external evaluation of the Correctional Vocational Education Research Project during Fiscal Year 1977.

The Final Evaluation Report contains the following sections:

I. Focus Of The Project.

II. Role Of The External Evaluator.

III. Evaluation Design Considerations.

IV. Evaluation Within Project Components.

A. Career Goal Component.

B. Instructional Component.

C. Institution/Community College Articulation Component.

D. Educational Services Component.

E. Research Component.

F. Management Component.

V. Summary Of Findings

Activities were carried on within each component to produce a product or products. Hence, this report includes procedures for data collection, data analysis and findings relative to process and product evaluation in all six components.

The Final Evaluation Report relates to three sections of the Final Program Report - (1) Methods of Procedures, (2) Results, and (3) Conclusions.

I. FOCUS OF THE PROJECT

This Project addressed special vocational education needs of a specific population - the approximately 130 residents of the Oregon State Correctional Institution (OSCI), who are ineligible for vocational educational services through Elementary and Secondary Education Act (ESEA) Title I, or Law Enforcement Assistance Administration (LEAA) IMPACT programs. This was a research/demonstration project designed to evaluate existing vocational education programs offered at OSCI and to provide residents with services such as ability assessment, employment or orientation, job sampling, career awareness counseling and instruction.

The Project had five stated objectives aimed at achieving the major outcome - a vocational education program which clearly demonstrates the capability of community-based training facilities (in this case, a community college) to provide on-line training in a correctional setting. Differing effects of degree-oriented/non-degree oriented instruction on residents' attitudes or career choices were measured. Results of the Project are being reported to appropriate state and local agencies and the U.S. Office of Education.

Uniqueness Of The Population

The "other approximately 130 residents" whose vocational educational needs are addressed in this study constitute a unique population. These students are, like the other approximately 600 residents at OSCI, primarily young, first offenders who have been convicted of nonviolent crimes. However, their being ineligible as clients for ESEA Title I or LEAA IMPACT programs means that they are denied resources beyond some help by instructional staff in selecting appropriate, attainable goals and the preparation/training required for

achievement. Another characteristic of this population is the exceedingly high rate of turnover. About five residents in the study population category are committed per month at OSCI, and about the same number are released, parolled, placed on work release, or have their status otherwise changed each month. In effect, then, the study population would change at about a 50% rate in a year's time. This was true of the 32 comparison group students selected in the sample for this study and means that longitudinal measures of change in academic achievement, achievement in vocational courses, career goals and other factors are greatly constrained. The attrition rate was countered for in the comparison of pre and post SAT and MAT scores by drawing on pre-project period test scores for some students who were in VT programs during the Project period.

II. ROLE OF THE EXTERNAL EVALUATOR

An objective, external evaluation of the extent to which processes and product objectives were achieved by the Project as a whole and within each of the six evaluation components was conducted by Dr. Leo W. Myers, an independent educational consultant under contract with Chemeketa Community College. The contractor was not, and is not, affiliated with the agencies or institutions participating in the Project.

The external evaluation was formative in the sense that there was periodic input to Project Management throughout the Project period in the form of quarterly evaluation progress reports and discussions with project staff. The emphasis, however, was on analysis of processes and products with a view toward preparing a summative, descriptive report of findings.

Specifically, the External Evaluator has responsibility for:

- Consultation on major elements of programmatic and internal evaluation.
- Cooperative development with Project staff of an Evaluation Plan.
- Development or selection of evaluation instruments and methodologies and implementation of their use.
- In-depth interviews with representatives of five audiences: Project staff, resident students, OSCI instructional staff, other Corrections Division staff and Chemeketa Community College staff.
- Analysis of evaluation data collected.
- Preparation of quarterly evaluation progress reports Sept. 30, 1976, Dec. 31, 1976 and March 31, 1977, and a Final Evaluation Report June 30, 1977.

Six data collection procedures were used by the External Evaluator:

I. <u>Interviews</u>

a. With OSCI Instructional Staff.....10

b. With Chemeketa Instructional Staff.....5

c. With Case Study Resident Students.....9

d. With Comparison Group Resident Students

1) College Group.....10

2) Institution Group.....10

e. Project Staff.....7

f. Other Corrections Division Staff.....3

Total Number Of Interviews 54

Copies of the Interview Guides used by the External Evaluator with staff and students appear in Appendices A and B respectively.

2. Observations

a. Classroom.....10

b. Counselor/Student Discussions.....20

Total Number Of Observations 30

3. Case Studies

Six case study students were selected for repeated interviews and records examination during the project year. Two students were selected in each of the following three categories:

- Less than 5th grade level in achievement on the Stanford Achievement Test or Metropolitan Achievement Test.
- 5th to 8th grade level.
- Above 8th grade level.

4. Instructors' Self-Ratings

The evaluator interviewed each of four OSCI vocational training (VT) instructors twice to ascertain the extent to which the instructors were committed to, oriented to and had achieved the integration of Chemeketa Community College (CCC) syllabi with the OSCI syllabi. Both content and methodoligies of interaction were considered by the instructor in their self-ratings.

5. Resident Students' Self-Ratings

In the interviews with resident students the external evaluator sought their views toward their VT courses including college course content, their views about their own progress and their opinions about the comparative career development potential of VT courses for institutional certificates vs. integrated CCC/VT courses.

6. Analysis Of Samples Of Resident Students' Projects Or Other Outputs In Four Vocational Educational Programs

III. EVALUATION DESIGN CONSIDERATIONS

This Final Evaluation Report follows the format and content of the Evaluation Plan prepared cooperatively by the External Evaluator and Project Staff in August 1976. The Evaluation Plan and Final Evaluation Report are tied directly to the five major Project objectives stated in the approved proposal. For evaluative purposes, these objectives were organized into five components:

A. Career Goal Component.

B. Instructional Component.

C. Institutional Community College Articulation Component.

D. Educational Services Component.

E. Research Component.

Sub-objectives stated for each of the five major objectives will serve as the functions listed under each evaluation component. A sixth component, F. Management Component, will be concerned with the functions usually associated with project management.

IV. EVALUATION WITHIN PROJECT COMPONENTS

On the pages that follow, an Evaluation Matrix is presented for each Project Component that lists the functions, the evaluative questions asked of each function, the evaluative procedures used to gain answers to these questions and the findings.

EVALUATION MATRIX

A. Career Goal Component

Objective: "Development of attainable career goals for each student"

	Career Goal Function		Evaluative Questions		Evaluative Procedures and Findings
A 1.	Through counseling, instruction a Career Information System (CIS) terminal etc., provide career awareness services to the total OSCI population, giving residents an opportunity to explore the world of work; making a choice of careers; developing knowledge, understanding and the ability to synthesize the competencies needed to achieve success in a meaningful career.	1.1	What is the scope and sequency of these services? How is record kept of each individual's having been provided the services? How many and what kinds of staff are involved? How does a resident demonstrate that he has the knowledge and abilities that accrue from his having been provided these services; what is the rate of use of the CIS terminal? What were outcomes of use? What did students do with the information?	1.1.1	Each of the students interviewed had used the CIS terminal. Most found assistance with selecting new career goals or having their present career goal confirmed. About half the students identified academic as well as vocational needs as a result of using Career Information Services (CIS). Even more effective than CIS, though, is the individual attention given to each student's career needs and potentials and even advice relative to occupational opportunities and placement by the VT instructors. Records of each student's career awareness accomplishments are recorded by the counselor on the RESIDENT'S CAREER PROGRAM ASSESSMENT FORM (Appendix C). Students demonstrate career awareness by their requests for additional information from business and industry and by their work-release educational-release requests. The nature of their requests for academic classes e.g., in reading and math also reflect their awareness of having to remove some educational deficiencies to qualify for certain occupations. An example of a completed CAREER PROGRAM ASSESSMENT FORM appears in Appendix D.

Career Goal Function	Evaluative Questions		Evaluation Procedures and Findings
A 2. Following assessment, orientation and counseling, individual career goals will be established and mutually agreed upon by staff and client. Negotiated intermediate objectives, i.e. completion of GED, satisfactory performance in specified vocation training, will demonstrate achievement.	2.1 What staff are involved? What is the nature of the assessment, the orientation and the counseling? How are student objectives and progress recorded? How is performance critical?	2.1.1	The counselor, the institutional school office personnel and the VT instructors are involved in student assessment, orientation and counseling. The evaluator examined the records in the counselor's office and the OSCI school office and found them to be complete for the six case study students and 32 comparison group students with the exception of one achievement test record for one student. Assessment includes the Stanford Achievement Test (SAT) or Metropolitan Achievement Test (MAT), personal interview, education interview and shop visit and interview. Career goals are mutually agreed on by counselor and student and entered on the resident's Career Program Assessment Form. Learning objectives are agreed upon by VT instructors and their student and are entered in the instructor's class records. An example of an instructor's daily record of training received and work processes performed appear in Appendix E. Student performance is certified by the instructor. Instructor's provide monthly reports of student progress to the OSCI school office. An apprentice coordinator also provides monthly reports on students in apprenticeship programs.

Career Goal Function	Evaluative Questions	Evaluative Procedures and Findings
A 3. Each individual's plan, his intermediate objectives, his current activities and his accomplishements will be reviewed and evaluated by the counselor at least every three months.	3.1 In what format is the individual's "plan" and activities and progress record? Does each resident have these? Has counselor kept on schedule with his/her reviews and evaluations? What use is made of the counselor's evaluations?	3.1.1. The evaluator examined the career program assessment form, test and interview records and progress records for each of the 38 students in the study sample (6 case study students and 6 comparison group students) and found them to be clear and complete with the one exception noted in 2.1.1. above. The counselor kept on schedule throughout the project period with his review and reports. The counselor's records are used by the OSCI vocational school office in tracking student activities and for transcripts and employer information. They are seldom used by VT instructors. Similary, the SAT, MAT AND GATB scores are not used by instructors except occasionally to check out their own assessments of students' abilities, interests, or general potential.

EVALUATION MATRIX

B. Instructional Component

Objective: "Motivate and assist each OSCI student to attain his highest level of academic, vocational, social and economic development".

	Instructional Function	Evaluative Questions	Evaluative Procedures and Findings
B	1. Following appropriate counseling and instruction, those residents scoring below 5.0 on a standardized test will achieve a fifth grade level or better within a period of four months after entrance in the program. 2. Ninety percent (90%) of those residents testing between 5.1 and 8.0 grade level will attain an 8.5 grade level within six months after entry into the program.	1.1) 2.1) 3.1) What standardized tests were given? By whom? Do tests include academic, vocational, social and economic development aspects as indicated in the objective above? Are each resident's learning objectives specified based on pretest scores? May a student challenge a post-test at any time? To what extent are each of 1., 2., and 3. achieved? What are subsequent uses of test data?	1.1.1 3.1.1 Standardized tests relative to grade level placement given each student in the study sample were the SAT <u>or</u> the MAT. Table I shows the results (except for one student) in terms of changes in grade level placement during the project period. An analysis of Table I indicates the following with reference to the three objectives (B1 through B3 in the left hand column of this page: B.1. No students in the sample pretested below the fifth grade level. B.2. This objective was not achieved. Three students (Nos. 30, 32 and 36 in Table I) attained an 8.5 grade level or above while four students (Nos. 14, 29, 35 and 37) did not. Only 43% of the students in the sample in this category achieved the objective.

Instructional Function	Evaluative Questions	Evaluative Procedures and Findings
3. Seventy five percent (75%) of those residents testing 8.0 or better will attain a GED certificate of equivalency or an Adult High School diploma within six months after entry into the program.		B.3. This objective was not achieved. Of 30 students pretesting 8.0 or better, 17 (57%) received GED's or adult high school diplomas while 43% did not. It should be noted that the Project impact could not have been effective to any great extent during the period of time covered by the scores in Table I. Most of the pretest scores preceded the project period and because of attrition and required waiting periods between GED testing the Project's full effect could not be measured as early as the period ending June 30, 1977. Moreover, it should be recognized that the objectives in this component are academic objectives and thus mainly the burden of the OSCI school rather than the vocational training department with which this Project is primarily concerned. A student may challenge a MAT or SAT retest at any time. However, there are obligatory waiting periods between retakes of the five tests for the GED. The counselor analyzes resident's achievement scores and recommends academic assignments. Thus, the tests help place students but do not exclude them from either academic study or vocational training.

TABLE I

Changes in Standardized Achievement Test Scores

Student No.	Student Achievement Test (SAT)		Metropolitan Achievement Test (MAT)	
	Pretest	Post-Test	Pretest	Post-Test
1	8.4	8.6		
2			10.4	GED
3			8.8	GED
4			10.3	GED
5			USAFI GED	
6			9.2	GED
7	9.7	GED		
8			8.0	GED
9	9.0	9.5		
10			9.4	GED
11			10.9	GED
12			10.8	10.9
13			10.8	GED
14	5.5	6.0		
15			10.5	-- 1/
16	8.9	GED		
17			10.1	-- 1/
18	12.1	GED		
19			10.5	-- 2/
20	9.1	9.4		

1/Working on adult high school diplomas.
2/College classes recommended.

Student No.	Pretest	Post-Test	Pretest	Post-Test
21			10.2	2/
22			10.8	GED
23			10.0	GED
24			10.7	--1/
25	8.4	9.0		
26	10.7	GED		
27			H.S. Grad 11.0	--2/
28	9.6	9.6		
29	5.3	5.7		
30			7.7	8.5
31			10.0	GED
32			7.9	8.8
33	10.2	10.6		
34			10.4	Adult H.S. Diploma
35			6.8	7.5
36			8.0	8.8
37	6.8	--3/		

1/Working on adult high school diploma.
2/College classes recommended.
3/Drop-no effort or progress for 3 months.

t-Test

2/

GED

GED

__1/

__2/

8.5

GED

8.8

H.S.
ma

7.5

8.8

EVALUATION MATRIX

C. Institution/Community College Articulation Component

Objective: "Articulation of institution vocational education program with community college technical programs and vocational technical institutes to improve skill training".

Articulation Function	Evaluative Questions	Evaluative Procedures and Findings
C 1. Coordinate curriculum and instruction of Chemeketa Community College (CCC) with Oregon State Penitentiary (OSP) and OSCI in five designated vocational areas: Electronic Engineering Technician, Automotive Technician, Drafting Technician, Data Processing Technician and Welding, during the first three months of the project.	1.1) 2.1) Who coordinates and how? Why were these five areas selected?	1.1.1. 2.1.1. Coordination was by Mr. Michael P. Martin, Coordinator of Corrections Education at CCC, and Mr. Ken Loftin, counselor at OSCI, plus about .25 FTE for clerical assistance. The five VT areas were selected because CCC and OSCI both have them and CCC cannot certify any program for college credit that CCC does not teach.
C 2. Maintain orientation, cooperation and coordination between instructors and supervisors of both agencies for project duration.		Coordination and orientation was through three meetings attended by all instructional staff from both institutions, and individual meetings on curriculum by VT area. During the first two months the curriculum in CCC and OSCI were analyzed and similarities were identified. (Appendix F gives an example of this process as integration of the OSCI VT courses and CCC courses began. The diagram on Page 4 of Appendix F is particularly illustrative).
		Interaction between CCC instructors and OSCI instructors took place between these individuals:

TABLE II

ASSOCIATE SCIENCES DEGREE PROGRAM:

FALL TERM 1975: 24 courses offered

Unduplicated Enrollment: 30 students
Duplicated Enrollment: 162 students

All full-time students in the following Vocational Training Shops as indicated below:

Welding	11 students enrolled in full-time courses
Drafting	8 students enrolled in full-time courses
Graphic Arts	5 students enrolled in full-time courses
Radio & TV	6 students enrolled in full-time courses

WINTER TERM 1976: 29 courses offered

Unduplicated Enrollment: 45 students
Duplicated Enrollment: 136 students

All full-time students in the following Vocational Training Shops as indicated below:

Welding	14 students enrolled in full-time courses
Drafting	10 students enrolled in full-time courses
Graphic Arts	12 students enrolled in full-time courses
Radio & TV	9 students enrolled in full-time courses

SPRING TERM 1977: 30 courses offered

Unduplicated Enrollment: 24 students
Duplicated Enrollment: 80 students

All full-time students in the following Vocational Training Shops as indicated below:

Welding	5 students enrolled in full-time courses
Drafting	5 students enrolled in full-time courses
Graphic Arts	5 students enrolled in full-time courses
Radio & TV	9 students enrolled in full-time courses

Articulation Function	Evaluative Questions	Evaluative Procedures and Findings
C 4. Upon completion of six terms of skill training at OSP, OSCI, and/or community college, 50% of the students will earn Certificates of Completion or Associate Degrees and be able to successfully compete in the labor market.	4.1 What are relationships between percentages of students earning certificates or degrees to the pattern of training they had? How will one know whether a student will be able to "successfully" compete in the labor market.	4.1.1. This sub-objective was unrealistic. CCC doesn't have all the offerings or qualified instructors to teach the second year programs. Some overcrowding still exists in some courses. Some courses are taken by students near the date of their release from OSCI and they are gone before they can complete six terms. There was strong evidence in the evaluator's interviews with students and instructors that they believe students' capacities to compete in the labor market are enhanced by their taking VT courses certified by CCC. Their "marketability" is improved because employers are aware of the good reputation CCC has for thorough training and because the student tends to be identified more as a college student and less as a person who took a course while he was incarcerated.
C 5. With the participation of the Oregon State Department of Education, CCC, and Oregon Corrections Division (OCD), establish a procedure for relating additional institution programs to complimentary community college programs by the end of the project. This procedure/model should be transferable to other states.	5.1 Has the procedure been established? What is the nature of it? What are the criteria for "transferability to other states"?	5.1.1. No progress was made relative to this sub-objective. The proposed mix of agencies involved did not include the Educational Coordinating Commission. The Commission and the Oregon Department of Education never came to sufficient agreement on institutional/community college relationships to support development of a transportable model.

Articulation Function	Evaluative Questions	Evaluative Procedures and Findings

VT Course	CCC	OSCI
Welding	Fields	Haverkate
Radio & TV	Circle	King
Drafting	Stone	Holman
Graphics	Shaw	Miller

The most interaction occurred in Welding.

As similarities were identified, conflicts were also noted and resolved through compromise with OSCI switching to CCC requirements or CCC certifying what OSCI was doing. In three of four VT areas, OSCI changed its curricula and practice to meet existing CCC criteria. In the fourth area, Drafting, CCC certified what OSCI was doing. (Automotive was dropped because the instructor retired and the position remained vacant for a long time during the Project period.) Appendix G gives an example of a VT course (Radio & TV service) where OSCI switched to meet CCC criteria.

C 3. Enroll a minimum of fifty OSCI residents as full-time Chemeketa Community College students in the selected five training areas during the first three months.	3.1 Were 50 enrolled? How selected? Equal distribution among the five vocational areas?	3.1.1. Four VT areas were involved, automotive was dropped. Table II on the next page presents the number of OSCI residents enrolled as full-time CCC students in the selected training areas during each term of the project year. The goal of 50 full-time students was attained 60% fall term, 90% winter term and 48% spring term. Distribution among the four VT areas was fairly well balanced with some preponderance of students in welding.

D. Educational Services Component

Objective: "Provide educational services (counseling, plan development) to residents on work-training release and parole".

Educational Services Function	Evaluative Questions	Evaluative Procedures and Findings
D 1. Increase the utilization of available resources for vocational training such as Vocational Rehabilitation Division (VRD), the Comprehensive Employment and Training Act, (CETA), Human Resources Agencies, and various student loans, grants, and programs involved in the habilitation of offenders.	1.1 What is the utilization level or rate at the beginning of the Project? At the end? What changes in patterns?	1.1.1. The most significant increase in services for students in the target population was in the number of Basic Educational Opportunity Grants (BEOG's) applied for and received. (The reader will recall the students are not eligible for ESEA Title I or LEAA IMPACT funds so they have no means of raising tuition money). The OSCI counselor, Ken Loftin, worked diligently with the CCC Financial Aide officer to get BEOG's for the students. The OSCI counselor also used the CCC counselor, Chuck Skirvin, as a resource person for testing. CETA and VRD were used extensively for students on educational release, CCC identified two counselors and stationed them on campus to work with Corrections students. They were trained in CETA, VRD and corrections programs. The Corrections Division also told them of Correction's expectations. This permitted Corrections clients to identify specific counselors from whom they could get assistance.
D 2. Develop additional community resources for training/counseling opportunities.	2.1 Numbers and kinds of community resources developed between 7/1/76 and 6/30/77. How and why were these developed.	2.1.1. No new community resources for training/counseling of Corrections clients were developed at OSCI as described in 1.1.1. above.

EVALUATION MATRIX

E. Research Component

Objective: "Apply a quasi-experimental research design to the above activities, and report research results to other community colleges and correctional facilities".

Research Function	Evaluative Questions	Evaluative Procedures and Findings
E 1. Randomly select offenders enrolled in certificated and non-certificated vocational education programs, and examine selected variables with appropriate experimental controls. Assess the impact of community based vocational training vs. institutional vocational training.	1.1 Rationale for selection of the design described in the proposal? Any strata beside certificated/non-certificated enrollment status? What variables were selected and how? What controls applied? How was attrition handled?	1.1.1 The experimental design for the research component is presented on the next page. Thirty-two students (16 in each of the two comparison groups were selected by the OSCI counselor in terms of the control variables (Item 4 in the design) were as follows: a. Academic Achievement - No significant difference except that the number of GED's acquired by students enrolled in CCC courses (Group A) far exceeded the number acquired by students enrolled in institutional courses only (Group B). b. Career Awareness - Group A used CIS more and followed upon CIS results more than Group B. On the Career Maturity Inventory (See Appendix H for a sample profile) the mean percentile for Group A on Part 2 "Knowing About Jobs (Occupational Information) was 86. For Group B the mean percentile was only 60.

Research Function	Evaluative Questions	Evaluative Procedures and Findings
E 1. (cont'd)		1.1.1 (cont'd) c. Skill Levels - On the General Aptitude Test Battery (GATB) the mean adjusted aptitude score (+ 1 standard error of the mean) for Group A was 122. For Group B (students enrolled in institutional courses only) the mean adjusted aptitude score was 106. See Appendix I for a GATB profile. There appears to be no significant difference in scores on skills tests and student projects between Group A and Group B students as measured by VT instructors' evaluations of student progress.

CORRECTIONAL VOCATIONAL EDUCATION RESEARCH PROJECT

Component E. Research Component

DESIGN

1. Theoretical Base

Adaptation of a Campbell & Stanley Quasi-experimental Design. In this type of design, the purpose is to approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables, e.g., a high rate of attrition.

2. Hypothesis

Chemeketa Community College-Based vocational education in four designated vocational areas (Electronic Engineering Technician, Graphic Arts Technician, Drafting Technician and Welding) provides individual gains faster and is more comprehensive than Institution-Based vocational education in those four designated vocational areas.

3. Comparison Groups

Group A: 4 Institutional residents enrolled in Chemeketa Community College-Based courses in each of the 4 vocational areas designated above (16 students).

Group B: 4 Institutional residents enrolled in 4 Institution-Based courses in each of the 4 vocational areas designated above (16 students).

4. Bases for Equating Comparison Groups (Control Variables).

a. Time exposed to vocational education courses.
b. Age.
c. Education experience prior to beginning of course, Fall 1976.
d. Vocational experience prior to beginning of course, Fall 1976.
e. Degree of institutionalization (e.g. months of residence, number of sentences, rate of recidivism).

5. Relevant Variables and Instrumentation (Experimental Variables).

a. Academic achievement (Stanford Achievement Test scores, pre and periodically).
b. Career awareness (CIS use records, Career Maturity Inventory and student self-ratings).
c. Skill levels (GATB results) and vocational area skill tests (Instructors' Evaluation Sheets).

F. Management Component

"Evaluate the management of program components (i.e. guidance, training, community applications, and integration of various supportive resources), and disseminate results of this evaluation."

Management Function	Evaluative Questions	Evaluative Procedures and Findings
F 1. Define need.	1.1 Is need defined and documented?	1.1.1 The need for the Project and for the target population is defined in the approved Project proposal and documented in student records.
2. Define solution.	2.1 Is solution defined. Rationale? Any solutions considered and rejected?	2.1.1 The solution and rationale are defined in the approved Project proposal. No solutions were considered that were rejected.
3. Develop management plan.	3.1 Is there a management plan? What is the level of detail? Are timelines specified? Are events kept on schedule?	3.1.1 The management plan is in the Project proposal. Events, timelines and budgets are specified. Events took place on schedule.
4. Develop evaluation plan.	4.1 Is there an evaluation plan agreed upon by Project staff and external evaluator.	4.1.1 An evaluation plan, the basis for this Final Evaluation Report was agreed upon by the Evaluator and Project staff in August 1976.
5. Establish commitment to Project.	5.1 FTE allocated to Project by staff? Other personnel? Residents? Relationship of Project to staff's and other personnel's work.	5.1.1 The Project Director allocated .20 FTE to the project. The OSCI counselor allocated 1.0 FTE. CCC counselors' were paid for extended time devoted to the Project. Vocational instructors were also paid for extended time. About .25 FTE clerical assistance was allocated to the Project. The Project activities were a part of the regular duties of staff involved.

Management Function	Evaluative Questions	Evaluative Procedures and Findings
F 6. Conduct operations.	6.1 Are there records of activities?	6.1.1 Project activities are well documented in the offices of the Project Director, the OSCI counselor and the VT instructors. One major programmatic change was made The automotive course was dropped from the Project because the instructor retired and the position was vacant for a long time during the Project period.
7. Establish external relationships.	7.1 Status of external relations overall? With the SDOE? With the State System of Higher Education (SSHE)? With other habilitative agencies?	7.1.1 Interactions have increased greatly and relationships have improved between VT instructors at OSCI and vocational instructors at CCC. Trust and respect levels have improved greatly. The students are the beneficiaries of the improved relationships. Other external relationships have experienced no apparent appreciable change.

V. SUMMARY OF FINDINGS

The Correctional Vocational Education Research Project was well planned and well managed. Pre-grant activities helped pave the way for implementation of the Project beginning immediately after the grant period started on July 1, 1976.

The Project's major anticipated outcome--"A vocational education program which clearly demonstrates the capability of community-based training facilities (in this case, a community college) to provide on-line training in a correctional setting"--was realized.

The unique population served by the Project had a turnover rate of approximately 50% during the Project period. Hard data collected by the evaluator was thus somewhat constrained, particularly where longitudinal measurement of changes in student characteristics and achievement were involved. But each of the Project's five objectives was measured relative to its achievement and where necessary the evaluator states the assumptions and allowances that were made in treating the data.

A summary of findings relative to each major project objective is as follows:

Component A. Career Goal Component

Objective: "Development of attainable career goals for each student." This objective was totally achieved. Career goals, developed jointly by the OSCI counselor and the Project target population students, are a matter of record on each student's resident's Career Program Assessment form. Vocational instructors assist students in identifying and persuing career goals as part of the daily class activity.

Component B. Instructional Component

Objective: "Motivate and assist each OSCI student to attain his highest level of academic, vocational, social and economic development."

The project fell short of attaining this objective in terms of the attainment levels specified in the proposal. It should be noted, however, that the Project impact could not have been effective to any great extent during the period of time covered by the achievement scores of students in the study sample. Most of the pretest scores preceded the Project period and because of attrition and required waiting periods between GED testing the Project's full effect could not be measured as early as the period ending June 30, 1977. Moreover, it should be recognized that the objectives in this component are academic objectives and thus mainly the burden of the OSCI school rather than the vocational training department with which this Project is primarily concerned.

Component C. Institution/Community College Articulation Component

Objective: "Articulation of institution vocational education program with community college technical programs and vocational technical institutes to improve skill training."

This objective was fully achieved. The study and integration of CCC and OSCI curricula proceeded in an orderly, well coordinated manner with any conflicts being resolved through discussion and compromise.

Component D. Educational Services Component

Objectives: "Provide educational services (counseling, plan development) to residents on work-training release and parole."

The most significant increases in services to students were in the OSCI counselor's efforts to get Basic Educational Opportunity Grants for them and in the CCC counselor's services for corrections clients.

Component E. Research Component

Objectives: "Apply a quasi-experimental research design to the above activities and report research results to other community colleges and correctional facilities."

An experimental design was developed and applied. Two comparison groups of 16 students each were selected according to predetermined control variables. Group A students were enrolled in CCC courses for college credit, and Group B students were enrolled in OSCI courses for vocational certificates only. On three experimental variables -- academic achievement, career awareness and skill levels -- Group A students excelled Group B students. Data supporting the findings included GED completion records, CIS use records, Career Maturity Inventory scores, and GATB results.

The Project constitutes a model for integration of instituion and community-based education programs that appears to be transportable to other institutions and agencies at low cost.

Appendix A

INTERVIEW GUIDE

For Use With Instructional Staff, Correctional Vocational

Educational Research Project

Name_____

VT Course_____

1. Describe your course (objectives, content, size, equipment, materials).

2. Use of students' records (achievement test scores, GATB, etc.)

3. Methods of teaching and learning.

4. Methods of evaluating student progress.

5. Relationship to CCC and other institutions.

6. Do you know your students' career goals? Career potentials? What indicators do you look for?

7. Is "careers" part of the content of your course?

8. Do you have any contact with CETA, Vocational Rehabilitation, Oregon State Employment Service or others?

9. General comments.

Appendix B

INTERVIEW GUIDE

For Use With Instructional Staff, Correctional Vocational Educational Research Project

Name_____

VT Course_____

1. Your education to date? Your next educational objective?

2. Describe what you're taking new: (1) Academic, (2) Vocational.

3. What have you done at OSCI to learn about careers?

4. What is your long-range career plans?

5. Describe the testing and challenging procedures in your class(es).

6. Are you taking courses for GED, or college credits and/or VT certificate?

7. Problems?

8. General comments:

Appendix C

RESIDENT'S CAREER PROGRAM ASSESSMENT FORM

_____
Program

To: _____, OSCI Counselor Date: _____

Name: _____ OSCI # _____ OSPB# _____ County _____

Sentence _____ Rec'd _____ PHD _____ EERD _____ d.o.b. _____

Tested Grade Level _____ Number grades completed _____

Academic Accomplishments: _____

_____

Work Experience: _____

_____

CAREER AWARENESS ACCOMPLISHMENTS

C.I.S. RECOMMENDATIONS:

PROGRAM ORIENTATION--INSTRUCTOR/TEACHER COMMENTS:

MATERIAL REVIEWED:

TENTATIVE CAREER GOALS/OBJECTIVES

ACADEMIC GOALS/OBJECTIVES WITH TIMETABLE:

INTERNAL:

EXTERNAL:

VOCATIONAL-OCCUPATIONAL GOALS/OBJECTIVES WITH TIMETABLE:

INTERNAL:

EXTERNAL:

294-2-303

(Tumble Please)

Appendix D

SAMPLE RESIDENT'S CAREER PROGRAM ASSESSMENT

_____
Program

To: Mr. Simpson, OSCI Counselor Date: 10-4-76

Name: [redacted] OSCI # [redacted] OSPBI # _____ County Deschutes

Sentence 3 years Rec'd 9-15-76 PHD _____ EERD 9-15-78 d.o.b. 6-21-55

Tested Grade Level 9.1 Number grades completed 11th

Academic Accomplishments: Resident claims completion of 11th grade at [redacted]

[redacted]

Work Experience: None verified

CAREER AWARENESS ACCOMPLISHMENTS

C.I.S. RECOMMENDATIONS:

CIS print out does not confirm stated interest in Carpentry & Cabinetmaking or Body & Fender Repair

PROGRAM ORIENTATION--INSTRUCTOR/TEACHER COMMENTS:

Carpentry & Cabinet - predicted success in training - poor
Body & Fender - predicted success in training - fair

MATERIAL REVIEWED:

SAT-GATB scores, personal interview, Education Interview Form, Shop Visit and Interview Forms.

TENTATIVE CAREER GOALS/OBJECTIVES

ACADEMIC GOALS/OBJECTIVES WITH TIMETABLE:

INTERNAL:

To develop skills in math, spelling and language and pass GED exams.

EXTERNAL:

VOCATIONAL-OCCUPATIONAL GOALS/OBJECTIVES WITH TIMETABLE:

INTERNAL:

To complete VT Body and Fender Repair in approx. 10 months from date of entry.

EXTERNAL:

294-2-303

OREGON STATE CORRECTIONAL INSTITUTION

DRAFTING

NAME _____ MONTH _____

This daily record of hours of training received & work processes performed in conformity with the standards of the trade must be filled out and kept by all students.

	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTALS
THEORY																																
Machine Drafting I																																
Machine Drafting II																																
Machine Drafting III																																
Sketching																																
Drafting Room Comp.																																
Mapping & Platting																																
Civil Drafting																																
Architectural Draft. I																																
Architectural Draft. II																																
Cam & Gear Drafting																																
Sheet Metal Drafting																																
Math 4.202																																
Tech Math 6.261																																
Tech Math 6.262																																
Comm Skills 1.101																																
Comm Skills 1.104																																
Psychology																																
Employe/er Relations																																
Related Subjects																																Theory
PRACTICAL																																
Machine Drafting I																																
Machine Drafting II																																
Machine Drafting III																																
Sketching																																
Drafting Room Comp.																																
Mapping & Platting																																
Civil Drafting																																
Architectural Drafting I																																
Architectural Drafting II																																
Cam & Gear Drafting																																
Sheet Metal Drafting																																
OJT Projects																																
Related Subjects																																
Maint. & Sanitation																																Practical

TOTAL TNG. HRS. AVAIL. _____

TOTAL TNG. HRS. RCVD. _____

HRS. ABSENT

TOTAL THEORY HOURS _____

TOTAL PRACTICAL HOURS + _____

TOTAL TRAINING HOURS

Signature of Student _____

APPENDIX F

SAMPLE OF COURSE INTEGRATION, CCC CERTIFIES OSCI COURSE

MEMORANDUM

TO: KEN LOFTON, COORDINATOR
OREGON CORRECTIONAL INSTITUTE TRAINING

FROM: FRANK T. STONE FTS

SUBJECT: MEETING NOVEMBER 9

DATE: 12 NOVEMBER 1976

This third meeting at 1:30 p.m. Tuesday appeared to be most productive. Gordon Holman has been putting in 8 hours a week on the revision of the Drafting Curriculum. Gordon has left me a copy of his report dated November 4 to forward to you. The major problem he has as an instructor is book work, record keeping, etc. Allowance to do this work is not reflected in his schedule as he holds class 35 hours per week. I suggest that some effort be made to help him in this respect.

His information in this report indicates to me that he is well along in his revision process. I have made some suggestions to him and he and I agree to his projections for the present.

The disposition of class time and the "open entry" aspect of OCI training create the biggest problems. We are suggesting some ideas in this respect. Perhaps "packaging" courses is an answer. There could be others. I have suggested a time-frame approach and will help him develop one if he decides to try this approach.

Page 3 of his report shows how well his programs can be adjusted to our curriculum. I feel confident that we are on the right track.

We concluded our meeting at 4:15 p.m. May I say again that I feel we should have a meeting with you at your earliest convenience.

FTS:jak
CC: R. L. Latham
Wm. Slonecker
G. Holman

OREGON STATE CORRECTIONAL INSTITUTION

INTER-OFFICE COMMUNICATION

To: Ken Loftin, Coordinator

Date: November 2, 1976

From: Gordon Holman, Drafting Instructor

Subject: COORDINATION OF OSCI VOCATIONAL TRAINING AND CHEMEKETA COMMUNITY COLLEGE

As a result of the coordination thus far between Frank Stone of CCC and myself, we will be able to offer the CCC courses shown on the bottom half of the attached diagram at this time. (The top half of the diagram shows the structure of our drafting program prior to the current coordination with CCC.)

The initial changes consist primarily of regrouping course units under a variety of sub-titles to coincide with various courses being offered at CCC.

In order to accomplish an orderly reorganization of the program units, it will be necessary for me to revise the current course outlines, assignment sheets, grading record forms, training hour record logs (daily and monthly) and other miscellaneous material. Since these revisions in printed material are necessary, I feel that we should also switch to the same text that CCC uses for the "Basic" and "Mechanical" areas. We are currently using the same texts as CCC in the "Architectural" and "Cartographic" areas.

In the process of rewriting our printed material to accomplish an orderly change-over, I am evaluating each CCC course outline and project assignment sheet in detail to insure that our program will be equivalent in each area.

Overall initial observations are:

(1) Machine Drafting I -

I will add a few projects in the area of Orthographic Projection.

Geometric Construction projects are integrated in other projects at CCC as at OSCI.

(2) Machine Drafting II -

A few more projects in the area of Auxiliary Views will be added.

A new sub unit on Revolutions will be added consisting of the same two projects as at CCC.

(3) Machine Drafting III -

Our system of teaching this area by a larger number of smaller projects will be maintained rather than one large project to cover the first two thirds of this course as is done at CCC.

(4) Sketching -

Five additional projects have been added to include shading.

(5) Drafting Room Computations -

CCC's course is strictly involved with mathematical computations. Our program includes the use of these computations in the construction of graphic presentations.

(6) Cam and Gear Drafting -

Appears to be identical with ours.

(7) Sheetmetal Drafting -

This section of our course will remain about the same, but we will switch to the same workbook used at CCC.

(8) Architectural Drafting -

It appears our course is currently equivalent to CCC's Arch. Drafting I and II.

(9) Cartographic Drafting -

Our program consists of considerably more projects in this area. At this time it appears we will be able to offer the CCC courses titled "Mapping and Platting" and "Civil Drafting."

Our program, in addition, includes assignments in the area of map production which could feasably be accredited by the Oregon State Dept. of Education as a seperate course for additional credits even though it is not offered at CCC.

GH: st

cc: B. Byers
F. Stone

DRAFTING PROGRAM
OSCI

BASIC DRAFTING

- Basic Techniques
- Lettering
- Orthographic Projection
- Dimensioning
- Section Views
- Auxiliary Views
- Isometric Views
- Oblique Views
- Perspectives
- Sketching
- Charts & Graphs
- Drafting Fields

MACHINE DRAFTING I (3)

Basic Techniques
Lettering
Orthographic Projection

MACHINE DRAFTING II (3)

Section Views
Auxiliary Views
Revolutions

MACHINE DRAFTING III (3)

Shop Processes
Dimensioning
Precision Dimensioning
Threads & Fasteners
Working Dwgs.
Isometric Views
Oblique Views
Perspectives

SKETCHING (1)

Orthographic
Isometric
Perspective
Shading

DRAFT. RM. COMP. (1)

Calculator
Charts & Graphs

MECHANICAL

- Precision Dimensioning
- Threads & Fasteners
- Welding Dwgs.
- Developments & Int.
- Gears
- Bearings
- Cams
- Production Dwgs.

CAMS & GEARS (3)

SHEETMETAL DRAFT. (3)

ARCHITECTURAL

Construction Practice
Basic Techniques
Familiarization
- Planning
- Presentation
- Working Dwgs.

Design
- Planning
- Presentation
- Working Dwgs.

ARCH. DRAFT. I (3)

ARCH. DRAFT. II (3)

CARTOGRAPHIC

Map Reading
Map Plotting
Map Measuring
Profiles
Map Production

MAPPING & PLATTING (3)

CIVIL DRAFTING (3)

(Related Subjects)

TECHNICAL MATH (3)

COMMUNICATION SKILLS (3)

PSYCHOLOGY (3)

EMPLOYEE/ER RELATIONS (3)

NOTE: Blue numbers indicate college credits.

APPENDIX 3

STATE OF OREGON

INTEROFFICE MEMO

SAMPLE OF COURSE INTEGRATION, OSCI MEETS CCC CRITERIA

TO: Leo Myers

DATE: June 14, 1977

FROM: John P. King, Vocational Instructor Radio & TV Service

SUBJECT: Course Curriculum

The OSCI Radio - TV Servicing program has paralleled the course outlines of the classes as developed by Chemeketa College.

The OSCI program was in the process of changing the curriculum when this program was initiated last year. Therefore the most progressive solution was to adopt the Chemeketa outline and use the same text books.

I have developed my own evaluation tests on this material and added additional projects as required for individual students.

The following portions of the course may be taught at OSCI.

4.255	DC - AC Theory
4.256	DC - AC Theory Lab
4.257	Electronic Devices
4.258	Electronic Devices Lab
4.259	Transistors and Circuits Theory
4.260	Use of Instruments
4.262	Electronic Principles
4.263	Electronic Principles Lab
4.264	Radio Servicing
4.265	Radio Servicing Lab
4.266	Television Principles
4.267	Television Principles Lab
4.268	Television Servicing
4.269	Television Servicing Lab
4.270	FM and HiFi Theory
4.271	FM and HiFi Lab
4.274	Logical Trouble Shooting

Due to the lack of up to date test equipment and up to date lab trainer projects, portions of the Chemeketa curriculum was not offered at OSCI. I am now working on developing this portion of my course with a target time of 2 to 4 years as monies are available.

1-129-1297

NAME ▶
GRADE ▶
AGE ▶
BIRTHDATE ▶

TEACHER ▶
SCHOOL ▶
CITY ▶
TEST DATE ▶

BATCH ▶
GROUP ▶
RUN DATE ▶

Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

Competence Test

Part 1	Knowing Yourself (Self-Appraisal)	14	41	1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20
Part 2	Knowing About Jobs (Occupational Information)	13	26	1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20
Part 3	Choosing A Job (Goal Selection)	14	42	1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20
Part 4	Looking Ahead (Planning)	11	40	1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20
Part 5	What Should They Do? (Problem Solving)	16	94	1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20
Attitude Scale				1 2 5 10 20 30 40 50 60 70 80 90 95 98 99	2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50

Name _____ Last _____ First _____ Middle Initial _____

Address _____

Date _____ S.S.A. No. _____ Age _____ Sex _____

Comments _____

Adult ☐ D-1001 ☐

Grade 9 ☐ D-1002 ☐

Grade 10 ☐ Form ABCD

GATB
INDIVIDUAL APTITUDE PROFILE

Part D-1002	Part D-1001	Raw Score	G	V	N	S	P	Q	K	F	M
1	B	25						115			
2	D	23			82						
3	H	26	23			127					
4	J	25	62	109							
5	A	28					55				
6	I	13	31		23						
7	L	28					56				
8	K	76							103		
9	E	114									66
10	N	109									83
11	O	32								52	
12	P	31								63	
Aptitude Score			116	109	105	127	111	115	103	115	149
1 Sigma			6	6	4	8	9	9	7	12	11
Aptitude Score + 1 Sigma			122	115	111	135	120	124	110	127	160

Date	"g"		Comm. Score
Part 1			
Part 2			
Part 3			
Part 7			
	Total		

* OAP	* OAP	* OAP	* OAP	* OAP
All	18	37	56	75
0	19	38	57	76
1	20	39	58	77
2	21	40	59	78
3	22	41	60	79
4	23	42	61	80
5	24	43	62	B-
6	25	44	63	
7	26	45	64	
8	27	46	65	
9	28	47	66	
10	29	48	67	
11	30	49	68	
12	31	50	69	
13	32	51	70	
14	33	52	71	
15	34	53	72	
16	35	54	73	
17	36	55	74	

* Circle number for Grade 9
Cross out number for Grade 10

✓ AIRCONDITIONING/REFRIGERATION
✓ AUTOMOTIVE REPAIR
✓ BODY & FENDER REPAIR
✓ BAKING
✓ BARBERING
✓ BRICKLAYING
✓ BUILDING MAINTENANCE
✓ CARPENTRY & CABINET MAKING
✓ COOKING
✓ DRAFTING
✓ ELECTROMAINTENANCE
✓ GRAPHIC ARTS
✓ LANDSCAPING
✓ MEAT CUTTING
✓ METAL & WOOD REFINISHING
✓ RADIO & T.V. REPAIR
✓ SMALL ENGINE REPAIR
✓ WELDING

294-2-403