

DEPARTMENT OF CORRECTIONS
LORTON PRISON COLLEGE PROJECT
THIRD YEAR FINAL REPORT

011058

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SUMMARY

The Lorton-FCC Prison College Project began in Spring, 1969, on a trial basis and has operated continuously ever since. The initial goals of the program were to provide inmates with the opportunity for higher education as a means of pursuing legitimate careers and to encourage inmates to participate in social service activities and eventual roles as community leaders. Inmates have been enthusiastic about the project, and although the number of participants grew steadily, there were regularly twice as many applicants as vacancies. It is estimated that 600 inmates have been served by the Project. The number of courses also grew steadily, and inmates who completed one year of academic study were permitted to attend classes at the FCC campus on study-release.

Community involvement was an integral part of the Lorton-FCC Project. Two organizations formed by released inmate-students are CREATE, which is involved with educating delinquents, and ING, which focuses on narcotic addicts. A third group directed by HEW, Project START, helps to assure employment for the inmate.

The recidivism rate of the Lorton-FCC Project seems to be comparable to that of similar programs throughout

the country. Comparing a group of program participants with a control group showed that after six months in the community, the arrest and abscond rates were comparable, about 30 percent. The conviction rate of the control group is slightly higher than that of the experimental group, 25 percent compared to 18 percent. This difference provides some support in favor of the prison-college project, indicating that participation in such a program may help lessen recidivism.

In part, the indication of the success of the three-year experimental Lorton-FCC Project was evidenced by its incorporation into the D.C. budget for FY 1973.

This is the final report on the District of Columbia Department of Corrections Prison-College Project. This report covers three years: Fall, 1970 to June, 1972. Funding for this project was provided mostly by the Law Enforcement Assistance Administration.

College instruction for prison inmates has been attracting attention as a potentially important means of rehabilitating prisoners of high academic ability. Many college programs have been instituted in prisons throughout the country, and although the outcome points toward success, there has not been any definitive analysis of such projects.

As in previous annual and quarterly reports, both quantitative and qualitative data are presented. While data for precise comparisons with other prison college programs in the country are not available or are difficult to interpret, the indication seems to be that the Lorton-FCC Project is one of the more successful of such projects in diverting inmates from criminal careers and developing potential leaders for the urban community.

Since this project was not initially set up as a controlled experiment, evaluative statements about its outcomes must be made with caution. Several bases for evaluation exist and will be investigated in this report:

- 1) grades earned by the inmate-students and instructor assessments;
- 2) extent to which parolees from the college program continue in college after release to the free community;
- 3) degree to which parolees from the project experience difficulty and return to the correctional system;
- 4) comparison of program participants and non-participants.

The available data concerning these issues are lacking in precision, but they provide important indications pertaining to the effectiveness of the project.

BACKGROUND

The idea of a prison college program at the Lorton institution of the D. C. Department of Corrections was first discussed in 1968 with staffs at Washington Technical Institute and Federal City College (FCC). These discussions dealt with the possibility of providing one or more freshman-level courses at Lorton for college credit. FCC was selected to provide the training because it showed more interest in such an experimental project.

The problem of funds for a trial program was resolved when the Department of Vocational Rehabilitation and the Sears, Roebuck Foundation agreed to provide funding for two quarters. Thus, the Lorton-FCC Prison College Project began in Spring, 1969, on a trial basis to ascertain the feasibility of college instruction for D. C. Department of Corrections inmates.

To identify interested and eligible inmates, notices of program plans were posted in all dormitories and educational buildings, and questionnaires on inmate backgrounds and course interests were distributed. It became evident that there were many more interested and qualified applicants than could be managed in a trial program. Approximately 25 students were selected for the first classes, which were introductory courses in Sociology,

Mathematics, and English.

The initial experiences with the trial courses were satisfactory, and planning for continuance of the program went on. Application was made to the Law Enforcement Assistance Administration (LEAA) for funding the program for one academic year. This request was approved during the second quarter of the trial period, so that the program continued without interruption. LEAA continued to support the program for two additional years.

The project at Lorton differs from other prison-college programs in the United States in several ways:

1) Size -- Approximately 600 inmate-students have participated. This constitutes about 11 percent of the population at the Correctional Complex and 8 percent of the Youth Center. No other prison-college program has been known to enroll such a large percentage of its population.

2) Ethnic composition and background -- The majority of inmate-students are black, come from impoverished urban ghettos, and have histories of poor educational achievement.

3) Program objective -- In addition to the goal of diverting intelligent inmates from socially deviant careers, the project also aims at training black manpower to work in the ghetto. The program seeks to instill an ethic of community service as well as providing the inmate with the skills to achieve his personal goals.

4) Community links - No other program has so closely joined education with community service activities. Many of the inmates who are in the community spend their extra time providing services, such as tutoring and counseling, to specific groups, mainly juvenile delinquents and narcotic addicts.

5) Satellite college -- No other program has committed itself to the establishment of a satellite college within a prison facility. This system includes an adequate library and offers courses leading to a two-year Associate of Arts degree.

FCC's Associate Dean of Community Education, Dr. Andress Taylor, was designated to be administrator of the academic portion of the project. Dr. Taylor has done work in black urban communities, recruiting and training manpower. Each inmate-student entered the program with the understanding that his education should not be used only to help himself up a career ladder, but that he should also become involved in a community service.

The performance of the inmate-students at Lorton and the parolee-students at FCC seems to have been impressive in several respects: 1) they have earned adequate grades, 2) many have continued in a college program after being released to the free community, 3) they have compiled a record of social service activities, such as tutoring

children in the Receiving Home, making court appearances with delinquents, working in community facilities for narcotic addict rehabilitation, and drug-abuse counseling.

These achievements have required dedication on the part of FCC staff, who have committed appreciable sums of college funds and staff resources to various aspects of the FCC-Lorton Project. FCC staff have also worked to secure support from other agencies and private sources. These sources have made possible grants-in-aid, internships, or part-time jobs for parolee-students who could not have remained in school otherwise. Major commitments obtained from the Department of Health, Education, and Welfare (HEW) have made possible 50 internships and the beginning of a satellite college library.

GOALS

The goals of the Prison College Project as originally stated were as follows:

1) To establish a program and the proper motivational structure to provide encouragement and new purpose to a large number of Lorton inmates.

2) To lay the groundwork for a two-year college program that might eventually involve from one-third to one-half of the Lorton prison population.

3) To influence individuals participating in the program to abandon criminal careers and pursue legitimate careers.

4) To develop attitudes and provide experiences that would lead the inmate-students to want to continue in college programs after release to parole.

5) To impart expectations of working in social service roles during the on-campus phase of the program.

6) To prepare the inmate-students for assuming leadership roles in the community, if this is compatible with their personalities.

7) The establishment of a 35-50 man halfway house "dorm" for Lorton-FCC Project students, promoting return to the community coupled with an intense academic motivation.

Although the original project design has been modified throughout the three-year period, the primary goal is still to provide qualified and motivated inmates at Lorton with an

opportunity for higher education as a means to well-paying, legitimate future employment. The development of leadership and community service-orientation remains central to the project. One goal which was never realized was the halfway house. Community objections to the Department's halfway house program prevented the expansion of that program to include a Lorton-FCC Project house.

OPERATION

Selection of Enrollees

All students in the prison-college project are self-referred. In order to be eligible, the inmate must present evidence of having completed high school or its equivalent, and of having a maximum of two years remaining until either completion of sentences or eligibility for parole. The latter requirement is an attempt to insure that enrollees will be eligible for parole about the same time that they complete the first year of study. This makes possible a timely entrance into the second year of classes at the FCC city campus. Inmates who are ready for second-year courses before they become eligible for parole may be considered for the busing program. In this way, inmates can take a wide-range of courses and can attend classes at the city campus.

A selection committee, composed of representatives of FCC staff, Department of Corrections, and FCC students, reviews each application and selects those deemed most suitable. This selection procedure has been necessary because, regularly, nearly two inmates have applied for every program vacancy. Enrollment in the institutional phases has been restricted to approximately 135-150 inmates, of which 20-25 are from the Youth Center. This selection

procedure along with the pre-college training and counseling process has insured relatively high motivation and intellectual capacity in beginning students.

Faculty

All courses are taught by FCC instructors who have met the requirements for faculty membership. The instructors are those who teach on campus, and thus, the quality of instruction can be the same as that of the main campus.

Courses

The number of courses has increased from one pilot course in the beginning of the project to 10-12 courses each quarter. Appendix A shows the expansion of the Lorton-FCC network of courses.

For the first four quarters of the program, the Department followed a policy of enrolling inmates in blocks of courses. For example, a group of 25 inmates admitted to the program would take all three of the courses scheduled for a particular quarter. By the fifth quarter this policy was found to not meet some of the needs of some of the inmates, especially long-termers who preferred to take one course per quarter over many quarters, or inmates who could not carry a full academic load. The policy was changed so that inmates were permitted to take one, two, or three courses in any quarter. This change caused a rapid increase in the number of individuals participating in the program.

Grading

The grading system used by the college has undergone a marked change since the program began. During the initial quarters, the students were evaluated in one of three categories: high pass, low pass, other (failure, incomplete, withdraw, etc). This system was replaced by letter grades. A narrative statement about the students progress and performance is also used. Grade-point average has since been used as a criterion for continuation in the program, and students whose grade point falls below 2.0 are not to be permitted to re-enroll.

Phases of the Program

Admission Phase: This stage lasts about two academic quarters. The selected inmates prepare themselves for college by completing one quarter of pre-college study and counseling, and then completing a quarter of college work.

Institutional Phase: The participating inmates engage in classroom work at the Lorton Correctional Complex and at the Lorton Youth Center.

Busing Phase: Inmate-students who have completed the equivalent of a freshman year are permitted to attend sophomore classes on campus. Then inmates are given study-release and are bused to the campus.

On-Campus Phase: This phase of the program includes inmates who are released, generally via halfway house or

parole, and enroll in classes at the college.

Support Services Provided by Federal City College

The pressures of a college routine demand both academic and social adjustments. To meet student needs beyond the provision of books, classes, and instructors, various support services have been devised and implemented by the college. These include:

- Academic counselors assigned to work with the student-inmates in both the institutional and the on-campus programs.

- Job development and student aid counselors at the college work with the student-inmates when they are transferred to the college.

- The local anti-poverty agency, the United Planning Organization, provides job development consultation to the student-inmates in the on-campus program.

- The Student Government Association of Federal City College permits the student-inmates to elect representatives to its Senate.

- The college's Anti-Drug Abuse Program accepts referrals of student-inmates for medical attention, in addition to individual and group therapy when necessary.

- Other resources of the college, such as libraries, health services, are available to students and inmates who participate in this project.

Counseling and Post-Release Assistance

The counseling program provided by FCC is regarded as an integral part of the Prison College Project rather than an auxilliary service for marginal students. Each inmate-student is contacted by a counselor while he is serving his sentence. He continues to see his counselor during the time he attends FCC, even after release when he enrolls in the campus program. This continuity has a special advantage because of the unique problems of the inmate-students.

One of the most pressing problems of released inmate-students involves finances, especially for those men who are married or have dependents. To help alleviate this problem, FCC has granted a limited number of financial aid scholarships to men in the program, and has found employment for a number of others. The high rate of success for released inmate-students may in part be due to the diversity and quality of the counseling provided, as well as the continuity of moving from the status of inmate to inmate-student to parolee-student.

COMMUNITY INVOLVEMENT

Two organizations have been formed by released inmate-students to organize and direct the community activities of the men in the project: Committee for Rehabilitative Efforts Attained Through Education (CREATE) and Intensive Narcotics Group (ING). While each enrollee is encouraged to devote some time to community activities, inmate-students are not compelled to participate. All such work has been unpaid in the past. However, future plans are to provide remuneration for community service.

Although both groups use education as their primary tool, each has a different target group. CREATE has developed services for high school dropouts and for identified delinquents. For the former, CREATE operates a "free school" in the main building of Federal City College, using inmate-students as instructors of youth who wish to gain a high school education or its equivalent. CREATE also furnishes tutoring services to delinquents; in connection with the juvenile court, develops education programs for delinquents as alternatives to incarceration; furnishes inmate-students to supervise selected delinquents; and provides teachers for residents of the Receiving Home. CREATE operates on voluntary contributions of time and money. Many of the approximately 100 college student members dig into their pockets to buy books, paper and pencils for their students.

ING also uses inmate-students to provide similar services for youths and adults who are narcotic users or addicts. In addition to providing tutors and educational services, ING operates a community center for addicts which accepts detoxified clients referred from community organizations and clinics. The center has an average daily population of 26 persons. Specific services offered include counseling, family counseling, and job placements. Approximately 750 persons, male and female, have been served by ING.

At times it has been necessary for staff to encourage inmate-students to participate in community-service obligations. The goal of the community service program is to help the individual overcome the "individualistic" tendency by developing a positive identification with the community.

A third organization, Project START, assures an employment facet for the inmate students. This HEW project encourages former inmates to develop professional and para-professional trainee jobs (i.e., grants management, budget, program administration training), on a part-time basis, but on a full-time pay scale. That is, students are compensated at a salary level ranging from \$6,000 to \$8,000 for working and attending classes 40 hours a week. At the completion of college and participation in the project for three years, a professional position at HEW is guaranteed.

START has adopted as its threefold purpose the general goals of the prison college project, which are:

- Restoration of manpower to the community and disruption of the crime cycle.
- Utilization of a unique resource, namely the educated skills and insights of individuals with practical knowledge of urban conditions.
- A return to the community through education, skills, and purpose.

START's approach is a realistic one. The average inmate has three dependents to support. Since he lacks job skills and experience and has a prison record, the jobs open to him are usually low salaried, and offer little security. Project START's complete rehabilitation program is intended to help break the cycle of crime by offering ex-offenders a means of self-support, tangible career goals, and a stake in building a better community.

START began in September 1970, and 63 students have participated in it during the two-year period. Forty-seven are involved; 16 have left the program for various reasons (including major illnesses, moving away from the D.C. area, returning to prison, or being reprogrammed). Two persons (or 3.2 percent of the overall population enrolled in Project START), have returned to prison. Reprogramming occurs when an individual's performance at HEW, or in school,

is unsatisfactory. He is returned to CREATE or another community service organization and continues his education on a Vocational Rehabilitation Administration stipend for three to six months when judgment is made as to whether the individual should be allowed to re-enter START. There are nine inmate students in this status. In the next year, HEW hopes to double START participation. In addition, expansion to the 10 HEW regions, based on the Lorton-FCC model, is in the planning stage. Such an expansion eventually could involve more than 1,800 men and women from the country's prison population.

EVALUATION

Comparative Analysis of Prison-College Programs

Prison-College Programs have increased in the United States in the past six years, according to survey data obtained by Dr. Stuart N. Adams and John J. Connally. Their data showed that 31 prison systems in the nation provide some form of higher education to their inmate populations; 20 systems provide "live" instruction instead of the traditional correspondence course.

The survey by Adams and Connally also showed that at least 121 junior colleges are involved in the instruction of prison inmates. Their data, based on responses by 83 percent of the 121 junior colleges, also implies that slightly more than one-half of the colleges offer academic instruction, while one-third offer vocationally oriented "adult education."

Virtually all offer "live" instruction, and 85 percent of the sample had begun their instruction of prison population in the past five years. The D. C. Prison Project, now entering its fourth year, seems to be one of the larger prison college programs in terms of enrollments. Two similar projects for which some comparative data are available are the Newgate (Oregon) program, and the San Quentin Project.

In the San Quentin Prison College, continuation in the college program after institution release has been noted as a major weak point. Some of the early graduates were admitted to free colleges, but soon got into difficulties and were reincarcerated or disappeared. Later graduates compiled no impressive record of continuing successfully in free prison-college programs.

Recent data from the Newgate prison-college projects in Pennsylvania, Minnesota, and Oregon suggest that prison-college parolees have relatively high success rates in terms of retention in free college programs.

The number of participants who either completed 15 semester units inside prison before release or were released to attend college with Newgate support was 294. A survey, using 132 of these inmates, showed that 92 percent of them were released to attend college full time. Of these, 51 percent were enrolled in college at the time of the interview. There were 51 percent who had completed the equivalent of one semester and 46 percent who had completed a year. Of those who enrolled in college after release, 80 percent completed at least one course. The majority of the students, 98 percent, had at least a C average in their courses, and 53 percent had a B average or above.

Evaluation of the Lorton-FCC Project indicates that it has had an impact on the existing system of corrections at Lorton, and that it has, so far, achieved an outstanding record of enrollment and retention of its participants.

For example, after the first year of the program, 56 of the 161 participants were returned to the community. Of these 56 men, 47 continued their college education in some form. It is noted that 40 of these released student-inmates are enrolled in the Federal City College program. Five other released men are enrolled at Washington Technical Institute and two have transferred to universities in their home states, California and Arkansas. At the end of the second year of the project, 105 releasees were still attending the college.

Over the past three years, approximately 600 inmates have participated in some phase of the project. The college estimates that 60-75 percent of those students released from Lorton have remained in school. So far, there have been no graduates, but three students are expected to complete their course requirements in time for graduation in June, 1973.

Instructor Assessments and Grades

Comments by instructors have described Lorton students as often more serious, eager, and motivated than students at Federal City College.

The Office of Experimental Programs at the college expresses confidence in the likelihood of an inmate remaining after his release from Lorton even if at a reduced course load or after a lapse of one or two quarters.

A statistical report on the academic status of each man in each phase of the program from Spring quarter, 1969, to Fall quarter, 1971, generated data on 208 men. The different phases of their involvement in the project are: admissions, institutional, busing, and on-campus.

That study, The Report of the Academic Planner, records 43 enrollees in the admission phase of the project. This is the stage where the inmate is selected to prepare for his college training by completing one quarter of pre-college study and one quarter of college study.

Enrollees are in three categories: institutional, busing, and on-campus. The institutional college population numbered 37 men. The mean length of enrollment was four quarters, and the mean number of credit hours earned was 21. The mean grade point was 2.45.

The number of busing students was 23. Their mean grade point was 2.7, and the mean number of quarters enrolled was six. The mean number of credit hours earned was 48.

On-campus enrollees comprised 50 percent of the students during this time period. These students were at all levels of education, freshman to senior, and their grade point average varied widely, although the mean grade point was 1.6.

Twenty-eight men in this report were classified in a fourth category, inactive. An inactive status resulted

from a failure to register for three consecutive quarters. Seven of the men classified as such were listed as intending to return to the program for the following quarter in the on-campus phase. Of the other inactives, 21 percent (or five percent of the number accounted for in this study) had been returned to Lorton. Several had dropped out because they needed employment. Other reasons for inactivity included death, hospitalization, change of location, and one man transferred to another school.

Profile of Prison College Students

The following profile of the inmate-student was drawn from an examination of the jackets of one-third of the FCC enrollees serving at the Complex during Fall, 1970.

Offenses: Of the 33 subjects, 12 had been convicted of robbery, 6 for property offenses and 4 for violation of the narcotic laws, and 2 were serving terms for parole violations. While virtually all had been convicted of multiple offenses, only those offenses that were the most serious were considered in grouping by offense.

Prior felony: Fifteen of the men had served a prison term for a felony, while 18 had not.

Addiction: Six of the men were reported to be either narcotic addicts or heavy users, and one was described as an alcoholic. Twenty-one were known to be non-addicts, while information about the remaining five was unclear.

Release Dates: Using the "short term" expiration date or the parole eligibility data as a date of probable release, 14 men were expected to be released after three years or, in many cases, much later. Five men had probable release dates within two years, while seven were scheduled for release or parole hearings within one year. At the Complex men often are assigned to single classes instead of enrolled in the curricula. This practice was begun because of a desire on the part of the Complex to fill each class to the agreed maximum enrollment. Being unable to fill each class with full-time students, the Complex placed several prospective inmate-students in a single class, believing that such a placement would maintain the interest of the inmate with a distant release date. As a consequence, the majority of the enrollees at the Complex have release dates beyond two years. In fact, 14 were long-termers serving sentences with a minimum of five years, and only 9 had maximum terms of three years.

Pre-prison occupation: No data are available regarding the motives of the men entering the program. A list of pre-prison occupations shows that 10 of the 33 men in the study group held clerical, sales, student, or other white-collar positions before conviction; 10 were unskilled laborers; and six were either skilled laborers or held service occupations such as barbering. Data were not available for seven men.

IQ Scores: A list of the Beta IQ scores for 26 of the 33 men in the study group showed scores ranging from 84 to 129, with a mean of 105 and a median of 107. The mean Beta IQ score for the population of the complex is estimated to be 92, with a standard deviation of 13.97. Thus, 68 percent of the general inmate population scored 105 or lower, indicating that the college group is drawn from the upper third of the population. It is also of interest that both the Youth Center and the Complex pay relatively little attention to IQ scores in assigning inmates, preferring to rely on educational achievement scores. There is recognition that IQ scores are not a reliable measure of intelligence for a predominantly black population from generally impoverished backgrounds.

Educational level: The educational level at time of commitment, as represented by the Scholastic Aptitude Test (SAT) score, was available for 20 of the men in the study group. The grade-level scores ranged from 6.0 to 12.3, with a mean and a median of 8.8. Since the Complex does not compile statistics regarding education levels, a comparison of the college group with the general population was not possible.

It was possible, however, to obtain the highest grade completed for 26 of the men in the study group. Nine of these men had completed the 12th grade; two of the nine had previously attended college for brief periods. The other 17 for whom data were available had dropped out of high school; two of these had

not completed the 8th grade, although they subsequently acquired more education while serving prior commitments.

Marital Status: An effort was made to ascertain the marital status of the men. Thirteen of the 33 were listed as married at time of admission; it is not known how many of these marriages are intact. Twelve men were reported as never married at time of commitment, while seven were either separated or divorced. Data were not available on one man.

Age: The age range was from 21-44 years, with a median of 26 years. Clearly, these inmate-students are somewhat older than the average college student in the United States, although the college undergraduate student body is also older than the national average.

Returns to Prison

If retention in college is a positive measure of the success of a prison college program, the return to prison of a student-parolee is a negative measure. The first of the Newgate prison-college projects to report its recidivism rate was Oregon State Prison. In Fall, 1969, this Office of Economic Opportunity (OEO) funded project reported that 14 of the 69 men released from the prison after enrollment in the college program had been returned to prison. This is a return of 20 percent. By September, 1972, information from the Newgate projects in Pennsylvania, Minnesota, and Oregon was compiled and showed that 11 percent of the released students were rearrested with 8 percent convictions.

The recidivism rate of the Lorton-PCC project seems to be comparable to that of similar programs. Determining the rate of return to prison has been difficult since the project was not initially set up as a controlled experiment and the records that were kept are inadequate. An approximation to a controlled experimental design was employed using a matched group as a control against which to measure the performance of the experimental group. The control group consists of 32 prison college applicants who failed to enter the program because of early parole, change of plans, or other reasons. The experimental group consists of 73 program participants. The control and experimental groups were compared on several measures that could be expected to differentially influence post-release performance. Table 1 shows the means of the two groups on these characteristics, such as age, education level, and number of prior arrests. As can be seen, the differences between the two groups are relatively small, and may be assumed to have little affect on performance.

Table 2 shows the post-release performance of the two groups after six months of exposure in the community. Performance is divided into four categories: success, (meaning no arrests or absconds), arrests, absconds, and administrative removals. The arrest and abscond rates for the experimental and control groups are comparable, about 30 percent. The

Table 1

Comparison of Experimental and Control Groups

Measures	Mean or Percentage	
	Experimental Group	Control Group
Age	28.5 years	30.1 years
Scholastic Achievement Test	9.2	8.0
IQ	104	105
Education	11th gr.	11 gr.
Prior juvenile arrests	2.3	1.8
Prior juvenile commit.	.4	.3
Prior adult arrests	3.7	4.3
Prior adult commitments	.5	.6
Sentence length	4 to 8 years	1 to 4 years
No drug use	52.5%	48.5%
Single	57.5%	39.4%

Table 2
Performance of Prison College Students and
Control Subjects after Six Months in Community

Performance Criterion	Experimental Group		Control Group	
	#	%	#	%
Success (no arrests, abs- conds, etc.)	42	57.5%	17	53.0%
Arrests	22	30.1	10	31.3
Absconds (from bus, halfway house)	5	6.9	2	6.3
Administrative removals	4	5.5	3	9.4
Total	73	100.0%	32	100.0%

percentage of administrative removals is lower for the experimental group, which may indicate that the college-releasees had greater incentive not to violate their parole or halfway house regulations. Experimental and control subjects were again followed up after 12 months. The arrest and abscond rates remained the same, indicating that if a man is going to fail, he does it soon after release. In every case those releasees who were successful after six months were also successful at the end of one year.

It is instructive to examine the disposition of the arrests, as shown in Table 3. Of the 22 arrests that occurred during the first six months for experimental subjects, by the end of 12 months 13 resulted in sentences, eight resulted in dismissals, and one is still pending. This converts to a conviction rate of 18 percent. Eight of the nine arrests for the control group resulted in convictions, so that the rate of recidivism as defined by convictions is 25 percent. This provides some evidence that the returns to prison are slightly higher among the control subjects as compared to experimental subjects.

If success is considered to be the absence of arrests, then 42 of the experimental group, or 58 percent, successfully adjusted to the community. The control group had 56 percent success. If those releasees who were arrested but had their cases dismissed, are redesignated as successes, then 50 of the

Table 3
 Successes and Failures Among Prison
 College Students and Control Subjects

Performance Criterion	Six Months in Community				Twelve Months in Community			
	Experimental Group		Control Group		Experimental Group		Control Group	
	#	%	#	%	#	%	#	%
Success (no arrest)	42	58%	18	56%	42	58%	18	56%
Arrested	22	30%	9	28%	22	30%	9	28%
1. Dismissed	(5)	7%	(0)	0%	(8)	11%	1	3%
2. Sentenced	(5)	7%	(6)	19%	(13)	18%	(8)	25%
3. Pending	(12)	16%	(3)	9%	(1)	1%	(0)	0%
Other (Abscond, Removal)	9	12%	5	16%	9	12%	5	16%
TOTAL	73	100%	32	100%	73	100%	32	100%

experimental subjects, or 70 percent, were successful, as compared to 19 or 59 percent, of the control subjects. This difference provides some support in favor of the prison-college releasees, indicating that participation in such a program may help to facilitate reintegration into the community and discourage repetition of criminal behavior.

PROBLEMS ENCOUNTERED

Although the Lorton-FCC project has proved successful in many ways, several problems throughout the three-year period prevented smooth sailing. The two major operational problems have been: 1) record-keeping and 2) cooperation between FCC and the Department of Corrections.

Records for the first year of the project range from inadequate to non-existent. The problem of non-uniform or sporadic recording of data was realized early, but not corrected until January, 1972, when grant funds were allocated for an administrative aide and a secretary. However, as a result of insufficient record keeping, an exact tabulation of individual inmates who have participated in the college program is impossible.


The lack of cooperation between FCC and the Department has been caused in part by a slight clash of outlooks. The delivery of college courses to an interested and motivated segment of the prison population is of utmost importance to FCC; however, the Department of Corrections has greater responsibilities attached to that delivery. During the institutional and community phases, security has been given great emphasis by the Department. There have been special risks involved with the busing program, although only two escapes have been made. Extra security

precautions have been taken. Men in the busing program have been required to undergo periodic searches and urine tests for drugs to detect security breaches, and an hour-by-hour schedule of each man in the community is maintained to facilitate control. A few students have been removed because of their adverse behavior.

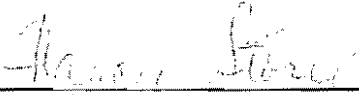
Additional problems with this project have been noted by the Warrant Squad of the Department of Corrections. The Squad has had difficulty obtaining information from FCC about specific inmate-students. On occasion, the Squad has requested information pertaining to the class schedules of inmates, attendance records, and arrival and departure times from campus. FCC consistently has been uncooperative and has refused to provide this information, according to the Squad. The Squad has not had this problem when it requested similar information from other universities regarding Department employees.

There have been two audits conducted to investigate expenditures of the Lorton-FCC Project. One was conducted by the Justice Department at the request of LEAA to investigate expenditures of LEAA funds used in the administration of the project over the three-year period. The second investigation was performed by the Office of Municipal Audit and Inspection at the request of Department of Corrections

officials. This audit was concerned with the financial aid given to inmates who participated in the project. Both of these audits resulted in evidence which indicates misuse of grant funds. Further investigation of the financial particulars is currently underway by Department and District officials.




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APPENDIX A

Spring 1969 - The pilot course, Urban Social Institutions, was introduced in the form of 2 sections - one at the Youth Center and one at the Complex. A total of 47 students enrolled in this course.

*Summer 1969 - A basic first semester freshmen program was established. Three courses were added at this time: Expository Writing, Elements of Algebra, and a Social Science course titled Ideas and Society.

Fall 1969 - Another Social Science course, Economic Problems of Black People, was added. It was then decided that a more practical base for a degree program was necessary so a course entitled Macro-and Micro-Economics was offered during this quarter.

Winter 1970 - The full freshman year program was expanded by one additional writing course, Research in Argument.

*Spring 1970 - One year after the inception of the FCC-Lorton Project, the need for more variety in course offerings was realized with the addition of Pan-African Literature, Black American Playwrights, History of Black America, Problems & Statistics, and a non-credit Ceramics course.

Summer 1970 - The program was further augmented during this quarter by a workshop in Journalism.

Fall 1970 - A non-credit Painting course was introduced to the regular program. The Pre-College Program was instituted as a means of exposure to an academic climate which would help the student adjust more readily to the rigors of the full college program. The Pre-College courses consisted of Developmental Mathematics, English, and Techniques of Problem Solving.

The Distinguished Lecture Series was established in the Fall Quarter of 1970. It brings to the College program international scholars, community leaders, and men of professional status who are able to impart ideas, concepts and information that is helpful to the cultural and intellectual development of men in the program.

Winter 1971 - The Pre-College Program was further implemented by a course in Intensive Reading. Biological Science was filtered into the college program in a very innovative manner. The concept of mobility in education was introduced by FCC in that a lack of facilities at Lorton spurred the creation of a biology lab "on wheels".

Spring 1971 - Two computer courses, Basic Programming and Computer Concepts, increased the offerings during this quarter as did a course entitled Methods of Library Research.

Summer 1971 - Additions this quarter were comprised of: Analytical Geometry & Algebra, Community Education Practicum, Community Journalism, Introduction to Management, and a second Biology course.

*Fall 1971 - The Computer Science Management Associate of Arts Degree Program was officially introduced. The following new courses were offered: Accounting, Introduction to Business, Poverty Law, and Creative Writing.

Winter 1972 - Two new courses augmented the existing program: Elementary Functions and Introduction to Marketing.

Spring 1972 - Afro-American Literature was added.

* Key phase in development due to significant expansions.