

## Correctional Education in Prison

### Program description:

This broad category of programs are delivered to persons in prison, and typically consist of classes for offenders in Adult Basic Education, General Educational Development preparation, and post-secondary education.

Typical age of primary program participant: 28

Typical age of secondary program participant: N/A

### Meta-Analysis of Program Effects

Outcomes Measured	Primary or Secondary Participant	No. of Effect Sizes	Unadjusted Effect Sizes (Random Effects Model)			Adjusted Effect Sizes and Standard Errors Used in the Benefit-Cost Analysis					
			ES	SE	p-value	First time ES is estimated			Second time ES is estimated		
						ES	SE	Age	ES	SE	Age
Crime	P	11	-0.24	0.06	0.00	-0.24	0.06	30	-0.24	0.06	40

### Benefit-Cost Summary

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2011). The economic discount rates and other relevant parameters are described in Technical Appendix 2.	Program Benefits					Costs	Summary Statistics			
	Partici-pants	Tax-payers	Other	Other Indirect	Total Benefits		Benefit to Cost Ratio	Return on Invest-ment	Benefits Minus Costs	Probability of a positive net present value
	\$0	\$5,238	\$13,546	\$2,642	\$21,426	-\$1,128	\$19.00	n/e	\$20,298	100%

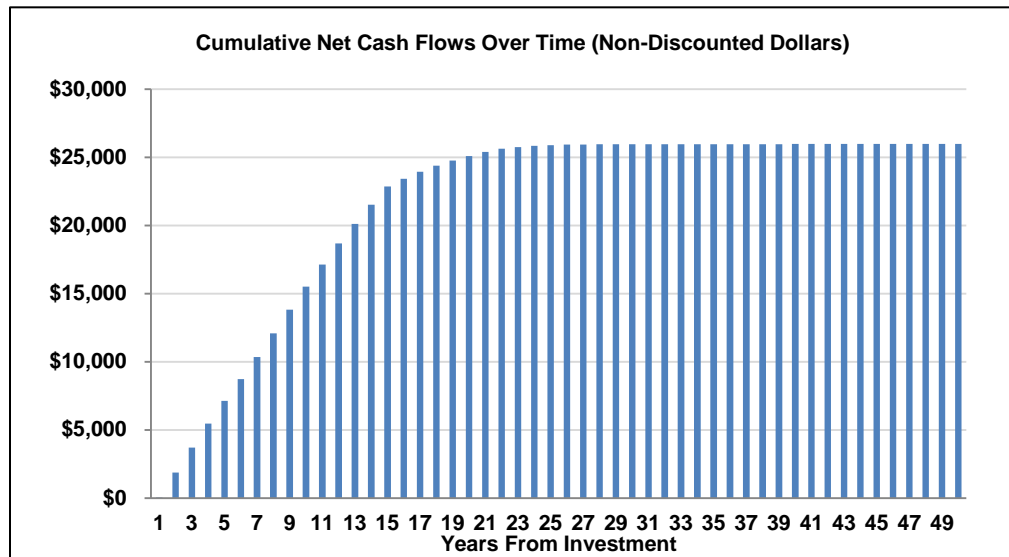
### Detailed Monetary Benefit Estimates

Source of Benefits	Benefits to:				
	Partici-pants	Tax-payers	Other	Other In-direct	Total Benefits
<b>From Primary Participant</b>					
Crime	\$0	\$5,238	\$13,546	\$2,642	\$21,426

### Detailed Cost Estimates

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The uncertainty range is used in Monte Carlo risk analysis, described in Technical Appendix 2.	Program Costs			Comparison Costs			Summary Statistics	
	Annual Cost	Program Duration	Year Dollars	Annual Cost	Program Duration	Year Dollars	Present Value of Net Program Costs (in 2011 dollars)	Uncertainty (+ or - %)
	\$1,102	1	2010	\$0	1	2010	\$1,102	10%

Source: Estimate provided by the Washington State Department of Corrections.



### Multiplicative Adjustments Applied to the Meta-Analysis

Type of Adjustment	Multiplier
1- Less well-implemented comparison group or observational study, with some covariates.	1.00
2- Well-implemented comparison group design, often with many statistical controls.	1.00
3- Well-done observational study with many statistical controls (e.g., instrumental variables).	1.00
4- Random assignment, with some implementation issues.	1.00
5- Well-done random assignment study.	1.00
Program developer = researcher	0.36
Unusual (not "real-world") setting	0.50
Weak measurement used	0.80

The adjustment factors for these studies are based on our empirical knowledge of the research in a topic area. We performed a multivariate regression analysis of 96 effect sizes from evaluations of adult and juvenile justice programs. The analysis examined the relative magnitude of effect sizes for studies rated a 1, 2, 3, or 4 for research design quality, in comparison with a 5 (see Technical Appendix B for a description of these ratings). We weighted the model using the random effects inverse variance weights for each effect size. The results indicated that research designs 1, 2, and 3 should have an adjustment factor greater than 1 and research design 4 should have an adjustment factor of approximately 1. Using a conservative approach, we set all the multipliers to 1.

In this analysis, we also found that effect sizes were statistically significantly higher when the program developer was involved in the research evaluation. Similar findings, although not statistically significant, indicated that studies using weak outcome measures (such as technical violations) were higher.

### Studies Used in the Meta-Analysis

Cho, R. M., & Tyler, J. H. (2010). Does prison-based adult basic education improve postrelease outcomes for male prisoners in Florida? *Crime & Delinquency*. Advance online publication. doi:10.1177/0011128710389588

Harer, M. D. (1995, May). *Prison education program participation and recidivism: A test of the normalization hypothesis*. Washington, DC: Federal Bureau of Prisons, Office of Research and Evaluation.

Mitchell, O. (2002, August). *Statistical analysis of the three state CEA data*. Unpublished manuscript.

Piehl, A. M. (1995, February). *Learning while doing time*. Unpublished manuscript, John F. Kennedy School of Government, Harvard University, Cambridge.

Sedgley, N. H., Scott, C. E., Williams, N. A., & Derrick, F. W. (2010). Prison's dilemma: Do education and jobs programmes affect recidivism? *Economica*, 77(307), 497-517.

Smith, L. G. (2005, May). *Pennsylvania Department of Corrections education outcome study*. Lanham, MD: Correctional Education Association.

Walsh, A. (1985). An evaluation of the effects of adult basic education on rearrest rates among probationers. *Journal of Offender Counseling, Services, and Rehabilitation*, 9(4), 69-76.

Winterfield, L., Coggeshall, M., Burke-Storer, M., Correa, V., & Tidd, S. (2009, May). *The effects of postsecondary correctional education: Final report*. Washington, DC: Urban Institute, Justice Policy Center.