

OUTCOME EFFECTS OF EDUCATION FOR FEDERALLY INCARCERATED  
MALES IN CANADA'S PRAIRIE REGION.

by

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## ABSTRACT

This study examined a sample of 417 federally incarcerated male inmates in Canada. It assessed the outcome effects of participation in Education and the Offender Substance Abuse Pre-Release Program (OSAPP) with respect to sanctioned offences committed at Saskatchewan Penitentiary and Edmonton Institution between 2000 and 2003.

The study used data from the Correctional Service of Canada's Offender Management System. One-Way ANOVA, repeated measures ANOVA, and dependent sample *t*-tests were used to examine the differences between program participation and recidivism. The study examined the differences among Non-Participants, Education only, OSAPP only, Education then OSAPP, and OSAPP then Education inmates during three time periods, pre-program, during-program, and post-program.

Statistically significant differences were found between the Education program group and the Non-Participant group. There were no statistically significant differences among the program groups. Education was effective in reducing the rate of sanctioned offences during the program. OSAPP was effective in reducing the rate of sanctioned offences during the program.

The study also assessed differences for Aboriginal and Non-Aboriginal inmates. During the program, Aboriginals in Education committed fewer sanctioned offences before than after the program. Aboriginals in the other program groups were no more or less likely to re-offend than Non-Aboriginals. This study establishes Education then OSAPP as successful dynamic security programs. That is, while inmates are assigned to

these programs the rate of sanctioned offences diminishes, which, in turn contributes to a safer institutional setting.

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## CHAPTER 1

### INTRODUCTION

The Correctional Service of Canada (CSC) administers all the federal prisons in Canada. Within the confines of every Canadian federal prison, there is an adult education centre that provides education as a core correctional program of the CSC. Education programs cover a range of curriculum options including, English as a second language, elementary and secondary school course offerings, and some specialized vocational programs. Education programs are available to all inmates and participation in education is required for most inmates. This decision is made during inmate intake and the assessment process at the beginning of the sentence if education is identified as an area of need. When education has been formally identified as a requirement, it is documented by the CSC in the individual correctional plan. Inmates who disregard programs listed in their correctional plan may find difficulty in securing recommendations for parole from their parole officer. Inmate students assigned to education attend the education centre as part of an employment relationship with the institution where they earn income.

My first experience in a correctional environment occurred in 1986 as a supply teacher at Millhaven Institution. On my first morning I was provided with a one-hour site orientation. The focus of the orientation was built on a story about an incident which was alleged to have taken place in Millhaven's early years.

On a Friday afternoon the inmate population coordinated a number of simultaneous riots around the institution. The desired effect of these endeavours was to spread the security staff in a number of different directions, raising the potential for the

inmate population to gain control of the prison. The education centre was among the workplaces to be involved in the riot. As word of the riot spread throughout the institution, the education centre staff left the inmates locked in the education centre and made their way out of the institution (the standard operating procedure for this kind of situation). All of the education centre staff left the area with the exception of one staff member who was working in an isolated office. When the inmates came upon the lone Correctional Educator, there was an extended discussion with the Correctional Educator and amongst the rioters. The inmates were left with two options; wreck the education centre, or have a euchre tournament. The former would result in the emergency response team using a high pressure hose to regain control, effectively closing the education centre for a prolonged time period. The latter required the group to cooperate and trust that if they pooled their coffee and cigarettes together, it would be replaced by the education centre at a later date. This culminated in a decision to have a euchre tournament. Several hours later, after the rest of the institution was secure, the security staff came to the education centre to move the inmates back to their cells. They arrived as the last games of the euchre tournament played out. The inmate students cleaned up and moved back to their cells without incident. In this story, the education centre was the only workplace left undamaged in the aftermath of the riot.

The story impressed two points on the listener, establishing the institutional environment as unique, and the education centre as an extraordinary place within the institution. As such, Correctional Educators working in the education centre have an extraordinary effect on the inmate students assigned to the education centre. Beyond the telling of the story, no other data or evidence was offered to support the assertion that

Correctional Educators have a unique effect on inmate students. I did not question the accuracy or authenticity of the narrative nor did I comprehend the profound effect the narrative would have on the working assumptions that I would apply to my day-to-day work.

The story depicts the education centre as a place where inmate students are able to defy the behaviours normally attributed to inmates within a prison population. I have lost count of the number of times I have heard the euchre tournament story. It is noteworthy that I have never heard the story applied to any area other than the education centre (e.g., the dining hall or the library). While the story has been attributed to different institutions and times, euchre, coffee, and cigarettes have remained the constants. At the centre of the story lie the questions that transport the story from interesting anecdote to mythology. Would a group of inmate students confined in a maximum-security prison choose euchre over following the lead of the rest of the population? While the reimbursement of coffee and cigarettes is common to all of the re-telling of the story, is it reasonable to see this feature as the motivation to make a pro-social choice when the participants have long documented histories of making anti-social choices?

There have been previous attempts to study the impact of correctional education and educators. Wright (2001) concluded that Correctional Educators believe themselves to be endowed with unique communication and problem-solving skills contributing to the education centre setting as an oasis of pro-social civility. To arrive at this conclusion, Correctional Educators either have gathered or been provided empirical evidence in support of this view. Alternatively, they may have witnessed inmates making pro-social decisions that contradicted the behaviour of the population while under extreme pressure.

Wright's research documents a consistent set of general assumptions among Correctional Educators. They are passionate in their expressions concerning the outcomes of their efforts. Their strong opinions on issues of content and methodology reflect that the general assumptions, which are the foundation of their approach, significantly affect the way they work. It is ironic that there is virtually no empirical outcome effect data gathered, assessed, and reported over time to support or refute the general assumptions documented in Wright's research.

### Purpose

The story illustrates the potential role and effectiveness of correctional education. However, there is a lack of supporting empirical evidence. The purpose of this study is to begin to examine the accuracy of the working assumptions promoted in the story. If the story provides an accurate reflection of the impact of the education centre, inmate students are less likely to commit sanctioned offences or severe sanctioned offences during and after the period in which they attended the education centre than inmates who did not attend the education centre or attended other programs. For the purposes of this study, sanctioned offences are documented actions taken by the Crown in response to behaviour by the inmate that is defined as a violation of the Corrections and Conditional Release Act or the Criminal Code of Canada (CCRA). To test this assertion, this study examined the success of education programs relative to the standard provided by the other principal programs listed by the CSC as core correctional programs, in terms of pro-social behaviours, as measured by fewer sanctioned offences and fewer severe sanctioned offences over time. The data for the study came from the Correctional Service of Canada's (CSC) Offender Management System (OMS) and compared Aboriginal male

inmates, who are the largest single population contained in the CSC's Prairie Region, to all other inmates. Currently, Aboriginal inmates make up 57.6% of the Prairie region prison population even though they only represent 2.8% of the general community population ([www.csc-scc.gc.ca](http://www.csc-scc.gc.ca)). As such, this is a significant concern to researchers and CSC policy makers in Canada. The data were used to examine the following questions:

1. To what extent does participation in Education impact the frequency and severity of sanctioned offences while incarcerated?
2. To what extent does participation in the Offender Substance Abuse Pre-Release Program (OSAPP) without participation in Education programs affect the frequency and severity of sanctioned offences while incarcerated?
3. To what extent does the sequence in which participation in Education then OSAPP affect the frequency and severity of sanctioned offences while incarcerated?
4. To what extent does the frequency and severity of sanctioned offences differ between Aboriginal and Non-Aboriginal inmates who participate in Education and/or OSAPP?

#### Definition of Terms

There are several terms that are frequently used in the study. For the purpose of this study, inmate refers to any person convicted of a criminal offence. A sanctioned offence refers to any offence committed during the study period for which the inmate was punished and the punishment was entered into the Offender Management System (OMS). These offences may have resulted in a range of outcomes, from a fine or a warning to additional time added to the sentence. A severe sanctioned offence refers to any criminal

code offence committed by the inmate during the study period for which the inmate was punished and that punishment was entered into OMS. These offences are more likely to be violent and to result in time added to the sentence (see Appendix A). Recidivism is a general term referring to the overall rate of sanctioned offences and severe sanctioned offences. Dynamic Security refers to control and influencing of inmates through increasing personal knowledge of the inmates by such means as interaction, observation, sharing of information, analysis and judicious use of incentives and disincentives. Static Security refers to the custody of inmates through physical restrictions by such means as perimeter fences, electronic surveillance, locks, barriers and approved weapons and restraint equipment.

### *Inmate Profiles*

The inmates in this study were penitentiary placed to either Saskatchewan Penitentiary or Edmonton Institution. Penitentiary placement refers to the assessment process occurring at the beginning of the sentence resulting in the production of a risk analysis and individual correctional plan. The assessment contributes to a decision regarding which institution will receive the inmate first. Violent or high-risk inmates are more likely to be placed at higher levels of security. Saskatchewan Penitentiary is a medium-security institution; Edmonton Institution is a maximum-security institution. All of the inmates in this study spent time at Edmonton Institution during some point in the sentence. Thus inmates included in this study were considered as high risk to re-offend and were considered as having a high need for correctional programs (Nafekh & Boe, 2003).

### *Program Profile*

The database identified OSAPP as having the largest number of participants next to education. As such, OSAPP was the comparison program for this study. The CSC identifies education and OSSAP as core correctional programs. Education and OSSAP are managed within the correctional program family addressing individual areas of skill deficiency identified in the individual correctional plan. Education is unique among correctional programs; it is the only correctional program to schedule its delivery systems using a continuous entry and exit format. The composition of any class may change in a matter of days. Inmate students may leave the education centre to attend other core correctional programs and return as if no interruption has occurred. When behavioural difficulties are anticipated, inmate students may also be negotiated out of the education centre rather than have their employment suspended or terminated. The consensual nature of the education centre setting is unique relative to all other core correctional programs. Education is accredited by Alberta Learning in the Prairie Region. All of the Correctional Educators are certified as teachers by the province of Alberta.

In contrast, OSSAP lies within the cognitive development family of programs. OSAPP is delivered on a fixed schedule using standardized group activities by staff trained to deliver the program. Trainers follow a common curriculum; employing standardized program evaluation and presentation techniques. OSSAP is a national program whose results are continually evaluated.

### *Group Profile*

The database totals 417 inmates divided into five program groups, Non-Participants, Education only, OSAPP only, Education then OSAPP, and OSAPP then Education. Non-Participants were individuals who did not participate in any correctional program for 480

consecutive days. Education only and OSAPP only inmates participated in only one program during a 420-day period. The analyses for these groups, examined the frequency and severity of offences in the 180 days preceding program participation, the 60 days during which the programs occurred and 180 days following the program. Education then OSAPP and OSAPP then Education inmates participated in both programs, one after the other. In these cases, the analysis examined the frequency and severity of offences in the 180 days preceding the program, the 120 days during which the programs occurred and the 180 days following the program (480 days in total).

### *Cultural Groups*

The analyses were designed to reach a better understanding of the outcome effects of education and/or OSAPP on the two largest inmate population groups held within Prairie Region, Aboriginal and Non-Aboriginal. Aboriginal inmates make up 60% of the database, a number consistent with their representation across Prairie Region federal institutions. Nationally, Aboriginals represent less than 3% of Canada's general population ([www.csc-scc.gc.ca](http://www.csc-scc.gc.ca)). The disproportionate representation of Aboriginals in Canada's inmate population makes them worthy of study. In this study, inmates identified as Native, Innu or Metis were included in the Aboriginal group. Non-Aboriginals make up the balance of the inmate population. This group could be divided into Caucasian, Asian and Black. Since the majority of Non-Aboriginals were of Caucasian descent, the group was pooled together for the purposes of comparison to the Aboriginal group.

The study is organized in five chapters; Introduction, Literature Review, Methodology, Results, and Discussion. Each works to provide the reader a continuum from

which to understand the evolution of Correctional Education in Canada and a context from which to assess its effect.

## CHAPTER 2

### LITERATURE REVIEW

The passage of the Corrections and Conditional Release Act (CCRA) in 1992 resulted in a substantial change to the terms of reference from which the Correctional Service of Canada (CSC) administers the sentences of individuals held under federal warrant. Among the requirements of the CCRA is the provision of correctional programs as the CSC's responsibility. The purpose of correctional programs is to assist in the rehabilitation and eventual community reintegration of inmates. Against this backdrop, education was identified as a core program in the CSC's correctional strategy with substantial funding allocated to provide for the educational needs of the inmate population. Within these parameters, the rationale for this study is best explained using a recent report published in March 2005 for the British House of Commons by the education and skills committee on the subject of prison education.

The purpose of education and training in prisons should play a role in improving the employability of prisoners and therefore contribute to reducing recidivism. However, we would wish the purpose of prison education to be understood in broader terms than just improving the employability of the prisoner. We would emphasize the importance of delivering education also because it is the right thing to do in a civilised society.

We urge the government to give priority to undertaking the necessary research to demonstrate the impact of education and

training on recidivism (House of Commons Education and Skills Committee Report. p. 14).

It is noteworthy that the British Skills Committee looked to two countries as points of comparison, the Netherlands and Canada. Each was seen as a world leader in the field of correctional programs, having invested significant resources to continually measure the effectiveness of their programs. Both have organized their correctional infrastructure to address the individual factors which contributed to the crimes for which inmates are sentenced. This approach is unique in the world.

This study focuses on inmates who have education recorded as an element of their correctional plan. Hence the impact of education on these inmates is important in examining the role of education within the penal system. Currently, there is little research on the topic of prison education. In fact, in the period following the start of the CCRA (1992) there has been no peer reviewed, published, outcome effect study of the sanctioned behaviour of Canadian federally incarcerated adults participating in education. Thus achieving an understanding of the outcome effects of correctional education is a challenge. To reach an effective understanding of the correctional environment and the role of education in this environment, this literature review focuses on five areas: administrative context, historical context, legislative context, published, peer reviewed studies, and Government of Canada research reports. Programs provided in Canada are seen by the world as innovative and ground breaking. Correctional programs generally and education more particularly are in fact in infancy. This review provides the reader with a continuum to understand how the correctional system has evolved.

### Administrative Context

At the conclusion of a trial, the judge assigns a sanction or warrant on the inmate. In imposing the warrant on an inmate, the judge produces an individualized sentence around a general standard. The sentence is focused on balancing a particular period in detention with the actual offence committed. In passing sentence the judge may make comments regarding the factors weighed in arriving at a term for the sentence. These comments are not part of the punishment; the punishment is confined to the time imposed in the warrant.

In Canada, the duration of a sentence defines the jurisdiction in which the sentence is to be served. For sentences less than two years (729 days or less), inmates are remanded to provincial custody. For sentences greater than two years (730 days or more) inmates are remanded into federal custody, a mandate that is carried out by CSC. All sentences meeting the federal designation are served in a CSC institutional setting. Corporal and capital punishment are not currently applied in Canada (Jackson, 2002).

### Historical Context

The development of the prison between 1835 and 1971 is explained in Foucault's (1977) *Discipline and Punish: The Birth of the Prison*. Foucault pointed out that early in the development of western civilization, criminal offences were punished in the public square, with the citizenry as active participants. The accused did not necessarily ever get to see the evidence against them, witnesses were kept anonymous from the accused, and the concept of innocent till proven guilty was not practiced. Punishments always involved some kind of torture and, if a death sentence was not imposed, punishments generally involved some kind of branding or amputation (Foucault, 1977).

As western civilization evolved, the public square gave way to the development of the prison and the jail term as the preferred method of punishment. The state developed a civil service whose responsibility it was to administer the sentence on behalf of the state. Foucault referred to this as the development of the carceral. He believed the carceral naturalized the legal power to punish as it legalized the technical power to discipline. Ultimately, the effect of the process was to create a system of penal institutions that were industrial in their approach and due to a combination of public disinterest and political indifference, largely unaccountable to the state.

Foucault (1977) documented a Quaker initiative which proved itself pivotal in the development and evolution of the industrial prisons. The prison was built in Philadelphia, Pennsylvania around a very specific operational and theoretic criterion. The objective of the Philadelphia experiment was to create a facility that required a small cadre of security staff and maximized the prisoners' opportunities for privacy and reflection. It was thought that prisoners could change the course of their life given the time and space to reflect. Inmates were admitted to the institution under a robe and hood, ensuring the warders did not see the face of the inmate. Each was assigned a number that was the only reference the staff used with the administration of the sentence. This measure was applied to ensure that the privacy of the inmate was respected in the hopes that when released, the prison sentence would not stigmatize the inmate (Foucault, 1977).

Each prisoner was housed in an oversized, well-lit cell with its own equivalently sized and walled, exercise yard. The inmates were encouraged to exercise at their own discretion during the day. Inmates took all of their meals in their cells. Hot meals arrived to the prisoners from a kitchen conveyer system considered a model of efficiency. Each

prisoner was provided a copy of the bible to aid in his personal reflection. Sentences were served entirely in the assigned cell and contact with other prisoners was avoided. The physical plant and the perpetual state of solitary confinement for the population required very few staff members. In fact, the night shift required just one staff person since one staff person had an uninterrupted sight line through each of the four cell blocks from the central hall (Foucault, 1977).

The initial objective of the experiment had been to provide inmates the means and the opportunity to reflect on the events that brought them to the institution, to find remorse, and to leave the institution as better persons. The actual effect of the institutional model on prisoners was very different. The prolonged periods of isolation in cells whose vaulted ceilings amplified the sounds of the prisoners' breathing, drove many inmates insane. After the experiment ended, the warders attempted to attribute the number of inmates who went insane or committed suicide to either a defect of character or an unhealthy preoccupation with masturbation. Neither of these conclusions adequately explained the effect of the prison on the inmate population. (Foucault, 1977).

The current Canadian penal system began in 1835 with the opening of Kingston Penitentiary (KP). KP was built on a very similar floor plan to the Philadelphia experiment. In doing so, the people who conceived, planned, and built KP accepted many of the operational assumptions used in the Philadelphia experiment. They believed that the major flaw in the Philadelphia approach was that inmates had too much unoccupied time. The managers of the prison understood that prisoners needed opportunities to get out of their cells, to speak with other people. Substantial effort was expended to ensure inmates were involved in some kind of measurable activity during their waking hours.

Unending routine, arduous labour and brutal discipline were the order of the day at KP. A bell in the centre hall punctuated every aspect of the day. Inmates moved from place to place in groups. Inmates caught talking to one another during movement could receive corporal punishment for their offence to the rules of the institution.

KP served as both an image of, and model for, the administration of prisons in Canada for over 100 years. The inmate population rioted in 1971 and 14 people died. In addition to the tragic loss of life, millions of dollars of property damage was incurred and inquiries were undertaken. The purpose of the inquiries was to explain the cause of the riot. The effect of this attention was profound, there was a change in the attitudes of Canadians regarding what the Penitentiary Service could and could not do. Over the next 20 years the Government of Canada worked through a series of reform cycles culminating in 1992 with the passage of the Corrections and Conditional Release Act and with the entrenchment of the individualized correctional plan (Harris, 2002).

#### Legislative Context

Originally referred to as the Correctional Treatment Plan, the concept has become a central feature of sentence administration (Jackson, 2002). In the first three to four months following sentencing, the inmate is overwhelmed by the prison. As such, he is very likely to participate in any assessment requests. In this environment, the Correctional Service must make a decision regarding penitentiary placement. To make this decision in some kind of informed way, the inmate participates in a full battery of academic, occupational and psychological tests. The results of the assessment process are reviewed in relation to the information in the case file to produce a list of criminogenic factors (Harris, 2002). Criminogenic factors are the elements that contributed to and/or

caused the crime(s) to occur. For example, if the crime was committed under the influence of drugs or alcohol then it could be concluded that drug addiction contributed to the commission of the crime. In turn, an alcohol and drug recovery program would appear as a requirement in the Correctional Treatment Plan. In contrast, if the inmate tested at a grade four level it may be concluded that illiteracy contributed to the commission of the crime and then education would appear on the Correctional Treatment Plan.

The data gathered during assessment and subsequently distilled into the correctional plan are pivotal in determining where the inmate will go from reception in two ways; first as indicators of the risk to re-offend and second as tests of the inmate's behavioural outlook with respect to institutional placement. If the inmate is immediately open to participating in the programs listed on the Correctional Treatment Plan, the parole officer may conclude the inmate to be a person who wishes to come to terms with his crime. Thus, the inmate could go to a lower level of security at initial placement. An inmate who refuses to participate in an element of the plan may be limited in the number of other employment opportunities and pay levels available to them in the institution. Ideally, the inmate is a partner in the creation and application of the Correctional Treatment Plan, more commonly, the potential sanctions often define the nature of the partnership (Jackson, 2002).

The Corrections and Conditional Release Act defined this partnership for the Correctional Service in 1992. Section 3 of the Act states,

That the purpose of the federal correctional system is to contribute to the maintenance of a just, peaceful, and safe society by (a) carrying out

sentences imposed by the courts through the safe, humane custody and supervision of inmates; and (b) assisting the rehabilitation of inmates and their reintegration into the community as law-abiding citizens through the provision of programs in the penitentiaries and in the community (The Canadian Corrections and Conditional Release Act [CCCRA], 1992, p. 34).

By defining the Act in these two purposes, the Crown has retained the right to compel inmates to participate in programs as a parent with a sick child might compel the sick child to take bad tasting medicine. This general interpretation is confirmed in Principles A, B, D, E, G, and I of the Corrections and Conditional Release Act.

Principle A of the Act states that “the protection of society will be the paramount consideration in the corrections process” (CCCRA, 1992, p. 7). To the extent that all inmates (excluding those designated as dangerous inmates) will eventually be released, Principle A can be applied to compel participation in programs in the second and third trimester of a sentence. This is done on the basis that the Correctional Service has a responsibility to manage the potential risk to the public, assuming that upon release the inmate will re-offend unless programs are applied.

Principle B of the Act states that “the sentence be carried out having regard to all relevant available information, including the stated reasons and recommendation of the sentencing judge, other information from the trial or sentencing process, the release policies of and any comments from the National Parole Board, and information obtained from victims and inmates”(CCCRA, 1992, p. 7). Under Principle B, the Correctional Service is within its mandate to compel participation in programs based on explanatory

notes from the judge. However, “relevant available information” is not defined in the Act’s terms of reference or in the actual principle allowing the parole officer to produce a Correctional Treatment Plan for the inmate, which may be consistent with the Act but may be subjective in extreme cases.

Principle D states that “the services use the least restrictive measures consistent with the protection of the public, staff members and inmates” (CCCRA, 1992, p. 8). In principle D, some definition is brought to bear on the kind of structure the Crown may take in protecting society with regard to all relevant information. Principle D stipulates that the Crown may use only the least restrictive measures consistent with the protection of the public. This would seem to define the right of the Crown to compel an inmate to participate in those programs that can be demonstrated to meet the terms of principle A and B, without applying an overly restrictive condition as stipulated in Principle D. This would explain the need for the creation of the Correctional Treatment Plan following assessment and the application by the Crown for the duration of the sentence.

Principle E states that “inmates retain the rights and privileges of all members of society, except those that are necessarily removed or restricted as a consequence of the sentence” (CCCRA, 1992, p. 8). Principle E of the act speaks to the issue of citizenship. This is important as the Supreme Court of Canada ruled that the right of inmates to vote is not suspended during the term of the sentence. That being the case, the Canadian Charter of Rights and Freedom would have to be applied to any incarcerated citizen. While there are mandatory requirements in health and education for minor children who must participate in a variety of government run programs in the community these do not necessarily apply to adults. This would seem to cast doubt on the right of the Crown to

compel participation in correctional programs such as education to incarcerated Canadian citizens.

Principle G states that, “correctional decisions be made in a forthright and fair manner, with access by the inmate to an effective grievance procedure” (CCCRA, 1992, p. 8). Principle G provides the inmate with the right to effectively grieve a direction given to him or her. No definition of the term “effective grievance” is provided in the Act but this does not necessarily mean that the process stipulated in subsequent policy statements would not provide the inmate a means to over turn a direction to participate in a program. In essence, because the inmate has the right to grieve, the Crown has the right to behave, at least in the short term, in a paternal fashion with respect to the application of the Correctional Treatment Plan if it concludes such an application is in the interest of Principle A of the Act.

Principle I states that, “inmates are expected to obey penitentiary rules and conditions governing temporary absence, work release, parole and statutory release, and to actively participate in programs designed to promote their rehabilitation and reintegration” (CCCRA, 1992, p. 8). Principle I of the Act speaks to the good order of the institution. It affirms that inmates are expected to obey penitentiary rules and actively participate in programs designed to promote their rehabilitation and reintegration. The terms rehabilitation and reintegration are left undefined in the terms of reference in the Act, leaving the Crown with a concise, circular rationalization to apply the Act as it sees fit.

More precisely, in applying Principle A of the Act, the Commissioner of Corrections has the right to compel and direct (through the line staff) any inmate to

participate in any program the CSC sees fit to assign. While Principles D, E, and I would seem to restrict the range of programs to a menu which is demonstrated to concretely impact on the potential for re-offence under Principle A, the onus is on the inmate, under Principle G, to grieve each individual direction issued until the parameters of the direction are specifically defined by the Crown. The underlying logic of the Correctional Treatment Plan requirements is in the process by which the Crown secures a conviction. In convicting the individual of a crime and then imposing a sentence on that individual, the Crown has demonstrated that there is empirical evidence of the individual's participation in the crime. This sets a framework for the rest of the sentence as defined in the purpose of the Act. The Correctional Service is to "contribute to the maintenance of a just, peaceful and safe society" by "assisting the rehabilitation of inmates and their reintegration in the community as law abiding citizens" (CCCRA, 1992, p. 7). To accomplish this purpose, the Crown is compelled to gather empirical data on the individual inmate and on groups and/or classes of inmates in an effort to assess their likelihood to re-offend. To aid in the endeavour, the Correctional Service maintains its own research department. All kinds of data are routinely gathered, compared, and then published on the Correctional Service website ([www.csc.scc.gc.ca](http://www.csc.scc.gc.ca)), consistent with Section 4, Principle C of the CCCRA. The Correctional Service of Canada, "will enhance its effectiveness and openness through the timely exchange of relevant information with other components of the criminal justice system and through communication about its correctional policies and programs to inmates, victims and the public" (CCCRA, 1992, p. 8). This confirms that the Crown has acknowledged its obligation to provide empirical evidence to explain how and why a compulsory program will contribute to both the safe

and humane control of the inmate and to a higher probability of successful reintegration into the community.

#### Published, Peer Reviewed Studies

In the research section of its website, the Correctional Service confirms that its contents comprise the entire collection of research done by and for the Correctional Service since 1987 ([www.csc.scc.gc.ca](http://www.csc.scc.gc.ca)). Among the several hundred studies published in this period, only one is primary research concerned with the relationship of education to recidivism (Porporino & Robinson, 1992). It was published six months before the passage of the Conditions and Correctional Release Act. There have been no primary, peer reviewed, outcome effect research studies on the relationship between education and recidivism for incarcerated adults in Canada in the period between 1992 and 2007. In January of 1992, Porporino and Robinson, two Correctional Service of Canada employees, presented their research study at the American Correctional Association winter conference held in Portland Oregon. The study was entitled *Can Educating Adult Offender Counteract Recidivism?* The study evaluated the effectiveness of Adult Basic Education (ABE) in Canadian federal prisons. Subsequently, the researchers assessed 38 ABE participants who had received conditional parole to the community. The work sought to determine the relationship between program completion and re-admissions to the correctional system. The work involved in depth interviews with the participants. The study did not explicitly state that interview participants were identified from a process of random selection; therefore, we must assume the participants were either handpicked by the researchers or that there were too few participants to allow for random selection. The researchers evaluated the impact of education on these 38 participants as very positive,

supporting the general assumption made by Correctional Educators that participation in Adult Basic Education programs contributes positively to the success of the inmates in the community.

The Porporino and Robinson study (1992) was the only study of its kind to be published in Canada in the last 15 years. It was one of eight, peer-reviewed studies to be published in North America after 1980 that examined the relationship between education and recidivism. It was included in a meta-analysis conducted for the Washington State Institute for Public Policy (WSIPP) by Aos, Phipps, and Barnoski (2001). The WSIPP meta-analysis concluded that the Porporino and Robinson study was unreliable because it did not have a no-treatment comparison group and there was no analysis to account for any pre-existing differences between the treatment groups. There was no longitudinal study to track the 38 study participants over an extended period, limiting the conclusions that the researchers could draw from the data. It is also worth noting that as a sample of a population, thirty-eight study subjects represents a very small segment of the thousands of participants who participated in education over the course of the term in which the study was completed. Consequently, any conclusions drawn from this research would likely have limited generalizability.

In the period between 1992 and 2002, the CSC began to apply the CCRA and developed the Offender Management System (OMS). During this same period of time, the majority of provinces in Canada conducted major reviews of their provincial curriculum standards, standards which were applied in each of the five CSC regions. In the cases of Nova Scotia, New Brunswick, Ontario, Alberta, and British Columbia these reviews resulted in completely new policy guidelines for children in elementary and

secondary school programs. These new curriculum standards were applied in each of the corresponding Correctional Service regions even though the curriculum materials were developed for children attending education centres in that jurisdiction and were not referenced to address the needs of adult learners. There is no evidence of any research conducted by the Correctional Service to test the outcome effect of these standards with incarcerated adults. The Porporino and Robinson (1992) work made no effort to evaluate content or program methodology.

The WSIPP meta-analysis (Aos, Phipps, & Barnoski, 2001) remains the most comprehensive examination of primary outcome effect data identified to date. In the period between 1975 and 2001 eight studies of inmate Adult Basic Education programs were completed, three of which WSIPP considered rigorous enough to be rated as reliable. All of the studies concluded that education had an impact on recidivism although none of the studies tracked Canadian criminal code offences or discriminated between Aboriginal inmates and any other inmates. Harer (1985) tested the effect of a variety of educational programs, including adult basic education, on inmates released from federal prison with lengths of stay greater than one year. The study focused its efforts only on program completers and applied logistic regression with propensity-score adjustment to correct for sample selection bias. While considered reliable in the meta-analysis, the examination of only those completing the program was a weakness. If the study had reviewed participants as well as completers the WSIPP researchers would have rated the study as meeting a standard beyond their minimum requirements.

The second study identified by WSIPP as reliable was by Piehl (1995) who tested recidivism of male inmates in Wisconsin completing basic education in prison

versus those who did not complete education. As in the case of the Harer (1985), the WSIPP would have rated the study higher had it evaluated the performance of participants as well as completers.

Lastly, the WSIPP identified Walsh's study (1985) of the effects of Adult Basic Education on re-arrest rates among probationers as reliable. This study used a matched group design to compare GED program participants versus a comparison group matched only on age and a "criminal seriousness" scale to measure offence history. The result assessed the performance of participants and completers. There may have been a reduction in the intensity or seriousness of the subsequent offences but the parameters of the study did not allow for their measurement. Of the three studies judged reliable by the WSIPP, the Walsh study showed the greatest differences in measured behaviour.

The Institute reviewed five other studies, which they concluded were not reliable enough for them to draw conclusions around the parameters of their analysis. The eight studies reviewed in the WSIPP work provide insight into the challenges of doing effective research in this field. More importantly, the studies provide significant direction for the research to be undertaken in this proposal. For example, if Adams (1994) had incorporated a control group to address the selection of subjects and used techniques to control for other pre-existing variables the reliability of their study would have been enhanced. If the study by Anderson (1995) provided information on how well the treatment and the comparison groups matched on critical pre-existing variables, their study would also have been much more reliable. Porporino and Robinson's study (1992) is pertinent to this research since it was the only Canadian study cited in WSIPP. Yet it was considered unreliable by the WSIPP researchers since it did not have a no-treatment

comparison group and analyses were not performed for the pre-existing differences between the treatment groups.

Similarly, Steven's study (1986) examining male inmates who participated in GED programs and subsequently released from the Georgia State prison system had significant differences in pre-existing variables and the study did not control for these differences (Aos, Phipps, & Barnoski, 2001). Lastly, a matched group study by Schumaker, Anderson, and Anderson (1990) did not provide information on how well the treatment and comparison groups matched on important pre-existing factors hence it too was considered unreliable (Aos, Phipps, & Barnoski, 2001).

In its summary of inmate education research the WSIPP found,

“A premise of adult basic education is that many inmates lack basic abilities in reading, writing, and mathematics and if these skills are increased, inmates may have a better chance of avoiding criminal behaviour when released from prison. The Institute's review of the national research found that this hypothesis has not been extensively or rigorously evaluated” (Aos, Phipps, & Barnoski, 2001, p.31).

It is important to note that however reliable or unreliable a study may have been found in this meta-analysis, the findings may still provide useful information.

Nevertheless, eight studies over the course of 25 years is a small number. Hence, past research has established the premise for future study and provided guidelines by which research can be more effectively pursued. To overcome the shortcomings of the previous research, new research in the field must measure recidivism in correctional terms. In Canada, this means violations of the Corrections and Conditional Release Act or the

Canadian Criminal Code. New research must be driven by adjudicated sanctions because in order for a sanction to be imposed there must be empirical evidence proving, beyond reasonable doubt, that the inmate is guilty of the offence. On this basis, the severity and frequency of sanctioned offences will provide the researcher with valuable data concerning the outcome effect of a program. Research must also incorporate a longitudinal approach assessing pre-program and post-program behaviours. Beyond these basic issues, there is only one Canadian study in the group. It predates both the Corrections and Conditional Release Act, the application of the Offender Management System and the curriculum revisions completed in Manitoba, Saskatchewan, and Alberta over the course of the last ten years. On this basis, however reliable and valid the 1992 research may or may not have been, it is not at all clear it is still relevant in 2007.

While education programs in correctional institutions have not enjoyed the benefit of in-depth examination over time, other correctional programs have been well documented. Among the most studied is the Offender Substance Abuse Pre-Release Program (OSAPP) which has had the benefit of longitudinal research. This commitment to the collection and analysis of program results has provided empirical evidence to support content, method and practice over time. OSAPP has been in a continual process of development and delivery for over a generation. In 2001, the WSIPP reviewed the effectiveness of drug treatment programs as a part of their meta-analysis. Aos, Phipps and Barnoski (2001) reported on 50 peer-reviewed studies concluding that, "treatment for adult offenders works to lower criminal recidivism rates." A CSC study of intermediate and post-release outcomes for OSAPP concluded that the program is "an effective intervention for developing the skills and cognitive abilities that are of critical

importance” (Millson, Weekes, & Lightfoot, 1995). The central premise of OSAPP is that the inmates lack the skills essential for social competence. The program concentrates on developing an inmate’s understanding of cause and effect, and decision making which is more likely to result in successful and legitimate pursuits, rather than entrenched criminal choices. The OSAPP requires instructors to use standardized methodology and materials in the delivery of the program, including videotape recording of the program sessions for evaluation. As inmate behaviour is tracked in relation to program participation, the curriculum is modified to address the actual behavioural effects of the program. An essential element of OSAPP program delivery is to continually test and measure according to an established evaluation process, made public before the program’s commencement. In this model, each inmate participant contributes to the development of an evolving curriculum database.

Conversely, education works from the premise that inmates who have received education have a better chance of avoiding criminal behaviour when released from prison than those who did not. In the Canadian context, this premise is problematic because it is untested and because the comparatively large body of research completed in correctional education in the United States since 1980 cannot address questions arising from the Canadian experience. The American judicial system is built on a model applying varied periods of incarceration at the municipal, state, and federal levels. The Canadian model applies a simple calculation to the placement of an inmate. For sentences of two years less a day, inmates are sent to the provincial jail system. For sentences longer than two years, inmates are sent to federal facilities (Christie, 2000). Sentences in the hundreds of years are not exceptional in the United States, with many states actively applying the death penalty. The longest sentence applied in Canada is

25 years to life, meaning that the sentenced individual is not eligible for parole for 25 years. There is no death penalty in Canada, although for those who are designated as dangerous inmates the sentence is the balance of their natural lives. According to Christie (2000), the United States views crime control as an industry. This view is supported by their incarceration/supervision rate which is the highest in the world. As of midyear of 1999, using a population of 273,000,000 as a base, 709 per 100,000 are incarcerated in state or federal institutions and municipal jails. In contrast, Canada incarcerated 129 per 100,000 for the same period (Christie, 2000). Lastly, correctional programs in the American model are a useful but not a necessary requirement to the administration of the sentence. In Canada, the application of a correctional plan is required and entrenched into the policies that guide the administration of the sentence.

In general, both systems are preoccupied with balancing the needs of public discourse and institutional controls. The overall difference between the two national approaches is that Canada has invested heavily in a system that aspires to integrate through individual correction and social reform. This approach allows for an evolutionary process of reintegration with an understanding that “inmates retain all of the rights and privileges of all members of society, except those rights and privileges that are necessarily removed or restricted as a consequence of the sentence” (CCRA, 1992, p. 8). In contrast, the American system asserts that convicted criminals share a value system that, at its root, is immoral. To address this moral challenge convicted felons must be excluded and policed in the interests of public safety. In consideration of all of these factors, it is not reasonable to apply the conclusions drawn in the seven American studies to the reality of the correctional programs in Canada.

In 1989, in recognition of the need for relevant and timely information, the Government of Canada created the Research Branch of the CSC. The aims of the research branch were to:

develop and coordinate an applied program of research that flows from our mission, and that,

1. Responds to current corporate or operational objectives but also anticipates new areas of concern;
2. Links Regional and National efforts;
3. Encourages active collaboration with the academic research community; and
4. Balances the conduct of research with the effective communication and dissemination of findings.

(<http://www.csc-scc.gc.ca>)

The CSC website is a significant communication tool in the publication of studies and reports produced by the research branch. While documents published on the CSC website are not necessarily peer reviewed all of the articles, reports and studies listed are cited in accordance with academic community standards. As such, they serve, at the very least, as reliable secondary sources of data. It is apparent that often they are the only research conducted in the field. In my review of the website, I found several studies which provided relevant insights to the research questions for this study.

In January of 2005, the CSC published *Predicting Community Employment for Federal Offenders on Conditional Release*. The study was conducted by two CSC researchers, Christa A. Gillis and D. A. Andrews, and assessed the employment outcomes of 302 inmates in the

first six months in the community. The study found that inmates were much more likely to secure and maintain meaningful employment when the individual's skill deficits were addressed in the institution. In this model, existing correctional programs and counselling act to supplement core employment interventions. This study was limited by the fact that the participants were all volunteers and only one third of the sample could be used in the later stages of the assessment when volunteers withdrew as the community demands of employment and family became more significant over time. It is noteworthy that to overcome employment challenges for individuals at higher-risk the study recommended that CORCAN, the Correctional Service of Canada's special industries agency, extend employment opportunities in volume and duration. As these jobs are not actually private sector, community employment, they are Government of Canada/CORCAN positions for which the workforce is exclusively made up of inmates, it remains to be seen if higher risk inmates will transition to the community more or less successfully than without the CORCAN stopgap. The advantage of this approach is that it is possible to address particular skills deficits as they emerge over time. While education was not a focal point in this study it is apparent that in order to deal with literacy, numeracy, and point-to-point referencing gaps some provision for education is necessary if inmates are to be successful in the long term.

In January 2005, the CSC published *Increasing Employability Related Skills Among Federal Male Inmates: A Preliminary Analysis of the National Employability Skills Program*. Latendresse and Cortoni conducted a preliminary investigation into the effectiveness of the CSC National Employability Skills Program (NESP). The program was designed by The Conference Board of Canada in accordance with the skills, attitudes, and behaviours from Employability Skills 2000+ (Employability Skills Toolkit 2000), a Government of Canada

initiative to mesh skills with accepted standards in the community. The NESP program seeks to teach the employability skills necessary to successful general employment in 15 group sessions of 2 to 2.5 hours in 4 to 6 weeks. The program contained more than 100 group and individual homework assignments whose aim is to help inmates reshape their attitudes towards themselves, others, and the workplace. This preliminary study assesses the performance of 29 participants from four federal institutions (the study does not isolate which institutions). The participants had a mean age of 32, which may have affected results. In reference to the national comparison group, Caucasians were under represented (55% vs. 72%), and Aboriginals were over represented (31% vs. 17%), data were available for 25 of 29 participants. Of those with education data, 48% of the participants had completed Grade 10 at the high school level. It was concluded that for these subjects, the NESP program had a positive impact on participants' abilities to secure, maintain and advance in their employment. If these results maintain in subsequent longitudinal study, it will raise significant questions. Half of this sample had achieved less than Grade 10 in the period preceding participation in NESP, the other half had achieved Grade 10 but not Grade 12. What does this tell us about the current educational programs in relation to employment; what role does the sequence, content and methodology of Adult Basic Education play in the relationship of employment and recidivism?

In June of 2004, the CSC documented a coordinated research endeavour with the Inuit Tapiriit Kanatami (ITK) and the Pauktutit Women's Association. Entitled, *The Needs of Inuit Inmates in Federal Correctional Facilities*, the study examined the institutional and community reintegration needs of Inuit federal inmates. This was a qualitative study using interviews to evaluate three groups of people, 75 Inuit inmates, 34 family members of Inuit inmates, and 73 staff members working in Correctional facilities. The study established that

while the Inuit are included in the group designation Aboriginal their needs are often different. Inuit inmates are more likely to be incarcerated for sexual offences, are more likely to be rated as high risk to re-offend, and have a higher need for programming than other Aboriginal inmates. Typically, Inuit inmates come from rural settings, speak at least one Inuit language, and tend to follow Inuit traditions. Unlike Aboriginal inmates, who reported strengthened links to Aboriginal culture during their period of incarceration, Inuit inmates attachment to Inuit culture tended to diminish during their period of incarceration. Inuit inmates reported little contact with family during their incarceration. Any contact tended to be by telephone or letter, a reflection of the geographic challenges for people in the north visiting institutions in the south. Ultimately, the study's most important finding is that the criminogenic needs of this group must be addressed with programs in which the design, sequence, and methodology of the program pays appropriate attention to cultural context. The study raises questions relevant to program effectiveness and efficiency and the concept of individualized adult correctional education programs as a model most desirable to address the needs of visible minority group inmates.

Over the last twenty years, the CSC has produced a number of population forecasts; their experience in recording actual population demographics to predict future trends is well established. In March 2003, the CSC published *Medium Term Federal Offender Population Forecast: 2003 to 2007* (Nafekh & Boe, 2003). Nafekh and Boe examined the demographic trends from 1995, recording a steady decline in the inmate population from 13,906 in 1995 to 12,896 in 2002, a decrease of 7.3%. In this same period, the male Aboriginal inmate population grew by 474 inmates or 25.5% while the male Non-Aboriginal population decreased by 1,484 inmates or 12.3%. The population of men under community supervision/parole declined from

1999 with the Aboriginal population in the community recording 12.7% fewer Aboriginals under community supervision in 2002 than in 1995.

The study projected several interesting trends for the period ending December 2007. The inmate population was projected to increase by 0.2% per year or 126 inmates per year. Within this larger demographic, the male Non-Aboriginal inmate population is projected to decline by 0.8% per year while the male Aboriginal inmate population is projected to grow by 4.4% per year. In the community, the overall population of parolees under supervision is projected to increase during this period; however, male Non-Aboriginal parolees are projected to decline by about 1% per year while male Aboriginal parolees will rise by 2.9% per year. For Prairie Region, the number of Non-Aboriginal inmates is projected to decrease by 3.0% and the number of Aboriginal inmates is projected to increase by 5.5%. These projections predict an increase in the number of inmates held in federal institutions, at higher security levels, and for longer periods. This will in turn, create new variables for the delivery of education and correctional programs.

In August of 2003, the Research Branch and Reintegration Programs Division of the Correctional Service of Canada produced, *Assisting Inmates with Learning Disabilities: An Evaluation of the Learning Strategies Classroom Pilot Project (LSCP)*. The report evaluated the Learning Strategies Classroom Pilot Project. Beginning with a small sample of 97 inmates, the pilot program assessed the performance of 77 inmates, 75 men and 2 women. A total of 40% of the inmates were of Aboriginal descent. The pilot was comprised of five classroom programs, one in each of the five CSC regions. While the pilot study applied terms of reference and evaluation strategies referenced to the Learning Disabilities Association of Canada, the methodologies and curriculum applied in each of the classrooms were not standardized.

The report reflects that inmates showed significant improvement in their performance in subsequent correctional programs. There were significant gains in areas of active program participation, completion of assignments, attitude, behaviour, effort, motivation, responsibility, problem solving, and communication. Inmates in the post pilot phase displayed reduced incidents of inappropriate energy levels, insults/swears at others, very demanding/rude, sullen/limited remarks, negative interactions, and not initiating social interaction with staff. A comparison of the performance of Aboriginal inmates and Non-Aboriginal inmates reflects that while Aboriginal performance was not as pronounced it was consistent and measurable. There were no significant differences in the incidence of institutional offence rates in pre- or post-LSCP participation.

The report reflects that the research was challenged by difficulties in standardization. Nevertheless, its results demonstrated that a significant number of inmates have a learning disability or a definitive learning difficulty that could be identified. The fact that in the short term, inmates achieved results in subsequent correctional programs that were measurably better than those without the benefit of LSCP speaks to the need for comprehensive longitudinal correctional education programs which are, designed for adults and directly linked to other core correctional programs. More significantly, the results of this work confirm the need for education programs, directly tied to formal research protocols. The Government of Canada did not establish long-term national learning disabilities classrooms to follow on the findings of the pilot program.

### Conclusion

To be consistent with both the working assumptions of the correctional education community and the applicable Canadian legislation guiding the criminal justice system, there

needs to be a mass of empirical data, collected over time, which demonstrates the pro-social outcome effects of education programs. To this end, the current research study used the Offender Management System as the source of data and the Corrections and Conditional Release Act as the framework from which to resolve the research questions contained in the purpose.

## CHAPTER 3

### METHOD

The purpose of the study was to compare and evaluate the outcome effects of Correctional Education and Offender Substance Abuse Pre-release Programs (OSAPP) in relation to the frequency and severity of sanctioned offences committed by high risk, federally incarcerated males at Saskatchewan Penitentiary and Edmonton Institution. The research questions were as follows:

1. To what extent does participation in Education impact the frequency and severity of sanctioned offences while incarcerated?
2. To what extent does participation in OSAPP without participation in Education programs affect the frequency and severity of sanctioned offences while incarcerated?
3. To what extent does the sequence in which participation in Education then OSAPP affect the frequency and severity of sanctioned offences while incarcerated?
4. To what extent does the frequency and severity of sanctioned offences differ between Aboriginal and Non-Aboriginal inmates who participate in Education and/or OSAPP?

This chapter outlines the methods used to address the research questions, including the data collection and analytic procedures. The study used data from the Correctional Service of Canada's (CSC) Offender Management System (OMS). OMS is an electronic management system, collecting and collating historical, assessment, behaviour and program performance information for individuals under federal warrant in Canada. Analytic procedures examined the

relationships between program participation and recidivism for Aboriginal and Non-Aboriginal offenders. For the purposes of this study, recidivism was measured over a maximum period of 480 days of incarceration. Severity accounts for serious institutional and criminal code offences (such as assault) committed. A complete listing of offences is found in Appendix A.

#### Data Collection Clearance

To undertake a study of this kind, federal government approval and security clearances for researchers are required before the data can be collected. The process mirrors the ethics clearance required in the university community. In this case, clearance was necessary from the Research Branch of Prairie Region CSC as well as the Research Branch at National Headquarters CSC. The process began with a meeting of key managers from Prairie Region in Saskatoon in October of 2004. The participants were enthusiastic and helpful, providing a number of suggestions to focus and streamline the application. The work culminated with Prairie Regions formal endorsement of the study in the autumn of 2005. The application package went to National Headquarters CSC in November of 2005 where it went through another clearance process. In the following eight months, National Headquarters made three formal inquiries on a range of issues. The proposal was cleared in the spring of 2006. The only change to the submission dealt with data collection. The CSC would only provide access to the OMS using personnel approved and vetted by the CSC. A research assistant familiar with OMS and known to the CSC was contracted. Data collection commenced in November 2006.

#### Data Collection

Data collection occurred at the offices of the Regional Psychiatric Centre (RPC) in Saskatoon between November 2006 and April 2007. In the fall of 2006, personnel at

RPC worked with the researcher and research assistant to define the scope and process of the data collection. This culminated in two simultaneous activities; a batch query of the OMS and the development of the following data list: Inmate Demographics, Background Information, Criminal History, Index Offence, Current Situation, Composite Measures, Institutional Adjustment, Program Information, Treatment History, and Sanctioned Offences (see Appendix B).

The batch query sought to establish a general population from which the data list could be applied. The CSC “queried” the OMS to establish a listing of inmates assigned to either Saskatchewan Penitentiary or Edmonton Institution between 2000 and 2003 who had Education listed on their correctional plan (the document established in the initial intake process identifying individual program needs). The batch query established a list of 1078 potential subjects. From this list, the research assistant logged onto the OMS and assembled the database for the study. The OMS contains information that does not download or transfer easily. Hence each file was reviewed to manually extract information to be included in the database. At the end of each file review, the research assistant assigned a subject number to individuals meeting the specific criteria called for in the study. Upon completion, the database contained 417 subjects and was available for analysis in EXCEL or SPSS.

### Analyses

The analyses were divided into three steps. The first step provided initial group comparisons using One-Way ANOVA. Based on the results of the ANOVA, repeated measures ANOVA or ANCOVA were then used to look at differences in rates of sanctioned offences over time. Finally, with the finding of significant across-time differences, dependent

sample *t*-tests were used to determine the time periods and groups having differing rates of sanctioned offences. The overall objective of the process was to identify differences in the rate of sanctioned offences between each of the program groups. The outcome measures of the study were the mean rates of sanctioned offences and the mean rates of severe sanctioned offences committed by the inmates. For the purposes of comparisons, these rates were reported as the number of offences over 60 days. The time frame for measurement of the mean number was a maximum of 480 consecutive days between 2000 and 2003, 180-days in the pre-program period, 60 (for the Education then OSAPP only groups) or 120 days (for the Education then OSAPP and OSAPP then Education groups) in the during-program period, and the 180-days of post-program period.

The analyses followed a sequential process. First, One-Way ANOVA was used to compare the rates of sanctioned offences for the pre-program period. This was done to determine if the groups could be considered relatively equal in terms of rates of sanctioned offences regardless of Aboriginal status. If the average offence rates were different amongst the groups, subsequent analyses used repeated measures ANCOVA. If not, repeated measures ANOVA were used. This process was repeated to examine the rate of severe sanctioned offences. Second, the same processes were used, separating the Aboriginal and Non-Aboriginal groups. These two separate analyses provided a mechanism to determine if the programs differentially affected the Aboriginal and Non-Aboriginal inmates. Finally, if the repeated measures results identified significant within group differences across the pre-, during-, and post-program periods, dependent sample *t*-tests were performed to determine the nature of these differences.

To arrive at an outcome measure, the total number of sanctioned offences was calculated for each individual pre-, during-, and post-program. These values were then used to calculate an overall rate of sanctioned offences for each group. For both the Education only and OSAPP only groups the rate of sanctioned offences were calculated in 60 day increments over 180 day pre-program period, 60 days during the program, and the 180 days post- program period. The Education then OSAPP and OSAPP then Education group values were calculated in the same manner, maintaining the 60 day increments. Since these two programs were 120 days in length, the during-program rates were calculated by dividing the rate of offences during the programming by two. The rate of sanctioned offences for the Non-Participant group was reported as a 60 day rate by dividing the number of sanctioned offences that occurred over the full 480 days by eight. Parallel calculations were conducted to determine the average rates of severe sanctioned offences for each individual and treatment group. The alpha levels for the study were set at 0.05.

## CHAPTER 4

### RESULTS

The purpose of the study was to compare and evaluate the outcome effects of the Education program and the Offender Substance Abuse Pre-Release Program (OSAPP) in relation to the frequency of sanctioned offences and the frequency of severe sanctioned offences committed by high risk, federally incarcerated male offenders at Saskatchewan Penitentiary and Edmonton Institution. The study also examined the differences between program participation and recidivism for Aboriginal and Non-Aboriginal offenders. To address the research questions, the study used data from the Correctional Service of Canada's (CSC) Offender Management System (OMS). OMS is an electronic management system, collecting and collating historical, assessment, and behaviour and program performance information for individuals under federal warrant in Canada.

The chapter is divided into two sections. The first section describes the sample used in the study and the distribution of inmates within each of the five program groups. The second section describes the results from the analyses examining the differences amongst the program groups. The results of three different sets of analyses are provided in this section, One-Way ANOVA, repeated measures ANOVA, and dependent samples *t*-tests.

#### The Sample and Program Groups

The sample for the study was established in a 2-step process. First, a batch query of OMS was made to identify inmates who had Education listed as a program need on their Correctional Plan and were assigned to Saskatchewan Penitentiary or Edmonton Institution in the period 2000 to 2003. The batch query produced a list of 1087 potential

subjects. Next, an individual file review was conducted applying the data collection list (see Appendix B). During this process, it was determined there was a significant number of inmates assigned to the medium security Saskatchewan Penitentiary who were involuntarily transferred to maximum security, Edmonton Institution. These individuals appeared to become a higher security risk over time. It was concluded that the CSC considers this group of inmates as being very high risk to re-offend and by extension in the greatest need of correctional programs. As such, they became the focus of the sample selection process. All of the subjects contained in the final sample were assigned to both Saskatchewan Penitentiary and Edmonton institution at some point between 2000 and 2003. The final sample contained 417 inmates; 252 Aboriginal and 145 Non-Aboriginal inmates.

The total time being served by each of the inmates varied. Within the sample, the warrant expiry dates of subjects ranged from April 2002 to July of 2019. Approximately one fifth of the inmates, 22.8% of the database, had a declared membership in a gang. Just under two thirds of the inmates (64.3%) were classified as violent offenders while 16.1% were also declared as sexual offenders. A total of 56.9% were serving their first federal sentence, 28.1% were serving their second federal sentence, 10.2% were serving their third federal sentence and the remaining 4.8% were serving time for their fourth, fifth, or sixth federal sentence (see Appendix C)

The sample was divided into five program groups; Non participants, Education only participants, OSAPP only participants, Education followed by OSAPP participants, and OSAPP followed by Education participants. The number of inmates within each program is provided in Table 1.

Table 1

*Distribution of Inmates Within Programs*

Program Group	Aboriginal	Non-Aboriginal	Total
Non-Participants	59	55	114
Education Only	105	71	176
OSAPP Only	32	24	56
Education then OSAPP	39	9	48
OSAPP then Education	17	6	23

All of the subjects had education listed on their correctional plan. However, not all of the subjects had completed education. For example, Non-Participants were individuals who had Education on their correctional plan but did not participate in any correctional program for 480 consecutive days. Education only inmates participated in Education but no other program listed on their correctional plan. The data for the Education only participants came from the 180 days preceding participation, the 60 days of Education participation, and the 180 days following participation. OSAPP only inmates participated in OSAPP but no other program listed on their correctional plan. The data for the OSAPP only participants came from the 180 days preceding participation, the 60 days of OSAPP participation, and the 180 days following participation. Education then OSAPP included individuals who participated in Education followed by OSAPP but no other programs on their Correctional Plan. In contrast, OSAPP then Education included individuals who participated in OSAPP followed by Education but no other programs on their Correctional Plan. The data for the these inmates came from the 180

days preceding participation, the 120 days of Education then OSAPP participation, and the 180 days following participation.

### Analyses

The analyses were divided into three steps; initial group comparisons using One-Way ANOVA, repeated measures ANCOVA or ANOVA, and dependent sample *t*-tests. The overall objective of the process was to identify differences in the rate of sanctioned offences among each of the program groups and between Aboriginal and Non-Aboriginal inmates. The outcome measures of the study were the average rates of sanctioned offences and severe sanctioned offences committed by the inmates. The time frame for measurement of the rates of sanctioned offences was a maximum of 480 consecutive days broken into three periods, pre-, during-, and post-program.

#### *Initial Group Comparisons*

One-Way ANOVA was used to determine if there were significant differences in the rates of sanctioned offences per 60 days among the inmates during the 180 days in the pre-program period. In the case of the Non-Participants, the rate was calculated over the entire 480 days. This analysis was done to examine the initial comparability of the samples within each program. If the pre-program rates of sanctioned offences were different amongst the groups, subsequent analyses would use ANCOVA procedures to account for the differences in the initial rates of offences.

The ANOVA analysis for the rates of offences for the 180 day pre-program period identified a significant between group difference ( $F(4, 412)=3.88, p=0.004$ ). Post-Hoc comparisons using the Tukey method identified that the only significant differences were between the Non-Participant group and the Education only group (see Table 2). The Non-

Participant group had a lower rate of sanctioned offences than the Education only group.

Levene's test for equality of variances was significant, indicating that the groups were not homogenous in terms of distribution,  $F(4, 412)=12.25, p<.001$ .

Table 2

*Rates of Pre- Program Sanctioned Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Non-Participants	0.20**	0.34	0.21	0.31	0.20	0.36
Education Only	0.64**	1.67	0.53	1.27	0.80	2.13
OSAPP Only	0.63	0.98	0.66	1.10	0.58	0.83
Education then OSAPP	0.15	0.55	0.15	0.59	0.11	0.33
OSAPP then Education	0.83	1.19	0.76	1.20	1.00	1.26

\* $p<.05$  \*\* $p<.01$

There were no significant between group differences for the rate of severe sanctioned offences during the 180 day pre-program period,  $F(4, 412)=1.9, p=0.11$  (see Table 3). As there were no significant between group differences, no Post-Hoc analyses were conducted. Levene's Test for equality of variances was significant,  $F(4, 412)=8.27, p<0.001$ .

Table 3

*Rates of Severe Pre-Program Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Non-Participants	0.05	0.13	0.06	0.13	0.04	0.14
Education Only	0.20	0.77	0.16	0.57	0.25	0.99
OSAPP Only	0.18	0.51	0.25	0.62	0.08	0.28
Education then OSAPP	0.02	0.14	0.03	0.16	0.00	0.00
OSAPP then Education	0.22	0.67	0.12	0.33	0.05	1.23

Given the only significant differences were found between the Non-Participant and the Education only groups and only for the rates of sanctioned offences, subsequent analyses did not include the Non-Participant group. This decision was made for two reasons; first it appears this group is quite different from the other groups; for example, the lower standard deviation for Non-Participants is likely a product of inmates in this group being locked in a cell block all day under constant supervision. A review of the sample also indicates a significant proportion of this group were assigned to various programs but transferred out within a matter of days with no explanation. These findings are consistent with other research on Non-Participants (Nunes & Cortoni, 2006). Their research concluded there was too much variability in this group to function effectively as a control group. Second, the calculation methods for this group were averaged across 480 days, making direct comparisons more difficult.

Since the Non-Participant group was removed from subsequent analyses, and before proceeding with the next phase for the analyses, further One-Way ANOVA's were

made to compare the five groups in the during- and post-program periods. The main purpose of these analyses was to examine if any other important differences could be identified among the Non-Participant group and the program groups. Table 4 provides the average rates of sanctioned offences per 60 days for the four groups for the during-program period.

There were no significant between group differences for the rate of sanctioned offences during the program period,  $F(3, 299)=1.06, p=0.37$  (see Table 4). As there were no significant between group differences, no Post-Hoc analyses were conducted. Levene's test was significant,  $F(3, 299)=3.85, p=0.01$ .

Table 4

*Rates of During-Program Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Education Only	0.41	1.02	0.48	1.10	0.32	0.95
OSAPP Only	0.29	0.62	0.31	0.69	0.25	0.53
Education then OSAPP	0.46	0.74	0.42	0.73	0.61	0.78
OSAPP then Education	0.13	0.27	0.09	0.26	0.25	0.27

Table 5 reports the means and standard deviations for the number of severe offences during programming by group. There were no significant between group differences for the average number of serious sanctioned offences during the program phase  $F(3, 299)=0.08, p=0.05$  (see Table 5). There were no significant between group differences, hence no Post-Hoc analyses were conducted. Levene's test was significant,  $F(3, 299)=3.16, p=0.03$ .

Table 5

*Rates of Severe During-Program Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Education Only	0.13	0.61	0.13	0.59	0.13	0.63
OSAPP Only	0.09	0.39	0.09	0.39	0.08	0.41
Education then OSAPP	0.04	0.14	0.04	0.13	0.06	0.17
OSAPP then Education	0.00	0.00	0.00	0.00	0.00	0.00

There were no significant between group differences for the rate of post-program sanctioned offences  $F(3, 299)=0.41, p=0.75$  (see Table 6). As there were no significant between group differences no Post-Hoc analyses were conducted. Levene's test was significant,  $F(3, 299)=1.01, p=0.37$ .

Table 6

*Rates of Post-Program Sanctioned Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Education Only	1.01	3.02	0.85	1.74	1.25	4.28
OSAPP Only	0.71	1.14	0.69	0.99	0.75	1.33
Education then OSAPP	0.65	1.51	0.59	1.30	0.89	2.32
OSAPP then Education	0.78	1.41	0.71	1.53	1.00	1.10

There were no significant between group differences for the 180 day rates of post-program severe sanctioned offences,  $F(3, 298) = 1.46, p=0.23$  (see Table7). As there were no significant between group differences, no Post-Hoc analyses were

conducted. Levene's test for equality of variances was significant,  $F(2, 298)=6.19$ ,  $p<0.001$ .

Table 7

*Rates of Severe Post-Program Offences*

Program Group	Total Sample		Aboriginal Sample		Non-Aboriginal Sample	
	Mean	SD	Mean	SD	Mean	SD
Education Only	0.26	0.74	0.27	0.77	0.25	0.71
OSAPP Only	0.14	0.04	0.13	0.42	0.17	0.38
Education then OSAPP	0.17	0.66	0.15	0.67	0.22	0.67
OSAPP then Education	0.00	0.00	0.00	0.00	0.00	0.00

The initial analyses determined that there were few between group differences across the entire sample of inmates in the Non-Participant and the four program groups. However, given the intent of the programs is to reduce the commission of sanctioned offences, it was expected that the rate of offences would decrease during and subsequent to program participation. Visual inspection of the rates of sanctioned offences amongst the groups provide evidence that the rates of sanctioned offences appeared to drop during the program for three of the four program groups during program participation (see Figure 1). The exception to this pattern was the Education then OSAPP group. This group appears to have committed sanctioned offences more frequently during or after the programs than before. A similar pattern could be observed for the rates of severe sanctioned offences (see Figure 2). There were no significant between group differences for severe sanctioned offences, pre-, during-, or post-program. On this basis subsequent analyses applied repeated measures ANOVA.

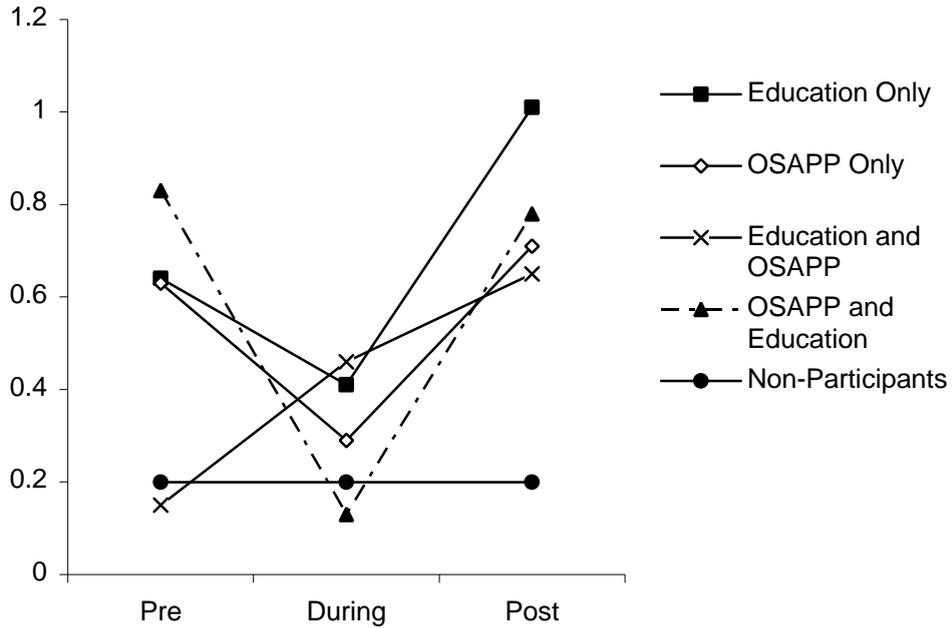


Figure 1. Rates of pre-, during-, and post-program sanctioned offences.

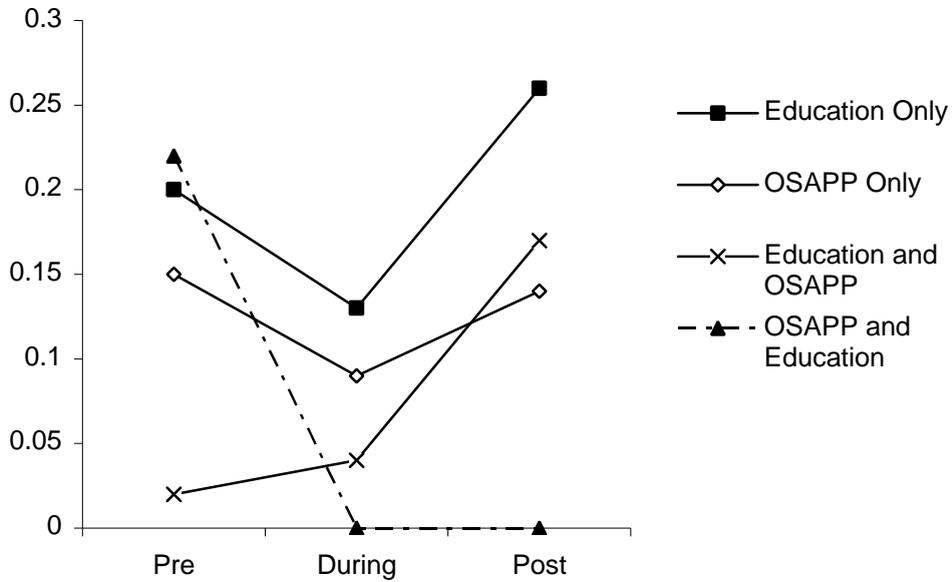


Figure 2. Rates of pre-, during-, and post-program severe sanctioned offences.

### *Across Time Analyses*

Given there were no significant differences amongst the four program groups, repeated measures ANOVA were conducted to determine if the observed differences in the rates of sanctioned and severe sanctioned offences were significantly different over time. The first two repeated measures ANOVA's examined the rate of sanctioned and severe sanctioned offences for all the inmates in the four programs. The second set of calculations repeated the process for Aboriginal inmates. The third set of calculations repeated the process for Non-Aboriginal inmates.

The repeated measures ANOVA for the entire sample compared all of the inmates in the Education only, OSAPP only, Education then OSAPP, and OSAPP then Education program groups. As reported above, the test of the between subjects effects indicated no significant differences among the groups  $F(3, 299)=0.78, p=0.51$ ). Thus there were no significant differences in the rates of sanctioned offence amongst the four program groups. Wilk's Lambda indicated a significant effect of time ( $p=0.003$ ) but no significant interaction of time and group ( $p=0.06$ ). This indicates that the rates of sanctioned offences varied over time but the relationship between the rates of sanctioned offences over time were consistent across groups. Mauchly's W test for sphericity was also significant ( $p<0.001$ ) indicating that the error covariance matrix of the orthonormalized transformed dependent variables was not proportional to an identity matrix. In other words, the sample distributions were unequal. Since the Mauchly's W test was significant, the Greenhouse-Geisser statistic was used to determine if there were significant within subject effects. Significant within subject differences (see Table 8) were found for Time,  $F(1.40, 417.82)=4.19, p=0.03$ ), but not for the time by group

interaction,  $F(4.19, 417.82) = 0.81, p = 0.52$ ). The within-subject contrasts indicate that a significant quadratic effect existed across time ( $p = 0.001$ ).

Table 8

*Repeated Measures ANOVA for Rates of Sanctioned Offences*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.40	14.17	4.19	0.03
Time by Group	4.19	2.75	0.81	0.52
Within Group Error	417.82	3.39		

The process was repeated examining the rates of severe sanctioned offences. None of the main effects or interactions for time (Wilk's Lambda = 0.09, 0.66) were found to be significant; however, the quadratic effect for time was significant at ( $p = 0.035$ ). Mauchly's W test for sphericity was significant ( $p < 0.001$ ). Since the Mauchly's W test was significant, the Greenhouse-Geisser statistic was used to determine if there were significant within subject effects. Significant linear within subject differences (see Table 9) were not found for Time,  $F(1.73, 513.99) = 1.50, p = 0.23$ , or the time by group interaction,  $F(5.17, 513.99) = 0.80, p = 0.55$ . A test of the between subjects effects indicates no significant differences between groups  $F(3, 298) = 1.41, p = 0.24$ .

Table 9

*Repeated Measures ANOVA for the Rates of Severe Sanctioned Offences*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.73	0.48	1.50	0.23
Time by Group	5.17	0.26	0.80	0.55
Within Group Error	513.99	0.32		

Next, analyses were conducted for the Aboriginal groups. The trends for both the sanctioned and severe offences generally followed the same pattern as observed for the entire sample (see Figure 3 and Figure 4). A test of the between subjects effects indicated no significant differences between groups  $F(3, 189) = 0.77, p = 0.51$ . Significant within subject differences (see Table 10) were found for Time  $F(1.68, 317.52) = 3.81, p = 0.03$  but not the time by group interaction  $F(5.04, 317.52) = .929, p = 0.46$ . Mauchly's W test for sphericity was significant at ( $p < 0.001$ ). The quadratic effect was significant at ( $p = 0.003$ ).

No significant between ( $F(3, 188) = 1.37, p = 0.25$ ) or within subject differences (Wilk's Lambda = 0.64) were found for the rates of severe sanctioned offences for Aboriginal inmates. Mauchly's W test for sphericity was significant ( $p < 0.001$ ). Significant within subject differences (see Table 11) were not found for time  $F(1.76, 331.64) = 0.84, p = 0.42$  or the time by group interaction  $F(5.29, 331.64) = 0.726, p = 0.61$ . The quadratic effect was not significant ( $p = 0.15$ )

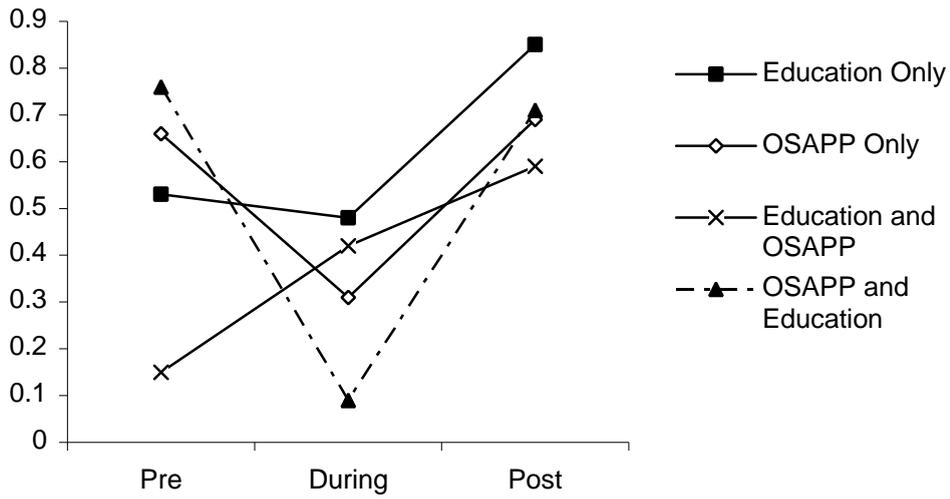


Figure 3. Rates of pre-, during-, and post-program sanctioned offences for Aboriginal inmates.

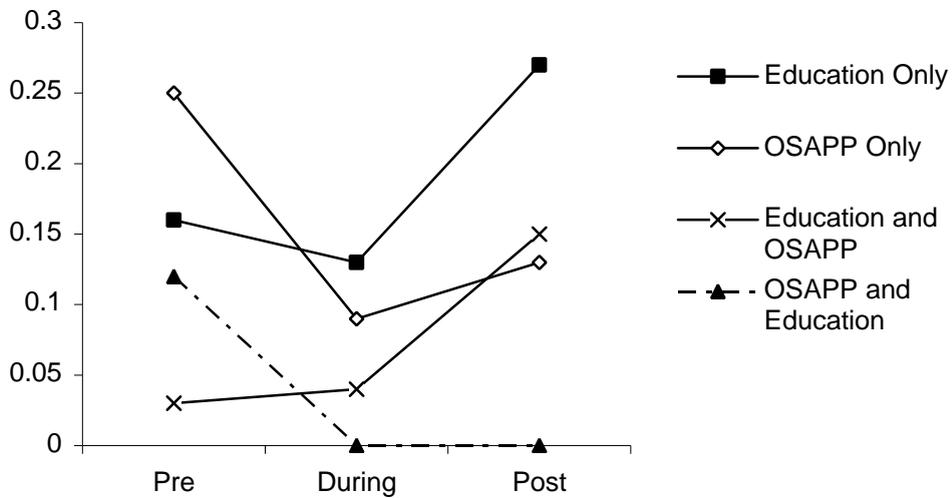


Figure 4. Rates of pre-, during-, and post-program severe sanctioned offences for Aboriginal inmates

Table 10

*Repeated Measures ANOVA for Rates of Sanctioned Offences for Aboriginal Inmates*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.68	5.57	3.81	0.030
Time by Group	5.04	1.36	0.92	0.46
Within Group Error	317.52	1.46		

Table 11

*Repeated Measures ANOVA for Rates of Severe Offences for Aboriginal Inmates*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.76	0.24	0.84	0.42
Time by Group	5.29	0.21	0.73	0.61
Within Group Error	331.64	0.28		

Finally, analyses were conducted for the Non-Aboriginal groups. The trends for both the sanctioned and severe offences generally followed the same pattern as observed for the entire sample (see Figure 5 and Figure 6). A test of the between subjects effects indicated no significant differences between groups ( $F(3, 106)=0.20, p=0.90$ ). Significant differences were not found for time and the time by group interaction (Wilk's Lambda 0.60). Significant within subject differences (see Table 12) were not found for time ( $F(1.25, 132.05)=1.03, p=0.33$ ) or the time by group interaction ( $F(3.74, 132.05)=0.23, p=0.91$ ). The quadratic effect was not significant ( $p=0.94$ ).

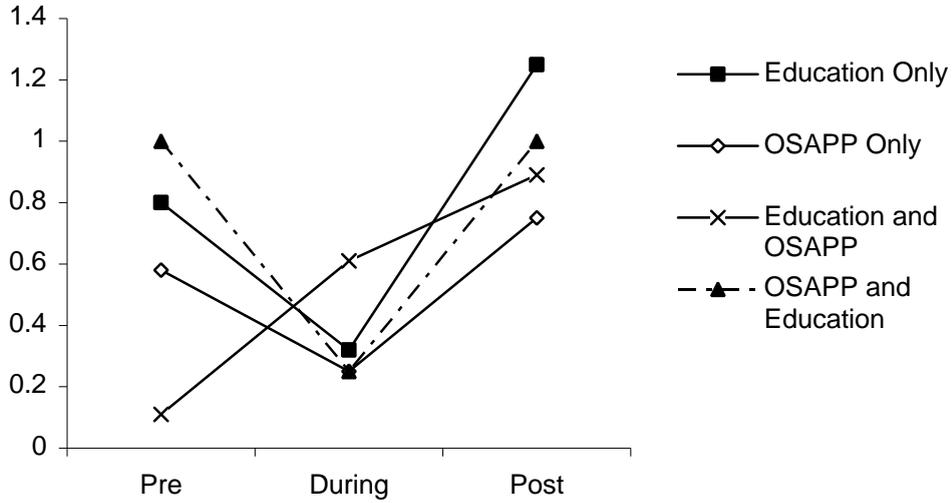


Figure 5. Rates of pre-, during-, and post-program sanctioned offences for Non-Aboriginal inmates.

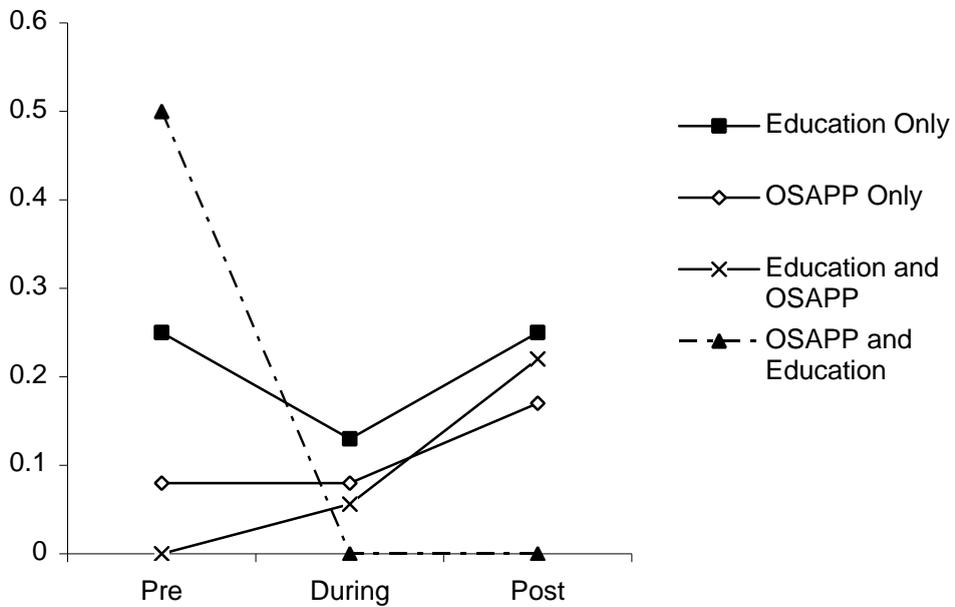


Figure 6. Rates of pre-, during-, and post-program severe offences for Non-Aboriginal inmates.

Table 12

*Repeated Measures ANOVA for Rates of Sanctioned Offences for Non-Aboriginal**Inmates*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.25	7.31	1.03	0.33
Time by Group	3.74	1.61	0.23	0.91
Within Group Error	132.05	7.13		

No significant between ( $F(3, 106)=0.32, p=0.81$ ) or within group differences were found for the rates of severe sanctioned offences (Wilk's Lambda = 0.73) (see Table 13). Mauchly's W test for sphericity was significant ( $p<0.001$ ). Thus the observed differences in rates of sanctioned and severe sanctioned offences did not vary significantly over time. The quadratic effect was not significant ( $p=0.093$ ). Significant within group differences were not found for the time ( $F(1.56, 164.80)=0.712, p=0.44$ ) and time by group interaction ( $F(4.66, 164.80)=0.62, p=0.67$ ).

Table 13

*Repeated Measures ANOVA for Rates of Severe Sanctioned Offences for Non-Aboriginal**Inmates*

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Time	1.56	0.33	0.77	0.44
Time by Group	4.66	0.27	0.62	0.67
Within Group Error	164.80	0.43		

### *Within Group Differences Across Time*

With the findings of significant differences in the rates of offences, dependent sample *t*-tests were performed to determine where these differences occurred. Where no significant within subject differences for time or time by group interactions were found in the repeated measures ANOVA, dependent sample *t*-tests were not reported. There were two objectives for the dependent sample *t*-tests. The first was to determine the time periods over which the significant differences found using the repeated measures ANOVA occurred. The second was to determine if there were differences in the program effects for Aboriginal and Non-Aboriginal inmates. There were significant differences in the rates of sanctioned offences for each of the program groups while the inmates participated in the program (see Table 14). For the Education group, the rate of sanctioned offences during the program was lower than either before or after the program. The pre- and post-program rates were not different. The OSAPP group had a similar pattern with the rate of sanctioned offences during the program being lower than the other two time periods. There were no differences in the rates of sanctioned offences in the pre- and post-program periods. Statistically significant differences were found between the pre- and during-program rates  $t(47) = 2.82, p < 0.01$ ) and the pre- and post-program rates  $t(55) = -2.73, p < 0.01$ ). The only significant differences for the OSAPP then Education group were the decreased rates of sanctioned offences during the program as compared to the pre-program rate. As compared to the other three groups, the pattern for the Education then OSAPP group was different. The pre-program rates of sanctioned offences were lower than either the during- or post-program rates.

Statistically significant differences were found in the rates of sanctioned offences for Aboriginal inmates in Education, the rates of offences were lower during the pre-program period as compared to the post-program period,  $t(104) = -2.05$   $p=0.04$ ). No other significant differences were found (see Table 15).

Table 14

*Pre-, During-, and Post-Program Rates of Sanctioned Offences for all Inmates*

Program Group	Pre		During		Post		Pre vs. During	Pre vs. Post	During vs. Post
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i>	<i>p</i>	<i>p</i>
Education Only	0.64	1.67	0.41	1.02	1.01	3.02	0.04	0.13	0.01
OSAPP Only	0.63	0.98	0.29	0.62	0.71	1.14	0.01	0.57	0.01
Education then OSAPP	0.15	0.55	0.74	0.73	0.65	1.51	0.02	0.04	0.31
OSAPP then Education	0.83	1.19	0.13	0.27	0.78	1.41	0.01	0.89	0.04

Table 15

*Pre-, During- and Post-Program Rates of Sanctioned Offences for Aboriginal Inmates*

Program Group	Pre		During		Post		Pre vs. During	Pre vs. Post	During vs. Post
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i>	<i>p</i>	<i>p</i>
Education Only	0.53	1.27	0.48	1.10	0.85	1.74	0.67	0.12	0.04
OSAPP Only	0.66	1.10	0.31	0.69	0.69	0.99	0.06	0.06	0.90
Education then OSAPP	0.15	0.59	0.42	0.73	0.59	1.30	0.08	0.24	0.35
OSAPP then Education	0.76	1.20	0.09	0.26	0.71	1.53			

## CHAPTER 5

### DISCUSSION

The purpose of this study was to compare the frequency and severity of sanctioned offences committed by high risk, federally incarcerated males at Saskatchewan Penitentiary and Edmonton Institution participating in Correctional Education and the Offender Substance Abuse Pre-Release Program (OSAPP). The research questions focused on the extent participation in Education impacted the frequency and severity of sanctioned offences as compared to OSAPP, combinations of Education then OSAPP, and Non-Participants. Given the large proportion of Aboriginal inmates, the study also examined the extent to which program participation had differing effects for Aboriginal and Non-Aboriginal inmates. To address the research questions, the study used data from the Correctional Service of Canada's (CSC) Offender Management System (OMS). Analyses included ANOVA, repeated measures ANOVA, and dependent samples *t*-tests.

The study included five program groups, Non-Participants, Education only, OSAPP only, Education then OSAPP, and OSAPP then Education. The rates of sanctioned offences were measured over a maximum period of 480 days between 2000 and 2003, broken into three time periods. These three time periods were the 180 day pre-program period, the 60- or 120-day during-program period, and the 180-day post-program period. In the case of the Non-Participant group, a single 480-day period was used.

The Discussion chapter is organized in three sections. The first, entitled Findings, is a review of the study in reference to the research questions. The second, entitled

Limitations, speaks to the limitations of the study and the third, entitled Recommendations, provides recommendations for subsequent research.

### Findings

The first three research questions examined and compared the impact of various programs on the rates and severity of sanctioned offences. Education was effective in reducing the rates of sanctioned offences for inmate students while they participate in the program. This is noteworthy on two levels. First, Education is not designed as a short-term correctional program. Its curriculum objectives are generated by Alberta Learning, focusing on community-based elementary and secondary school objectives. These objectives are frequently challenged by the realities of providing functional Education programs to violent male inmates in the confines of a prison. Second, the study examined the sanctioned offences of inmate students in the first 60 days of participation. It did not include any educational periods extending over 60 days. The fact that Education is a long-term program and not designed on conventional “correctional program” principles makes the short-term change in sanctioned offences of these 176 inmates noteworthy.

The Offender Substance Abuse Pre-Release Program (OSAPP) was also effective in reducing the rates of sanctioned offences for inmate students while they participated in the program. OSAPP is a core correctional program in the CSC’s strategy. The objectives and methodologies driving this program are built on decades of field experience. OSAPP is designed to be a significant intervention in the CSC’s efforts to reduce recidivism. On this basis, it would be reasonable to expect that this program would provide measurable results that are different than other programs. In this instance, OSAPP is expected to address addiction issues in the context of a criminogenic need, promoting individual

health issues while reducing the risk of re-offence, thereby enhancing the safety of the participants and the dynamic security of the institution.

From the results of the analyses it appears that sequencing core correctional programs has a differential effect on inmates. Contrary to the other program groups, it appears that inmates participating in Education and then OSAPP had increased rates of sanctioned offences during- and post-program as compared to the pre-program period.

The inconsistent results for the Education then OSAPP group were unexpected. The group had 48 inmates, the vast majority who were Non-Aboriginal. There are a host of reasons that may account for these differences. The inmates in the Education then OSAPP group may have a higher concentration of gang members or higher levels of addiction to narcotics versus alcoholism or there may be lower functional literacy levels for inmates in the group. Additional study is required, with a larger group of Education then OSAPP participants to confirm or refute that participation in Education and then OSAPP results in higher rates of sanctioned offences.

The OSAPP then Education group recorded significant differences in the rates of sanctioned offences in the pre- vs. during-program and during- vs. post-program period. However, the relatively small size of this group (23 inmates) reduces the power and confidence in these findings. Hence further research would be required to determine if this combination of OSAPP then Education is effective in permanently reducing the rates of severe sanctioned offences of inmates.

While there were some differences found across time within the program groups, the only between group differences were found between the Education only group and the Non-Participant group. The Non-Participant group was the second largest of the five

program groups with 114 inmates. A review of the sample reflects that many of the Non-Participants had registered in a number of programs over time, but were commonly transferred or terminated from the program in less than 30 days with no explanation provided. It is also apparent from the size of the Non-Participant group, there are few perceived consequences for inmates in maximum-security facilities who are not actively participating in their correctional plan. Thus, as found in previous research, this group is unpredictable and varied (Nunes & Cortoni, 2006). There were no statistically significant differences between the Education then OSAPP group and the OSAPP then Education group or with the Education or OSAPP only groups. However, the varied numbers in the different program groups and the significant results for the Levene's test restrict these between group comparisons.

The final question of the study examined the rates of sanctioned offences and the rates of severe sanctioned offences for the two major populations in this sample, Aboriginal and Non-Aboriginal inmates. For Aboriginal inmates assigned to the Education only group the rates of sanctioned offences in the pre- vs. post- period were significantly different, with Aboriginal inmates committing more offences in the post-program period than the pre-program period. For this ethnic group, no other statistically significant results emerged from the analyses. There were no statistically significant differences in the rates sanctioned offences or severe sanctioned offence for Non-Aboriginals in any of the four program groups.

Regardless of ethnicity, inmates who participate in Education commit fewer offences while they are in the program. This is noteworthy because it establishes Education as a successful dynamic security program. That is, while inmates are assigned

to these programs the rate of sanctioned offences goes down which in turn contributes to a safer institutional setting.

### Limitations

In the proposal preceding this study, the Non-Participant group was to have served as a control group. This was not possible because, as a group, they were not randomly equal. For example, many in the group had been assigned to a number of programs but had managed to secure transfer out of the program within 30 days of assignment. From the file review there is no way to account for the reason(s) transfers were allowed. Others in the Non-Participant group had identified learning disabilities, inhibiting participation in any correctional program. Hence, this group simply provided a comparison for the study. However, as a comparison group, the Non-Participants made it more difficult to examine the impact of Education because they were fundamentally different than inmates in the four program groups (Nunes & Cortoni, 2006).

The study examined the performance of inmates in the first 60 days of participation in Education. This was done to facilitate a point of comparison. Education is a long-term continuous entry/exit program; inmates tend to stay for extended periods. OSAPP is a 60-day program; at the end of 60 days the program is over and inmates must move on. Hence, the results of this study do not tell us if the performance of inmates assigned to the education centre for longer periods is different than in the first 60 days of participation.

The curriculum models for both of the programs in the study applied materials and methods extracted from the dominant culture. Research conducted by the Inuit Tapiriit Kanatami (ITK) & the Pauktuutit Women's Association (2004) for the CSC

concluded that Inuit inmates benefit from a culturally sensitive curriculum. From this result it may be that the same is true for other Aboriginal groups in relation to other Non-Aboriginal groups. The curriculum models employed in Education then OSAPP in this period were not designed to provide knowledge or skills from an indigenous perspective. This limits the study's ability to generalize from the findings.

### Recommendations

There are two important avenues of further research studies that flow from this study. The first study would examine recidivism in Education participants and completers. The study would use the 224 Education only inmates from this study and extend the during-program period of analyses to 240 days. This time frame is more consistent with the actual enrolment periods for the 224 Education inmates assessed in this study and more accurately evaluates the outcome effect of Education as a continuous entry/exit program. The study would examine the differences in rate of sanctioned offences and rate of severe sanctioned offences for Aboriginal and Non-Aboriginal long term participants and completers in one of four groups: Level 1 = Grades 1 to 5, Level 2= Grades 6 to 8, Level 3= Grades 9 and 10 and Level 4-Grades 11 and 12. The data for such a study are contained within the sample collected for the current study. The recommended study would contribute to a better understanding of the differences in recidivism for participants and completers in each of the four levels of Education. Ultimately, understanding the outcome effect of Education in the institutional setting is essential to building an Education program that measurably contributes to successful community reintegration.

The second study would assess the recidivism of Aboriginal inmates receiving courses of study that are culturally sensitive. In the current Education program, inmates at Edmonton Institution and Saskatchewan Penitentiary participate in programs that are designed to meet the curriculum objectives of Alberta Learning. These objectives were designed for use in the community to meet the requirements of the dominant culture. To assess the effectiveness of this model a study is needed which assesses the performance of two groups over a fixed period. The first group would participate in a 240-day program of study designed to meet the skills objectives of Alberta Learning using indigenous knowledge and practice while another group would participate over 240 days in the existing program of study. Inmates would be assessed in several ways, rates of sanctioned offences, rates of severe sanctioned offences and rates of program achievement. In this study inmates would have to commit to the entire program and be interviewed before, during and after the study to collect qualitative data useful to evaluating the process by which culturally sensitive curriculum is developed.

### Conclusion

This study provides evidence regarding the short-term outcome effects of Correctional Education in Canada. They are as follows;

1. Education is effective in reducing the rates of sanctioned offences for inmate students while they participated in the program.
2. OSAPP was also effective in reducing the rate of sanctioned offences for inmate students while they participated in the program.
3. It appears that sequencing core correctional programs had a differential effect on inmates.

4. For Aboriginal inmates assigned to the Education only group, the rates of sanctioned offences increased in the post-program period as compared to the pre-program period.
5. Regardless of ethnicity inmates who participated in Education commit fewer offences while they were in the program.

This study provides insight into the outcome effects of Correctional Education. There is empirical evidence to confirm that, during program participation, Education contributes to a reduction in the rate of sanctioned offences committed by high risk, incarcerated male adults while they are in the program. The study does not shine any light on how or why Education produces this outcome effect. To reach this level of understanding an organizational commitment to long-term empirical Correctional Education research is required. This commitment must be modelled on the approach OSAPP applies in its design and assessment processes. Education must seek ways to measure itself more directly to the benchmarks delineated in the Canadian Charter of Rights and Freedoms, The Canadian Corrections and Conditional Release Act and the Mission Statement of the Correctional Service of Canada. If this was the case, Education and other correctional programs would be more effective because they would be more integrated and culturally relevant to the needs of incarcerated adults.

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## APPENDIX A

## CRIMINAL CODE LISTING – VIOLENT OFFENCES

#	Violent	#	Violent	#	Violent
1	Riot	15	Murder (culpable homicide)	29	Causing Bodily Harm with intent
2	Forcible Entry	16	Murder in commission of offences	30	Dangerous operation of motor vehicle
3	Forcible Detainer	17	1 <sup>st</sup> degree murder	31	Operation of vehicle while impaired
4	Using explosives to destroy property or endanger life	18	1st degree murder	32	Impaired driving causing bodily harm
5	Participation or facilitation of terrorist activities	19	Contracted murder	33	Impaired driving causing death
6	Using firearm in commission of offence	20	Murder of peace officer	34	Assault
7	Careless use of firearm	21	Contracted murder	35	Assault with a weapon causing bodily harm
8	Possession of weapon for dangerous purposes	22	Murder of peace officer	36	Aggravated assault
9	Obstruction and resistance of public or peace officer in his duty	23	Criminal harassment to murder	37	Assaulting a peace officer
10	Prison Breach-forcible and violently	24	Murder during terrorist activity	38	Disarming a peace officer
11	Escape and being at large without excuse	25	Intimidation-murder	39	Forcible confinement
12	Causing death by criminal negligence	26	2nd degree murder	40	Hostage taking
13	Causing bodily harm by criminal negligence	27	Manslaughter	41	Abduction
14	Homicide	28	Attempted murder	42	Robbery
				43	Extortion

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	Breaking and entering with
44	intent, committing offence or breaking out
45	Home invasion
46	Harassing telephone calls
47	Intimidation
48	Arson-disregard for human life

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## CRIMINAL CODE LISTING – NON VIOLENT

#	Non-Violent	#	Non-Violent
1	Prohibited Acts	19	Frauds on the government
2	Assist enemy alien to leave	20	Breach of trust by public officer
3	Forging	21	Misconduct of officers executing process
4	False statement while getting a passport	22	Personating peace officer
5	Possession of forged passport	23	Omits, without excuse, to assist Peace Officer
6	Fraudulent use of certificate of citizenship	24	Perjury
7	Possession of explosives without lawful excuse	25	Disobeying order of court
8	Possession of explosives in association with criminal organizations	26	Obstructing justice
9	Financing Terrorism	27	Permitting or assisting escape
10	Harbouring or concealing terrorist	28	Spreading false news
11	Using intimidation firearm in commission of offence	29	Offence in relation to prostitution
12	Carrying weapon while attending public meeting	30	Criminal negligence
13	Concealed weapon	31	Accessory after the fact to murder
14	Unauthorized possession of weapon	32	Failure to stop at scene of accident
15	Possession of weapon at unauthorized place	33	Uttering threats
16	Possession of weapon obtained by commission of offence	34	Criminal harassment
17	Weapons trafficking	35	Kidnapping
18	Bribery of judicial officers	36	Forgery

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#	Non-Violent	#	Non-Violent
37	Having/making exchequer bill, paper, public seals, etc.	55	Possession of instruments for breaking into coin-operated or currency exchange devices
38	Counterfeit proclamation	56	Selling extra automobile master key
39	Fraud	57	Possession of property obtained by crime
40	Using mails to defraud	58	Theft from mail
41	Fraudulent manipulation of stock exchange transaction	59	Bringing into Canada property obtained by crime
42	Broker reducing stock by selling for his own account	60	Criminal break of trust
43	Fraudulent concealment of titled documents	61	Possession etc of counterfeit money
44	Fraudulent registration of title	62	Making counterfeit money
45	Fraudulent sale of real property	63	Manufactures, produces, sells or has in possession slugs or tokens
46	Fraudulent disposal of goods on which money advanced	64	Clipping and uttering clipped coin
47	Fraudulent receipts under Bank Act	65	Make, publish, print, execute, issue distribute, or circulate likeness of banknotes
48	Disposal of property to defraud creditors	66	Making, having, or dealing in instruments for coining out of mint
49	Fraud in relation to fares, etc.	67	Drugs-possession
50	Fraud-books and documents	68	Drugs-Trafficking
51	Offences by officers and employees of corporations	69	Drugs-Import and export
52	Offences by employees	70	Drugs-Production
53	Mischief		
54	Possession of break-in instrument		

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## APPENDIX B

## INMATE DATA COLLECTION LIST

Rater: \_\_\_\_\_

Data Collection Date (year/Month/day): \_\_\_/\_\_\_/\_\_\_

**PART 1. DEMOGRAPHICS**

- 1.1** Subject Number: \_\_\_\_\_
- 1.2** Offender Name (surname first): \_\_\_\_\_
- 1.3** FPS Number: \_\_\_\_\_
- 1.4** Date of Birth (year/month/day): \_\_\_/\_\_\_/\_\_\_
- 1.5** Race (check one)
- Caucasian
  - First Nations
  - Métis
  - Inuit
  - Black
  - Asian
  - Other, specify \_\_\_\_\_
- 1.6** Sentence Start Date: \_\_\_/\_\_\_/\_\_\_
- 1.7** Warrant Expiry Date: \_\_\_/\_\_\_/\_\_\_
- 1.8** Current Status
- Code 0 - incarcerated
  - Code 1 - detained
  - Code 2 - day parole
  - Code 3 - full parole
  - Code 4 - statutory release
  - Code 5 – warrant expiry
  - Code 99 – insufficient information
- 1.9** Gang Affiliation
- Code 0 – Yes: If Known, Name of Gang \_\_\_\_\_
  - Code 1 – No
  - Code 99 – Insufficient information

- 2.0 Substance Dependency**  
 Code 0 – Yes: If known, Name substance \_\_\_\_\_  
 Code 1 – No  
 Code 99 – insufficient information

## **PART 2. BACKGROUND INFORMATION**

- 2.2 Intellectual Functioning**  
 Code 0- offender has no history of intellectual handicap; IQ is average to high  
 Code 1- some intellectual handicap is evident but offender is able to function in the community with some support; IQ is below average  
 Code 2- offender is not able to meet minimal daily demands of living (i.e., hygiene, meal preparation, daily planning) without regular supervision; IQ is below average  
 Code 99- insufficient information
- 2.3 Employment History**  
 Code 0- generally maintains steady, consistent employment; brief periods of unemployment may occur between jobs  
 Code 1- evidence of sporadic or seasonal employment only  
 Code 2- has difficulty maintaining employment  
 Code 99- insufficient information
- 2.4.1 Behavioural Information from Educational Reports**  
 e.g. attitudinal check boxes, summary progress, info from parole officers

## **PART 3. CRIMINAL HISTORY**

- 3.1 Previous Offenses – General – as an adult only (including violent offences)**  
 There have been \_\_\_\_\_ previous offense convictions  
 Code 99 – insufficient information
- 3.2 Previous Offenses – Violent – as an adult only**  
 There have been \_\_\_\_\_ previous VIOLENT offense convictions  
 Code 99 – insufficient information
- 3.3 Previous admissions to correctional facilities – as an adult only (age  $\geq$ 17)**  
 Offender has \_\_\_\_\_ previous admissions to a correctional facility  
 Code 99 – insufficient information

## PART 4. INDEX OFFENCE

**4.2 Was the index offence(s) violent?** (If there are multiple index offences rate that one which displays the most violence)

Code 0 -       yes  
 Code 1 -       no  
 Code 99 -      insufficient information

**4.3 What was the index offense(s)?**

---

**4.4 Age at index offense:** \_\_\_\_\_

## PART 5. CURRENT SITUATION

**5.1 Current Security Rating**

Code 0 - not incarcerated  
 Code 2 - medium security  
 Code 3 - maximum security  
 Code 99 - insufficient information

**5.2 Offender's Current Location** (check one)

Code 0 - Community  
 Code 1 - Edmonton Max  
 Code 2 - Saskatchewan Penitentiary  
 Other Institution,

specify: \_\_\_\_\_  
 Code 99 – insufficient information

## PART 6. COMPOSITE MEASURES

[Will likely have to calculate these for Aboriginal offenders]

**6.1 Statistical Information on Recidivism (SIR) score**

Has a SIR been administered to this offender? Yes    No

If no, complete the SIR

Indicate the overall score \_\_\_\_\_

What date was the SIR administered? (yes/month/day): \_\_\_\_/\_\_\_\_/\_\_\_\_

## PART 7. INSTITUTIONAL ADJUSTMENT

### 7.1 Institutional Employment

- Code 0 - generally maintains steady, consistent employment within institutional care
- Code 1 - evidence of sporadic institutional employment
- Code 2 - has difficulty maintaining employment within an institutional Environment
- Code 99 - insufficient information

### 7.2 Institutional Behaviour

The offender has incurred institutional charges:

- Code 0 - yes
- Code 1 - no
- Code 00 - insufficient information

## PART 8. PROGRAM INFORMATION

### 8.1 Educational Upgrading

Has the offender upgraded his/her education level while incarcerated?

- Code 0 - yes
- Code 1 - no
- Code 00 - insufficient information

If yes, what grade level was attained? \_\_\_\_\_ (1-12)

Date enrolled: \_\_\_\_\_

Date completed: \_\_\_\_\_

### 8.2 Education Level Participated

- Code 1 - Level 1
- Code 2 - Level 2
- Code 3 - Level 3
- Code 4 - Level 4
- Code 99 - Insufficient Information

**8.3 Educational level Completed**

- Code 1 - Level 1
- Code 2 - Level 2
- Code 3 - Level 3
- Code 4 - Level 4
- Code 99 - Insufficient Information

**8.4 Education level Participated Beyond term of Study (721+days)**

- Code 1 - Level 1
- Code 2 - Level 2
- Code 3 - Level 3
- Code 4 - Level 4
- Code 99 - Insufficient Information

**8.5 Education level Completed Beyond term of Study (721+days)**

- Code 1 - Level 1
- Code 2 - Level 2
- Code 3 - Level 3
- Code 4 - Level 4
- Code 99 - Insufficient Information

**8.6 Canadian Adult Achievement Test Assessment: Adult Basic Education Level:**

- Code 1 - Level 1
- Code 2 - Level 2
- Code 3 - Level 3
- Code 99 - Insufficient Information

**8.7 Identified Learning Disability:**


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Code 99 - insufficient Information  
 [Do we need to define categories for this, or will they identify themselves later?]

**8.8 Identified Learning Difficulty:**


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Code 99 – insufficient information  
 [Do we need to define categories for this, or will they identify themselves later?]

Behavioural education info

## PART 9. TREATMENT HISTORY

- 9.1 Type of Treatment Completed** (check of all that apply)  
 [will use the greatest population group, not Cog skills; likely anger management ABC; do you want to know what other programming subjects have taken, code all?]  
 or  
 for
- Substance abuse treatment (e.g., OSAPP)
  - Cognitive skills
  - Anger management (other than ABC)
  - Sex offender treatment
  - Family violence
  - Marital counseling
  - Individual counseling
  - Educational upgrading
  - Vocational upgrading
  - Aboriginal programming
  - Aggressive Behaviour Control (ABC)
  - Violence prevention program
  - Other – specify the number of other programs: \_\_\_\_\_
  - No evidence that any programming has been completed

If given, specify the names of other programs:

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**9.2 Treatment Program [the final choice for this study]**

Date enrolled: \_\_\_\_\_  
 Date completed: \_\_\_\_\_  
 Location/Institution: \_\_\_\_\_  
 Code 1 –  
 Code 2 -  
 Code 3 –  
 Code 99 – insufficient information

**9.3 Treatment Programs Participated Beyond term of Study (721+days)**

---

Codes?  
 Code 99 – insufficient information

**9.4 Treatment Programs Completed Beyond term of Study (721+days)**

---

Codes?

Code 99 – insufficient information

**9.5 Program Group**

- Code 1 - Education Only
- Code 2 - Treatment Only
- Code 3 - Education First, Treatment Second
- Code 4 - Treatment First, Education Second
- Code 5 - overlap of Treatment and Education
- Code 6 - Control Group – NO Education or Treatment (a specific program)

**PART 10. SANCTIONED OFFENCES**

<b>10.1 Pre-program – 180 days</b>	<b># (by recording all dates of</b>
<b>offences) Institutional Violent – Sanctioned</b>	_____
Institutional Violent	_____
Institutional Non-violent – Sanctioned	_____
Institutional Non-violent	_____
Criminal Code Violent	_____
Criminal Code Non-violent	_____

<b>10.2 Program – 360 days</b>	<b># (by recording all dates of</b>
<b>offences) Institutional Violent – Sanctioned</b>	_____
Institutional Violent	_____
Institutional Non-violent – Sanctioned	_____
Institutional Non-violent	_____
Criminal Code Violent	_____
Criminal Code Non-violent	_____

<b>10.3 Post Program – 180 days</b>	<b># (by recording all dates of</b>
<b>offences) Institutional Violent – Sanctioned</b>	_____
Institutional Violent	_____
Institutional Non-violent – Sanctioned	_____
Institutional Non-violent	_____
Criminal Code Violent	_____
Criminal Code Non-violent	_____

**Community Offense Information**

**10.4 Offender’s Location** (check one)

- Code 0 - Community
- Code 1 - Edmonton Max
- Code 2 - Saskatchewan Penitentiary
- Other Institution, specify:

---

**Or just codes for each institution? Then you can classify by region**

**10.5 Security Rating**

- Code 0 - not incarcerated
- Code 2 - medium security
- Code 3 - maximum security
- Code 99 - insufficient information

**10.6 Number of Parole Suspensions in this Term\*:** \_\_\_\_\_**10.7 Number of Parole Revocations in the Term\*:** \_\_\_\_\_

\*For the purposes of this study Term = 2 years following education/program

**10.8 First offence:** \_\_\_\_\_ **and date; another offence?**

APPENDIX C  
DESCRIPTIVE STATISTICS BY GROUP

Group	Rate of Offences		Mean	SD	Range	Skewness	Kurtosis
Non-Participants	All Offences	Pre	0.20	0.34	0-1.5	10.34	11.68
		During	0.20	0.34	0-1.5	10.34	11.68
		Post	0.20	0.34	0-1.5	10.34	11.68
	Severe Offences	Pre	0.05	0.13	0-0.88	16.25	35.59
		During	0.05	0.13	0-0.88	16.25	35.59
		Post	0.05	0.13	0-0.88	16.25	35.59
Education Only	All Offences	Pre	0.64	1.67	0-12	23.87	62.25
		During	0.41	1.02	0-6	18.16	34.79
		Post	1.01	3.02	0-34	43.43	225.15
	Severe Offences	Pre	0.20	0.77	0-6	28.22	82.64
		During	0.13	0.60	0-5	35.64	131.81
		Post	0.26	0.74	0-4	17.85	29.85
OSAPP Only	All Offences	Pre	0.63	0.98	0-4	5.96	5.84
		During	0.29	0.62	0-2	6.40	4.53
		Post	0.71	1.14	0-5	5.93	5.64
	Severe Offences	Pre	0.17	0.51	0-3	11.73	27.15
		During	0.09	0.39	0-2	14.14	31.46
		Post	0.14	0.40	0-2	9.18	13.82
Education and OSAPP	All Offences	Pre	0.15	0.55	0-3	12.26	27.49
		During	0.46	0.74	0-3.5	6.17	7.91
		Post	0.65	1.51	0-7	7.98	11.08
	Severe Offences	Pre	0.02	0.14	0-1	20.20	71.22
		During	0.04	0.14	0-0.5	9.08	11.91
		Post	0.17	0.66	0-4	14.08	37.59
OSAPP and Education	All Offences	Pre	0.83	1.19	0-4	2.95	1.23
		During	0.13	0.27	0-1	4.29	4.09
		Post	0.78	1.41	0-6	5.28	8.45
	Severe Offences	Pre	0.22	0.67	0-3	2.08	15.42
		During	0.00	0.00	-	-	-
		Post	0.00	0.00	-	-	-