

*The Institute of Public Policy continues to provide research, evaluation and training for Missouri's public and non-profit organizations. Some examples of our most recent work are highlighted in this newsletter.*

## **The Impact of Principal Race for Teachers**

By Dr. Jason Grissom and Dr. Lael Keiser

Minority children have consistently lagged behind non-minority children on a variety of educational outcomes, and several studies suggest increasing the stock of qualified minority teachers as a strategy for addressing these gaps. Given the role of minority teachers in promoting the achievement of minority students, it is important to understand what factors contribute to the job satisfaction of minority teachers. This study examined the impact of principal race on teacher satisfaction, turnover rates and the benefits teachers receive.

Race plays an important role in how principals treat teachers and how teachers perceive the treatment they get. Teachers who share the same race as their principal are generally more satisfied, turnover less often, and receive

more benefits, both tangible and intangible. However, when results are separated by the race of the principal, the data indicates that African American teachers are more satisfied, turnover less often, and perceive more intangible benefits when supervised by an African American principal. These results illustrate that an important factor in maintaining minority teachers is the diversity of the principals that supervise these teachers.

The Impact of Principal Race for Teachers (Report # 09-2011) can be found at: <http://ipp.missouri.edu/Publications/267>

Jake Cronin, Policy Analyst, edited the article to prepare this report.

	<b>Schools Run by an African American Principal</b>	<b>Schools Run by a White Principal</b>
<b>Satisfaction</b>	Black teachers are more satisfied than white teachers	Black and white teachers have roughly the same job satisfaction levels
<b>Turnover Rates</b>	Slightly lower turnover rates for black teachers	Slightly lower turnover rates for white teachers
<b>Salary (Supplemental Pay)</b>	Roughly the same pay for both white and black teachers	White teachers receive more supplemental pay than black teachers
<b>Intangible Benefits*</b>	Black teachers perceive more intangible benefits than white teachers	Black and white teachers perceive roughly the same level of intangible benefits

\*Intangible benefits are defined as the teacher's perception of: administrative support and encouragement, autonomy in classroom decision-making, and recognition for good job performance.

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## New Policy Research Scholars

The Institute welcomes Dr. Melissa Maras, Assistant Professor, Educational, School and Counseling Psychology, College of Education and Dr. Clark Peters, Assistant Professor, School of Social work. Dr. Maras' research focus is on applied research and evaluation in public

schools, with an emphasis on school health and mental health issues. Dr. Peters is an attorney who has worked as an advocate for children in the juvenile and social services systems. His interests included children in state care and youth transitioning to adulthood.



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## Legislative Term Limits

The Institute is completing a review of the changes that term limits brought to the Missouri General Assembly. The review focuses on the core arguments of advocates and proponents, especially how term limits has affected the roles performed by lobbyists, the effects of the loss of legislative

knowledge, and the emergence of a new careerism among legislators. The analysis concludes that the principal objectives of term limits supporters were not met and that the adoption of term limits has significant and negative unintended consequences for Missouri.



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# The Path to Successful Reentry: The Relationship Between Correctional Education, Employment and Recidivism

By Jake Cronin, Policy Analyst

Nearly all of those incarcerated in Missouri (97%) will be released.<sup>1</sup> Of those released, according to the Department of Justice, 67% will re-offend and return to prison. One way many states, including Missouri, are combating the problem of excessively high recidivism rates is the implementation of programs to prepare inmates for successful reentry into society. Educational services are one of the most popular means of rehabilitating and preparing inmates for life after prison because it addresses the lack of skills and education common in prison populations. This study examined the effectiveness of these programs in Missouri.

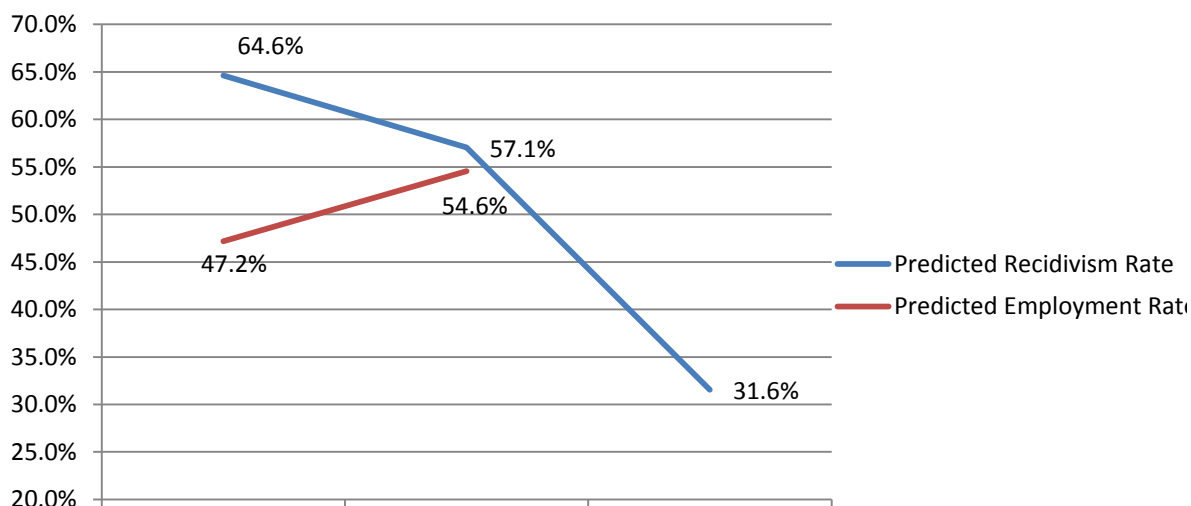
The results show that successfully acquiring a GED in prison leads to lower recidivism rates and higher employment rates. Moreover, the results emphasize just how important employment is to successful reentry and reduced recidivism rates. Education is the factor that is most likely to contribute to post-release employment. The best results for individuals who enter prison without a GED are found along the following pathway (Figure 1): an individual earns his GED in prison; this increased education will simultaneously

increase the odds of finding a full-time job and reduce the odds of returning to prison; and last, acquiring a full-time job significantly reduces the odds of returning to prison.

Inmates who follow this path—earn a GED and get a job—can drastically reduce their probability of returning to prison. These reduced recidivism rates can save the state a substantial amount in reduced incarceration costs. A similar study in Maryland found that, “those who did not return [to prison] as a result of educational programs saved the state \$24 million dollars per year, twice the state’s investment in its correctional education program” (Steurer & Smith, 2003, p. 6). If similar results occur in Missouri, which are expected given the findings of this study, the state currently saves over \$20 million dollars per year in reduced incarceration costs as a result of correctional education programs. Programs that reduce recidivism benefit the state, the ex-offender and his family, and the community to which the offender returns.

To view the full policy brief visit <http://ipp.missouri.edu/Publications/ByArea/31>

**Figure 1: The Pathway to Lower Recidivism Rates**



<sup>1</sup> Missouri Department of Corrections <http://doc.mo.gov/>

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## Phoenix Programs' Substance Abuse Treatment

Phoenix Programs, Inc., in Columbia MO, contracted the Institute of Public Policy to conduct an outcome evaluation of their Enhanced Reentry Program, (E-REP). This is an outpatient substance abuse treatment program targeted at adult male offenders who have spent at least six months in a correctional institution and have a substance use disorder (SUD) or SUD and co-occurring mental illness (COD).

Dr. Jill Nicholson-Crotty is the principal investigator. The evaluation design will analyze the treatment outcomes for men enrolled in the program. The analyses will use four data collection points (intake, 3 month post intake, 6 month post intake/discharge, and 12 month post intake) and will assess (a) the physical and emotional breadth of participants as well as changes in their life circumstances; (b) decreases in substance use; (c) improvements in criminal justice status, living conditions, and the ability to obtain and

maintain permanent housing; (d) improvements in employment and/or education status; (e) improvements in psychological functioning and social connectedness; and (f) improvements in physical health status.

This evaluation design will allow the evaluators to answer five main questions: (1) how many clients showed improvement after treatment; (2) on average, how much improvement do clients show after treatment; (3) what mediators (i.e. readiness to change, initial level of risk, experiences of treatment) relate to improvements after treatment; (4) what moderated treatment success; (5) what are the trajectories of change in mediators and outcomes from intake through the long-term follow-up interview. These results will be shared with Phoenix Programs staff and inform quality assurances and future planning for the substance abuse treatment program.

**About the Institute: The Institute of Public Policy is a research and public service entity committed to increasing knowledge and understanding of issues facing Missouri state and local governments.**

**The Institute sponsors forums, including symposia on transportation, education, and challenges in higher education as well as training programs for government officials and leaders of nonprofit agencies. It also conducts program evaluations, provides technical assistance and publishes policy briefs addressing critical issues facing Missouri. If you are interested in a particular topic or service, please contact us at 573-882-1739 or [ipp@missouri.edu](mailto:ipp@missouri.edu).**