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**RAND Correctional Education Project
Scientific Review Protocol: JUVENILE VERSION**

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 notes, explanations, 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 "y") | 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). | | | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|-----|--|------------------------|---|---------------------------------|--------|
| 12a | 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 Packaged and replicable VOCATIONAL education program VOCATIONAL education intervention that is not a packaged program Other (specify at right) Not clear | | |
| 12b | Is the academic or vocational intervention implemented as part of a broader program (e.g. life, social, or behavioral skills), or is it a standalone intervention? | | Part of a broader program (describe at right) Standalone intervention Not applicable Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|--|------------------------|---|---------------------------------|--------|
| 13 | What is the CONTENT of the intervention? (Check all that apply.) | | <ul style="list-style-type: none"> 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 Special education Other (specify at right) Not clear | | |
| 14 | WHO delivers the intervention to treated participants? (Check all that apply.) | | <ul style="list-style-type: none"> 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.) | | <ul style="list-style-type: none"> 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.) | | <ul style="list-style-type: none"> Correctional facility employees Outside contractors to the facility Employees of outside institutions (e.g., universities, community colleges, public schools, etc.) Volunteers Other inmates Other (specify at right) Not applicable Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|---|------------------------|--|---------------------------------|--------|
| 17 | Does the intervention include any post-release follow-up programming? | | Yes (If YES, describe at right.) | | |
| | | | No | | |
| | | | 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.) | | Yes (If YES, please describe at right.) | | |
| | | | No | | |
| 21 | Was there evidence as stated by the author of variation within the conditions experienced by the COMPARISON group? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | 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.) | | Yes: Researchers were completely independent of the intervention development and implementation | | |
| | | | No: Researchers were involved in developing, designing, or marketing the intervention but not in implementing it | | |
| | | | No: Researchers were involved in implementing the intervention (delivering it, or hiring or training those who delivered it) but not in developing it | | |
| | | | No: Researchers were involved in both developing and implementing the intervention | | |
| | | | Not clear | | |
| 23 | Is there evidence as stated by the author of possible <u>contamination</u> in the intervention implementation--i.e., possible spillover between treatment and comparison conditions, including partial treatments? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | No | | |
| 24 | <u>Confounds</u> are potential threats to internal validity. They can be understood as alternative, plausible explanations for a non-zero treatment effect. <i>In your view</i> , which of the following confounds were present in this study? (Check all that apply. For each that you select, | | 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>describe at right.)</p> <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 <i>(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.)</i></p> <p>Attrition: Overall <i>(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.)</i></p> <p>Attrition: Differential <i>(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.)</i></p> <p>Regression to the Mean <i>(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.)</i></p> <p>History <i>(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.)</i></p> <p>Maturation <i>(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.)</i></p> <p>Instrumentation <i>(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.)</i></p> <p>Testing <i>(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.)</i></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) | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|-------------------------------------|--|------------------------|---|---------------------------------|--------|
| Study Setting | | | | | |
| 25 | In what type(s) of correctional environment does the study take place? (Check all that apply.) | | <input type="checkbox"/> Short-term juvenile facility <input type="checkbox"/> Long-term juvenile facility <input type="checkbox"/> Juvenile facility (other or unspecified) <input type="checkbox"/> Jail <input type="checkbox"/> Prison <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear | | |
| 26 | What is the JURISDICTION of the environment(s) in which the study takes place? (Check all that apply.) | | <input type="checkbox"/> Federal facility <input type="checkbox"/> State facility <input type="checkbox"/> Local facility <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear | | |
| 27 | What is the SECTOR of the environment(s) in which the study takes place? (Check all that apply.) | | <input type="checkbox"/> Public facility <input type="checkbox"/> Private facility <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> Not clear | | |
| 28 | What is the SECURITY LEVEL of the environment(s) in which the study takes place? (Check all that apply.) | | <input type="checkbox"/> Minimum security <input type="checkbox"/> Medium security <input type="checkbox"/> Maximum security <input type="checkbox"/> Other (specify at right) <input type="checkbox"/> 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 <u>unit of assignment</u> to the intervention? (Check one, and note that self-selection can be a form of assignment.) | | <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 | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|-----------|--|------------------------|--|---------------------------------|--------|
| 33 | How were units assigned to the intervention? (Check all that apply, and also describe the assignment process in the open response column .) | | Randomly assigned to the intervention after matching, stratification, blocking, etc. | | |
| | | | Simple random assignment | | |
| | | | Self-selected into the intervention | | |
| | | | Assigned by convenience | | |
| | | | Assigned based on an observed characteristic--e.g., test scores, behavior, arrival or release date, etc. (Specify characteristic[s] at right.) | | |
| | | | Other (specify at right) | | |
| 34 | Was the researcher involved in assigning units to the intervention? (Check one.) | | Yes | | |
| | | | No | | |
| | | | Not clear | | |
| 35 | What is the <i>unit of analysis</i> in the study? (Check one.) | | States | | |
| | | | Counties | | |
| | | | Correctional facilities | | |
| | | | Housing units | | |
| | | | Classrooms | | |
| | | | Inmates | | |
| | | | Other (specify at right) | | |
| Not clear | | | | | |
| 36 | If unit of analysis does not equal unit of assignment, does the analysis adjust for clustering? (Check one.) | | Yes | | |
| | | | No | | |
| | | | Not applicable because unit of analysis = unit of assignment | | |
| | | | 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.) | | Yes (If YES, specify which ones at right) | | |
| | | | No | | |
| | | | Not clear | | |
| 39 | What methods are used to adjust for baseline differences between the treatment and comparison groups? (Check all that apply.) | | Difference-in-differences (e.g., post-treatment minus pre-treatment scores for treated and controls) | | |
| | | | Covariate adjustment via multivariate regression or ANCOVA (includes Cox regression and other longitudinal or survival analysis models) | | |
| | | | Propensity score matching or weighting | | |
| | | | Regression discontinuity analysis | | |
| | | | Other (specify at right) | | |
| | | | 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 <i>same</i> 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. | | | | | |

INSTRUCTIONS: Use this sheet to list and describe outcomes reported in the study. You no longer need to provide quantitative details about the findings. Instead, just use the page number columns to indicate pages where outcome measures are defined and where effects are reported for each listed variable. Exclude outcomes that do not fall within a category defined in the outcomes list below. Write "NR" in the appropriate cell if the information requested is not reported, and "NA" if it is not applicable.

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 # | Page(s) on which Outcome Measure is Defined | Page(s) on which Outcome Data are Reported | Name of Outcome (include name of instrument if given) | Outcome Category (Choose Category from Dropdown Menu; Definitions Appear Above) | Describe variable, including scale of measurement (units, range, etc.) | Time point(s) at which outcome data were collected |
|-----------|---|--|---|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Baseline Characteristics (Demographics, Etc.)

INSTRUCTIONS: Use this sheet to list any baseline characteristics reported in the study (e.g., age, race, gender, special education status or diagnosis, etc.). You no longer need to provide quantitative details about these characteristics. Instead, just use the page number column to indicate where the quantitative information can be found.

| Variable # | Page(s) on Which Quantitative Data Are Reported | Name of Variable | Describe Variable, Including Scale of Measurement (units, range, etc.) |
|------------|---|------------------|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

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? | |

RAND Correctional Education Project
Scientific Review Protocol: JUVENILE VERSION

Main Worksheet (2)

Special Instructions for Main Worksheet (2): Use this worksheet only to describe a second intervention assessed by the study. If the study examines only one intervention, you should not complete this worksheet. Also, since you should have completed all subsections in Main (1) with regard to the study, you need only complete the Intervention subsection (Items 7 through 24) on this worksheet in order to describe the additional intervention. As a reminder, the check box, open response, and page number columns in the other subsections are shaded to indicate that you should not write in them. All other instructions from Main (1) continue to apply.

| # | 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: OMIT | | | | | |
| 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: COMPLETE IF ITEM 6 = 2 | | | | | |
| [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 <i>*If no, please complete the protocol with reference to the treatment group, leaving blank questions about the comparison group.*</i> | | |
| 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). | | | | |
| 12a | 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 Packaged and replicable VOCATIONAL education program VOCATIONAL education intervention that is not a packaged program Other (specify at right) Not clear | | |
| 12b | Is the academic or vocational intervention implemented as part of a broader program (e.g. life. | | Part of a broader program (describe at right) Standalone intervention | | |

| # | Questions (Do Not Edit) | Check Box (use "y") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|---|--|---------------------------|--|---------------------------------|--------|
| | social, or behavioral skills), or is it a standalone intervention? | | Not applicable | | |
| | | | Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|-------------------|--|------------------------|---|---------------------------------|--------|
| 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 | | |
| | | | Special education | | |
| | | | 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 | | |
| | | | Other inmates | | |
| | | | Other (specify at right) | | |
| | | | Not applicable | | |
| | | | Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|---|------------------------|--|---------------------------------|--------|
| 17 | Does the intervention include any post-release follow-up programming? | | Yes (If YES, describe at right.) | | |
| | | | No | | |
| | | | 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.) | | Yes (If YES, please describe at right.) | | |
| | | | No | | |
| 21 | Was there evidence as stated by the author of variation within the conditions experienced by the COMPARISON group? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | 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.) | | Yes: Researchers were completely independent of the intervention development and implementation | | |
| | | | No: Researchers were involved in developing, designing, or marketing the intervention but not in implementing it | | |
| | | | No: Researchers were involved in implementing the intervention (delivering it, or hiring or training those who delivered it) but not in developing it | | |
| | | | No: Researchers were involved in both developing and implementing the intervention | | |
| | | | Not clear | | |
| 23 | Is there evidence as stated by the author of possible <u>contamination</u> in the intervention implementation--i.e., possible spillover between treatment and comparison conditions, including partial treatments? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | No | | |
| 24 | <u>Confounds</u> are potential threats to internal validity. They can be understood as alternative, plausible explanations for a non-zero treatment effect. <i>In your view</i> , which of the following confounds were present in this study? (Check all that apply. For each that you select, | | 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>describe at right.)</p> <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 <i>(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.)</i></p> <p>Attrition: Overall <i>(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.)</i></p> <p>Attrition: Differential <i>(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.)</i></p> <p>Regression to the Mean <i>(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.)</i></p> <p>History <i>(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.)</i></p> | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----------------------------|--|------------------------|---|---------------------------------|--------|
| | | | <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> | | |
| | | | <p>Additive or Interactive Effects of Confounds Listed Above (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.)</p> | | |
| | | | <p>Other (specify)</p> | | |
| Study Setting: OMIT | | | | | |
| 25 | In what type(s) of correctional environment does the study take place? (Check all that apply.) | | <p>Short-term juvenile facility</p> <p>Long-term juvenile facility</p> <p>Juvenile facility (other or unspecified)</p> <p>Jail</p> <p>Prison</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 26 | What is the JURISDICTION of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Federal facility</p> <p>State facility</p> <p>Local facility</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 27 | What is the SECTOR of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Public facility</p> <p>Private facility</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 28 | What is the SECURITY LEVEL of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Minimum security</p> <p>Medium security</p> <p>Maximum security</p> <p>Other (specify at right)</p> | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|---|--|------------------------|--|---------------------------------|--------|
| | | | 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. | | | | |
| <i>Research Design and Analysis: OMIT</i> | | | | | |
| 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, | | States | | |
| | | | Counties | | |
| | | | Correctional facilities | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|--|------------------------|---|---------------------------------|--------|
| | and note that self-selection can be a form of assignment.) | | Housing units Classrooms Inmates Other (specify at right) 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.) | | Randomly assigned to the intervention after matching, stratification, blocking, etc. Simple random assignment Self-selected into the intervention Assigned by convenience Assigned based on an observed characteristic--e.g., test scores, behavior, arrival or release date, etc. (Specify characteristic[s] at right.) Other (specify at right) Not clear | | |
| 34 | Was the researcher involved in assigning units to the intervention? (Check one.) | | Yes No Not clear | | |
| 35 | What is the <i>unit of analysis</i> in the study? (Check one.) | | States Counties Correctional facilities Housing units Classrooms Inmates Other (specify at right) Not clear | | |
| 36 | If unit of analysis does not equal unit of assignment, does the analysis adjust for clustering? (Check one.) | | Yes No Not applicable because unit of analysis = unit of assignment 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.) | | Yes (If YES, specify which ones at right) No Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|--------------------------------|---|------------------------|--|---------------------------------|--------|
| 39 | What methods are used to adjust for baseline differences between the treatment and comparison groups? (Check all that apply.) | | Difference-in-differences (e.g., post-treatment minus pre-treatment scores for treated and controls) Covariate adjustment via multivariate regression or ANCOVA (includes Cox regression and other longitudinal or survival analysis models) Propensity score matching or weighting Regression discontinuity analysis Other (specify at right) None | | |
| 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: OMIT | | | | | |
| 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 <i>same</i> 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 (2)

Be sure also to complete the Outcomes, Baseline Characteristics, and Reviewer Log Worksheets before submitting this protocol.

**RAND Correctional Education Project
Scientific Review Protocol: JUVENILE VERSION**

Main Worksheet (3)

Special Instructions for Main Worksheet (3): Use this worksheet only to describe a second intervention assessed by the study. If the study examines only one intervention, you should not complete this worksheet. Also, since you should have completed all subsections in Main (1) with regard to the study, you need only complete the Intervention subsection (Items 7 through 24) on this worksheet in order to describe the additional intervention. As a reminder, the check box, open response, and page number columns in the other subsections are shaded to indicate that you should not write in them. All other instructions from Main (1) continue to apply.

| # | 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: OMIT | | | | | |
| 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: COMPLETE IF ITEM 6 = 3 | | | | | |
| [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.) | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>*If no, please complete the protocol with reference to the treatment group, leaving blank questions about the comparison group.*</i> | | | |
| 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). | | | | |
| 12a | 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 | | |
| | | | Packaged and replicable VOCATIONAL education program | | |
| | | | VOCATIONAL education intervention that is not a packaged program | | |
| | | | Other (specify at right) | | |
| | | | Not clear | | |
| 12b | Is the academic or vocational intervention implemented as part of a broader program (e.g. life. | | Part of a broader program (describe at right) | | |
| | | | Standalone intervention | | |

| # | Questions (Do Not Edit) | Check Box (use "y") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|---|--|---------------------------|--|---------------------------------|--------|
| | social, or behavioral skills), or is it a standalone intervention? | | Not applicable | | |
| | | | Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|-------------------|--|------------------------|---|---------------------------------|--------|
| 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 | | |
| | | | Special education | | |
| | | | 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 | | |
| | | | Other inmates | | |
| | | | Other (specify at right) | | |
| | | | Not applicable | | |
| | | | Not clear | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|---|------------------------|--|---------------------------------|--------|
| 17 | Does the intervention include any post-release follow-up programming? | | Yes (If YES, describe at right.) | | |
| | | | No | | |
| | | | 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.) | | Yes (If YES, please describe at right.) | | |
| | | | No | | |
| 21 | Was there evidence as stated by the author of variation within the conditions experienced by the COMPARISON group? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | 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.) | | Yes: Researchers were completely independent of the intervention development and implementation | | |
| | | | No: Researchers were involved in developing, designing, or marketing the intervention but not in implementing it | | |
| | | | No: Researchers were involved in implementing the intervention (delivering it, or hiring or training those who delivered it) but not in developing it | | |
| | | | No: Researchers were involved in both developing and implementing the intervention | | |
| | | | Not clear | | |
| 23 | Is there evidence stated by the author of possible <u>contamination</u> in the intervention implementation--i.e., possible spillover between treatment and comparison conditions, including partial treatments? (Check one.) | | Yes (IF YES, please describe at right.) | | |
| | | | No | | |
| 24 | <u>Confounds</u> are potential threats to internal validity. They can be understood as alternative, plausible explanations for a non-zero treatment effect. <i>In your view</i> , which of the following confounds were present in this study? (Check all that apply. For each that you select, | | 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>describe at right.)</p> <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> | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----------------------------|--|------------------------|---|---------------------------------|--------|
| | | | <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> | | |
| | | | <p>Additive or Interactive Effects of Confounds Listed Above (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.)</p> | | |
| | | | <p>Other (specify)</p> | | |
| Study Setting: OMIT | | | | | |
| 25 | In what type(s) of correctional environment does the study take place? (Check all that apply.) | | <p>Short-term juvenile facility</p> <p>Long-term juvenile facility</p> <p>Juvenile facility (other or unspecified)</p> <p>Jail</p> <p>Prison</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 26 | What is the JURISDICTION of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Federal facility</p> <p>State facility</p> <p>Local facility</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 27 | What is the SECTOR of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Public facility</p> <p>Private facility</p> <p>Other (specify at right)</p> <p>Not clear</p> | | |
| 28 | What is the SECURITY LEVEL of the environment(s) in which the study takes place? (Check all that apply.) | | <p>Minimum security</p> <p>Medium security</p> <p>Maximum security</p> <p>Other (specify at right)</p> | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|---|--|------------------------|--|---------------------------------|--------|
| | | | 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. | | | | |
| <i>Research Design and Analysis: OMIT</i> | | | | | |
| 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, | | States | | |
| | | | Counties | | |
| | | | Correctional facilities | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|----|--|------------------------|---|---------------------------------|--------|
| | and note that self-selection can be a form of assignment.) | | Housing units Classrooms Inmates Other (specify at right) 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.) | | Randomly assigned to the intervention after matching, stratification, blocking, etc. Simple random assignment Self-selected into the intervention Assigned by convenience Assigned based on an observed characteristic--e.g., test scores, behavior, arrival or release date, etc. (Specify characteristic[s] at right.) Other (specify at right) Not clear | | |
| 34 | Was the researcher involved in assigning units to the intervention? (Check one.) | | Yes No Not clear | | |
| 35 | What is the <i>unit of analysis</i> in the study? (Check one.) | | States Counties Correctional facilities Housing units Classrooms Inmates Other (specify at right) Not clear | | |
| 36 | If unit of analysis does not equal unit of assignment, does the analysis adjust for clustering? (Check one.) | | Yes No Not applicable because unit of analysis = unit of assignment 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.) | | Yes (If YES, specify which ones at right) No Not clear | | |
| 39 | What methods are used to adjust for baseline differences between the | | Difference-in-differences (e.g., post-treatment minus pre-treatment scores for treated and controls) | | |

| # | Questions (Do Not Edit) | Check Box (use "x") | Multiple Choice Responses (Do Not Edit) | Open Response Answers and Notes | Page # |
|---|---|------------------------|---|---------------------------------|--------|
| | treatment and comparison groups? (Check all that apply.) | | Covariate adjustment via multivariate regression or ANCOVA (includes Cox regression and other longitudinal or survival analysis models) Propensity score matching or weighting Regression discontinuity analysis Other (specify at right) None | | |
| 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: OMIT | | | | | |
| 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 (3) | | | | | |
| Be sure also to complete the Outcomes, Baseline Characteristics, and Reviewer Log Worksheets before submitting this protocol. | | | | | |

Glossary of Key Terms

Assignment process: How the treatment and comparison groups achieved that status. May include self-selection; needn't refer to active assignment by a researcher

Attrition: Analytic sample is smaller than the total, initial number of participants (not to be confused with contamination, defined below)

Baseline characteristics for which the study might control: Include but are not limited to race/ethnicity, gender, age, marital status, sentence length, prior criminal record, prior academic achievement or attainment, facility type, type of crime, sentenced or pre-sentenced status, etc.

Confound: Differences between treated and comparison groups in characteristics or experiences that are not controlled for in the analysis. **Examples of potential confounds:**

**** Treatment group is all women and comparison is all men***

Confound is gender ; it cannot be disentangled from treatment effect

**** Treatment is administered entirely at one prison; comparison group is other prisons in the state***

Confound is unobserved characteristics of the treated prison

**** Treatment is given only individuals who failed a pretest, and comparison group is all of those who passed***

Confound is prior performance/skill level (unless analysis only examines those very close to the cutoff

score, as in a regression discontinuity design)

**** Treatment group is self-selected***

Confound is unobserved differences, including but not limited to motivation

Contamination: Spillover between treatment and comparison conditions that make the treatment and comparison groups more similar to each other than their assignment status would suggest. Examples of potential contamination include a treatment and comparison administered in the same classroom or by the same teacher, or partial treatments/failure to fully comply with assigned status, etc.

Independence in terms of intervention development: Researcher did not design, develop, or market the intervention

Independence in terms of intervention implementation: Researcher did not deliver instruction or hire, train, or supervise those who delivered it

Instruction: The imparting of knowledge or skills through teaching, coaching, or mentoring. Does not include classroom observation or monitoring.

Intervention: Conditions experienced by the treated group and not the comparison group

Other reports or articles from the same study: Other articles/reports would be part of the "same study" if they report on a study of the same intervention undertaken by the same research team on the same participant sample

Packaged intervention: Off-the-shelf, often commercial intervention with fixed curriculum, processes, or procedures. May or may not be proprietary, but processes and procedures should be fixed across contexts.

Quality of outcome measures: In discussing quality of outcome measures and your concerns about quality, possible considerations include evidence of reliability (internal consistency measures such as Cronbach's alpha, interrater agreement, test-retest reliability), evidence of validity (does measure capture the underlying construct and does that construct have social relevance), alignment of the measure with the intervention (e.g., would we reasonably expect the intervention to have any effect on the measure?), etc.