

How does Prison to Community (P2C) affect recidivism: A summary of quantitative findings

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Prison to Community (P2C): Executive Summary

P2C is an innovative computer-based learning program available to incarcerated women in New Jersey as they move through the prison system and re-enter their communities. Participants, or “achievers,” enroll largely voluntarily in one of three ways: while incarcerated at the Edna Mahan Correctional Facility for Women in Clinton, New Jersey or the Bo Robinson Assessment Center in Trenton or as a resident of the Kintock Halfway House in downtown Newark. Participation at Kintock is open to both custodial and non-custodial residents. Those serving the remainder of their prison terms participate in a closed lab with a simulated internet; residents who have completed their sentences participate in an open lab with access to the World Wide Web. Each site has been outfitted with a computer-based learning (CBL) lab. Achievers may continue their participation when they return home via the internet. P2C provides a wide range of course and curriculum options related to career skills, basic education and life skills including basic math, writing, major Microsoft Office applications, parenting skills, personal finance management (i.e. balancing a checkbook).

- P2C participants are 78% less likely to recidivate than non-participants regardless of duration or location of participation or courses or curriculums completed.
- It is feasible for a state prison system to streamline training via technology and to have that training travel with the individual through Department of Corrections (DOC) sites. Of those who have participated in P2C and are no longer in custody, 14% did so at all three locations, 28% at two locations and 59% at only one location. Women’s activities in P2C (i.e. course completion) transfer from site to site as their locations change.

Previously incarcerated individuals face a myriad of challenges upon returning to their communities. Barriers to re-entry include obtaining and maintaining housing, affordable healthcare, pro-social relationships and employment, all in the face of stigmatization, legal restrictions, and for female offenders especially, increased incidence of behavioral health issues related to mental health, addiction and/or trauma¹. These barriers are not mutually exclusive and are all empirically linked to decreased life chances for offenders, and in turn, increased recidivism². As recognition of the interrelationship between these barriers has grown, so too have relevant re-entry efforts. Yet, less attention has been paid to assisting offenders to begin overcoming these barriers pre-release.

Correctional education programs have been found to decrease recidivism³ and increase life chances for offenders⁴. Traditional prison education programs take place inside the facility and cease for the individual offender upon release or transfer despite research suggesting that the most successful interventions leading to desistance are those that begin in prison and continue into the community setting once an individual is released⁵. Prison to Community (P2C) is an innovative computer-based learning program available to incarcerated women in New Jersey as they move through the prison system and re-enter their communities. It incorporates the concepts of ownership, self-efficacy and continuity that are typically absent from experiences of incarceration and detrimental to the offender upon release.

WHAT IS P2C?

P2C officially commenced as a three year pilot program in July, 2007, as a multi-partner collaboration minding both a Workforce Development Model and a Capacity Building one⁶. The computer-based modality is advantageous in a corrections setting for its inherent ability to reach a greater number of students and with varying levels of education and abilities while providing privacy and individualizing curricula⁷. The additional benefit of computer literacy may advance the prospects of inmate employment upon release⁸. Participants, or “achievers,” enroll largely voluntarily in one of three ways: while incarcerated at the Edna Mahan Correctional Facility for Women in Clinton, New Jersey or the Bo Robinson Assessment Center in Trenton or as resident of the Kintock Halfway House in downtown Newark. Each site has been outfitted with a computer-based learning (CBL) lab.

¹ Taxman, E, Young, D. & Byrne, J. M. (2003). *Offender's Views of Reentry: Implications for Processes, Programs, and Services*. Washington, DC: National Institute of Justice; Chesney-Lind, M. (1997). *The female offender: Girls, women and crime*. Thousand Oaks, CA: Sage Publications

² For link between employment and recidivism outcomes, see Farrall, 2002; Sampson and Laub, 1993; Horney, Osgood and Marshall, 2004; Uggen and Staff, 2000

³ Jancic, M. (1998). Does Correctional Education Have an Effect on Recidivism? *Journal of Correctional Education*, 49, 152-161

⁴ Bernburg, J. G., and Krohn, M.D. (2003). Labeling, life chances, and adult crime: The direct and indirect effects of official intervention in adolescence on crime in early adulthood. *Criminology* 41(4):1287-1319

⁵ Petersilia, J. (2004). What Works in Prisoner Reentry? Reviewing and Questioning the Evidence. *Federal Probation* 68: 4-8

⁶ The Nicholson Foundation; New Jersey State Parole Board; the New Jersey Department of Corrections; the New Jersey Department of Labor and Workforce Development; Edna Mahan Correctional Facility for Women; Bo Robinson Assessment Center; the Kintock Group; Essex County Community College; WRITE-NJ; Business Access; and Rutgers University

⁷ Askov, E.N. and Turner, T.C. (1990) The Role of instructional technology in correctional education. *Journal of Correctional Education*, 41: 82-85

⁸ Bowden, T.S. (2003). A Snapshot of prison libraries with a focus on technology. *Behavioral and Social Sciences Librarian*, 21(2): 1-12

Participation at Kintock is open to both custodial and non-custodial residents. Those serving the remainder of their prison terms participate in a closed lab with a simulated internet; residents who have completed their sentences participate in an open lab with access to the World Wide Web. Achievers may continue their participation when they return home via the internet. A wide range of course options includes attention to math, English, all major Microsoft Office applications, conflict resolution, communication skills and life skills (i.e. personal finance management, parenting).

RESEARCH METHODOLOGY

The present study evaluates the success of P2C in achieving its goals of creating a computer-based learning program that can travel with offenders through the state prison system and beyond to reduce recidivism by exploring two research questions⁹:

- 1.) Is it feasible for a state prison system to streamline training via technology so that training can travel with an inmate from prison to a halfway house and then into the NJ Department of Labor (DOL) One-Stop system and beyond?
- 2.) Does computer-based learning work for the female inmate population?

A quasi-experimental design compares P2C participants to a control group who has not been exposed to the program. P2C participants who are still in custody are excluded from this analysis based on their lack of time at risk for recidivism. The control group is populated by all female offenders released to Essex County in 2003 and 2004; Essex County receives the greatest proportion of P2C achievers¹⁰. Data were gathered for each offender from pre-existing administrative data housed by Business Access (the private vendor and stakeholder responsible for P2C's technical platform) and the New Jersey State Parole Board (NJSPB)¹¹. Hierarchical regression models are constructed with relevant data including control variables (time at risk, race, age, release type – parole/max, offense history), recidivism variables (new arrest and parole violations) and variables related to P2C participation (duration, locations, courses and curriculums completed). P2C participation data pertaining to non-custodial participation is included in analysis pertaining to the first research question; it is excluded from the predictive analysis (regression models) due to time order or causation concerns. Reasons for this are two-fold: recidivism and release locations may affect non-custodial participation. Information shared at monthly P2C stakeholder meetings is considered to provide context to this study's quantitative findings.

RESULTS AND DISCUSSION

P2C's computer-based education program successfully travels with offenders through the prison system and into Kintock, the halfway house in Newark. Participants are 78% less likely to recidivate than non-participants, regardless of the duration, location(s) and number of courses and curriculums completed during their P2C tenure.

Training travels with offenders through the system

⁹ Center for Women and Work. (2007). *Proposal: Program Evaluation of Computer Based Learning Pilot Program for Female Inmates in New Jersey*

¹⁰ Based on county of parole release and surveys completed by P2C participants, Essex County receives a greater proportion of P2C participants than any other county in NJ; 2003-04 selected based on availability of data for cohorts released prior to establishment of P2C

¹¹ See Table 1

It is feasible for a state prison system to streamline training via technology and to have that training travel with the individual through Department of Corrections (DOC) sites (Table 2B). Of those who have participated in P2C and are no longer in custody, 14% did so at all three locations, 28% at two locations and 59% at only one location. Twenty-one percent of those participants continued non-custodial participation in P2C at Kintock House (residents who were on parole rather than serving the end of their prison sentence) and 5% (of all participants, or 23% of non-custodial participants) remained involved via the internet after they returned home. Women's activities in P2C (i.e. course completion) transfer from site to site as their locations change. Due mostly to logistical issues (i.e. lack of internet connectivity due to the need for closed servers at the prison and assessment center), the amount of time it takes for the activities to transfer varies across sites.

While at Kintock House, offenders begin employment through work release programs. Given that time commitment and that participation is mostly voluntary, that 61 individuals have participated as Kintock House residents suggests that they see value in their continued enrollment. It was anticipated that while in Kintock or upon release participants would make contact with the New Jersey Department of Labor's (NJ DOL) One-Stop system. There, they would be provided vouchers, training and a personal laptop computer to facilitate continued P2C participation at home. That the system has been largely non-responsive may explain why only 5% of participants continue their active enrollment from home. Despite some counties' One-Stops and Work Force Investment Boards (WIB) initial offer to provide funding, lack of funding for online programs, of funding in general and awareness of the program have been cited among the various reasons for this disconnect.

P2C offenders are 78% less likely to recidivate than non-participants

In order to answer the first research question, Does computer based learning work for the female inmate population? 'work' must be defined. With regard to recidivism, P2C 'works' if participants recidivate at lower rates than their non-participating counterparts¹². When controlling for other relevant factors, P2C participants are found to be 78% less likely to recidivate than non-participants (Table 4). The inverse is also true; non-participants are 78% more likely to recidivate than participants. This measure of recidivism is defined as a new arrest after release because the sample population includes both parolees (who can recidivate by violating parole) and offenders who max out of prison (who cannot violate parole). After number of prior arrests¹³, participation in P2C is the strongest predictor of whether or not offenders will recidivate. Additionally, in creating the hierarchical logistic regression model, P2C participation is added as the last step. In all prior models, time at risk was the strongest predictor of recidivism (followed by prior arrests); however, when P2C is added to the model, time at risk loses its statistical significance.

Regression analysis was similarly performed to investigate whether differential participation in P2C predicted recidivism outcomes. It appears that there is no statistically significant difference in recidivism outcomes (parole violations or new arrest, where appropriate) for P2C participants based on the duration of their participation, the sites they participated at, the number of courses or curriculums

¹² Since "there is no overarching, uniform goal of P2C that is understood...by all participating institutions," (McKay, H. and Murphree, M. *Raising the Bars: Early Findings from the Prison to Community Project*) this definition draws on conversations from monthly meetings with P2C stakeholders literature referenced in relevant footnotes throughout this report

¹³ Past behavior is generally accepted as the best predictor of future behavior (Sampson, R.J. and Laub, J. H. *Crime and Deviance in the Life Course. Annual Review of Sociology* 18: 63-84) and arrest, as opposed to conviction, the best indicator of behavior (Todd Clear, personal communication, 2009)

completed or hours spent “online.” There is no statistically significant difference in community tenure for those who do recidivate based on exposure to P2C. There are several potential explanations for this lack of differentiation. First, being computer-based limits the amount of variation in the program between sites. Second, existing research suggests that P2C’s “establish[ing] an alternative community within the prison and offer[of] post release services” may be the keys to its effectiveness¹⁴. Lastly, individual level differences may account for whether and why P2C is successful. The tangibles (i.e. education level, skills¹⁵) and intangibles offenders bring with them to P2C (i.e. experiences, attitudes) may account for whether or not the program is effective for them; or self-selection bias, the likelihood that preexisting differences between program participants and non-participants, may influence the differential rates of recidivism regardless of P2C experiences. However, effects of the tangibles and intangibles offenders bring with them to the program are not practically actionable given P2C’s policy of voluntary enrollment and freedom of choice in course selection. Self-selection bias is a widely-acknowledged problem in evaluations of prison programs and does not negate these findings¹⁶.

FUTURE RESEARCH

Three additional evaluations are currently underway to compliment and provide greater context to these findings by focusing on: employment; self-efficacy; and individual level variables.

Offenders’ attachment to the formal and informal economies and wage record data will be examined to explore the affect of P2C on employment outcomes. This work is being done in cooperation with the Heldrich Center at Rutgers University and staff at Kintock House in Newark to ascertain data regarding offenders’ attachment to the informal economy.

All participants complete extensive Entry and Exit Surveys¹⁷ at each location of participation. As of June, 2009, both include the New General Self-Efficacy Scale¹⁸ to investigate whether increased self-efficacy is the conduit through which these recidivism and employment outcomes occur. That is, do the skills learned (i.e. how to create a Power Point presentation) lead to job attainment and retention or is it the process of learning that effects the individual?

Entry and Exit Survey data and qualitative interviews with P2C participants will investigate the effects of individual level variables on differential participation (i.e. courses completed given duration of participation) and employment and recidivism outcomes. Whether or not participation improves communication with loved ones left behind during incarceration will also be examined. Individual level variables will include attention to experiences common to incarcerated women (histories of mental illness, addiction, physical or sexual abuse), prior exposure to prison education programs, perceptions of the program and attitudes and expectations related to employment (i.e. willingness to travel to work or accept employment in a field other than that which the offender desires, length of time expected to obtain employment).

¹⁴ Linden, R. and Perry, L. (1982). The effectiveness of prison education programs. *Journal of Offender Counseling, Services, & Rehabilitation*, 6(4): 43-57

¹⁵ See Table 3

¹⁶ MacKenzie, D.B., Wilson, C.A., and Gallagher, D.L. (2000). A Meta-Analysis of Corrections-Based Education, Vocation, and Work Programs for Adult Offenders. *Journal of Research in Crime and Delinquency* 37; 347-366

¹⁷ See Appendix for surveys

¹⁸ Chen, G., Gully, S. M., and Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods*, 4, 62–83.

Table 1**Characteristics of sample**

	Whole Sample		P2C (N=147)		Control (N=173)	
	<u>Median*</u>	<u>Range</u>	<u>Median*</u>	<u>Range</u>	<u>Median*</u>	<u>Range</u>
Age	39	21-74	38	20-65	39	24-73
Time at risk (days)	634	15-2800	306	15-684	2291	53-2800
Time to new arrest (yrs)	.629	.0-7.058	.455	.093-.943	.723	.0-7.058
Prior arrests	6	1-44	6	1-28	6	1-44
Age first arrest	21	15-56	22	15-56	21	17-55
Prior convictions	4	1-34	4	1-23	4	1-34
	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>
<i>Race</i>						
Black	220	69	80	54	140	81
Other	101	31	67	46	33	19
<i>Release Type</i>						
Parole	272	85	126	86	146	84
Max	48	15	21	14	27	16
<i>Recidivism</i>						
New Arrest	115	36	21	14	94	54
Parole Violation	88	40	19	13	69	73

*Use of median: All variable data was depicted as a histogram before use in any analysis. Many of the distributions were skewed (positively or negatively, depending on particular variable), thus rendering mean (and standard deviation poor indicators. For example, P2C participants average 7.76 prior arrests with a standard deviation of 6.304. This data is positively skewed.

Table 2A:

Characteristics of P2C Participation*

	<u>N</u>	<u>Median**</u>	<u>Range</u>		<u>N</u>	<u>Median**</u>	<u>Range</u>
<i>Duration of participation (days)</i>				<i>Course completion</i>			
Edna Mahan	63	62	0-364	Custodial	147	47	0-259
Bo Robinson	104	36	2-583	Non-custodial	13	29	0-180
Kintock - custodial	60	87	0-298	Total	147	51	0-360
Total - custodial	147	94	0-625				
Kintock - non-custodial	28	360.5	0-366	<i>Curriculum completion</i>			
Home	7	357	125-366	Custodial	146	5.5	0-30
				Non-custodial	29	1	0-19
<i>Time online (hours)</i>				Total	15	6	0-32
Edna Mahan	63	40	1-173				
Bo Robinson	104	26	3-346				
Kintock - custodial	61	33	0-117				
Total - custodial	147	57	1-353				
Kintock - non-custodial	147	17	0-56				
Home	4	193	32-316				

*Not all information available for all individuals

**Use of median: All variable data was depicted as a histogram before use in any analysis. Many of the distributions were skewed (positively or negatively, depending on particular variable), thus rendering mean (and standard deviation poor indicators. For example, P2C participants average 7.76 prior arrests with a standard deviation of 6.304. This data is positively skewed.

Table 2B:

Characteristics of P2C Participation*

	<u>Frequency</u>	<u>%</u>		<u>Frequency</u>	<u>%</u>
<i>Longest duration of custodial participation</i>			<i>Pathway, Custodial participation (Kintock = closed lab)</i>		
Edna Mahan	43	30	Edna M→Bo Rob→Kintock	18	12
Bo Robinson	61	42	Edna M→Bo Rob	10	7
Kintock - closed lab	42	29	Bo Rob→Kintock	29	20
			Bo Rob→Edna M→Kintock	2	1
<i>Start location</i>			Bo Rob→Kintock→Edna M	1	1
Edna Mahan	61	42	Edna M→Kintock	1	1
Bo Robinson	76	52	Edna M	32	22
Kintock - closed lab	10	7	Bo Rob	43	29
			Kintock	10	7
<i>Last custodial location</i>			Bo Rob→Edna M	1	1
Edna Mahan	34	23			
Bo Robinson	53	36	<i>County of Parole Release (for counties receiving 10 or more offenders)</i>		
Kintock - closed lab	60	41	Morris	10	8
			Union	10	8
<i>By type, site</i>	<i>147</i>	<i>100</i>	Atlantic	12	9
<i>Custodial</i>			Hudson	12	9
Edna Mahan	65	44	Passaic	16	13
Bo Robinson	104	71	Essex	20	16
Kintock - closed lab	61	41			
<i>Custodial→Non-custodial</i>	<i>31</i>	<i>21</i>			
Kintock - open lab	31	21			
(all from custodial)					
Home	7	5			
(all from open lab)					

*Not all information available for all individuals

Table 3A

Characteristics of P2C Participants (N=490*)

	<u>Frequency</u>	<u>%</u>		<u>Frequency</u>	<u>%</u>
<i>Marital status</i>			<i>Referred to program by</i>		
Married	53	11	Correctional staff	118	24
Never married	315	63	Inmate	221	45
Seperated	43	9	Social worker/teacher	127	26
Widowed	22	5	(No response)	22	4.5
Divorced	51	10	<i>Top 5 counties women report coming from</i>		
(No response)	6	1	Atlantic	52	11
<i>Children</i>			Essex	44	9
Have children	364	74	Camden	34	7
Minor children	306	62	Hudson	29	6
<i>Personal finances</i>			Monmouth	26	5
Owe child support	56	11	<i>Top 5 counties women report returning to</i>		
Rec'd public assistance	170	35	Essex	57	12
<i>Language spoken at home</i>			Atlantic	45	9
English only	412	84	Camden	39	8
English and Spanish	56	44	Passaic	25	5
Spanish only	2	0	Monmouth	22	5
Other	12	2			
(No response)	8	2			

*Not all information available for all individuals

Table 3B

Characteristics of P2C Participants (N=490*)

	<u>Frequency</u>	<u>%</u>		<u>Frequency</u>	<u>%</u>
<i>Prior education</i>			<i>Employment prior to incarceration</i>		
Less than 9th grade	41	8	<i>Full-time job</i>		
12th grade, no diploma	129	26	Less than \$200/wk	30	6.1
HS Diploma or GED	173	35	\$201-400/wk	145	29.6
Some college, no degree	104	21	\$401-600/wk	92	18.8
Associate's degree	20	4	\$601-\$1000/wk	39	8
Bachelor's degree	11	2	\$1001-2000/wk	14	2.9
Graduate/professional degree	6	1	Over \$2000/wk	4	0.8
(No response)	6	1	<i>Part-time job</i>		
<i>Enjoyment of education</i>			Less than \$200/wk	140	28.6
Loved being a student	195	40	\$201-400/wk	64	13
Liked it quite a lot	122	25	\$401-600/wk	62	12.7
Okay	132	27	\$601-\$1000/wk	15	3.1
Didn't like it very much	24	5	\$1001-2000/wk	3	0.6
Disliked classroom	5	1		2	0.4
(No response)	12	3	<i>5 most common type of skills/training rec'd</i>		
<i>Job skills/training</i>			Office skills	20	6.5
Rec'd prior to incarceration	306	62	Computer skills	15	4.9
None	171	35	GED	8	2.7
(No response)	13	3	Food service	7	2.4
			Cosmetology	6	2.2

*Not all information available for all individuals

Table 4

Hierarchical Logistic Regression: Participation in P2C and new arrests

	<u>Model 1</u>			<u>Model 2</u>			<u>Model 3</u>			<u>Model 4</u>		
	<i>b</i>	Wald	OR	<i>b</i>	Wald	OR	<i>b</i>	Wald	OR	<i>b</i>	Wald	OR
<i>Controls</i>												
Time at risk	.001* (.000)	37.87	1.00	.001* (.000)	43.40	1.00	.001* (.000)	43.06	1.00	.000 (.000)	2.477	1.00
Age	-.004 (.015)	.081	0.996	-.027 (.017)	2.52	.973	-.027 (.017)	2.47	.973	-.022 (.018)	1.601	0.978
Black	.068 (.068)	.306	1.07	-.035 (.319)	.012	.966	.002 (.324)	.000	1.00	.019 (.330)	.003	1.019
<i>Offending</i>												
Prior arrests				.107* (.023)	21.328	1.113	.105* (.024)	19.80	1.11	-.104* (.024)	18.617	1.110
<i>Release</i>												
Parole							-.915† -.366	6.25	.401	-.962† (.373)	6.651	.382
<i>P2C</i>												
Participant										-1.504† (.527)	8.142	.222
Model X ²	49.706, df=3, p<.001			75.284, df=4, p<.001			81.588, df=5, p<.000			89.502, df=6, p<.001		
Nagelkerke R ²	.199			.290			.311			.337		

N=318

*p<.001, †p<.05, Standard error in parenthesis

APPENDIX

ENTRY SURVEY (6/2/09)

Inmate Name:
Inmate Number:

Date:
Facility:

Background Information

1. Age:

2. Ethnicity:

- | | |
|-----------------------|--|
| 1. White/Caucasian | 4. Asian |
| 2. African American | 5. Native Hawaiian or other Pacific Islander |
| 3. Hispanic or Latino | 6. Other |

3. Marital Status:

- | | |
|------------------|-------------|
| 1. Married | 4. Widowed |
| 2. Never married | 5. Divorced |
| 3. Separated | |

4. Immigration Status:

- | | |
|--------------------------------|----------|
| 1. U.S. citizen | 3. Other |
| 2. Legal resident, non-citizen | |

5. Language spoken at home:

- | | |
|------------------------|----------------------|
| 1. English | 3. Spanish only |
| 2. English and Spanish | 4. Other language(s) |

6. How did you hear about this computer-based learning program, Prison to Community?

- | | |
|--------------------------------------|-----------------------------------|
| 1. Recommended by correctional staff | 3. Recommended by a social worker |
| 2. Recommended by another inmate | |

Services

7. Prior to your incarceration, did you ever visit a local government One-Stop?

- | | |
|--------|---------------------------|
| 1. Yes | 2. No – Skip to Number 10 |
|--------|---------------------------|

8. If you answered “Yes” to Number 7, did you receive the services you were looking for?

- | | |
|----------------------------|-----------------------------------|
| 1. Yes | 3. No and I do not understand why |
| 2. No but I understand why | |

9. If you answered “Yes” to Number 7, how would you rate your One-Stop experience?

- | | |
|-------------------------|--------|
| 1. Good | 3. Bad |
| 2. Neither good nor bad | |

10. Prior to your incarceration, did you receive any type of public assistance? Indicate when you received it.

1. Food stamps

1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
2. Housing Assistance
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
3. TANF
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
4. Child Care Vouchers
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
5. Welfare to Work Career Assistance
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
6. Unemployment Insurance
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
7. SSI or other Disability insurance
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated
8. Other: _____
1. No
 2. Yes, I was receiving this when I was arrested/incarcerated
 3. Yes, I received this at one point; but I was not receiving this when I was arrested/incarcerated

Computer Literacy

11. Have you ever used a computer?

- | | |
|--------|--------------------|
| 1. Yes | 2. No – skip to 17 |
|--------|--------------------|

12. If you answered “Yes” to Number 11, how would you describe your knowledge of computers?

- | | |
|------------------|------------------|
| 1. Excellent | 4. Below average |
| 2. Above average | 5. No knowledge |
| 3. Average | |

13. If you answered “Yes” to Number 11, have you ever held a job that required the use of a computer?

- | | |
|--------|--------------------|
| 1. Yes | 2. No – Skip to 15 |
|--------|--------------------|

14. If you answered "Yes" to Number 13, briefly describe how you used a computer in that job. Fill in as many of the following as possible.

1. Program:
2. Task:
3. Percentage of work hours spent using a computer:
4. How do you feel about that computer experience?
(circle) *Very Bad* 1 2 3 4 5 *Very Good*

15. Have you ever taken a course/training on the use of computers?

1. Yes
2. No

16. Have you taken any computer-based course before? (Computer based = use of computer to learn subject material; not a course in how to use computers)

1. Yes
2. No

17. Prior to your incarceration, did you have a computer in your home?

1. Yes
2. No

18. What other kinds of technological devices have you used frequently? (Select all that apply)

1. Cell phone
2. DVD player
3. IPOD or MP3 Player
4. Blackberry/TREO
5. Fax Machine
6. Scanner
7. XBOX/WII/Video Game system
8. None of the above

19. Have you ever used any of the following? (Select all that you have used)

1. Text messaging
2. Internet
3. Email
4. Online chat rooms
5. Multi-media files (e.g. jpeg, wav, etc.)
6. Myspace/Facebook/Other social networking site
7. None of the above

Other Life Domains

20. Please select all of the following that have been part of your life experience:

1. Mental health related problems
2. Mental health problem diagnosed by a medical professional prior to my first interaction with the criminal justice system
3. Mental health problem diagnosed by a medical professional after my first interaction with the criminal justice system
4. Alcohol abuse
5. Drug (not alcohol) abuse; Drug(s): _____
6. Physical Abuse; Relationship to perpetrator: _____
7. Sexual Abuse; Relationship to perpetrator: _____
8. Verbal/Emotional Abuse; Relationship to perpetrator: _____
9. Psychiatric Treatment
10. Other treatment (not involving a professional; for example: self-help or support group such as AA, NA)

21. Do you have any chronic health problems?

1. Yes: _____

2. No

Family

22. Do you have children?

1. Yes, I have ____ children

2. No – skip to 26

23. How many children do you have under the age of 18?

1. I do not have any children

2. Yes, I have ____ children under the age of 18

3. I have children, but none under the age of 18

24. How many of these children (under 18) were living with you prior to your incarceration?

1. None – I do not have any children under 18

2. ____ children under 18

25. Do you owe child support on any of these children?

1. Yes

3. I'm not sure

2. No

26. Have you been communicating with your children, other family members, or loved ones while incarcerated?

1. Yes, regularly

3. No - skip to 28

2. Yes, sporadically

27. If you answered "Yes" to Number 26, what is your primary form of communication with them what is your primary form of communication with them AND how comfortable are you with each of the following?

1. In person (visitation)

1 2 3 4 5

2. Verbal (phone)

1 2 3 4 5

3. Written (letters)

1 2 3 4 5

Education/Training

28. What is the highest grade you completed in school? (Do not count any education obtained while incarcerated)

1. Less than 9th Grade

6. Some college, no degree

2. 10th Grade

7. Associate's Degree

3. High School Diploma

8. Bachelor's Degree

4. GED

9. Graduate or Professional Degree (MA, JD, etc.)

5. Vocational School

29. Looking back over your years of education, how much did you generally enjoy being a student in the classroom?

1. Generally, I loved being a student in the classroom

3. It was okay

2. I liked it quite a bit

4. I did not like being in the classroom very much

5. I disliked being in the classroom

30. Did anything about the classroom setting make you uncomfortable?

1. Yes:

2. No

31. Prior to your incarceration, did you receive any type of job and/or skills training?

1. Yes

2. No – skip to 33

32. If you answered “Yes” to Number 30, please briefly describe the type of training and the training provider here:

33. Do you plan to pursue education or job/skills training upon your release?

1. Yes, education

3. No

2. Yes, job/skills training

34. What is the highest grade your father completed in school?

1. Less than 9th Grade

5. Associate’s Degree

2. High School Diploma/GED

6. Bachelor’s Degree

3. Vocational School

7. Graduate or Professional Degree (MA, JD, etc.)

4. Some college, no degree

8. Don’t know

35. What is the highest grade your mother completed in school?

1. Less than 9th Grade

5. Associate’s Degree

2. High School Diploma/GED

6. Bachelor’s Degree

3. Vocational School

7. Graduate or Professional Degree (MA, JD, etc.)

4. Some college, no degree

8. Don’t know

Employment History

36. Have you ever held a full-time job?

1. Yes, I earned less than \$200 per week

5. Yes, I earned \$1,001-2,000 per week

2. Yes, I earned \$201-400 per week

6. Yes, I earned more than \$2,000 per week

3. Yes, I earned \$401-600 per week

7. No – skip to 38

4. Yes, I earned \$601-1,000 per week

37. If you answered “Yes” to Number 36, briefly describe the full time job you held the longest. Then skip to Number 40.

38. Have you ever held a part-time job?

8. Yes, I earned less than \$100 per week

12. Yes, I earned \$701-1,000 per week

9. Yes, I earned \$101-300 per week

13. Yes, I earned more than \$1,000 per week

10. Yes, I earned \$301-500 per week

14. No – skip to 40

11. Yes, I earned \$501-700 per week

39. If you answered “Yes” to Number 38, briefly describe the part-time job you held the longest?

40. Did being arrested/incarcerated interrupt your being legally employment?

1. Yes

2. No

41. What is the longest you ever had to travel (one way) to get to work? (total travel time includes car, walking, public transportation, etc.)

1. Less than 15 minutes

2. 15-30 minutes

- 3. 30-45 minutes
- 4. 45 minutes – 60 minutes
- 5. 1 hour – 1 hour and 15 minutes
- 6. 1 hour and 15 minutes – 1 hour, 30 minutes
- 7. 1 hour and 30 minutes – 1 hour and 45 minutes
- 8. 1 hour and 45 minutes – 2 hours
- 9. More than 2 hours

Programming

42. During your incarceration, have you participated in any kind of educational or job training programs prior to this one? (Select all that apply)

- 1. Yes, educational; please list:

- 2. Yes, job/skills related; please list:

- 3. No – Skip to 45

43. If you answered “Yes” to Number 42, did you complete that program/training? (Complete = finished every aspect of program offered, obtained certificate of completion, obtained GED, etc.)

- 1. Yes
- 2. Yes and No – I completed some but not another/others
- 3. No

44. If you answered “No” to Number 43, why did you stop participating?

- 1. Lost interest
- 2. Had a bad experience there
- 3. Unhappy with instructor/provider
- 4. Program was not useful
- 5. Other: _____

Residence

45. Which New Jersey county are you from?

- 1. Atlantic
 - 2. Bergen
 - 3. Burlington
 - 4. Camden
 - 5. Cape May
 - 6. Cumberland
 - 7. Essex
 - 8. Gloucester
 - 9. Hudson
 - 10. Hunterdon
 - 11. Mercer
 - 12. Middlesex
 - 13. Monmouth
 - 14. Morris
 - 15. Ocean
 - 16. Passaic
 - 17. Salem
 - 18. Somerset
 - 19. Sussex
 - 20. Union
 - 21. Warren
22. I don't know which county, but the city/town is: _____
23. I am not from New Jersey

46. Which New Jersey county were you arrested in?

- 1. Atlantic
- 2. Bergen
- 3. Burlington
- 4. Camden
- 5. Cape May
- 6. Cumberland
- 7. Essex
- 8. Gloucester
- 9. Hudson
- 10. Hunterdon
- 11. Mercer
- 12. Middlesex
- 13. Monmouth
- 14. Morris
- 15. Ocean
- 16. Passaic
- 17. Salem
- 18. Somerset
- 19. Sussex
- 20. Union
- 21. Warren

- 3. \$401-600 per week
- 4. \$601-1,000 per week

- 5. \$1,001-2,000 per week

57. After release, do you expect your family members or friends to help you find a job?

- 1. Yes
- 2. No

58. After release, do you expect your family members or friends to help you financially until you obtain employment?

- 1. Yes
- 2. No

59. After release, do you expect your family members or friends to provide emotional support to you in your reentry process?

- 1. Yes
- 2. No

Self Efficacy: The New General Self-Efficacy Scale (Chen, et al., 2001)

60. I will be able to achieve most of the goals I set for myself.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

61. When facing difficult tasks, I am certain I will accomplish them.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

62. In general, I believe I can obtain outcomes that are important to me.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

63. I believe I can succeed at most any endeavor to which I set my mind.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

64. I will be able to successfully overcome many challenges.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

65. I am confident that I can perform effectively on many different tasks.

- 1. I *strongly agree* with this statement
- 2. I *agree* with this statement
- 3. I *neither agree nor disagree* with this statement
- 4. I *disagree* with this statement
- 5. I *strongly disagree* with this statement

66. Compared to other people, I can do most tasks very well.

1. I *strongly agree* with this statement
2. I *agree* with this statement
3. I *neither agree nor disagree* with this statement
4. I *disagree* with this statement
5. I *strongly disagree* with this statement

67. Even when things are tough, I can perform quite well.

1. I *strongly agree* with this statement
2. I *agree* with this statement
3. I *neither agree nor disagree* with this statement
4. I *disagree* with this statement
5. I *strongly disagree* with this statement

EXIT INTERVIEW (6/2/09)

Inmate Name:
Inmate Number:

Date:
Facility:

Program

- 1. What site are you exiting from?**
- 2. If you are going to another site, which site will you be going to?**
- 3. How satisfied are you with the program?**
 1. Very satisfied
 2. Satisfied
 3. Neither satisfied nor dissatisfied
 4. Dissatisfied
 5. Very Dissatisfied
- 4. What aspects of the program were most satisfying?**
- 5. What aspects of the program were most unsatisfying?**
- 6. What do you feel you accomplished in this program?**
- 7. How satisfied are you with each of the following: (1=unsatisfied, 5=satisfied)**
 1. Interaction of instructors
1 2 3 4 5
 2. Physical environment of the labs
1 2 3 4 5
 3. Certificates
1 2 3 4 5
 4. Mix of classroom and online activities
1 2 3 4 5
 5. Opportunity to interact with other achievers
1 2 3 4 5
 6. Access to computers
1 2 3 4 5
 7. Opportunity to learn computer skills
1 2 3 4 5
 8. Diversity of curriculum
1 2 3 4 5
 9. Content of curriculum
1 2 3 4 5
 10. Ease of use of software
1 2 3 4 5
- 8. What sites were you enrolled in (select all that apply); AND how would you rate each? (1=very bad, 2=bad, 3=neither good nor bad, 4=good, 5=very good)**
 1. Edna Mahan Correctional Facility
1 2 3 4 5
 2. Bo Robinson Assessment Center
1 2 3 4 5
 3. Kintock Halfway House
1 2 3 4 5

- 4. Essex County Community College
1 2 3 4 5
- 5. In-home
1 2 3 4 5
- 6. Other: _____
1 2 3 4 5

9. Are there any comments you would like to provide in addition to the ratings selected in Numbers 7 and 8?

- 1. Yes: _____
- 2. No

10. Did your course information transfer successfully and promptly to each site?

- 1. Yes – there was no delay in my being able to participate when I transferred
- 2. No – I had to wait longer than I was told to expect in order to continue at my new site
- 3. This does not apply to me - I have only participated at one location

11. How useful was it having nearly identical labs available to you at the different sites? (1=Very useful...5=Not useful at all)

- 1 2 3 4 5

12. How useful was it to have the following supplies available to you? (1=Very useful, 5=Not useful at all)

- 1. Printer
1 2 3 4 5
- 2. Notebooks
1 2 3 4 5
- 3. Dictionaries
1 2 3 4 5
- 4. Supplemental written materials
1 2 3 4 5

13. Can you troubleshoot a computer?

14. Did this program meet your educational expectations? Please explain

15. What aspects of this program did you like most?

16. Would you recommend this program to others?

17. What aspects of this program did you like least?

18. If you could make one change in this program, what would it be?

Release

19. Do you plan to pursue education or job/skills training upon your release?

- 1. Yes, education
- 2. Yes, job/skills training
- 3. No

20. Do you think you will continue you education as an online learner?

21. Do you plan to be an online learner in the P2C program at the One-Stop?

- 1. Yes
- 2. No – Skip to 24

22. If you do plan to sign up for this course, how do foresee online learning fitting into your daily schedule?
23. What sort of difficulties do you think you may encounter in continuing this program in the community?
24. Have you read through the material in your exit packet?
25. Do you know how to contact your One-Stop?

26. Which New Jersey county do you plan to reside in upon release?

- | | | |
|---------------|---------------|--------------|
| 1. Atlantic | 8. Gloucester | 15. Ocean |
| 2. Bergen | 9. Hudson | 16. Passaic |
| 3. Burlington | 10. Hunterdon | 17. Salem |
| 4. Camden | 11. Mercer | 18. Somerset |
| 5. Cape May | 12. Middlesex | 19. Sussex |
| 6. Cumberland | 13. Monmouth | 20. Union |
| 7. Essex | 14. Morris | 21. Warren |

22. I don't know which county, but the city/town is: _____

23. I will be leaving the state

Communication

27. Have you been communicating with your children, other family members, or loved ones while incarcerated?

- | | |
|----------------------|--------------------|
| 1. Yes, regularly | 3. No - skip to 29 |
| 2. Yes, sporadically | |

28. If you answered "Yes" to Number 27, what is your primary form of communication with them AND how comfortable are you with each of the following?

- | | | | | | |
|---------------------------|---|---|---|---|---|
| 1. In person (visitation) | 1 | 2 | 3 | 4 | 5 |
| Primary | | | | | |
| 2. Verbal (phone) | 1 | 2 | 3 | 4 | 5 |
| Primary | | | | | |
| 3. Written (letters) | 1 | 2 | 3 | 4 | 5 |
| Primary | | | | | |

Employment

29. What is the longest you are willing to travel (one way) to get to work upon release? (total travel time includes car, walking, public transportation, etc.)

- | | |
|----------------------------|------------------------------------|
| 1. Less than 15 minutes | 4. No more than 1 hour |
| 2. No more than 30 minutes | 5. No more than 1 and a half hours |
| 3. No more than 45 minutes | 6. No more than 2 hours |

30. When you return to the community, what kind of employment/job will you seek?

31. Fill in the sentence: I am willing to take a job _____ the one I will seek?

1. That is a stepping-stone to
2. That is semi-related to
3. That is unrelated to
4. None – I will not take a job different from

32. How long do you expect it to take to you to find employment once you are released?

1. 1-3 weeks
2. 1-3 months
3. 4-6 months
4. more than 6 months

33. How much time per day do you expect to spend searching for employment upon your release?

1. less than 1 hour
2. 1-3 hours
3. 4-6 hours
4. more than 7 hours

34. What type of employment do you expect to obtain when you are released?

35. How much do you expect starting pay to be at your first job after release?

1. less than \$200 per week
2. \$201-400 per week
3. \$401-600 per week
4. \$601-1,000 per week
5. \$1,001-2,000 per week

36. After release, do you expect your family members or friends to help you find a job?

1. Yes
2. No

37. After release, do you expect your family members or friends to help you financially until you obtain employment?

1. Yes
2. No

38. After release, do you expect your family members or friends to provide emotional support to you in your reentry process?

1. Yes
2. No

Self Efficacy: The New General Self-Efficacy Scale (Chen, et al., 2001)

39. I will be able to achieve most of the goals I set for myself.

1. I *strongly agree* with this statement
2. I *agree* with this statement
3. I *neither agree nor disagree* with this statement
4. I *disagree* with this statement
5. I *strongly disagree* with this statement

40. When facing difficult tasks, I am certain I will accomplish them.

1. I *strongly agree* with this statement
2. I *agree* with this statement
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5. I *strongly disagree* with this statement

41. In general, I believe I can obtain outcomes that are important to me.

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2. I *agree* with this statement
3. I *neither agree nor disagree* with this statement
4. I *disagree* with this statement
5. I *strongly disagree* with this statement

42. I believe I can succeed at most any endeavor to which I set my mind.

- | | |
|--|---|
| 1. I <i>strongly agree</i> with this statement | 4. I <i>disagree</i> with this statement |
| 2. I <i>agree</i> with this statement | 5. I <i>strongly disagree</i> with this statement |
| 3. I <i>neither agree nor disagree</i> with this statement | |

43. I will be able to successfully overcome many challenges.

- | | |
|--|---|
| 1. I <i>strongly agree</i> with this statement | 4. I <i>disagree</i> with this statement |
| 2. I <i>agree</i> with this statement | 5. I <i>strongly disagree</i> with this statement |
| 3. I <i>neither agree nor disagree</i> with this statement | |

44. I am confident that I can perform effectively on many different tasks.

- | | |
|--|---|
| 1. I <i>strongly agree</i> with this statement | 4. I <i>disagree</i> with this statement |
| 2. I <i>agree</i> with this statement | 5. I <i>strongly disagree</i> with this statement |
| 3. I <i>neither agree nor disagree</i> with this statement | |

45. Compared to other people, I can do most tasks very well.

- | | |
|--|---|
| 1. I <i>strongly agree</i> with this statement | 4. I <i>disagree</i> with this statement |
| 2. I <i>agree</i> with this statement | 5. I <i>strongly disagree</i> with this statement |
| 3. I <i>neither agree nor disagree</i> with this statement | |

46. Even when things are tough, I can perform quite well.

- | | |
|--|---|
| 1. I <i>strongly agree</i> with this statement | 4. I <i>disagree</i> with this statement |
| 2. I <i>agree</i> with this statement | 5. I <i>strongly disagree</i> with this statement |
| 3. I <i>neither agree nor disagree</i> with this statement | |

Miscellaneous

47. Do you have any chronic health problems?

- | | |
|---------------|-------|
| 1. Yes: _____ | 2. No |
|---------------|-------|