

Correctional Education Study Findings: FY2013 Releases

Prepared by the Research - Evaluation Unit

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VIRGINIA DEPARTMENT OF CORRECTIONS

Presentation Outline

- Overview of the three Correctional Education programs examined
 - Purpose and background for the programs
 - Education Functioning Levels and the tie to Employability
- FY2013 State Responsible Releases by Educational Attainment
 - Educational Program participant characteristics and outcomes
- Recidivism rates for the Correctional Education programs
 - Overall rates
 - Program participants versus comparison groups
 - Comparison to FY2012 State Responsible Releases Study
- Summary

Overview of Correctional Education Programs at DOC Facilities

- Correctional Education programs
 - Focus on helping offenders successfully re-enter the community.
 - Increase skills: academic, workplace readiness, technical, and employability
 - Are offered to all eligible offenders and eligibility is determined by various factors.
 - Factors: Prior possession of HS/Special Education diploma; HSE/GED® credential; length of stay; release-related situations (work-release and pre-release)
 - Requires participation in academic programs for those offenders without a verified HS diploma or high school equivalent (HSE/GED®) credential.
- Main education programs focused on for this study
 - Adult Basic Education Program (ABE)
 - General Education Development Program (GED®)
 - Career and Technical Education Program (CTE)

Adult Basic Education Program (ABE)

- Purpose: To provide instruction with the goal of improving basic and specific skills necessary to function adequately in society.
 - Test of Adult Basic Education (TABE)
 - Aligned to the national College and Career Readiness Standards.
 - Measures and assesses student achievement levels in reading, math, and language arts.
 - First step in determining the educational path of students and also aids in determining eligibility for GED® and CTE programs.
 - After initial assessment, students are re-tested throughout their incarceration to determine gains.
 - TABE Battery Average: average of the reading and math tests and used as the measure of student achievement in this study.
 - Education Functioning Levels are determined via TABE scale scores.
 - TABE Initial Participation (required, as of 2007)
 - Individuals are exempt if they possess a verified High School Diploma (HSD)/High School Equivalency (HSE) or not accessible for Correctional Education services, i.e. medical/infirmary, out to court, etc.

Adult Basic Education Program (ABE): Education Functioning Levels

ABE I

- Grade Equivalent: 0 to 1.9
- Little ability to read or provide basic information
- **Basic entry level jobs:** no written communication or technical knowledge

ABE II

- Grade Equivalent: 2 to 3.9
- Able to read and provide simple information
- **Entry level jobs:** minimal literacy skills

ABE III

- Grade Equivalent: 4 to 5.9
- Able handle basic reading, writing, and computation
- **Entry level jobs:** basic literacy and computation skills

Source: Virginia Department of Education, "Assessment Policy and Distance Education Policy for Virginia Adult Education and Literacy Programs" (2017). http://www.doe.virginia.gov/instruction/adulted/program_policy_guidance/index.shtml; DRC|CTB, "TABE Tests of Adult Basic Education: Adult Education Solutions (2016). <https://www.datarecognitioncorp.com/Assessment-Solutions/Documents/TABE%20Overview%20Brochure%202016.pdf>

Adult Basic Education Program (ABE): Education Functioning Levels

ABE IV

- Grade Equivalent: 6 to 8.9
- Can handle basic life skills, read simple material, and follow multi-step diagrams
- **Jobs:** Able to follow written instructions and diagrams; can use basic software and technology

ABE V

- Grade Equivalent: 9 to 10.9
- Able to read most documents and follow multistep directions and diagrams
- **Jobs:** Can interpret information from multiple sources; proficient in using computers and technology

ABE VI

- Grade Equivalent: 11 to 12
- Able to read and interpret technical information as well as complex materials
- **Jobs:** Can function in situations that involve higher order thinking; proficient with computers; can learn new software and technology

Source: Virginia Department of Education, "Assessment Policy and Distance Education Policy for Virginia Adult Education and Literacy Programs" (2017). http://www.doe.virginia.gov/instruction/adulted/program_policy_guidance/index.shtml; DRC|CTB, "TABE Tests of Adult Basic Education: Adult Education Solutions (2016). <https://www.datarecognitioncorp.com/Assessment-Solutions/Documents/TABE%20Overview%20Brochure%202016.pdf>

General Education Development Program (GED®)

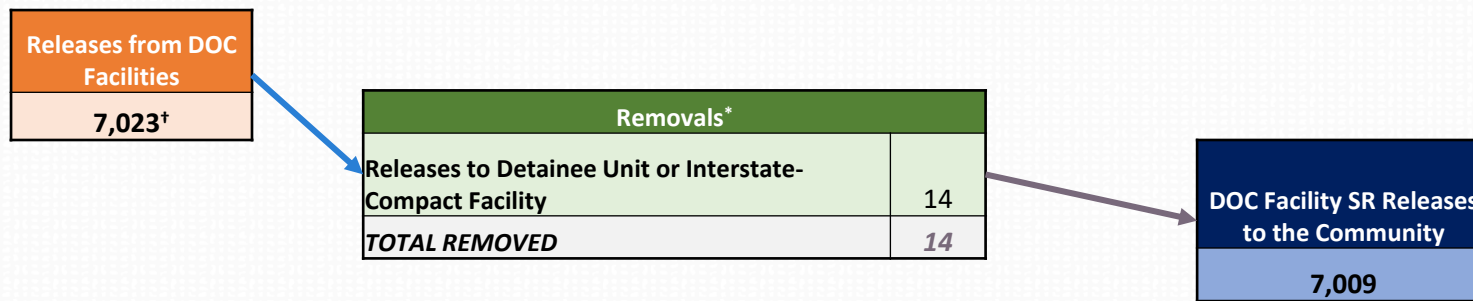
- Purpose: Provide individuals who have not graduated from high school the opportunity to demonstrate attainment of necessary skills and earn a high school equivalency (HSE) credential.
 - A Research Synthesis (Passarell, 2013) shows that attainment of a GED® while incarcerated has a positive impact on recidivism rates.
 - Resulting in increased employment, advanced training, and higher education opportunities.
 - Meeting minimum proficiency requirements
 - Increased earning potential for GED® credential earners versus those without GED®.
- GED® Tests
 - Test versions (2002, 2014)
 - 2002: Tests = Reading, writing, science, social studies, math; informed by Bloom's Taxonomy; paper and pencil
 - 2014: Tests = Language, science, social studies, math; informed by Webb's Depth of Knowledge, Common Core State Standards, and College and Career Readiness Standards; computer-based

Sources: Passarell, Daniel A., "The Effect Earning a GED While Incarcerated has on Recidivism Rates: A Research Synthesis" (2013). *Education and Human Development Master's Theses*. 181. http://digitalcommons.brockport.edu/ehd_theses/181; GED Test Comparison: <http://fastforwardla.org/images/KET%202002-14%20Test%20Comparison.pdf>

Career and Technical Education Program (CTE)

- Purpose: Provide students with courses that emphasize cultivating career information, technical skills, industry-based certification and licensing.
 - Outcome: Improve employability and workplace readiness.
- CTE Course Program
 - Courses are diverse (40 types, with ~107 courses offered): Automotive Repair, Food Services, Pipefitting, Painting, CAD, Carpentry, Masonry, Optical, Horticulture and many others
 - Courses are offered statewide and current capacity = 2,873
 - Wait lists are common
 - Prerequisites vary depending on the CTE Course
 - Minimum TABE scores; GED®/HSE; HS diploma
 - Sufficient time left in sentence to complete course (or a substantial component)
 - Challenges
 - Students transferred prior to class completion; limitations of space and resources; qualified instructors; competing programming needs

FY2013 State Responsible (SR) Releases from DOC Facilities: Correctional Education Program Eligible

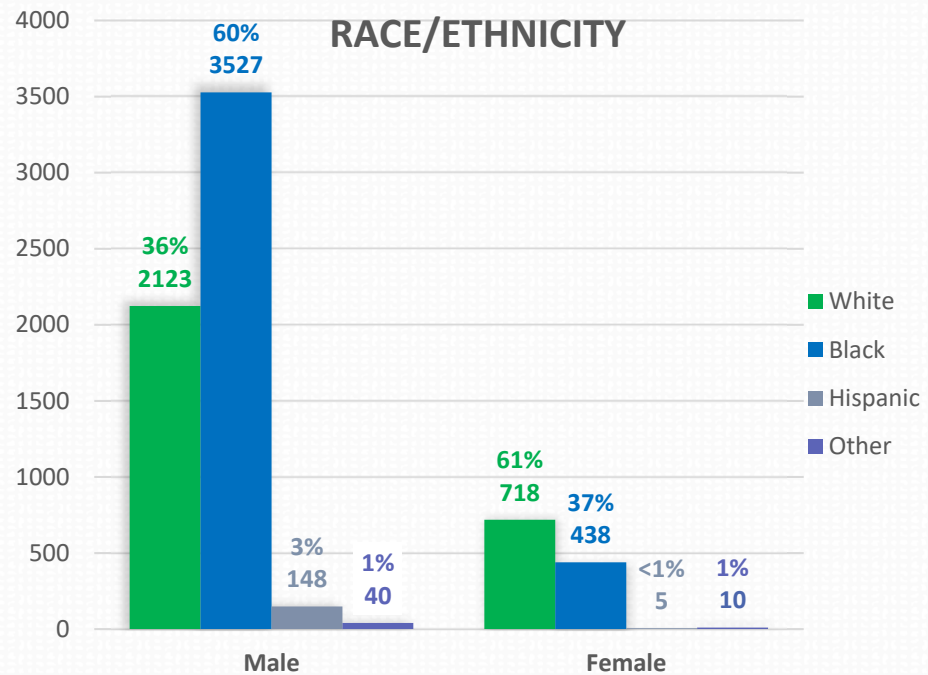
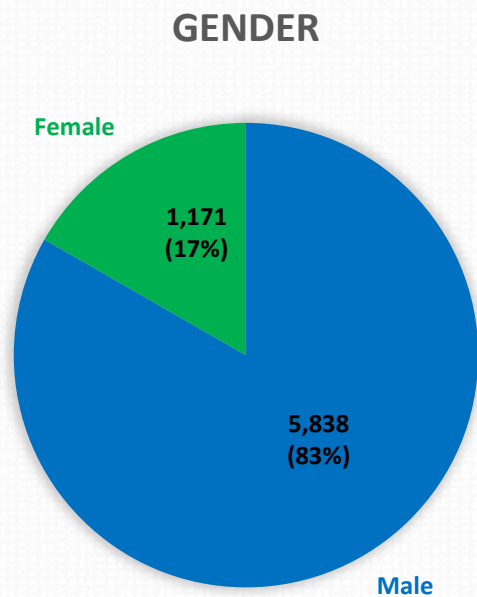


- FY2013 SR Releases contained **7,023** offenders
- After reviewing the overall release group, we removed **14** offenders*
- The resulting group used for analysis has **7,009** offenders
 - These offenders had the potential to be eligible for Correctional Education programs

Notes:

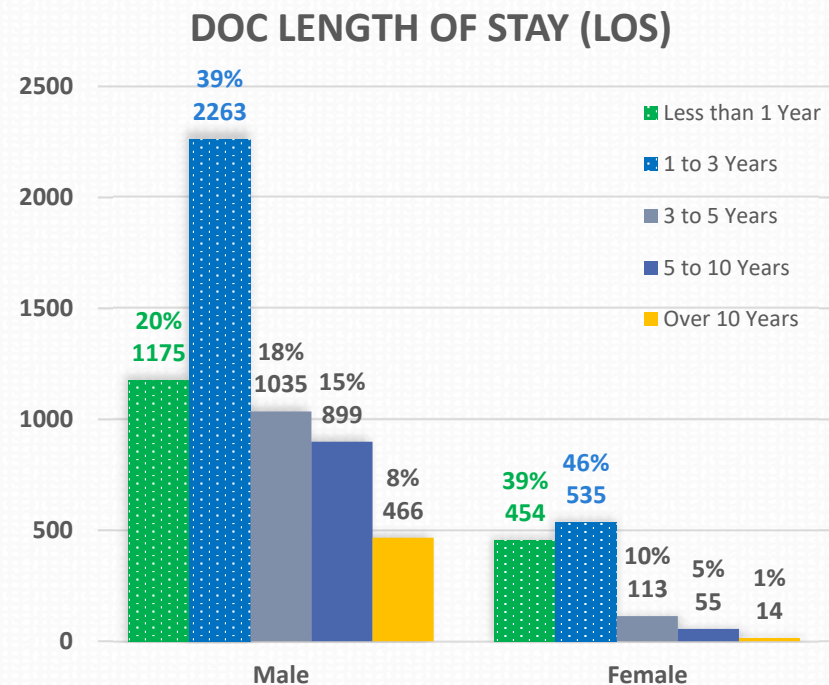
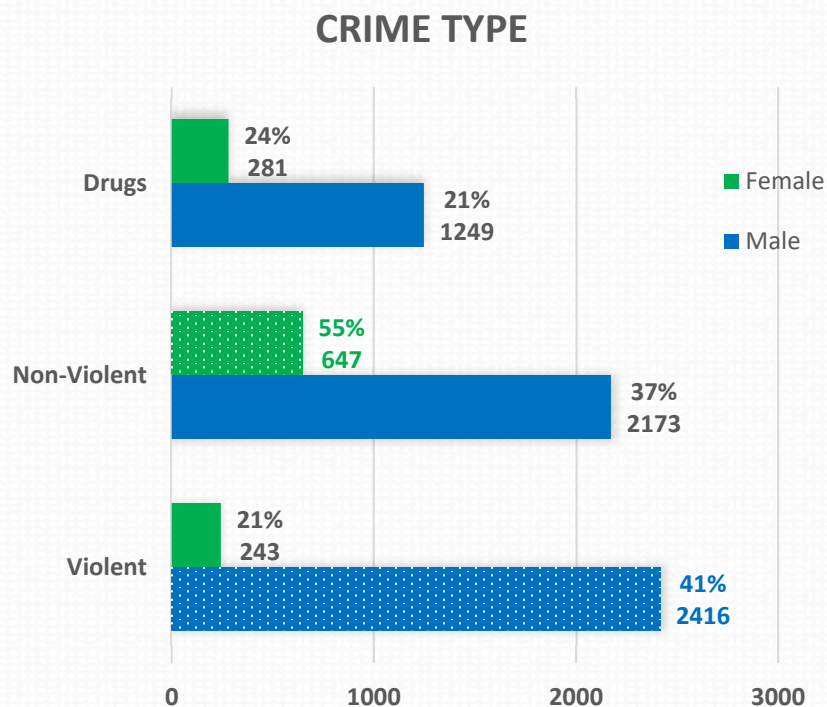
[†]Deaths in Custody (n=83) were already removed from the original release file.

Characteristics of Offenders Released from DOC Facilities: FY2013 (n = 7,009)



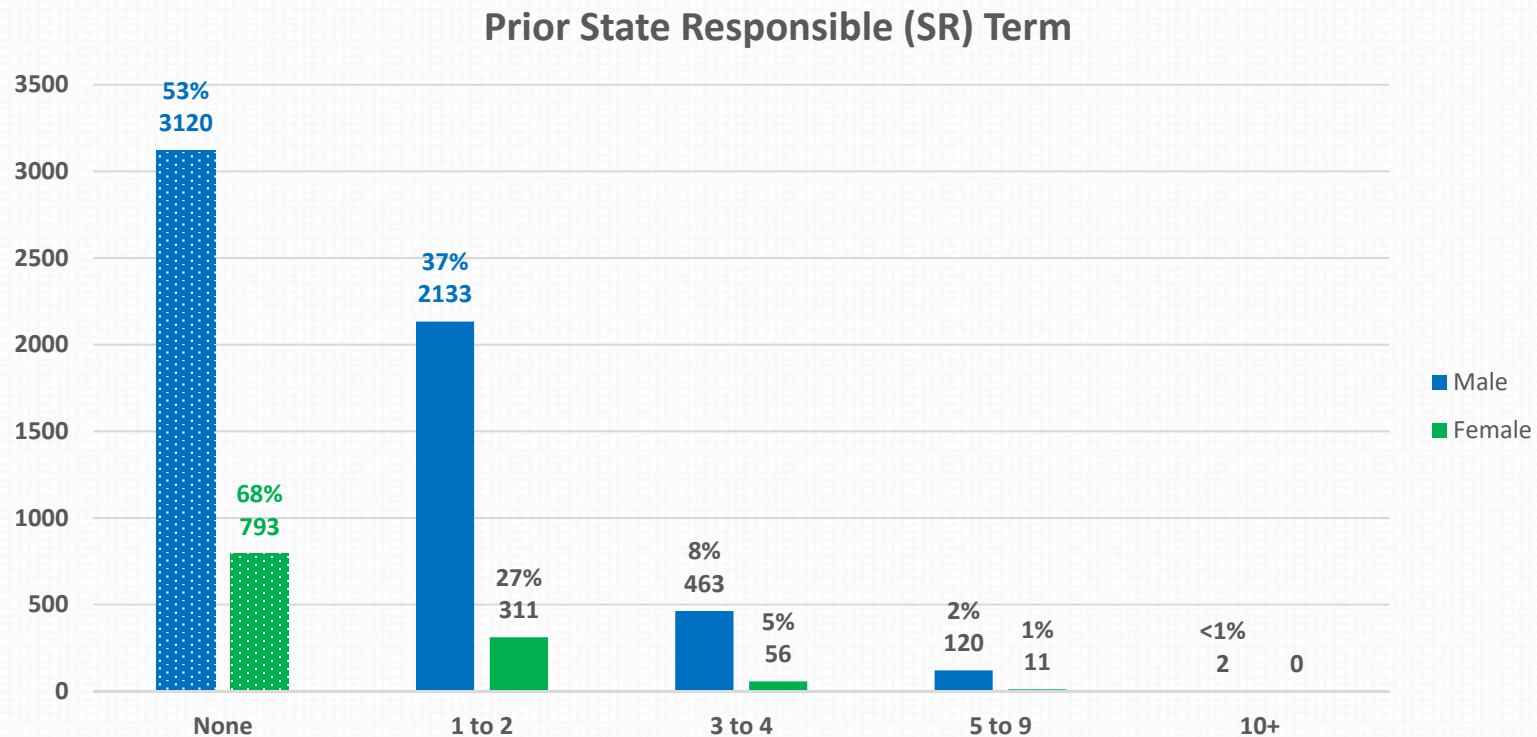
- The majority of the release group is Male (83%) versus Female (17%)
- Male Releases: 60% Black, 36% White, 3% Hispanic, 1% Other
- Female Releases: 61% White, 37% Black, 1% Other, <1% Hispanic

Characteristics of Offenders Released from DOC Facilities: FY2013 (n = 7,009)



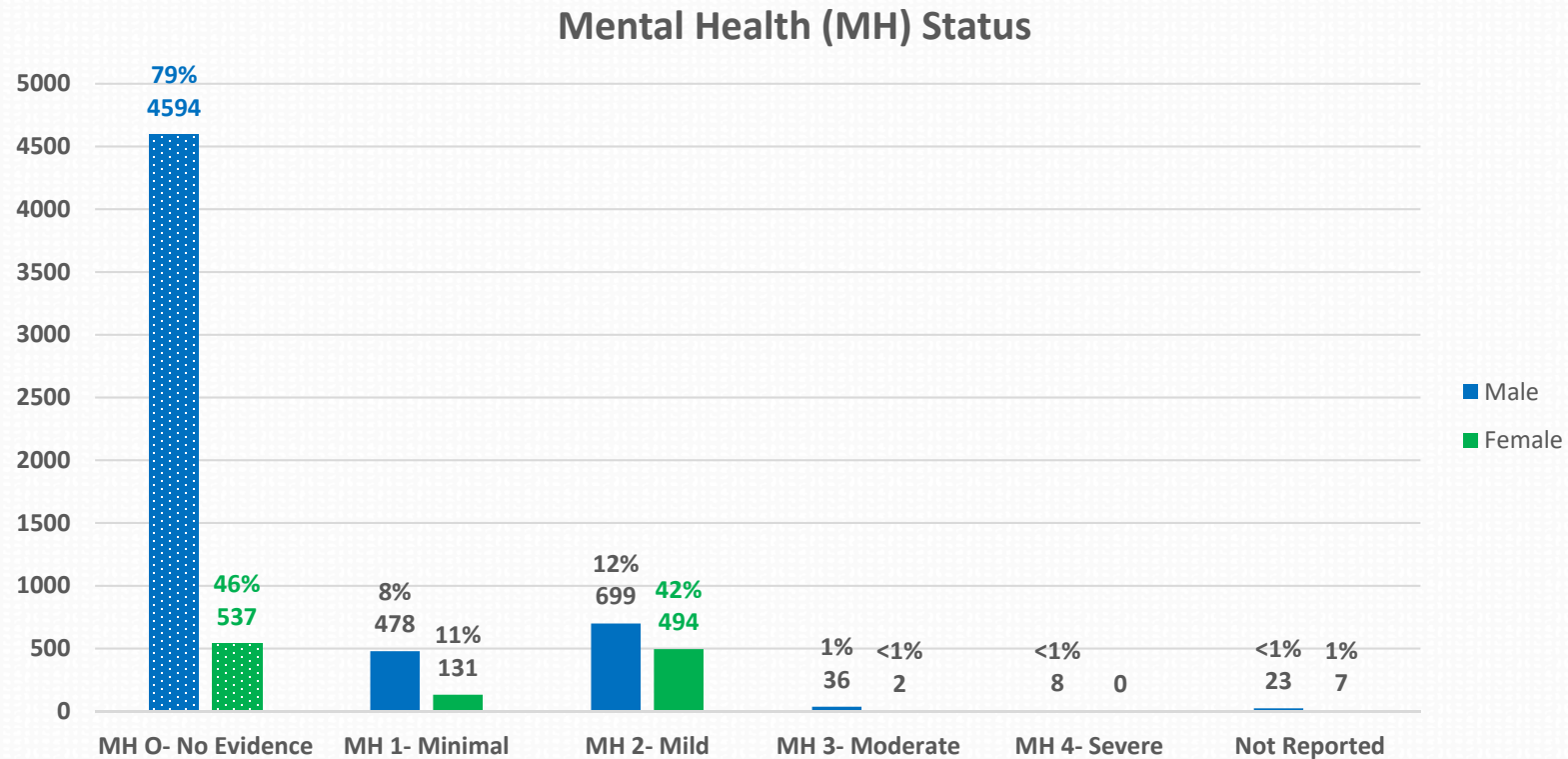
- A majority of male offenders (41%) committed violent offenses, whereas 55% of the female offenders committed non-violent offenses
- Most offenders were incarcerated 1 to 3 years before release: Males = 59% and Females = 85%

Characteristics of Offenders Released from DOC Facilities: FY2013 (n = 7,009)



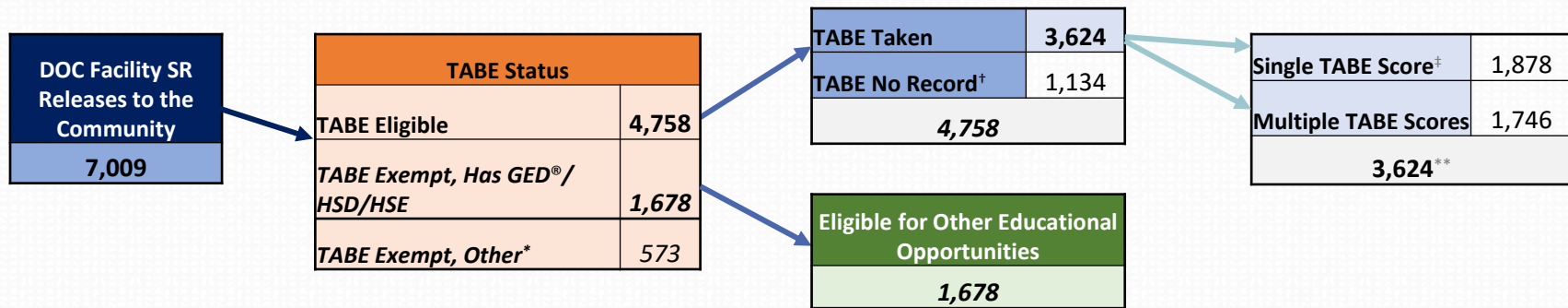
- Over half of both Males (53%) and Females (68%) had no Prior SR terms
- 37% of Males show 1 to 2 Prior SR Incarcerations

Characteristics of Offenders Released from DOC Facilities: FY2013 (n = 7,009)



- A majority of both Males (79%) and Females (46%) had no evidence of impairment (MH 0)
- 42% of Females show mild levels of impairment (MH 2)

FY2013 State Responsible (SR) Releases from DOC Facilities: Adult Basic Education Status



- FY2013 SR Releases contained **7,009** offenders potentially eligible for Correctional Education programs
- We identified **2,251** TABE Exempt offenders
- The resulting group used for analysis has **4,758** offenders
 - 3,624 of these individuals have taken the TABE and 96.1% (3,484) have received a Battery Average score

Notes:

*Individuals with: DOC Length of Stays (LOS) of less than 1 year; social security eligibility, or a hospital location.

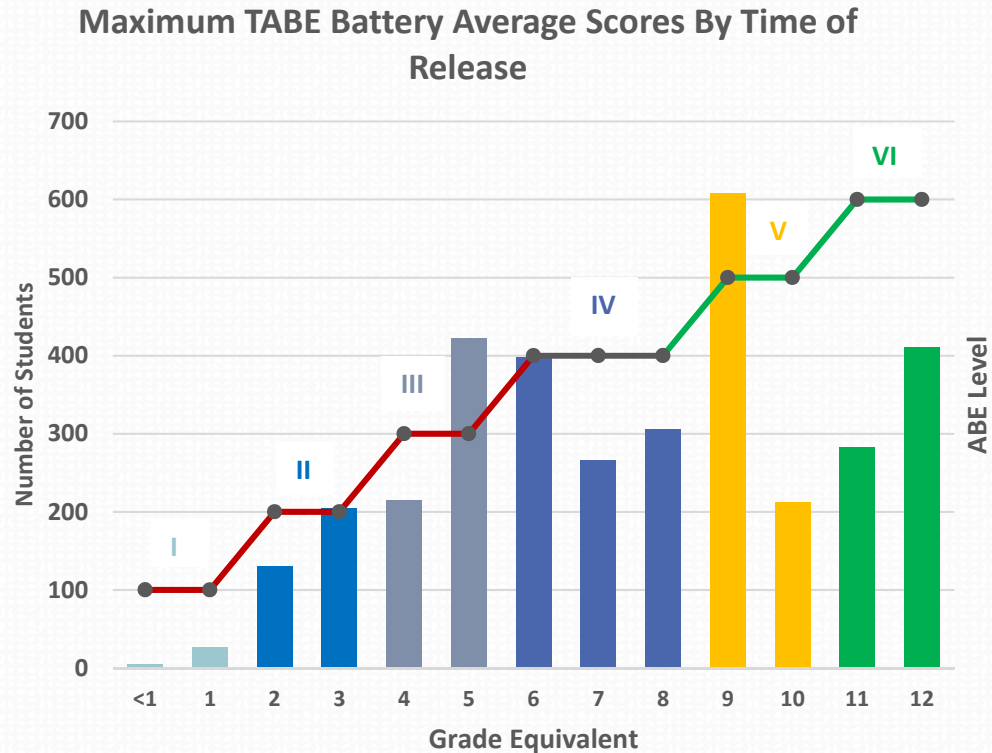
[†]Lack of TABE scores may be due to: data conversion issues during 2012 transition from DCE to DOC (1,124 had NCC Dates before 12/31/11); education taken prior to DCE data system; TABE administered during jail stay, but information not provided to DOC after transfer; or refusals to participate.

[‡]Individuals may have been fast-tracked into more advanced education opportunities, but cannot confirm due to transition.

**140 took the TABE test, but had missing TABE Battery Average scores.

Adult Basic Education Profile: TABE Scores

Grade Equivalent [†]	TABE Takers
0 to 1.9	32 (1%)
2 to 3.9	334 (10%)
4 to 5.9	637 (18%)
6 to 7.9	664 (19%)
8 to 9.9	913 (26%)
10 to 12	904 (26%)



- Over half of the offenders (52%) who took the TABE test and had valid scores (n=3,484*) scored a Battery Average at or above 8th grade level (ABE Levels: partial IV through VI)
- Almost one-third (29%) of the release group had a Battery Average below the 6th grade level (ABE Levels: III and below)

Note:

* 140 took the TABE test, but had missing TABE Battery Average scores.

[†] Grade Equivalent score indicate the level (school year and month) at which a student performed in a given subject area.

Time Required for GED® Readiness

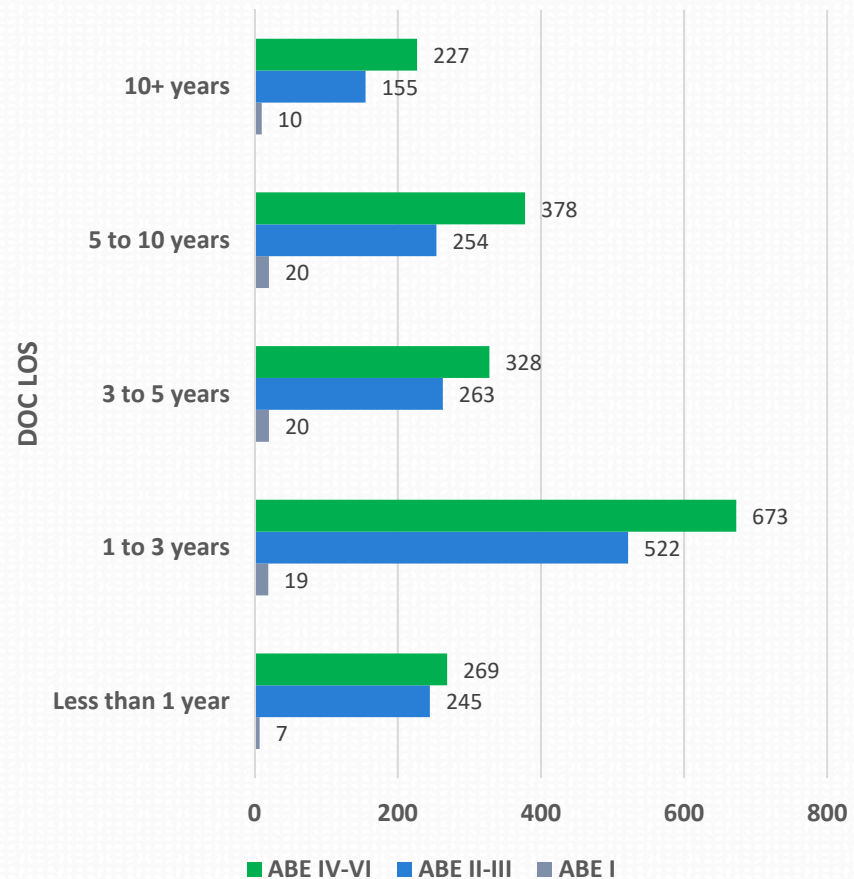
- This factor varies based on initial ABE Levels:
 - Non-Reader move to ABE III = 5 years
 - ABE II/III to GED® Testing = 3-5 years
 - ABE IV/V/VI to GED® Testing = usually less than 3 years
- In the current sub-group of TABE takers (n=3,390*), 51% had a Length of Stay (LOS) less than 3 years, regardless of their initial ABE Level

DOC LOS	TABE Takers
Less than 1 year	521 (15%)
1 to 3 years	1,214 (36%)
3 to 5 years	611 (18%)
5 to 10 years	652 (19%)
10+ years	392 (12%)

Note:

*234 took the TABE test, but either had missing initial or all TABE Battery Average scores.

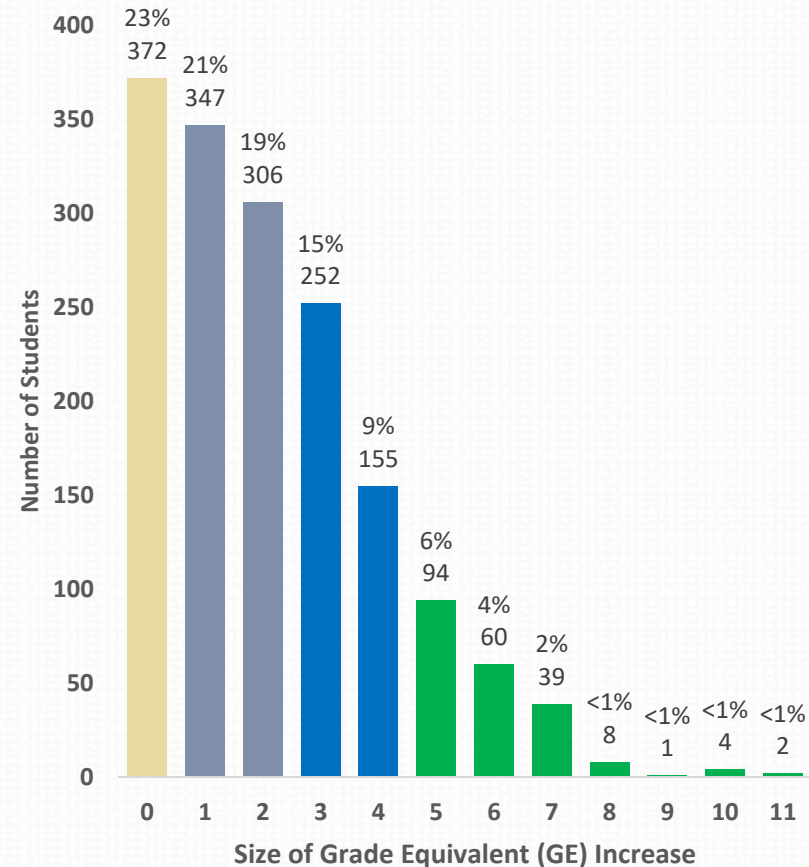
Initial ABE Level By DOC Length of Stay (LOS)



Change in TABE Scores Trend

- Sub-group limited to those with multiple TABE Battery Average scores (n = 1,640*)
 - Gains were calculated between the initial and maximum TABE Battery Average scores for students
- Over three-quarters (77%) of offenders' TABE Battery Average scores improved by at least one grade equivalent level
 - Gains:
 - 1-2 GE: 653 (40%)
 - 3-4 GE: 407 (24%)
 - 5+ GE: 208 (13%)
- The average grade level improvement was **2.2 GE (median = 2.0 GE)**

Gains in TABE Battery Average Scores:
By Grade Equivalents



Note:

*106 were removed who had taken the TABE test more than once, but had missing TABE Battery Average scores.

Change in ABE Levels

Initial ABE Level vs. Highest ABE Level (Prior to Release)*										
		ABE Level from Highest Battery Average Score						Students with Gains		Total
		ABE I	ABE II	ABE III	ABE IV	ABE V	ABE VI	N	(%)	
ABE Level from Initial Battery Average Score	ABE I	6	28	5	8	1	2	44	(88%)	50
	ABE II		80	117	61	30	10	218	(73%)	298
	ABE III			177	259	132	43	434	(71%)	611
	ABE IV				227	259	67	326	(59%)	553
	ABE V					60	27	27	(31%)	87
	ABE VI						41			41
Total		6	108	299	555	482	190	1,049	(65%)	1,640

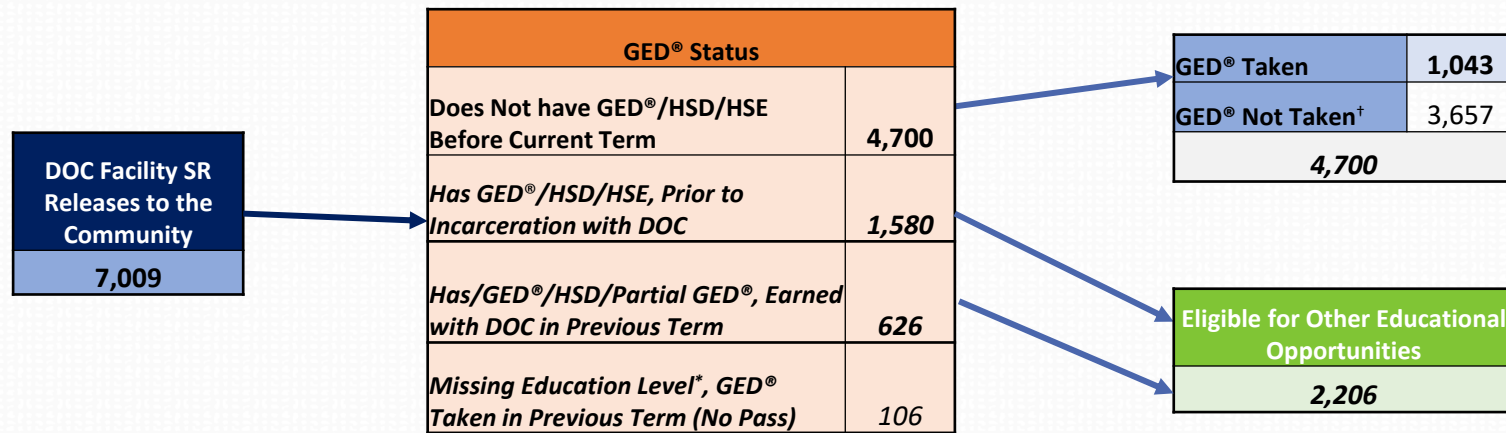
- The data above show several instances of ABE Level improvement between the offenders' initial TABE Battery Average scores and their highest Battery Average scores (prior to release)
 - 65% (1,049 of 1,599[†]) of eligible students showed gains in their ABE Levels
 - ABE I (little or no ability to read basic signs or maps) moving to ABE II (able to read simple directions, signs and maps) have already improved the 28 individuals' ability to function in society

Notes:

* Exams taken during the Current Term are those that fall between the New Court Commitment Date and the Release Date.

[†] Individuals at initial ABE Level VI were removed, since they would not be able to gain any additional levels (n=41).

FY2013 State Responsible (SR) Releases from DOC Facilities: GED® Status



- FY2013 SR Releases contained **7,009** offenders potentially eligible for Correctional Education programs
- We identified **2,206** offenders who had their GED®/HSD/HSE either prior to incarceration or earned it during a previous term
- The resulting group used for analysis has **4,700** offenders
 - ~ 22.2% (1,043) were determined to have reached GED® readiness criteria and participated in GED® testing

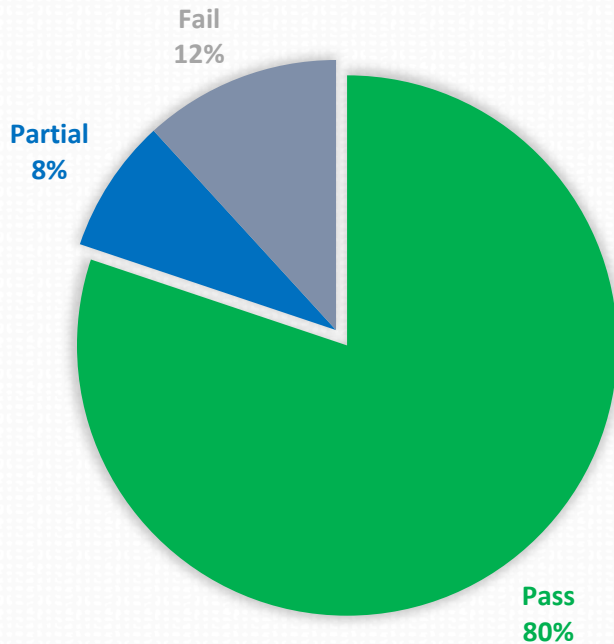
Notes:

*Lack of Missing Education Information may be due to: data conversion issues during 2012 transition from DCE to DOC or that education was taken prior to DCE data system.

†The Correctional Education group determines when offenders have met GED® readiness criteria, so these individuals may not have shown enough improvement to meet the necessary ABE level to qualify for GED® testing.

GED® Testing Results for Current Term

CURRENT TERM GED® TESTING



	Fail	Partial	Pass	Total
Male	107 (12%)	62 (7%)	734 (81%)	903
Female	16 (11%)	22 (16%)	102 (73%)	140
TOTAL	123 (12%)	84 (8%)	836 (80%)	1,043

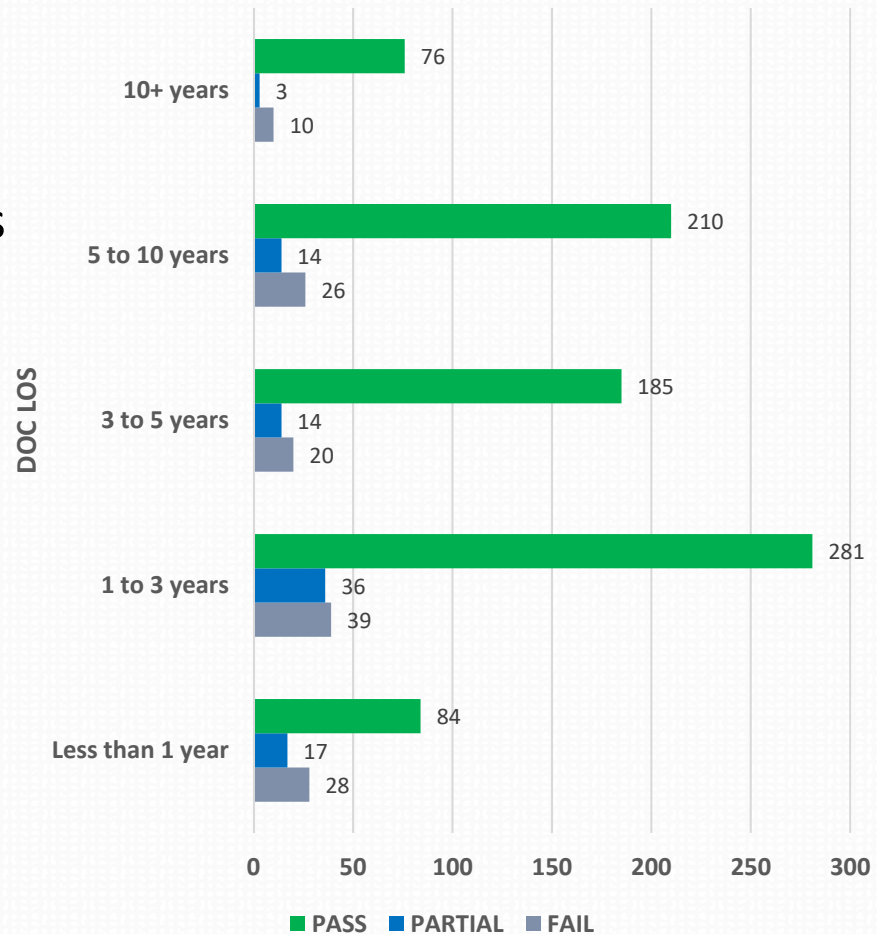
- GED® testing group: 87% (903) were Male versus 13% (140) Female
- Overall, 80% (836) of the offenders who took the GED® in their current term passed
 - When passing rates were examined by gender, Males had a higher rate of passing (81%) than Females (73%)

GED® Testing Results and LOS for Current Term

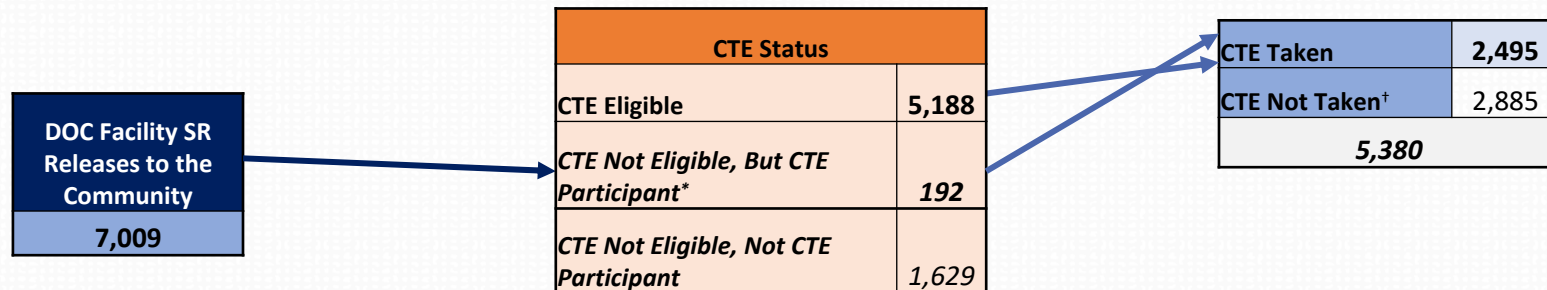
- In the current sub-group of GED® takers, 54% had a Length of Stay (LOS) 3 years or greater, regardless of their GED® testing results
- GED® passing rates improved as DOC LOS levels increased:
 - Less than 1 year: 65%
 - 1 to 3 years: 79%
 - 3 to 5 years: 84%
 - 5 to 10 years: 84%
 - 10+ years: 85%

DOC LOS	GED® Takers
Less than 1 year	129 (12%)
1 to 3 years	356 (34%)
3 to 5 years	219 (21%)
5 to 10 years	250 (24%)
10+ years	89 (9%)

GED® Results By DOC Length of Stay (LOS)



FY2013 State Responsible (SR) Releases from DOC Facilities: CTE Status



- FY2013 SR Releases contained **7,009** offenders potentially eligible for Correctional Education programs
- We identified **1,629** offenders who were not CTE Eligible and did not participate in a CTE course
 - Criteria: Sentence length of ≥ 24 months and Has GED®/HSD
- The resulting group used for analysis has **5,380** offenders
 - ~ 46.3% (2,495) met requirements and participated in CTE Courses

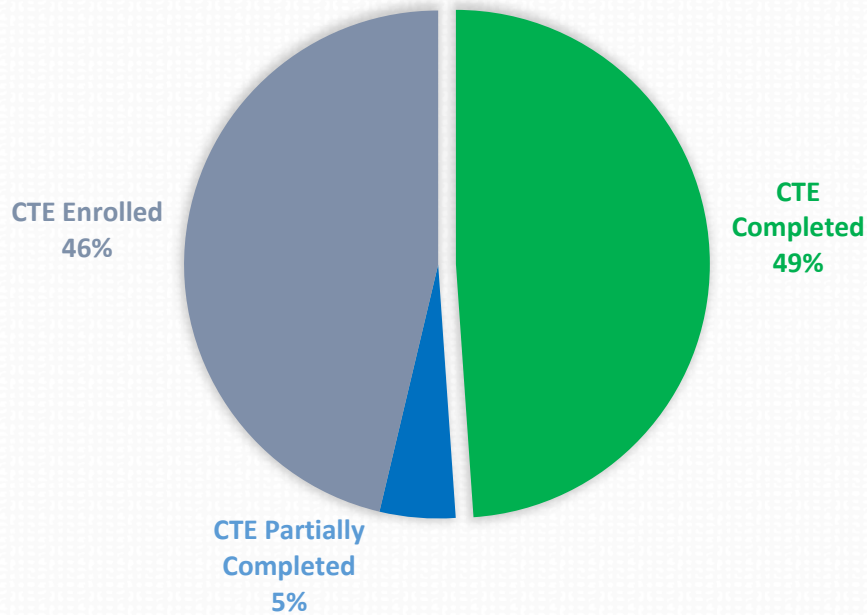
Notes:

*Since the current study looked at TABE Battery Average scores, Math and Reading TABE score minimum level requirements could not be examined and may explain these individuals not being identified as CTE Eligible.

†The Correctional Education group does not have the capacity to enroll all interested offenders, so wait lists occur for every CTE program. In addition, those who have LOS of 5 years or less have priority based on current policy (Operating Procedure 601.6).

CTE Program Completion for Current Term

CTE COMPLETIONS



	Enrolled	Partial	Complete	Total
Male	1,025 (47%)	116 (5%)	1,050 (48%)	2,191
Female	130 (43%)	4 (1%)	170 (56%)	304
TOTAL	1,155 (46%)	120 (5%)	1,220 (49%)	2,495

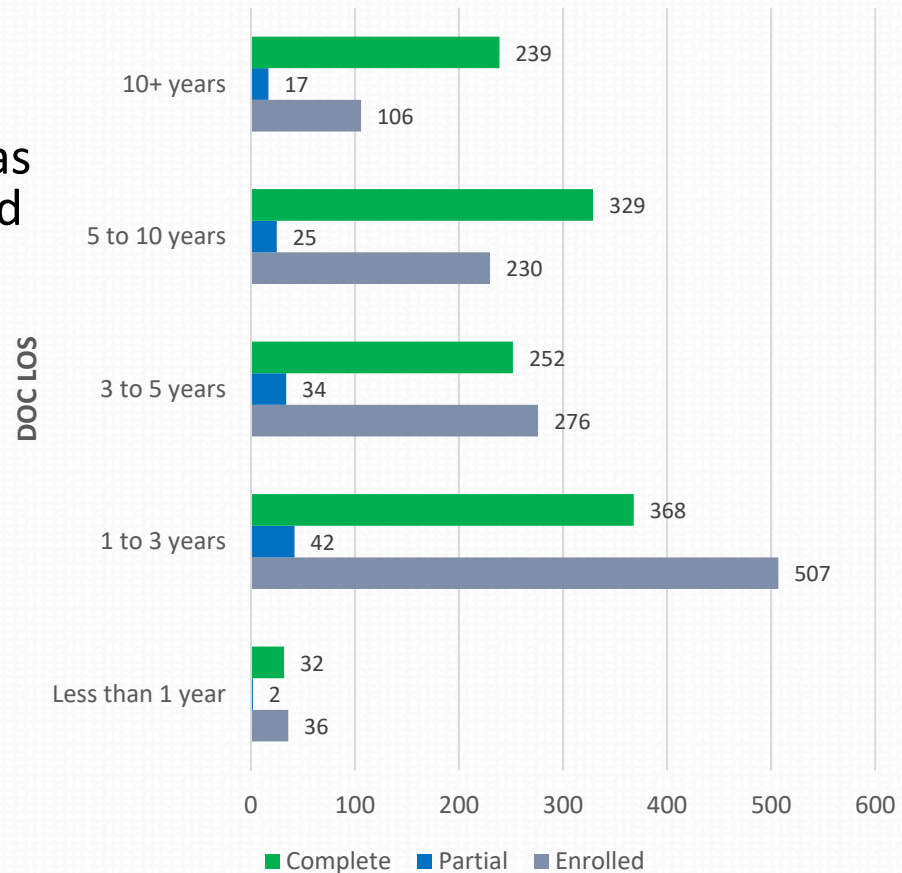
- Of the CTE Program group, 88% (2,191) were Male and 12% (304) were Female
- 46% (1,155) of offenders had been enrolled in CTE courses, but had been removed for various reasons and were unable to complete these courses prior to release
- Overall, 49% (1,220) of the offenders who took CTE courses in their current term completed
 - Female completion rate (56%) was higher than for Males (48%)

CTE Course Completion and LOS for Current Term

- In the current sub-group of CTE students, 60% had a Length of Stay (LOS) 3 years or greater, regardless of their CTE course outcomes
- CTE completion rates improved as DOC LOS increased to 5 years and greater:
 - Less than 1 year 46%
 - 1 to 3 years: 40% (<50%)
 - 3 to 5 years: 45%
- 5 to 10 years: 56%
- 10+ years: 66% (>55%)

DOC LOS	CTE Students
Less than 1 year	70 (3%)
1 to 3 years	917 (37%)
3 to 5 years	562 (22%)
5 to 10 years	584 (23%)
10+ years	362 (15%)

CTE Course Outcomes By DOC Length of Stay (LOS)



Overall Recidivism[†] Rates Three Years After Release

Correctional Education Status for Current Term	N	Recidivism Rate
Overall CTE Complete*:		
-Male	1,050	15.1%
-Female	170	8.2%
-Total	1,220	14.2%
Overall GED Pass*:		
-Male	734	19.9%
-Female	102	13.7%
-Total	836	19.1%

- The Overall Three Year Recidivism Rate for the CTE Completers (14.2%) was lower than that observed for GED[®] Passers (19.1%)
 - The lowest rate was seen for the Female Overall CTE Completers (8.2%)

Note:

*Both the Overall CTE Complete and Overall GED Pass rates include the 221 individuals who passed their GED and completed a CTE in the current term.

[†] Recidivism for this study is defined as a new state responsible term of re-incarceration occurring within three years of an individual's release.

Recidivism Rates Three Years after Release: Matched* Cases and Comparison Groups

Correctional Education Status for Current Term	Study		Comparison	
	N	Recidivism Rate	N	Recidivism Rate
GED® Pass Only[†]:				
-Male	589	20.7%	589	20.0%
-Female	82	17.1%	82	12.2%
-Total	671	20.3%	671	19.1%
CTE Complete Only[†]:				
-Male	855	14.4%[‡]	855	18.4%
-Female	140	9.3%	140	15.7%
-Total	995	13.7%[‡]	995	18.0%
GED® Pass + CTE Complete[†]:				
-Male	195	18.5%	195	20.0%
-Female	26	3.8%	26	11.5%
-Total	221	16.7%	221	19.0%

- Significant differences in rates between study and comparison groups were observed for Male and Total CTE Complete Only individuals
- No significant differences were observed for GED® Pass Only comparisons

Notes:

*Case and Comparison individuals were matched on the following: age at release, gender, crime type, prior SR, and mental health status.

[†]One GED® Pass Only case and four CTE Complete Only cases have been removed due to difficulty in identifying an appropriate match.

[‡]Pearson Chi-Square Test Significant (p < 0.05).

Recidivism Rate Comparison

	Full Release Group (n = 7,009)	CTE Completers [†] (n = 1,220)	No CTE Completed*	GED [®] Completers (n = 836)	CTE [†] & GED [®] (n = 221)
Current Study (FY2013 Release)	20.4%	14.2%	NA	19.1%	16.7%
	Full Release Group (N = 7,072)	CTE Completers (n = 1,011)	No CTE Completed*	GED [®] Completers* (n = 1,389)	CTE & GED [®] * (n = 253)
Previous Study (FY2012 Release-VA Tech)	21.1%	13.7%	22.4%	23.5%	15.8%

- Changes in CTE and GED[®] completion criteria have introduced some differences between the current study and previous (VA Tech) study, but similar three-year recidivism rates were still observed
- In the previous study, the recidivism rate for GED[®] only completers exceeded that of the entire release group. This was not the case in the current study

Note:

*The previous study included anyone with a GED[®], regardless of whether the program was completed prior to or during incarceration .

†The current study does not include partial CTE program completers in the CTE counts.

Summary

- Correctional Education students vary greatly in Adult Basic Education (ABE) Functioning Levels.
 - 65.6% of those students with initial ABE Levels of less than VI (n=1,599) showed improvement
 - Even small levels of improvement can increase an individual's ability to function in the community
- GED® Readiness criteria may not be met for those individuals with DOC LOS less than 3 years, especially if initial ABE Levels are low.
 - 63.2% of the FY2013 SR Releases from DOC facilities (n = 7,009) served less than 3 years prior to release
 - For non-GED® completers, gains in TABE Battery Average scores give an idea of the improvements these students have made in their time with the Agency
- GED® Passing is critical in preparing students for CTE Coursework or Advanced Educational opportunities.

Summary

- Correctional Education programs had larger completion or pass rates for individuals with DOC Length of Stays (LOS) 3+ years.
 - GED® Pass: <1 year = 65% versus 10+ years = 85%
 - CTE Complete: <5 years = <50% versus 10+ years = 66%
- CTE Course completion and the resulting industry based certification seem to be strong factors in reducing recidivism.
 - Male CTE Complete Only = 14.4% (n = 855)
 - Female CTE Complete Only = 9.3% (n = 140)
 - Total CTE Complete Only = 13.7% (n = 995)
- All Adult Education students have the opportunity to improve, so this may be impacting the GED® Pass study versus comparison group outcomes.
 - There is no way to isolate non-education, since all offenders with need have an education participation requirement

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