

Prison Needs Assessment Report:

Peer Education Program for Incarcerated Women
at Dr. Eddie Warrior and Mabel Basset Correctional Centers*

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Executive Summary

The needs assessment project assessed the skills that women in two Oklahoma prisons—Mabel Bassett Correctional Center (MBCC) and Dr. Eddie Warrior Correctional Center (EWCC)—need for living and working within the prison and the larger community. Each correctional center has an effective HIV peer-education program that teaches safe drug and sex behaviors. The needs assessment results can be used to extend the peer-education program to also develop the inmates' safe skills for living and working.

The needs assessment process was guided by peer educators and other stakeholders from the community. It focused on the skills needed for safe living (e.g., writing a check), the skills needed for work, and the skills needed to fill the kinds of jobs available in the communities.

Information was collected using a customized 25-item survey. Survey items were identified by two focus groups of inmates. The survey, which was pilot tested, was distributed to women in the correctional centers who participated in or were interested in participating in education. A total of 244 completed surveys were returned (69 surveys from MBCC and 175 surveys from EWCC). Completed surveys were analyzed using SPSS. Data collection also included phone interviews and the review of web sites to collect information about the jobs and the educational offerings that were available for the inmates.

Needs Assessment Results

The most highly rated needs that the respondents at both correctional centers identified were for information and skills that could contribute to their ability to take increased responsibility for their own welfare. For example, 97% of the respondents at MBCC and 87% of the respondents at EWCC identified the need for a resource packet that provides information.

For the MBCC, the survey results include the percentages of agreement for items 1 through 22, which range from the high of 97% for item 18 (*A resource packet combining all this information is a need*) to a low of 37% for item 9 (*I need to learn how to open a checking/savings account*). One theme emerged from the *other* responses to items 23 and 24: Seven respondents (10%) identified a need for legal assistance for child custody. The last item on the survey, #25, asked respondents to write the numbers of their top five needs. The five most frequently identified top needs at MBCC were as follows:

6. I need help finding a job before leaving prison.
18. A resource packet combining all this information is a need.

16. I need housing assistance before leaving prison.

10. I need to learn how to manage money.

8. I need to learn how to register for additional education.

For the EWCC, the survey results include the percentages of agreement for survey items 1 through 22, which range from the high of 87% for item 18 (*A resource packet combining all this information is a need*) to a low of 32% for item 9 (*I need to learn how to open a checking/savings account*). For items 23 and 24, no *other* need had more than a few responses; however, six responses focused on the theme of children (e.g., parenting classes, legal assistance for child custody) and five responses focused on spirituality. The last item on the survey, #25, asked respondents to write the numbers of their top five needs. Two items tied for fifth place, so six items are listed below:

6. I need help finding a job before leaving prison.

1. I need to learn how to think positively.

18. A resource packet combining all this information is a need.

11. I need to know where to access assistance with parolee fees.

4. I need to learn how to say no.

16. I need housing assistance before leaving prison.

The top needs that spanned correctional centers were for a resource packet of information, help in finding a job, and help in finding housing. The interviews revealed a need to emphasize education today, increased emphasis on transition and reentry, and a focus on these skills. They also revealed that, while some resource limitations exist, resources are available that could contribute to expansion of the peer education program.

In addition to identifying specific needs, this project built bridges that could facilitate expansion of the peer education program. Specifically, it provided skill building opportunities for the incarcerated women who worked as part of the stakeholder group to guide the needs assessment. It also encouraged empowerment for them and for the inmates who participated in the survey. Finally, the project facilitated communication among individuals from key stakeholder groups (e.g., the peer educators, the Department of Corrections, the State Department of Health, and the Oklahoma Employment Security Commission) about the skills that inmates need for living and working and the resources for addressing these needs.

Prison Needs Assessment Report: Peer Education Program for Incarcerated Women at Dr. Eddie Warrior and Mabel Bassett Correctional Centers

This project assessed the skills that women in two Oklahoma prisons—Mabel Bassett Correctional Center (MBCC) and Dr. Eddie Warrior Correctional Center (EWCC)—need for living and working within the prison and the larger community. Each correctional center has an effective HIV peer-education program that teaches safe sex and drug behaviors. Specifically, this program targets the spread of the communicable diseases HIV/AIDS/STD and substance abuse. In addition to preventing the spread of diseases, the programs have secondary benefits. For example, those who participate in the peer education program can earn college credit for becoming a peer educator. In addition, the peer educators have access to college courses and can earn college credits in such subjects as psychology of women, women's studies, and psychology of chemical dependency.

This needs assessment obtained information and insights that can be used to extend the peer-education program to also develop the inmates' safe skills for living and working. The needs assessment was conducted between March 2004 and August 2004 by Dr. Melanie Spector and Dr. Catherine M. Sleezer. Dr. Spector is a licensed therapist and is a program evaluator for the Oklahoma State Department of Health, where she has a history of working with the correctional centers' peer education programs. Dr. Sleezer is a professor of Human Resource/Adult Education at Oklahoma State University where she teaches such topics as needs assessment, program evaluation, and the use of surveys. She also consults with organizations on these topics.

Description of the Correctional Centers

This information was collected from the correctional centers' web sites.

Mabel Bassett Correctional Center (MBCC)

According to its web site (www.doc.state.ok.us/docs/mbcc.htm), this Oklahoma Department of Corrections maximum security facility for women is located near McLoud, Oklahoma and has 882 inmates. The demographic profile of inmates is 521 White, 27 Hispanic, 239 Black, 93

Indian, and 2 Asian inmates. The average inmate age is 36.23 years, and 145 inmates are under 25 years of age. The total number of women who committed violent crimes is 349 and the total number of women who committed non-violent crimes is 533.

Dr. Eddie Warrior Correctional Center (EWCC)

According to its website (www.doc.state.ok.us/docs/ewcc.htm), this minimum security prison for females is located in Taft, Oklahoma and has 699 inmates. The demographic profile of inmates is 463 White, 22 Hispanic, 147 Black, and 67 Indian. The average inmate age is 34.82, and 110 inmates are under 25 years of age. The total number of women who committed violent crimes is 111 and the total number of women who committed non-violent crimes is 588. The EWCC web site states that “programs in education exist at virtually every level of need. All incoming inmates are tested to determine an education plan. Certified teachers provide Literacy Training, Adult Basic Education, Chapter I, General Equivalency Diploma (GED), telecourse and independent studies offered by Rogers State College. The education department has made record achievements in the number of successful GED graduates; in 1997, 195 inmates received their GED.” In addition, the site states that “the Vo-Tech Skills Center at EWCC is operated by the Oklahoma Department of Vocational Technical Education. Class offerings are geared away from the traditional female courses to higher pay-yielding training in three areas: Building Maintenance, Construction and Electronics.”

The Needs Assessment Process and Results

The needs assessment process, which was guided by peer educators and other stakeholders from the community, focused on three kinds of skills:

- Those needed for safe living (e.g., writing a check)
- Those needed for work
- Those needed to fill the kinds of jobs that are actually available in the communities.

Together this three-fold focus targets the needed skills that could be developed through an expanded peer education program. The steps in implementing the needs assessment are described below.

Step 1. Solicit Community Involvement and Develop a Plan of Action

Implementing this step involved explaining the envisioned needs assessment to community members and getting permission and buy-in from the correctional center administrators and the

peer-educators. The stakeholders who participated in this step of the project provided continued input into the project. This step resulted in support for the project and the development of an action plan.

Step 2. List Important Issues to Address

An important issue that was agreed upon during this step was the strategy that would be used to identify the first two types of needs (i.e., the needs for safe living and the needs for work). Peer educators and other stakeholders worked with the analysts to determine that the needs would be identified based on a gap analysis that facilitated the inmates' empowerment. Furthermore, they determined that each inmate who was selected to participate in the needs assessment should identify her own needs. The importance of sharing the results with those who participated in the project was also discussed, and it was decided that the needs assessment results would be reported in classes held at the correctional centers and in peer education meetings. The results would also be shared with the decision makers at the correctional centers and with other stakeholders.

Step 3. Identify the Population to be Surveyed

Implementing this step involved making specific determinations about who would participate in the survey. The stakeholder group decided that data collection should focus on the inmates who are already involved in education. This decision reflected the understanding that women who are already involved in education tend to want to use learning to change their lives. Also, they have a history of learning and are likely to have such skills as reading, writing, and comprehension that are expected to be important in the peer education curriculum for living and working. Most women who are in the correctional centers are not involved in education. The peer educators were encouraging some specific women to join them in education, and it was decided that these women should also be invited to participate in the survey.

After some discussion, the final decision was to purposively sample individuals who were participating in or interested in participating in education, to distribute the questionnaires in classes or peer education meetings, and also to have peer educators hand out some surveys and return the completed surveys to the analysts. Also the ambitious goal of 200 completed surveys was set for data collection.

Step 4. Determine the Information that is Needed

Implementing this step involved working with the stakeholders to determine whether any relevant information on the living and working skills needed by inmates was already available. Because little of the information was available, the stakeholders and analysts decided that a customized survey should be developed for collecting information on the first two kinds of needs, skills for living and skills for working. They also determined that survey items should be identified by using focus groups. The third kind of need, identifying the skills needed to fill available jobs in the community, would be collected by viewing the websites for the National H.I.R.E. network and the Oklahoma Employment Services Commission (OESC), by contacting the OESC, and by interviewing educators at each correctional center to gather information about the education that is currently available to the inmates.

Step 5. Select a Random Sample of Persons to Survey

This step was not completed because of the decision in Step 3 to purposively sample the individuals who were already involved or likely to become involved in education.

Step 6. Develop and Pretest a Questionnaire

Two focus groups were conducted—one comprised of 18 incarcerated women from EWCC and one comprised of 16 incarcerated women from MBCC. Each group identified potential skills that they thought inmates needed that could be used to draft the survey. The needs analysts then drafted the survey and pilot tested it with a total of ten individuals, five at each correctional center. This step resulted in a needs assessment questionnaire that reflected the language and culture of the women at MBCC and at EWCC (see Attachment A)

Step 7. Collect Information

This step first involved collecting survey information from the inmates on the skills that they perceived they needed. A total of 244 completed surveys were collected—69 surveys from MBCC and 175 surveys from EWCC. This total exceeded the goal. These represent approximately 27% of the MBCC target population, more than 87% of the EWCC target population and an average across institutions of 49% of the target population. These participation rates may be somewhat misleading because some surveys were completed by individuals who were being encouraged to participate in education but are not formally counted in the target group. If we presume that 85% of the surveys were completed by participants in the education

program, the rate of participation becomes 23% at MBCC, 75% at EWCC and 41% of the target population overall.

This step also involved collecting information on the kinds of jobs that are available in the communities and the skills that were needed in those jobs. This information was collected by contacting the Oklahoma Employment Services Commission (OESC), by gathering information about instruction that is offered by the correctional centers, and by viewing the National H.I. R. E. network website. Note that one challenge that many post offenders face in finding a job is that they committed a felony and honestly reporting it on a job application often means not being selected for a job.

The OESC has three web sites www.workforceok.org, www.oesc@state.ok.us, and www.oklahomajoblink.com. Each contains an almost overwhelming amount of information on various aspects of work in the state. A phone conversation with Steve Crank who is a Regional Field Operations Manager at the OESC was more helpful. He stated that low skill jobs in the state are often found in the following sectors: service, retail, agriculture (e.g., landscaping firms), manufacturing sectors, and call centers. He also related that retail firms may require bonding for employees.

Steve Crank stated that the critical skills for obtaining a job include the GED for those who do not already have a high school degree. Individuals who do not have a high school degree or a GED are often limited to cook or waitress positions. Other skills that are useful in obtaining a job today include basic computer skills that go beyond how to turn on the computer (e.g., knowing how to operate Microsoft Word and Excel). Basic work skills and soft skills are also important.

Steve Crank also shared that the OESC has resources that are targeted for post offenders. If the peer education program is extended to focus on work skills, he and his counterparts would be interested in meeting to discuss the resources they have available and some specific contributions that they could make to the program. For example, they could provide paper copies of information on the pay for various jobs. Also, he noted that they have a bond program. Many retail stores require employees to be bonded, but insurance companies for retail stores often will not bond felons. So, the OESC has a bond program for felons. He indicated that he and his counterparts would be very interested in brainstorming ways work together on this project.

Information was also collected through phone interviews with the site administrator for education at each correctional center. Bob Jarrett, Ph.D., who is responsible for education at

MBCC, stated that they offer ABE, GED, literacy, and college courses. In addition, they offer a three-week life skills course that focuses on nine units (e.g., financial skills, clothing management, interpersonal skills, and study skills). Inmates who are leaving have priority for admission to education courses. He stated that a total of 252 inmates were involved in education courses during the month of June. He noted that the *CareerTech* Center provides instruction on such vocational skills as computer training.

Harold Tomlin is the site administrator for education at EWCC. He stated that approximately 250 women participated in education during the spring and summer semesters in such areas as literacy, adult basic education (ABE) courses, GED courses, and college courses. The education staff members also provide a one week life skills class that is available for each person who leaves that focuses on such skills as buying a car, study habits, and interviewing skills. He also described the *CareerTech* Center's instruction on skills in construction technology and computers. The construction technology instruction includes such skills as plumbing, framing, carpentry, and electrical. The computer skills include becoming familiar with the computer and basic word processing.

Harold Tomlin stated that there is an increased emphasis on transition and reentry and the need to focus on these skills. He did not have quantitative data on the long-term effectiveness of the facility's educational program, but the staff members periodically hear stories about women who have used the skills they learned in prison to obtain jobs and transition into a new life style. He also stated that there is an increased need to emphasize education today.

The *CareerTech* Skills Center offers a course in basic computer fundamentals and employability skills. According to Teri Hudson, the course instructor, the six-week course has 10 inmates from MBCC and 12 to 16 inmates from EWCC. She indicated that there is currently no follow up on whether this training is useful for obtaining jobs. To measure achievement, students take an online pre-test that is offered by Brainbench and when the course is complete, students retake the test. According to the course statistics, 89 students took the course from January 2004 to July 2004, 74 students completed the course and 73 of the 74 successfully completed the post test. The overall percentage gain in knowledge from pre-to post-test was 63%. Peer educators are used as tutors in the course. Two peer educators are at EWCC and three peer educators are at MBCC.

In addition, information was collected from the web site www.hirenetwork.org. The mission of the National H.I. R. E. network is to increase the number and quality of job

opportunities that are available to people with criminal records. One link at the web site is for the state of Oklahoma, and it lists agencies and organizations that may be of assistance in providing job-related and legal services, answering questions arising from having a criminal record, or offering referrals to other useful organizations. It is interesting to note that inmates do not have access to the Internet, so they cannot see this list of resources. Because this web site contains useful information for inmates who are trying to reenter the job market, it could contribute to follow-up efforts from this needs assessment (e.g., as part of a resource packet).

Step 8. Analyze the Data

The survey data for each correctional center were entered into SPSS for data analysis. For each of the first 22 items, the frequencies and the percent of responses for the *agree*, *disagree*, and *don't know* categories were calculated. Items 23 and 24 gave respondents an opportunity to identify other needs. The last item on the survey (Item 25) asked respondents to write the numbers of their top five needs. Note that because the item did not indicate that the respondent should prioritize needs for the five spaces, all responses to this item by the respondents at a correctional center were weighted equally and the five most frequently recorded numbers were identified. This resulted in needs assessment data that reflects each correctional center's specific needs for developing safe skills for living and working.

Attachment B shows the data for MBCC ordered by the percentage in the *agree* column. The percentages of agreement for items 1 through 22 range from the high of 97% for item 18 (*A resource packet combining all this information is a need*) to a low of 37% for item 9 (*I need to learn how to open a checking/savings account*). Interestingly, even the lowest rated item of agreement on the survey was needed by more than one third of the respondents. Item 23 and Item 24, which gave respondents opportunities to identify *other* needs, had 30 responses for Item 23 and 25 responses for Item 24. Only one theme with multiple responses emerged from these items: Seven respondents (10%) identified a need for legal assistance for custody of their children. The last item on the survey, #25, asked respondents to write the numbers of their top five needs. The five most frequently identified top needs at MBCC were as follows:

6. I need help finding a job before leaving prison.
18. A resource packet combining all this information is a need.
16. I need housing assistance before leaving prison.
10. I need to learn how to manage money.

8. I need to learn how to register for additional education

Attachment C shows the data for EWCC ordered by the percentage in the *agree* column. The percentages of agreement for items 1 through 22 range from the high of 87% for item 18 (*A resource packet combining all this information is a need*) to a low of 32% for item 9 (*I need to learn how to open a checking/savings account*). Similar to the MBCC data, even the lowest rated item of agreement on the survey was needed by about one third of the inmates. Item 23 and Item 24, which gave respondents opportunities to identify *other* needs, had 19 responses for Item 23 and 11 responses for Item 24. While no *other* need had more than a few responses, six responses focused on the theme of children (e.g., parenting classes, legal assistance for child custody) and five responses focused on spirituality. The last item on the survey, #25, asked respondents to write the numbers of their top five needs. Two items tied for fifth place, so six items are listed below:

- 6. I need help finding a job before leaving prison.
- 1. I need to learn how to think positively.
- 18. A resource packet combining all this information is a need.
- 11. I need to know where to access assistance with parolee fees.
- 4. I need to learn how to say no.
- 16. I need housing assistance before leaving prison.

Attachment D contains the SPSS data for each correctional center. It shows the actual responses for each survey item and the analysis of frequencies.

The limitations of the needs assessment include the way that the data were collected and analyzed. Using different methods or involving different people would likely have produced different information. Also, not every respondent answered each survey item. Therefore, as with all needs assessment results, care should be taken in interpreting the results.

In summary, the surveys revealed that the top needs that spanned correctional centers were for a resource packet of information, help in finding a job, and help in finding housing. Also at both correctional centers, even the lowest rated item on the survey was identified as a need by about one third of the respondents. It is interesting to note what while the correctional centers shared some needs, differences exist. Some of the differences likely reflect the purposes of the facilities (i.e., MBCC serves long term offenders and EWCC serves short term offenders).

Step 9: Report the Results

The needs assessment results document for each correctional center three kinds of skills that are needed: 1) skills for safe living, 2) skills for work, and 3) skills to fill the kinds of jobs that are actually available in the communities.

The needs assessment results will be shared first with the incarcerated women to facilitate their empowerment. Then, the information will be shared with Oklahoma policy makers so they know about the additional needs that can be addressed with peer-education. The information will also be shared at professional conferences and meetings. Examples of such meetings include the Government Council on Incarcerated Women and the Mayor's Task Forces.

Conclusions

The synthesis of the survey data and the information that was collected on job skills provides insight that can be used to expand the peer education program at EWCC and MBCC to include skills for living and working. The most highly rated needs that the respondents at both correctional centers identified are for information and skills that could contribute to their ability to take increased responsibility for their own welfare. For example, 97% of the survey respondents at MBCC and 87% of the survey respondents at EWCC identified the need for a resource packet that provides information.

The respondents did not ask for skills in how to get a handout or how to beat the system. Instead, such skills as finding a job and housing and getting resource information were highly rated at both correctional centers. Also, the respondents identified skills for changing their own behaviors (e.g., I need to learn how to say no and I need to learn how to think positively). Note that learning such skills, which provide opportunities for individual empowerment, can benefit from the kind of social network and group feedback that peer education provides.

Clearly, one need is for education that bridges the correctional community and larger geographic community. In addition to identifying specific needs, this project built bridges that could facilitate expansion of the peer education program. Specifically, it provided skill building opportunities for the incarcerated women who worked as part of the stakeholder group to guide the needs assessment. It also encouraged empowerment for them and for the inmates who participated in the survey. Finally, the project facilitated communication among individuals from key stakeholder groups (e.g., the peer educators, the Department of Corrections, the State

Department of Health, and the Oklahoma Employment Security Commission) about the skills that inmates need for living and working and the resources for addressing these needs.

Attachment A: Needs Assessment Survey for Incarcerated Women

Directions: To expand the peer education program, please help identify your additional educational needs. For each item in the table below, check one box—*Agree*, *Disagree*, or *Don't Know*. For items 23 and 24, fill in *other needs* that you think should be addressed before rating the items. For item 25, list your top 5 needs. Please do not write your name on this form.

Needs Assessment Items			
1. I need to learn how to think positively.			
2. I need to learn how to accept living in prison.			
3. I need to know where to access counseling for family members and me.			
4. I need to learn how to say no.			
5. I need help writing a resume.			
6. I need help finding a job before leaving prison			
7. I need to know how to access vocational rehabilitation.			
8. I need to learn how to register for additional education.			
9. I need to learn how to open a checking/savings account.			
10. I need to learn how to manage money.			
11. I need to know where to access assistance with parolee fees.			
12. I need to know where I can go to get medical assistance.			
13. I need to know where I can access food stamps.			
14. I need to know how to access recovery programs.			
15. I need to know how I can obtain a driver's license.			
16. I need housing assistance before leaving prison.			
17. I need clothes before leaving prison.			
18. A resource packet combining all this information is a need.			
19. I need a list of halfway houses before leaving prison.			
20. Women getting out of prison need a personal mentor.			
21. Reintegration classes for short- term offenders is a need.			
22. Reintegration classes for long- term offenders is a need.			
23. Other need: _____			
24. Other need: _____			

25: In the spaces below, write the numbers for your top 5 needs from the list above:

1) _____ 2) _____ 3) _____ 4) _____ 5) _____

Attachment B: Mabel Bassett Needs

Directions: To expand the peer education program, please help identify your additional educational needs. For each item in the table below, check one box—*Agree*, *Disagree*, or *Don't Know*. For items 23 and 24, fill in *other needs* that you think should be addressed before rating the items. For item 25, list your top 5 needs. Please do not write your name on this form.

Needs Assessment Items	Agree	Disagree	Don't Know
18. A resource packet combining all this information is a need.	97%	3%	
22. Reintegration classes for long- term offenders is a need.	88%	6%	6%
11. I need to know where to access assistance with parolee fees.	84%	15%	1%
20. Women getting out of prison need a personal mentor.	82%	13%	4%
1. I need to learn how to think positively.	81%	19%	
8. I need to learn how to register for additional education.	80%	19%	1%
21. Reintegration classes for short- term offenders is a need.	77%	15%	9%
4. I need to learn how to say no.	75%	25%	
6. I need help finding a job before leaving prison	75%	19%	6%
7. I need to know how to access vocational rehabilitation.	75%	23%	1%
12. I need to know where I can go to get medical assistance.	71%	29%	
14. I need to know how to access recovery programs.	70%	26%	5%
3. I need to know where to access counseling for family members and me.	69%	24%	7%
16. I need housing assistance before leaving prison.	69%	30%	2%
17. I need clothes before leaving prison.	68%	27%	6%
5. I need help writing a resume.	67%	28%	5%
10. I need to learn how to manage money.	64%	36%	
19. I need a list of halfway houses before leaving prison.	60%	37%	3%
13. I need to know where I can access food stamps.	58%	39%	3%
15. I need to know how I can obtain a driver's license.	57%	41%	3%
2. I need to learn how to accept living in prison.	54%	44%	2%
9. I need to learn how to open a checking/savings account.	37%	60%	3%
23. Other need: _____			
24. Other need: _____			

25: In the spaces below, write the numbers for your top 5 needs from the list above:

1) #6 2) #18 3) #16 4) #10 5) #8

Attachment C: Needs Identified at Dr. Eddie Warrior Correctional Center

Directions: To expand the peer education program, please help identify your additional educational needs. For each item in the table below, check one box—*Agree*, *Disagree*, or *Don't Know*. For items 23 and 24, fill in *other needs* that you think should be addressed before rating the items. For item 25, list your top 5 needs. Please do not write your name on this form.

Needs Assessment Items	Agree	Disagree	Don't Know
18. A resource packet combining all this information is a need.	87%	9%	3%
1. I need to learn how to think positively.	84%	15%	1%
22. Reintegration classes for long- term offenders is a need.	83%	12%	5%
11. I need to know where to access assistance with parolee fees.	79%	18%	2%
4. I need to learn how to say no.	76%	22%	2%
3. I need to know where to access counseling for family members and me.	75%	20%	5%
20. Women getting out of prison need a personal mentor.	75%	16%	9%
21. Reintegration classes for short- term offenders is a need.	74%	20%	6%
7. I need to know how to access vocational rehabilitation.	73%	22%	6%
8. I need to learn how to register for additional education.	72%	24%	4%
6. I need help finding a job before leaving prison	68%	27%	5%
14. I need to know how to access recovery programs.	68%	28%	4%
10. I need to learn how to manage money.	66%	33%	2%
16. I need housing assistance before leaving prison.	62%	32%	6%
5. I need help writing a resume.	60%	34%	6%
17. I need clothes before leaving prison.	59%	37%	5%
2. I need to learn how to accept living in prison.	57%	36%	7%
12. I need to know where I can go to get medical assistance.	57%	39%	4%
15. I need to know how I can obtain a driver's license.	50%	47%	3%
19. I need a list of halfway houses before leaving prison.	50%	44%	6%
13. I need to know where I can access food stamps.	40%	55%	6%
9. I need to learn how to open a checking/savings account.	32%	63%	5%
Other need: _____			
Other need: _____			

25: In the spaces below, write the numbers for your top 5 needs from the list above:

- 1) #6 2) #1 3) #18 4) #11 5) #4 6) #16
*Note because of a tie, 6 top needs were identified

Attachment D: SPSS Reports