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Scientific Review Data Abstraction Protocol

This document is an appendix to *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults*, by Lois M. Davis, Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, Santa Monica, Calif.: RAND Corporation, RR-266-BJA, 2013, available at http://www.rand.org/pubs/research_reports/RR266.html. The following pages provide the four worksheets used for abstracting data from studies eligible for scientific review.

RAND Correctional Education Project Scientific Review Protocol

Main Worksheet (1)

GENERAL INSTRUCTIONS: After first reading the study you've been assigned to review, complete all four worksheets (Main, Outcomes, Baseline Characteristics, and Reviewer Log) with respect to that study. On this, the Main Worksheet, enter responses only in the Open Response and Page Number columns and in white cells within the Check Box column. Shaded boxes in the protocol should not be modified. Use the open response boxes to enter numeric and text responses as well as miscellaneous notes and points of clarification. For all responses, include page number references in the Page Number column whenever possible. Please use quotation marks when quoting passages directly from the text (not necessary for brief, general phrases or data points). When reporting numbers, do not round, but include the number of digits shown in the manuscript. **If your description of an issue differs from that of the author(s), use the Open Response column to report both their interpretation and how yours differs. Base your check box answers on what the authors report. Write "NR" in the Open Response column if the information requested is not reported, and "NA" if it is not applicable.** Save the completed protocol using the following file name format: **RefID#_AuthorLastName_YourLastName.xlsx.**

Special Instructions for Studies With Multiple Interventions: Item 6 asks you how many interventions the study examines. If your answer is greater than 1, please fill out additional copies of the Main Worksheet to describe each additional intervention. **We have provided two additional sheets for this purpose, Main (2) and Main (3), on the far right of the worksheet tabs.** We do not anticipate that any of the studies will examine more than three interventions, but if they do, you can copy Main (3) by right-clicking the tab and choosing "create a copy." Number the interventions according to the order in which they're presented in the text, so that the first one is coded as Main (1), second as Main (2), and so forth. **When completing the Main (2) and Main (3) worksheets, fill out only the intervention subsection...the other subsections are blocked off in color, meaning you should not write in those cells.**
NOTE: If a study compares one intervention to another, and there is no other comparison condition, that would be considered a single intervention for our purposes, because only two conditions (A and B) are being compared. In that case, please code the intervention that is described first as the treatment condition, and the one that is described second as the comparison condition.

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
1	Enter your last name.				
2	Enter the date on which you completed this protocol.				

Reference Information

3	What is the article reference number (i.e., first number in file name)?				
4	What is the last name of the first author (from file name)?				
5	What is the publication year (from file name)?				

Intervention

[Remember that an intervention is defined as conditions or programs received by the treatment group and not the comparison group.]

6	How many interventions does the study examine? (Enter a numeral in the open response column.)				
7	What is the NAME of the intervention? (Be as specific as possible.)				
8	Does the study include a separate comparison group of inmates that did not receive the intervention? (Check one.)	Yes No			
9	Briefly describe the intervention experienced by the treatment group, as reported by the author(s).				
10	Briefly describe the conditions experienced by the comparison group, as reported by the author(s).				
11	Briefly describe your understanding of the intervention (i.e., the DIFFERENCE between the treatment and comparison conditions, items 9 and 10).				
12	What is the NATURE of the intervention? (Check all that apply.)	Packaged and replicable ACADEMIC education program (i.e., "off the shelf") ACADEMIC education intervention that is not a packaged program			

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
			Packaged and replicable VOCATIONAL education program VOCATIONAL education intervention that is not a packaged program Other (specify at right) Not clear		
13	What is the CONTENT of the intervention? (Check all that apply.)		Basic instruction (Adult Basic Education or remedial instruction in literacy, math, or other academic skills) High school instruction (courses and content designated as part of the state graduation requirement for students) GED preparation Postsecondary program provided for college-level credit, certificate, or continuing education credit Postsecondary program that is not for academic credit Pre-vocational skills, including resume-writing, interview preparation, etc. Vocational skills, including computer skills, trades, and preparation for specific jobs English as a Second Language (ESL) instruction for non-native English speakers Other (specify at right) Not clear		
14	WHO delivers the intervention to treated participants? (Check all that apply.)		College or university faculty Certified teachers Uncertified teachers Teachers whose certification status is not clear Teachers who are "highly qualified" under No Child Left Behind (NCLB) Teachers who are NOT "highly qualified" under NCLB Teachers whose qualification status under NCLB is not clear Graduate students Correctional officers Peer tutors/mediators/instructors Community volunteers Participants themselves (self-administered) Other (specify at right) None of the above Not clear		
15	HOW is the intervention delivered? (Check all that apply. Note that "instruction"=teaching, coaching, or mentoring; not monitoring or observing.)		Whole-class instruction Small-group instruction One-on-one instruction Self-directed study Cooperative learning Technology-supported instruction (includes a face-to-face instructional component) Technology-only instruction (no face-to-face instruction) Applied occupational training (on-the-job experience) Other (specify at right) None of the above Not clear		
16	How are the individuals who deliver the intervention employed? (Check all that apply.)		Correctional facility employees Outside contractors to the facility Employees of outside institutions (e.g., universities, community colleges, public schools, etc.) Volunteers		

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
			<input type="checkbox"/> Other inmates <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not applicable <input type="checkbox"/> Not clear		
17	Does the intervention include any post-release follow-up programming?		<input type="checkbox"/> Yes (If YES, describe at right.) <input type="checkbox"/> No <input type="checkbox"/> Not clear		
18	What was the prescribed DURATION of treatment for the treated group (e.g., number of hours, days, weeks, etc.)?				
19	What was the prescribed FREQUENCY of treatment for the treated group (e.g., hours per day, days per week, etc.)?				
20	Was there evidence as stated by the author of variation within the conditions (i.e., actual dosage) experienced by the TREATED group? (Check one.)		<input type="checkbox"/> Yes (If YES, please describe at right.) <input type="checkbox"/> No		
21	Was there evidence as stated by the author of variation within the conditions experienced by the COMPARISON group? (Check one.)		<input type="checkbox"/> Yes (IF YES, please describe at right.) <input type="checkbox"/> No		
22	Is there evidence as stated by the author that researchers were independent of the intervention development and implementation? (Check one. Note that involvement in <i>research design</i> is not a threat to researcher independence.)		<input type="checkbox"/> Yes: Researchers were completely independent of the intervention development and implementation <input type="checkbox"/> No: Researchers were involved in developing, designing, or marketing the intervention but not in implementing it <input type="checkbox"/> No: Researchers were involved in implementing the intervention (delivering it, or hiring or training those who delivered it) but not in developing it <input type="checkbox"/> No: Researchers were involved in both developing and implementing the intervention <input type="checkbox"/> Not clear		
23	Is there evidence as stated by the author of possible contamination in the intervention implementation-- i.e., possible spillover between treatment and comparison conditions, including partial treatments? (Check one.)		<input type="checkbox"/> Yes (IF YES, please describe at right.) <input type="checkbox"/> No		
			Ambiguous Temporal Precedence / Reverse Causation <i>(Dependent variable could possibly have caused the intervention status rather than the reverse. May pertain to studies that lack a pre-intervention measure of the dependent variable and in which there is no strict rule or mechanism [like randomization] for assignment to the treatment group. This threat is not relevant in the absence of a comparison group.)</i>		

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
	<p>Note: These threats to internal validity are described in Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). <i>Experimental and Quasi-Experimental Designs for Generalized Causal Inference</i>. Boston: Houghton-Mifflin. They are also described on many websites.</p>		<p>Selection (The preeminent concern in studies with comparison groups, defined as possible unmeasured differences between treatment and comparison groups that are correlated with the dependent variable. An RCT without attrition essentially removes this threat. This threat is not relevant if there is no comparison group.)</p>		
			<p>Attrition: Overall (Occurs when the analytic sample is smaller than the initial sample that began the study. The threat is that people who dropped out of the study sample may differ systematically from those who stayed, so any pre/post differences may be attributable to changes in group composition, unless the analysis is limited only to those who have post-treatment measures. The threat may apply to studies with and without a comparison group.)</p>		
			<p>Attrition: Differential (Occurs when the rates of attrition differ for the treatment and comparison groups. This is a potential source of selection bias because it may result in the two groups differing on unobservables. This threat is not relevant to studies without a comparison group.)</p>		
			<p>Regression to the Mean (If participants start out with extreme or outlying scores pre-intervention, one would expect movement toward the population mean after the intervention due to measurement error. This threat could apply to studies with or without a comparison group. It generally would not apply to studies without pre-intervention measures, and it is unlikely to be a confound under random assignment.)</p>		
			<p>History (Possibility that other interventions or events may have coincided with the treatment and therefore accounted for the treatment effect. A particular concern in pre/post or interrupted time-series studies with no comparison group.)</p>		
			<p>Maturation (Possibility that the treatment group would have shown the same pre/post changes over time even without the intervention. A particular concern in pre/post or interrupted time-series studies with no comparison group.)</p>		
			<p>Instrumentation (Changes in how the dependent variable is measured over time that may account for pre/post differences. A particular concern in interrupted time-series or pre/post studies with no comparison group.)</p>		
			<p>Testing (Pre/post differences that occur as a result of exposure to the first test or observation, such as learning from or memorization of the test itself. A particular concern in interrupted time-series or pre/post studies with no comparison group.)</p>		

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
			Additive or Interactive Effects of Confounds Listed Above <i>(A combination of the confounds above; e.g., differential maturation rates of treatment and comparison groups due to unobserved differences between groups; or treatment group receives pre-testing and control group doesn't, yielding a differential testing confound, etc.)</i>		
			Other (specify)		
Study Setting					
25	In what type(s) of correctional environment does the study take place? (Check all that apply.)		Short-term juvenile facility Long-term juvenile facility Jail Prison Other (specify at right) Not clear		
26	What is the JURISDICTION of the environment(s) in which the study takes place? (Check all that apply.)		Federal facility State facility Local facility Other (specify at right) Not clear		
27	What is the SECTOR of the environment(s) in which the study takes place? (Check all that apply.)		Public facility Private facility Other (specify at right) Not clear		
28	What is the SECURITY LEVEL of the environment(s) in which the study takes place? (Check all that apply.)		Minimum security Medium security Maximum security Other (specify at right) Not clear		
29	Briefly describe the location of the facilities in the study (state, county, city, etc.).				
30	Briefly report any other descriptive information about the study setting that is not described above.				
Research Design and Analysis					
31	Briefly describe how participants were chosen for inclusion in the study...both the criteria used and the numbers included/excluded, if known.				
32	What is the <i>unit of assignment</i> to the intervention? (Check one, and note that self-		States Counties Correctional facilities		

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
	selection can be a form of assignment.)		<input type="checkbox"/> Housing units <input type="checkbox"/> Classrooms <input type="checkbox"/> Inmates <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear		
33	How were units assigned to the intervention? (Check all that apply, and also describe the assignment process in the open response column.)		<input type="checkbox"/> Randomly assigned to the intervention after matching, stratification, blocking, etc. <input type="checkbox"/> Simple random assignment <input type="checkbox"/> Self-selected into the intervention <input type="checkbox"/> Assigned by convenience <input type="checkbox"/> Assigned based on an observed characteristic--e.g., test scores, behavior, arrival or release date, etc. (Specify characteristic[s] at right.) <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear		
34	Was the researcher involved in assigning units to the intervention? (Check one.)		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear		
35	What is the <i>unit of analysis</i> in the study? (Check one.)		<input type="checkbox"/> States <input type="checkbox"/> Counties <input type="checkbox"/> Correctional facilities <input type="checkbox"/> Housing units <input type="checkbox"/> Classrooms <input type="checkbox"/> Inmates <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear		
36	If unit of analysis does not equal unit of assignment, does the analysis adjust for clustering? (Check one.)		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable because unit of analysis = unit of assignment <input type="checkbox"/> Not clear		
37	Attrition occurs if the analytic sample is smaller than the total, initial number of participants. What reason(s) were given for any attrition that occurred? If there was no attrition, write "NA."				
38	Does the study control statistically for any baseline characteristics of both the treatment and comparison groups? (Check one. See glossary for a list of possible characteristics.)		<input type="checkbox"/> Yes (If YES, specify which ones at right) <input type="checkbox"/> No <input type="checkbox"/> Not clear		
39	What methods are used to adjust for baseline differences between the treatment and comparison groups? (Check all that apply.)		<input type="checkbox"/> Difference-in-differences (e.g., post-treatment minus pre-treatment scores for treated and controls) <input type="checkbox"/> Covariate adjustment via multivariate regression or ANCOVA (includes Cox regression and other longitudinal or survival analysis models) <input type="checkbox"/> Propensity score matching or weighting <input type="checkbox"/> Regression discontinuity analysis <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> None		

#	Questions (Do Not Edit)	Check Box (use "x")	Multiple Choice Responses (Do Not Edit)	Open Response Answers and Notes	Page #
40	For what subgroups are the intervention-effect estimates disaggregated? (Check all that apply and remember to specify page numbers in right-hand column.)		Race Gender Age Marital status Prior criminal record Prior academic achievement (test scores or grades) Prior academic attainment (years of education, diploma or GED completion, etc.) Facility type (jail, prison, security level, etc.) Type of crime Sentence length Other (specify at right) None		
Study Information					
41	The reviewed document is which of the following types of work products? (Check one.)		Journal article Book or book chapter Research report Conference paper or working paper Dissertation Other (specify at right) Not clear		
42	Is there evidence that the document was peer reviewed (e.g., stated directly or published in a peer-reviewed publication)?		Yes No Not clear		
43	Does the document mention the existence of other reports or articles resulting from the same study?		Yes (IF YES, please enter bibliographic info for each relevant reference at right) No		
44	The study was funded by which of the following entities? (Check all that apply and describe at right.)		U.S. Department of Justice U.S. Department of Education Other federal entity State government funding Local government funding University funding Foundation funding Other source Not clear		
End of Main Worksheet (1) Be sure also to complete the Outcomes, Baseline Characteristics, and Reviewer Log Worksheets before submitting this protocol.					

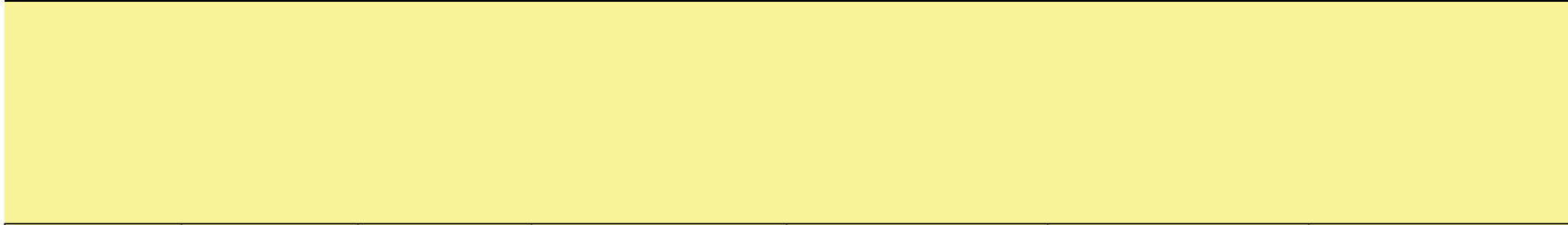
Study Outcomes

INSTRUCTIONS: Fill out each row as completely as possible for each outcome measure examined in the study. **Any outcome measured at multiple points in time (e.g., maintenance or follow-up measures) should be listed on separate rows for each point in time.** Exclude outcomes that do not fall within a category defined in the outcomes list below. **If reporting outcomes for multiple interventions, indicate in column B the number of the intervention to which you're referring.** (See Intervention subsection instructions on the Main Worksheet about how to number multiple interventions.) **Write "NR" in the appropriate cell if the information requested is not reported, and "NA" if it is not applicable. If you would need to do a calculation to report an answer, write "NR" rather than doing the calculation yourself. Use page number columns at left and right, respectively, to indicate pages where outcome measures are defined and effects are reported. Use parentheses at the end of your answers within a given cell to cite other page numbers for information that is found elsewhere in the text or may be difficult to locate.** If the article provides adjusted and unadjusted means, report these on separate rows and indicate as prompted what variables have been used in the adjustment.

Outcome Category Definitions

- Recidivism**, including re-offense, re-arrest, re-conviction, re-incarceration, parole violations, etc.
- Employment/earnings**, including pre-employment skills, type of employment, and earnings from various sources
- Family outcomes**, including reunification, interactions, payment of child support, parenting skills, etc.
- Enrollment or persistence** in academic or vocational education or apprenticeship programs after release
- Educational attainment** during or after incarceration, including program completion, credits earned, certificates, diplomas, degrees, licenses, etc.
- Test scores or achievement** measures in math, reading, writing, other content areas, or vocational skills
- Behavior while incarcerated**, including commendations, infractions, violations, etc.
- Program participants' perceptions** of correctional education program quality or usefulness

Outcome #	Pertains to Intervention #	Page(s) on which Outcome Measure is Defined	Name of Outcome (include name of instrument if given)	Outcome Category (Choose Category from Dropdown Menu; Definitions Appear Above)	Data Source (e.g., state dataset, author's survey of inmates or correctional officers, author's assessment, etc.)	Dichotomous measure? (Y or N)	Standardized Test? (Y or N)	Describe variable, including scale of measurement (units, range, etc.)
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Time elapsed between START of intervention and collection of outcome measure	Time elapsed between END of intervention and collection of outcome measure	Time elapsed between INMATE RELEASE and collection of outcome measure	Summarize reliability and validity information (e.g., internal consistency measures such as Cronbach's alpha, interrater agreement, test-retest reliability, validation method, etc.)	List any concerns you have about the quality of this measure (e.g., reliability below 0.5, self-reported data, limited face validity or social validity, weak alignment with intervention, etc.)	Do the numbers reported in this row apply to a particular subgroup of the sample or to the overall sample? <i>If numbers are provided for the overall sample, you do not need to report disaggregated results by subgroup.</i>	If you've indicated that the numbers apply to a particular subgroup of the sample, please name the subgroup (e.g., females, Latinos, first-time offenders, etc.). <i>Note that you do not need to report disaggregated results by subgroup unless overall results are not provided.</i>

REMEMBER: Write "NA" in these columns if unit analysis = unit of assignment

NOTE 1: Where possible, report all N's provided and write "NR" if Not Reported or "NA" if not applicable.

NOTE 2: N's at assignment refer to the *initial* sample sizes before any attrition, and N's at baseline refer to the samples for which pre-treatment means and standard deviations are reported. In some cases, N's at assignment and at baseline will be the same; in other cases, not. Regardless, the N's at Baseline should correspond to means and standard deviations reported at right and on the Baseline Characteristics worksheet.

Unit of Assignment

Unit of Analysis

Treatment N at Initial Assignment	Comparison N at Initial Assignment	Total N at Initial Assignment	Treatment N at Baseline	Comparison N at Baseline	Total N at Baseline	Treatment N at Analysis	Comparison N at Analysis	Total N at Analysis	Treatment N at Initial Assignment	Comparison N at Initial Assignment	Total N at Initial Assignment	Treatment N at Baseline (Corresponds to Mean & SD)	Comparison N at Baseline (Corresponds to Mean & SD)	Total N at Baseline (Corresponds to Mean & SD)	Treatment N at Analysis	Comparison N at Analysis	Total N at Analysis

<p>REMEMBER: If the article provides adjusted and unadjusted means, report these on separate rows, and indicate when prompted what variables have been used in the adjustment.</p>												<p>REMEMBER: If counts rather than means/proportions are provided for dichotomous outcomes, please report those counts here. E.g., number of participants who avoided recidivism after 1 year, or number who found employment within a year, etc. Definition of "Yes" should correspond to framing of outcome variable in columns D (e.g., whether it is defined as recidivism or avoidance of reincarceration).</p>						
												<p>Outcome Data: Means <i>(These May Be Proportions for Dichotomous Measures... e.g., share who recidivated, graduated, etc.)</i></p>						<p>Outcome Data: Standard Deviations <i>(Standard Deviations are Not Necessary If Reporting Proportions for Dichotomous Measures)</i></p>
Treatment MEAN at Baseline	Comparison MEAN at Baseline	Overall MEAN at Baseline	Treatment MEAN at Analysis	Comparison MEAN at Analysis	Overall MEAN at Analysis	Treatment STANDARD DEVIATION at Baseline	Comparison STANDARD DEVIATION at Baseline	Overall STANDARD DEVIATION at Baseline	Treatment STANDARD DEVIATION at Analysis	Comparison STANDARD DEVIATION at Analysis	Overall STANDARD DEVIATION at Analysis							



Other Outcome Data
(Use These Columns to Provide Pertinent Additional Information For Each Outcome)

Page Number(s) of Outcome Data Provided Here	Are the Post-Treatment Means Reported Here Adjusted for Any Baseline Characteristics? (Y, N, or NA)	If the Post-Treatment Means Are Adjusted, What Variables Do They Adjust For?	Other Notes About This Outcome Variable (e.g., pages on which statisticians might find additional data, such as regression coefficients, odds ratios, Cohen's d)

Baseline Characteristics (Demographics, Etc.)

INSTRUCTIONS: Use this table to describe any of participants' reported characteristics at the point of assignment that are not also outcome variables. Report these characteristics whether or not they are included as controls in the analysis and whether or not they are disaggregated by treatment status. If reporting outcomes for multiple interventions, indicate in column B the number of the intervention to which you're referring. (See Intervention subsection instructions on the Main Worksheet about how to number multiple interventions.) Items to report include demographic characteristics (gender, race/ethnicity, age), information about offense type, sentence length, prior record, recidivism risk category, sentenced or pre-sentenced status, and other characteristics described by the author(s). If a group is 100% male or female, 100% black or white, etc., include that information here as well. When reporting ages or other time-varying information such as years of formal education, please indicate whether the data point refers to time of incarceration, time of treatment, etc., if known. Write "NR" in the appropriate cell if the information requested is not reported, and "NA" if it is not applicable. If you would need to do a calculation to report an answer, write "NR" rather than doing the calculation yourself.

Variable Description Information						***Numbers In These Columns Should Correspond to BASELINE N's On Outcomes Worksheet***												Does Analysis Adjust for Baseline Differences in this Variable? (Y, N, NR, or NA)			
						Applies to Continuous Measures or Proportions			Applies to Continuous Measures			Applies to Dichotomous Variables Where Author Provides Counts, Not Proportions			Applies to Continuous Measures or Proportions				Applies to Continuous Measures or Proportions		
Variable #	Pertains to Intervention #	Page(s) on Which Data Are Reported	Name of Variable	Dichotomous measure? (Y or N)	Describe Variable, Including Scale of Measurement (units, range, etc.)	Treatment MEAN at Baseline	Comparison MEAN at Baseline	Overall MEAN at Baseline	Treatment STANDARD DEVIATION at Baseline	Comparison STANDARD DEVIATION at Baseline	Overall STANDARD DEVIATION at Baseline	Treatment "YES" COUNT at Baseline	Comparison "YES" COUNT at Baseline	Overall "YES" COUNT at Baseline	Treatment MINIMUM at Baseline	Comparison MINIMUM at Baseline	Overall MINIMUM at Baseline	Treatment MAXIMUM at Baseline	Comparison MAXIMUM at Baseline	Overall MAXIMUM at Baseline	
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Reviewer Log

INSTRUCTIONS: This log provides a place to record your overall impressions of the study and its implications. Note that the cells are not fixed in size; they will expand to accommodate the amount of text that you write. If you would like to refer to a particular page number, please do so in parentheses within the text of your response.

#	Questions (Do Not Edit)	Open Response Answers and Notes
1	What do you conclude from the study? Does this differ from the author's conclusions? If yes, how and why?	
2	What is your general impression of the quality of this study?	
3	What are the study's main strengths?	
4	What are the study's main limitations?	
5	On a scale of 0-5, with 0 being lowest quality and 5 being highest quality, how would you rate the quality of the discussion and why?	
6	How can the study be used to inform FEDERAL policy?	
7	How can the study be used to inform STATE policy?	
8	How can the study be used to inform LOCAL policy?	
9	How can this study be used to inform the practice of correctional education?	