

IDENTIFICATION OF PERCEPTIONS OF REINCARCERATED MEN CONCERNING
COMMUNITY REINTEGRATION LIFE EXPERIENCES IN MISSOURI AS MEASURED
BY THE COMMUNITY REENTRY SURVEY© AND PREDICTION OF GROUP
MEMBERSHIP

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In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

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presented by Meridith Berry
a candidate for the degree of Doctor of Education
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ABSTRACT

Recidivism is a serious problem in the United States as well as Missouri. According to the 2008 Missouri Probation and Parole Annual Report, 108,787 people were under supervision of Missouri Probation and Parole at some point in FY 2008. That same year in Missouri, 15,256 people violated the conditions of probation or parole and were incarcerated. The good news is, the rate is decreasing. However, the current recidivist trend data indicates approximately 24,500 will return to prison by 2011. The cost of incarceration is measured not only in dollars, but is also measured in absent parents, loss of productivity, and in loss of potential. Various programs are in place to rehabilitate offenders to give them the tools to successfully integrate into the community. This quantitative study examines the perceptions about life situations of reincarcerated men in a Missouri correctional institution. The literature review includes a brief history of the penal system. The methods used in this study included a survey tool, *Community Reentry Survey*, which was administered to incarcerated volunteers. Findings indicated the source of problems for ex-offenders as they tried to reintegrate in the community included substance abuse, ability to find employment, and old friends and acquaintances.

I would like to dedicate my work to my husband, Greg, my children, Allyssa and Alex as well as my parents, Hubert and Frances Hembree.

CHAPTER ONE

INTRODUCTION TO THE STUDY

The prison population in the United States is at an all time high. Recidivism remains at a staggering 68%. Rehabilitation programs are falling short by not addressing all the issues which cause felons to reoffend. This study seeks to identify the needs of convicts who are released by surveying convicts who have been reincarcerated.

In his 2004 State of the Union Address, President George Bush said, “America is the land of second chance, and when the gates of the prison open, the path ahead should lead to a better life” (Bush, 2004). He made a financial commitment to help those who have served time in prison transition back to the community. Bush said, “We know from long experience that if they can’t find work, or a home, or help, they are much more likely to commit more crimes and return to prison.” Six years have passed, the monies promised have been used to put programs in place, and still, recidivism is at a high level; 44 percent of released prisoners were rearrested within one year, and 68 percent were rearrested within three years (Langan & Levin, 2002). The purpose of this research project is to identify life situations (e.g. communicating with family, identifying stressors and managing stress, finding a job) which released felons believe contribute to behavior that violates the terms of their release from prison. With this information, programs to address these needs can be added or strengthened to provide the tools for successful reintegration and lower rates of recidivism.

Focus on Rehabilitation

The goal of prison reform has been to change the behavior and choice patterns of criminals so they can return to the community and live within the confines of the law.

Earning and saving money over time rather than stealing for immediate gratification is a difficult paradigm shift for people who do not have patience. Confronting complicated circumstances with a clear mind and a purpose is new to some who have turned to drugs and violence in order to escape or solve their problems. Missouri has introduced numerous educational and social programs offered to convicts inside the correctional institutions and after release to help with the expectations of living in the community at large. Each program has goals; however, the programs lack evaluation credentials verifying the benefits to the prison population and society. The survey questions used in this study are based on the *Building Strong Families: Challenges and Choices (BSF)* curriculum which has been taught in Missouri correctional facilities by University of Missouri Extension specialists. Specifically, this study seeks to identify the needs of convicts who are released, by surveying convicts who have been reincarcerated, regarding the relevance of the learning objectives from the modules in the *BSF* curriculum.

Evolution of US Prison Reform

Up until the last half of the 18th century, the criminal punishment system in the United States was a reflection of its European heritage. Corporal punishment was the most common form of sentencing; branding, flogging, mutilation, and death were exacted for serious crimes. Lesser crimes were punished by public humiliation, such as the stocks, the pillory, cages, or the ducking stool (Flynn & Zahn, n.d.). Workhouses were used to punish debtors and those convicted of lesser crimes. There were no modern jails; however, buildings called *gaols* were used to house people awaiting a hearing. (Flynn & Zahn) Conditions in the *gaols* were rudimentary. Prisoners with means could purchase

food and blankets. Those without resources were at the mercy of the local sheriff.

“Indiscriminate mixing of the old with the young, men with women, and the mentally ill with criminals created a hellish environment” (Flynn & Zahn).

The prison reform movement in America can be traced to 1876 and the first state reformatory built in Elmira, New York. “Elmira's goal would be reform of the convict, and its methods would be psychological rather than physical. Instead of coercing with the lash, Elmira would encourage with rewards” (DOCS, 1998). Elmira was designed especially for youthful offenders. Prisoners were given an indeterminate sentence, one with a maximum tenure, but also with the possibility of early release with good behavior. Despite the honorable intentions, the reformatory failed to transform the young criminals; too many returned to a life of crime.

During the United States Civil War (1861-1865), thousands of men experienced the cruel treatment at the hands of their own countrymen in prison camps across the North and the South. Scarred by the treatment, people began to realize the program of isolation, hard labor and severe punishment would not reform men, it would make them more contemptuous (Christianson, 2009). “The [prison] institutions were severely overcrowded and deteriorating, their administration was often corrupt and abusive, and their fixed sentencing schemes proved unwieldy and excessive. Convicts had no incentive to reform” (Christianson).

By the turn of the 20th century, prisons were modernized. Inmates had opportunities to learn a skill, visit with family and have outdoor exercise. At the same time, the increase in the prison population outpaced the budgets. Prison administrators turned to prison industry to make up the shortfall in revenue. Prisoners were considered

to be slaves of the state (Gutterman, 1992). Chain gangs were put to work on public roads, while other prisoners worked in a prison manufacturing facility producing materials and goods for the military and consumers. Prison industry not only supported the budget, many prisons made a profit. (Flynn & Zahn, n.d.). Prison conditions remained ignored. The loss of basic human rights in prison was blithely seen as necessary to the rehabilitation and security (Gutterman).

During the years of the Great Depression, labor unions and business convinced Congress to pass laws to end cheap prison labor. Without funds proffered from inmate labor, prisons became little more than human warehouses. Control and discipline were difficult to maintain, and tense race-relations became more troublesome as the prisons filled with a disproportionate number of blacks and Hispanic (Wright, n.d.). Prison administrators were given a free hand to run their institutions. There was little regard for humane treatment or conditions.

By the late 1950s and early 1960s, the United States was experiencing a social civil rights movement which had not yet penetrated the prisons. The compelling revelations of the Arkansas Experience of the late 1960s, however, provided the necessary persuasion to move the country in the direction of authentic prison reform (Gutterman, 1992).

With new reforms in place and a more transparent prison environment, the political mood in the country changed to a more conservative nature. The citizens of the US put Ronald Reagan into the Oval Office. The neoconservative agenda of the Reagan administration of the 1980's set a policy of defense both foreign and domestic. The

criminal justice system was charged with protecting our nation from predators within our own borders (Vogel, 2003).

Between December 31, 1985 and June 30, 1998, the prison population grew by 148%. Nearly 58,000 prisoners were incarcerated each year in that time. In practical terms, that means the penal system had to find or make space for over 1,000 prisoners each week (Wright, n.d.). Figure 1 illustrates the growth of prison population in the US as compared with the overall population, providing meaningful comparisons across time.

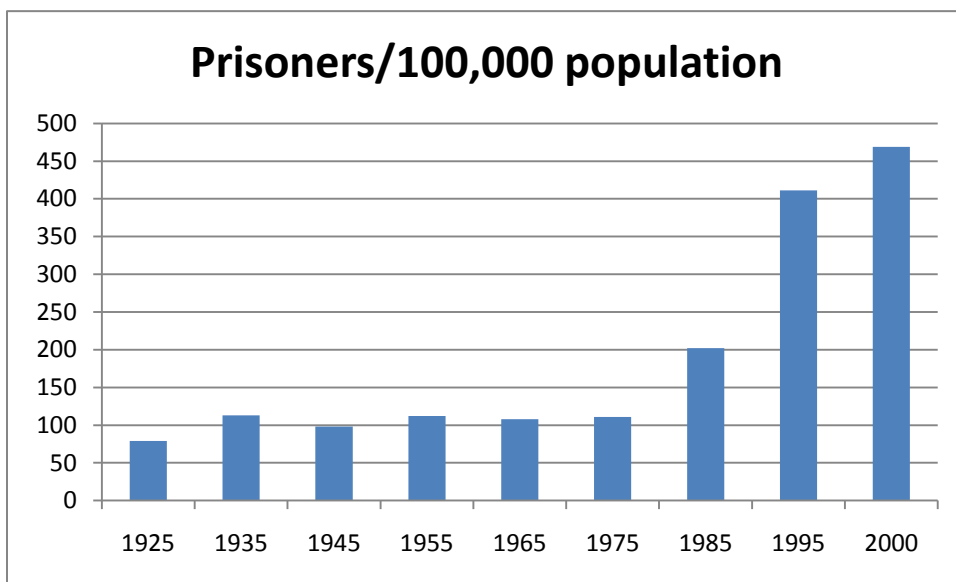


Figure 1. US prison population per 100,000 people in given years. (Sourcebook of Criminal Justice, 2004)

Note: Population rates prior to 1980 included the civilian population, after 1980, the armed forces were counted in the overall population. The slight dips in 1945 and 1965, coincide with military engagements overseas. In 1978, prisoner counts included only those in custody (having physical control), and did not include those under jurisdiction (having legal right to incarcerate) including those on work release, bail or in hospitals. In 1971, the prisoner count included youthful offenders who had been sentenced to one year or more in prison.

In 2009, there were approximately 2 million inmates in state, federal and private prisons throughout the US (Smiling-Hall & Killacky, 2008; Pelaez, 2008; Vacca, 2004; Visher & Travis, 2003; Webb, 2009). While only 5% of the world's population lives in the US, the US has 25% of the world's prisoners. The prison population grew from less than 300,000 inmates in 1972 to just under one million by 1990 and to nearly two million by the year 2000. At a rate of nearly five times the world's average, the US confines 756 inmates per 100,000 residents. One in nearly every 31 adults in the US is in jail or on supervised release (Webb). Private prisons have increased from five in 1998 to over 100, to date, housing 62,000 inmates (Pelaez). This number continues to grow.

Ninety-seven percent of 125,000 federal inmates have been convicted of non-violent crimes. More than half of the 623,000 inmates in municipal or county jails are innocent of the crimes of which they are accused (Pelaez, 2008). Of these, the majority are awaiting trial. Two-thirds of the one million state prisoners have committed non-violent offenses. Sixteen percent of the country's two million prisoners suffer from mental illness (Pelaez, 2008; Shivy, Wu, Moon, Mann, Holland, Eacho, 2007; Webb, 2009). Hassine (2008), an incarcerated author, compares the modern prison to a runaway train filled with prisoners only concerned about "how they are going to survive this madness" (p. 156).

Economic Impact

Billions of dollars are spent to treat addictions, rehabilitate, reprogram, and train convicted felons. Still the success rate, measured by successful reintegration, is low. Researchers have identified and studied the problem; some have even made strides in changing policies to benefit the system (United States Congress, 2009). Much of the

financial burden of incarcerating over two million people falls on state budgets. “Local, state and federal spending on corrections adds up to nearly \$68 billion a year” (Webb, 2009, p. 4). The punitive attitude toward prisoners has meant longer sentences, fewer early releases, fewer educational opportunities, and increased use of the death penalty. Even these extensive measures have not slowed down the number of inmates entering the prison system. Between the years 1998 and 2007, the number of prisoners in federal and state adult detention centers increased from 1,302,019 (Pearson & Hardaway, 2000) to 1,518,535 (Department of Justice, 2008). Most are male, (Pearson & Hardaway) and over half are parents of a minor child (Department of Justice).

Adults in a family unit share a range the responsibilities including child or elder care, home maintenance, discipline, and wage earner. The incarceration of working age adults hurts families as well as the communities. As family resources and income from wages decrease, the need for private and community assistance increases. The incarceration of wage earners also means a loss of tax revenue for the governments.

Challenge in Missouri

In fiscal year 1972, the Department of Corrections and Mental Health* was allocated about 6% of the state budget. By fiscal year 2000, the budget increased to 7.4% for Corrections and Mental Health. Fiscal Year 2011 included deep budget cuts to most departments, still, the Departments of Corrections and Mental Health were allocated approximately 8% of the total State budget of over 23 billion dollars. (M. Drewell, personal communication, September 23, 2010).

*Note- in 19972, Budget line for Departments of Corrections and Mental Health were aggregated, today the Department of Mental Health and Department of Corrections are separate, however, the budgets allocations were aggregated to compare across time.

Approximately 90% of US inmates will eventually be released into the community (Smiling-Hall & Killacky, 2008). In the state of Missouri, the number rises to 97% of prisoners scheduled to be released. In 2008, the actual number of prisoners released from the Missouri state correctional institutions (either on parole or sentence completion) was 18,462 (D. Oldfield, personal communication, November 16, 2009). Some individuals are released back into the public without condition; however, many are granted conditional release to community supervision or community corrections.

This form of supervision is ordered by a court and usually is managed by a probation or parole officer. It can include mandatory curfews, drug testing, and the requirement to search for, obtain, and keep a job (Council of State Governments, 2005). According to the 2008 Missouri Probation and Parole Annual Report, 108,787 people are under supervision of Missouri Probation and Parole in FY 2008. That same year in Missouri, 15,256 people violated the conditions of probation or parole and were incarcerated. The good news is, the rate is decreasing. However, the current recidivist trend data indicates approximately 24,500 will return to prison by 2011.

Prisoner Profile

It would be difficult to pinpoint the cause of crime; however, we do know there are common characteristics among criminals. Most criminals are men (Pearson & Hardaway, 2000). With only five percent of the world's population, the United States consumes well over 60% of the illegal drugs (Ferrel, 2003). In Missouri, 65% of offenders arrive with substance abuse disorders (Kaiser, 2004). Research has shown most incarcerated juveniles do not return to the classroom (Cole, 2009) and Missouri prison records show 70% of inmates do not have their GED or high school diploma.

Additionally, mental illness and lack of training or vocational skills are obstacles to rehabilitation and transition to a community outside prison.

Short term prisoners, caught up in this circular pattern of leaving and returning to prison yet left to their own devices, are likely to have an accumulation of social needs as well as more entrenched psychological effects borne out of repeated failures to integrate in the community. (Howerton, Burnett, Byng, Campbell, 2009, p. 440)

Conceptual Underpinnings for the Study

To reduce the rate of recidivism, it is necessary to identify the issues leading to reincarceration and address these issues before and after prison release. Some research focuses on ‘why’ a specific phenomena occurs, other research on the questions of ‘how’ or ‘what’. This research project is focused more on ‘now what’? Maslow (1954) identified a hierarchy of physiological, social, and psychological requirements which humans attempt to meet.

Maslow (1954) states people must meet their psychological and safety needs (those in the lowest levels) before they can progress to the level of love and belonging or self-esteem (the levels identified with relationships and socialization). Yet, probation services have no statutory obligation to provide released felons the resources for finding a place to live; securing formal identification; reestablishing ties with family; returning to high-risk places and situations; and the daunting challenge of finding a job, often with a poor work history and now, a criminal record. Most prison systems do little to facilitate a smooth transition from prison to community. (Visher & Travis, 2003, p. 96)

Research indicates a successful reentry into the community is key to reducing the trend of recidivism. These are the needs Maslow (1954) identified as most basic. This research project will work to identify specific gaps in the physiological, social, and psychological needs of recidivists which they believe led to them reoffending or violating parole and probation rules. With this information, I hope programs will be offered to meet these identified needs.

Statement of the Problem

The problem facing rehabilitation program developers for current programs offered in the Missouri prison setting is a lack of understanding of the life situations which challenge released convicts. “Most of the existing research on prisoners’ lives after release focuses solely on recidivism and ignores the reality that recidivism is directly affected by postprison reintegration and adjustment” (Visher & Travis, 2003 p.89). The state is using scarce resources to address a need which has received little research. There has been no study regarding the *Missouri Building Families (BSF)* program as it relates to the modification of the reoffenders’ behaviors. Additionally, there is insufficient research to identify the life situations in which former prisoners find stress and frustration (Cole, 2009; Spohn & Holleran, 2002). “It has been long recognized that all prisoners face a myriad of difficulties on leaving prison with the odds....often stacked against them” (Howerton, 2009. p. 440). Many of the released prisoners find themselves back in the system because they were unable to meet their needs and became frustrated enough to reoffend or violate the conditions of their release. It is unclear if the *BSF* program offers any benefit to this population. The *Community Reentry Survey* has been created to fill in

the information gap between the reoffender's self-identified needs and the *BSF* program objectives.

Purpose of the Study

The purpose of this study is the result of a recognized obligation to assess the effectiveness of the program efforts of the University of Missouri Extension. The focus of this study is to identify specific life situations which released felons recognize as stressful and factors in reoffending actions (Figure 2). The research project will provide information about the perceived difficulty in various life situations released felons believe contribute to the behaviors which violates the terms of their discharge from prison. With this information, programs to address these needs can be added or strengthened to provide the tools for successful reintegration and lower rates of recidivism.

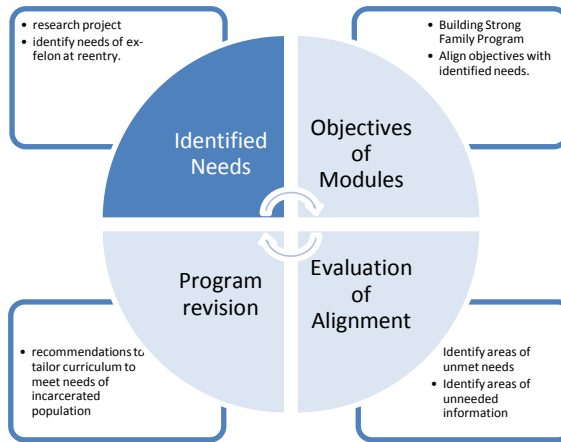


Figure 2. Model of comprehensive project. Dissertation research project in dark area of circle.

The goal of prison reform has been to change the behavior and choice patterns of criminals so they can return to the community and live within the confines of the law.

Many of the programs offered in the correctional system lack evaluation credentials verifying the value of the program being offered. This study focuses on the experiences of recidivist prisoners and seeks to identify their perceived needs as they are reintegrated in the community using the learning objectives from the modules in the *Building Strong Families* curriculum as a guide for survey questions and other relevant feedback information.

Research-based Model

This research utilizes the independent theories of Abraham Maslow (1954). Maslow's hierarchy explains how meeting the requirements of a human being begin with the basic need for food, water, sex, and homeostasis. The steps above the physiological needs are security, love and belonging, self-esteem, and finally self actualization (See Figure 3). Maslow suggested by meeting the requirements of the lower levels, the individual becomes more self-aware and better able to make decisions based on intellectual underpinnings rather than on base physiological needs.

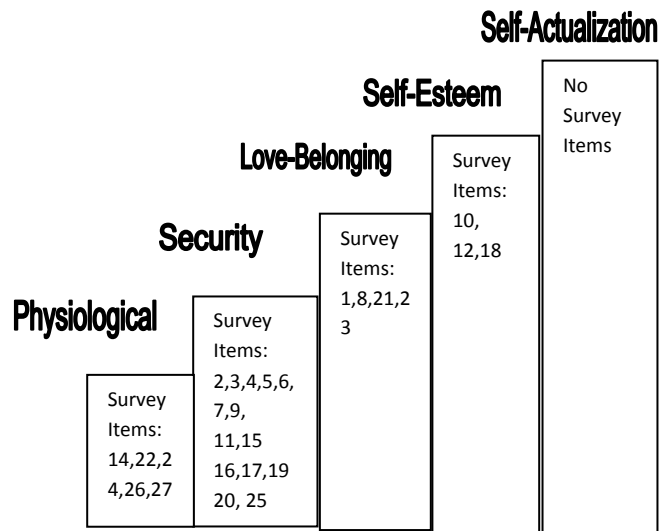


Figure 3. Maslow's Hierarchy of Needs and Survey Item Numbers

Table 1

Survey Questions and Associated Levels of Development with Maslow's Hierarchy of Needs

| Survey Question | Maslow Level |
|---|----------------|
| 1. Communication with spouse/significant other | Love-Belonging |
| 2. Disciplining children/step-children | Security |
| 3. Budgeting money | Security |
| 4. Identifying stress triggers | Security |
| 5. Paying bills (utility, grocery, rent) | Security |
| 6. Nutrition for children | Security |
| 7. Legal barriers (getting licenses, bonded) | Self-Esteem |
| 8. Relationship with children | Love-Belonging |
| 9. Interviewing for a job | Security |
| 10. Setting goals | Self-Esteem |
| 11. Identifying hazards in the home | Security |
| 12. Motivating yourself | Self-Esteem |
| 13. Air quality in the home | Security |
| 14. Finding housing | Physiological |
| 15. Finding employment with your job qualifications/skills | Security |
| 16. Filling out a resume or job application | Security |
| 17. Finding transportation | Security |
| 18. Getting credit | Self-Esteem |
| 19. Having a felony criminal record | Security |
| 20. Old friends / neighborhood | Security |
| 21. Communicating with other family members such as parents, siblings, etc. | Love-Belonging |
| 22. Anger | Physiological |
| 23. Communicating with children/step children | Love-Belonging |
| 24. Depression | Physiological |
| 25. Conduct of other people | Security |
| 26. Low wage job | Physiological |
| 27. Personal health (weight, blood pressure, etc.) | Physiological |

Maslow (1954) focuses on physiological and emotional need of the individual.

The 27 questions on the *CRS* are based on environmental and intrinsic issues. Table 1 aligns the questions on the *CRS* survey to the level of need in Maslow's hierarchy.

Maslow's (1954) theory has relevance when studying the behavior of ex-convicts. The basic needs of food, water, and shelter must be met in order to survive. Other needs, such as security, family, health and employment are contingent on these needs being met. It is appropriate to understand the deficits in meeting these needs.

Research Questions and Null Hypothesis

This quantitative study uses a survey to identify the life situations of recidivists.

This study explores the following questions:

1. What are the summary statistics of the participant based on demographic information and all survey items, aggregate and disaggregate by demographic categories.

2. Is the *Community Reentry Survey (CRS)* a valid instrument in (1) face; (2) content; and (3) construct validity?

Ho2(3). The *CRS* is not a valid instrument in construct validity.

3. Is the *CRS* a reliable instrument?

Ho3. The *CRS* is not a reliable instrument.

4. Does the *CRS* have items which discriminate between demographic categories?

Ho4. The *CRS* does not have items which discriminate between demographic categories.

5. Are there significant clusters of survey items which may or can predict group membership?

Ho5. There are no significant clusters of survey items which may or can predict group membership.

Table 2 illustrates the techniques which will be applied to the research questions using Predictive Analytic SoftWare (PASW, 2010) statistical analysis package and describes the anticipated outcomes of the program.

Table 2

Summary Listing of Statistical Techniques Applied to Research Questions

| Research Questions | Description | Description of Statistical Analysis (PASW, 2010) | Anticipated Outcome |
|--------------------|--|--|--|
| RQ1 | Description of Population | Descriptive Statistics* | Summary statistics established on recidivists' perception on CRS. Frequencies and percentages for each nominal item and subscale; mean and sd for each scale item and subscale (nominal data)* |
| RQ2 | Face, content, and confirmatory construct validity | Expert panel, Factor Analysis with Varimax rotation eg= 1.0 or higher* | Face, content, and construct validity for the reformed CRS will be established. $\alpha=0.05$ * |
| RQ3 | Reliability of CRS | Cronbach's alpha Item Total Analysis* | Identify reliability using a threshold $\alpha=.70$ * and $r=.333$ for Item Total Analysis * |
| RQ4 | Group Membership | MANOVA* | Significant survey items identified. If $n \geq 100$, Alpha level = .05; if $n < 100$, Alpha level = .10* |
| RQ5 | Classification of dependant variable by demographics | Discriminant Analysis* (Regressive and Predictive Model) | Membership predicted from significant differences by cluster $\alpha=0.05$ |

*Note: Field, 2005

Importance of the study

The social and economic impact of released prisoners provides an insight to the importance of this study. “In the next ten years [in the United States] it is estimated that more than 6.5 million offenders will be released to the community” (Beeler, 2009. P. 18). Statistics show two-thirds of this number will be rearrested in less than three years (Langan & Levin, 2002) and 42% returned to incarceration (Serin, 2005). The financial burden of incarcerating a prisoner averages thirty to fifty thousand dollars per year (Shrum, 2004). This does not include the cost of building new facilities to accommodate the growing numbers of prisoners, the cost of maintaining the current facilities, the cost of arrest or prosecution, or the cost to victims. According to the Bureau of Justice Statistics, expenditures on corrections alone increased from \$9,000,000,000 in 1982, to \$59,600,000,000 in 2002 (United States Congress, 2009). This increase does not represent expansion of treatment programs; instead it has gone to pay for increased staff, new facilities and health care costs (Petersilia, 2005). Additionally, the number of prisoners being released without supervision is growing. In 1977, 4% of prisoners maxed out, in other words, they served their entire sentence and were released without the condition of parole. In 2005, that number has risen to 18%. This means, in addition to the released prisoners who abscond, nearly one in five are not required to report to any supervisory authority (Petersilia).

Community Concerns

Public safety is a concern when offenders are released into communities. Because of the geographical concentration of crime in urban areas, some of these neighborhoods have been impacted by population changes: first, the removal of large numbers of men

due to incarceration and second, the return of these men as they are released from prison. Some researchers suggest the removal of such high number of men destabilizes the social and community networks and actually increases crime in the neighborhood (Clear, Rose, Waring & Scully. 2003; Rose & Clear 2002; Lynch & Sabol 2000; 2001a). In these communities, other criminals may move into the area in order to gain territory for their illegal activity. Children living in these communities are impacted; first by the incarceration of a family member, and then by the turf wars of new criminals who seek to expand their own territory for illicit activities. They experience the collateral consequences of incarceration (Rose & Clear). Returning offenders have problems reintegrating into the community. Many returning prisoners want to give back to the community and make a fresh start (Howerton, Burnett, Byng & Campbell, 2009; Maruna 2001; Solomon, Roman, & Waul, 2001; Uggen, Manza & Behrens, 2003). Laws of state and federal governments, however, preclude them from full participation as citizens (Samuels, Mukamal, Stevens, 2002; Travis, Solomon & Waul, 2001; Uggen, Manza, & Behrens). “If we are going to be successful in public safety, we must be successful with reentry” (Beeler, 2009, p.19).

Family Concerns

Families are shattered as a result of criminal behavior. A released prisoner’s reintegration into the family role is critical to developing a pro-social identity (Laub & Sampson, 2003; Uggen, Manza, & Behrens, 2003). Released prisoners indicate family support as the most important factor in helping them stay out of prison (United States Congress, 2009). A 1997 study reports 55% of prisoners indicated they were parents (Mumola 2000; Lynch & Sabol 2001b), at the same time, only 17% reported being

married (Pearson & Hardaway, 2000). While most prisoners will not walk out of prison and immediately take a role in a household, the importance of a family role is highly significant for identity transformation toward a law-abiding citizen (Uggen, Manza & Behrens). “According to the Bureau of Prisons, there is evidence to suggest that inmates who are connected to their children and families are more likely to avoid negative incidents and have reduced sentences” (United States Congress, 2009).

Between 1991 and 1999, the number of children with a parent incarcerated rose 100% from 900,000 to nearly 2 million (United States Congress, 2009). In his research, Shrum (2003) states “the odds of a child of a recidivist father ending up in jail or prison at some point in his life are approximately 92 to one when compared to the general population” (p.226). This study has importance because it seeks information from the people closest to the challenges of reintegration, the recidivist.

Finally, researchers have identified key challenges in offender reentry; they have not shown how these challenges interrelate (Travis, Solomon, & Waul, 2001). This study provides a broader look at several factors in the life of the released prisoner as they try to reestablish themselves in the community and how these factors connect with one another.

Limitations, Assumptions, and Design Controls

As with any social science, the limits to this study are based in the human subject. It is possible for a single person to answer questions a different way depending on various factors such as mood, sleep, hunger, or previous encounters of the day. It is widely recognized that the use of self-report data can be problematic in terms of validity (Akers, Massey, Clarke, & Lauer, 1983; Fan, et al., 2006; Johnson & Richter, 2004). Despite its shortcomings, the use of self-reported data is widely accepted in

criminological research (Sturgis, 2008). That said, the limitations are related to the data collection and the selection of the participants (Merriam, 1998). Additionally, assumptions and bias will be evident in research conducted as well as in the focus of the questions in the survey.

Researcher's Interest

I am involved in assessing a curriculum model used in the Missouri State Correctional system to help prisoners reintegrate into society. I have spent hours with these men listening to their concerns and anxiety regarding their release and future in the community. I realize these men are being released into the communities in record number without the skills and resources needed to be successful. By studying the results of a survey from reincarcerated men from a correctional institution with an established survey tool, I hope my underlying assumptions concerning the lack of access to needed resources will be mitigated and a fair and accurate conclusion can be reached. The data collection methods and analysis methods will be explained in more detail in Chapter Three.

Restrictive Environment

Studying an incarcerated population presents a series of problems which must be overcome. Prisoners are stigmatized. They are marginalized in society and lessened in our minds from a whole and normal person to a corrupted, partial one (Goffman, 1959). The paradigm of prison creates an environment where individuals must change their normal ways of thinking and acting to survive. The rules and regulations which are imposed on the prisoners serves to protect them, however, immersion in the institution and the basic desire to survive and eventually be released changes the actions and behaviors of those who must submit to the rules (Lemert, 1951). Over time, the change in

these actions can contribute to a marked change in the identities of the prisoners (Schur, 1965). Their self-image changes as does the way they view their surroundings. Research within a correctional facility is not uncommon; however, this specific study, seeking information for a follow-up evaluation of the *Building Strong Families (BSF)* curriculum, is unique. Limitations in this study include the internal validity and reliability as well as the external validity. Internal validity seeks to align the research as close to reality as possible. Reliability defines the extent to which the study can be replicated. Finally, external validity refers to the study's generalizability to other groups (Merriam, 1998). Prisoners are considered a protected population. It would be nearly impossible to randomly choose prisoners at a facility to participate in a study; as a result, the study population is limited by the facility administration, determining who is allowed to participate, and then through a self-selection process, men who volunteer to participate.

The demographics of the participants may not reflect the overall prison population of the United States. This limitation will be purely anecdotal and not intentional. The population at the facilities will be in different stages in their prison sentences and treatment program. Ethical limitations of using human research subjects applies to this research (Appendix A).

Definition of Key Terms

There are several terms used in this paper which require a working definition. In this section, a term will be given followed by the explanation of the term.

13 Modules. Thirteen independent lesson plans, activities and information make up the *Building Strong Families* curriculum. A single person may teach all 13 modules, or the responsibility may be split between several different instructors (Appendix B).

Community supervision/community correction. This form of supervision is ordered by a court and usually is managed by a probation or parole officer. It can include mandatory curfews, drug testing, and the requirement to search for, obtain, and keep a job (Council of State Governments, 2005)

Criminogenic A term related to characteristics or factors identified by research as predictors of crime and or related recidivism.

Cronbach's Alpha. A measure of test reliability that may be used with tests such as Likert scales, whose items have answers that can be scored along a continuum, rather than simply as correct or incorrect. A score above .70 is acceptable (Leedy, 1997).

Desister. A person, who at one time had criminal behavior, but who has stopped the criminal behavior.

Discriminant analysis. A statistical procedure that examines differences in subjects' scores on several variables to determine if these differences separate the subjects into their respective groups.

Early release. Release from a confinement facility before the sentence imposed by the court is completed. Early release can be achieved by parole, by time off for good

behavior while incarcerated, or by a modification in the original sentence by the court (Ferro, p. 157).

Jail. Confinement in a local jail while pending trial, awaiting sentencing, serving a sentence that is usually less than 1 year, or awaiting transfer to other facilities after conviction.

Parole. Period of conditional supervised release in the community following a prison term, including prisoners released to parole either by a parole board decision (discretionary parole) or according to provisions of a statute (mandatory parole). These data include adults under the jurisdiction of a parole agency, regardless of supervision status (i.e., active supervision, inactive supervision, financial conditions only, absconder status, or supervised out of state).

Day Reporting Centers (DRC). Institutions which monitor the rehabilitation of non-violent offenders. Offenders report to the center at a specific time in the morning and spend the day at the center in treatment, classes or performing public service. The offenders return home in the evening. DRCs are used to relieve over-crowding in jails and prisons.

Parole violation. An act by an individual who is on parole that does not conform with the conditions of parole imposed upon that individual. Parole violations include violations of the law and technical violations of conditions of parole, such as reporting to a parole agent on a regular basis. Although technical violations of parole do not rise to the level of a criminal offense, they can nonetheless result in the reincarceration for the parole violator (Ferro, p.159).

Prison. A confinement facility with custodial authority over adults sentenced to incarceration of one year or more for criminal offenses (Ferro, p.159).

Probation. Court-ordered period of correctional supervision in the community generally as an alternative to incarceration. In some cases probation can be a combined sentence of incarceration followed by a period of community supervision. These data include adults under the jurisdiction of probation agency, regardless of supervision status (i.e., active supervision, inactive supervision, financial conditions only, warrant status, absconder status, in a residential/other treatment program, or supervised out of jurisdiction).

Recidivism. The repetition of criminal behavior by a previously incarcerated individual that commonly results in a new period of incarceration. Recidivism is measured by criminal acts that result in a conviction by a court, when committed by individuals who are under correctional supervision, or who have been released from correctional supervision within the past three years. Recidivism is also measured by technical violations of probation or parole that result in an adverse change to the offender's legal status, such as conviction or incarceration (Ferro, 160).

Recidivist. A criminal who, after being released from incarceration, is returned to prison through rearrest, reconviction or re-incarceration through violation of release.

Reentry. The process of coming out of a prison environment and going into the community to live.

Reliability. "The degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures" (Fraenkel & Wallen, 2002, p. G-7).

Sentencing Assessment Report (SAR). A document which includes the risk factors and criminogenic needs of a convict are addressed in the initial stages of the Transitional Accountability Plan. The SAR replaces the pre-sentencing report and is used by courts to determine duration of a prison sentence and conditions for release.

Transition Accountability Plan (TAP). An individualized strategy which sets goals, expectations, treatment, and pre-release actions to help the prisoner reenter the community. In many cases, the prisoner and his/her family are part of planning the course of the change process and identifying the reintegration goals (Taxman, 2009).

Summary

The number of criminals in our community continues to increase. The success of criminals reentering society remains low. Researchers, educators, policy makers, and department of corrections have studied the issue, generated hypothesis, designed curriculum, imposed regulations, and in general tried to prepare criminals to reintegrate into society. The numbers of exiting criminals has overwhelmed the system and adjustments need to be made if fewer of these released criminals are to become recidivists (Copenhaver, Edwards-Willey, & Byers, 2007; Aos, Phipps, Barnoski & Lieb, 2001).

The state of Missouri contracts with organizations outside the correctional department to provide educational programs such as the *Building Strong Families: Challenges and Choices*. Each contact prisoners have with pro-social examples builds their capacity to meet the challenges of reentry. This study is only a small step in defining the criteria in which to evaluate one of the educational programs used in the Missouri

correctional system to prepare men and women for the challenges they will face as they reenter their roles in their families and communities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review in chapter two will trace the development of the prison reform movement beginning as early as the late 18th century. By examining the early works of prison anthropology, the gradual change in the treatment and rehabilitation appears to parallel the changes in societal values. After a brief history of the overall penal system and the study underpinnings, the literature will focus on six areas of current concern: 1) prison ecology, 2) profile of prisoners, 3) the history of probation and parole and its current role in rehabilitation, 4) barriers to reintegration, 5) Missouri's reentry program model, and 6) challenges to reentry. An overview of the *Building Strong Families* curriculum will follow.

A Brief History

The earliest laws of the Sumerians, Babylonians, and the Greeks established punishment for criminal behavior. The early laws focused on retribution and vengeance by the victim of the crime. The shift to punishment on behalf of the state began with the Greek Draconian code changing the goal of punishment from personal vengeance to social order. The first known prison was established circa 64 B.C. by the Romans. It is uncertain if the facility was simply a holding area for criminals awaiting future punishment, or if it was, in fact, the forerunner to modern day prisons (Ferro, 2006). From the mid 6th century A.D. and the establishment of the Justinian Code to the mid 16th century, punishment included incarceration, strict rules, and hard labor in addition to physical brutalities. In England, criminals and other undesirables were sent to workhouses. These houses were overcrowded and the conditions deplorable. Diseases

would break out and impact the surrounding communities. Eventually, undesirables, and others were sent to overseas colonies including the Americas.

The criminal punishment system in the early United States was a reflection of its European heritage. Corporal punishment was the most common form of sentencing; branding, flogging, mutilation, and death were exacted for serious crimes. Lesser crimes were punished by public humiliation, such as the stocks, the pillory, cages, or the ducking stool (Flynn & Zahn, n.d.). Workhouses were used to punish debtors and those convicted of lesser crimes. There were no modern jails; however, buildings called *gaols* were used to house people awaiting a hearing. (Flynn & Zahn) Conditions in the *gaols* were rudimentary.

In 1764, the Italian philosopher and politician, Casare Beccaria wrote “the idea that actions should obtain the greatest good for the greatest number of people, including the actions of the government” (Glenn, 1997, p. 111). Beccaria believed the worst crimes were committed in the countries with the most severe punishments. His philosophy was criminal punishment should provide three outcomes: deterrence of criminal behavior, payment of debts for the crime, and a deterrence to others who might also commit criminal acts (Glenn). His opposition to the death penalty and capricious punishments influenced reformers in Europe and later in post-revolutionary America (Bentham, 1789).

19th and 20th Century American Prison

After the American Civil War, two reformers, Enoch Wines and Theodore Dwight stated to the New York State legislature, “There is no longer a state prison in America in which the reformation of convicts is the one supreme object of the discipline” (Christianson, 2009). Their recommendation focused on reform as the primary aim of

imprisonment. This modification would provide long indeterminate sentences and release would depend on progress. There would be education, rewards for good behavior, sanitation, the end of physical punishment, and more transparency in the administration of the prisons. Despite this call for reform, prisoners continued to be leased out for forced labor in factories and on prison farms. The physical abuse toward the prisoners persisted; the conditions continued to deteriorate (Christianson). There was little concern by legislatures and the public for rehabilitation.

By the late 1800, prisons became laboratories for human experimentation. Scientists used prisoners as experimental guinea pigs to test their theories about phrenology, body type, fingerprinting, and feeblemindedness. Procedures for lobotomies and vasectomies were codified using these human subjects (Christianson, 2009). Their value as humans was marginalized. Prison administrators who initiated reforms were rewarded with a lower recidivism rate, but the political pressures proved to be too much. Most were removed from their position of authority and the reforms were overturned (Christianson).

By the era of the Great Depression, the population of the prisons in the US had increased from 79 per 100,000 to 137 per 100,000, primarily due to the incarceration of black males. It was during this time period Donald Clemmer published his research from the Menard State Prison in Illinois. His study identified a subculture within the prison where a convict code was followed. “Clemmer defined this *prisonization* as ‘the taking on in greater or less degree of the folkways, mores, customs, and general culture of the penitentiary’ in which entering prisoners were socialized” (Christianson, 2009).

Abuses in the prisons continued into the 1940's when the federal courts began to rule in favor of inmates seeking redress from the judiciary for objectionable conditions. Change was slow. Many courts still maintained a hands-off policy believing the prison systems were beyond their scope of judiciary power. The rest of the modern world was not so complacent.

The United Nations adopted its *Standard Minimum Rules for the Treatment of Prisoners*, in 1955, justifying sentences of imprisonment only when it could be used to foster offender rehabilitation, American prisons generally continued to favor security and retributive or incapacitative approaches over rehabilitation (Jrank, n.d.).

Chief Judge Henley was the impetus of modern prison reform in the US. He lifted the veil of silence and secrecy of the Arkansas prison system in the late 1960s. His discovery of the *dark and evil world* in the Cummins Farm Unit and the Tucker Reformatory was disturbing (Gutterman, 1992).

Inmates were tortured by electrical shocks and beaten with leather straps. Faced with the threat of death, they were forced to work ten hours a day, six days a week, sometimes in inclement weather and without adequate clothing. Trusty inmate guard, with the power over life and death, supervised the daily routine of the prison. Trying to escape forcible sexual violence and stabbings, the inmates in the barracks would cling to the bars all night (Gutterman, 1992).

Henley ruled the conditions of these facilities were in violation of the Eighth Amendment barring cruel and unusual punishment. The conditions in the Arkansas facilities were not anomalies (Gutterman, 1992). The publicity surrounding the Henley

discovery troubled the public. The mood of the country shifted from blind acceptance to indignant righteousness. Faced with social and political fallout, the courts commenced a new era in prisoner rights. As a result, federal courts heard more cases from incarcerated petitioners. Although the Supreme Court maintained prisoners were not wholly without Constitutional rights, it was the lower courts' action which began to ameliorate the inhumane conditions of prison (Gutterman, 1992).

In addition, the civil rights struggle of the 1960s in the larger community cleared the path for prisoners' civil rights. Prisoners were allowed access to attorneys and provided legal remedies for rights violations. Under Chief Justice Earl Warren, several favorable rulings were made concerning criminal rights. By the 1970's, with the Supreme Court under Chief Justice Warren Burger, the rulings impacted the living conditions within the prisons. These ruling applied to both federal and state penitentiaries (Christianson, 2009). Earlier practices of medical experimentation were completely rejected. (Christianson).

Missouri Prisons

The first state prison in Missouri and the first west of the Mississippi, was opened in 1836; its capacity was 1500 (Jefferson City Convention and Visitors Bureau, n.d.). In 1888, it was known as the world's largest prison. It did not escape of the disreputable conduct associated with prison. In 1967, *Time* magazine named it "the bloodiest forty-seven acres in America" because of the violent reputation of both inmates and guards (Gangwisch, 2010). To be more accurate, the prison compound was 147 acres and included a farm, dairy, and several manufacturing industries, including soap and shoes. Riddled with tunnels and other secret spaces to hide contraband or use for an escape, the

prison closed its doors on September 15, 2004 (Gangwisch). Prisoners were moved out of their familiar surroundings to a new facility with a modern security system.

Today, there are twenty prisons in the state along with several Community Supervision Centers. Based on population, in 2008 Missouri ranked 11th with 509 prisoners per 100,000 population. The same year, Missouri prisons held 30,176 prisoners with a capacity of 30,455 (Missouri Department of Corrections, 2010).

Under Governor Christopher Bond, Prison Deputy Director George Camp (1973-1977) instituted an open door policy and allowed public groups and the press inside the prison to study problems of the system. The open door policy created interest in prison reform in Missouri. Camp began to initiate new reforms, including desegregation (Jefferson City Convention and Visitors Bureau, n.d.).

Despite the reform movement, in its entirety, prison remains a dehumanizing place. In her account of her incarceration to an Urban Dialogues forum at the Metropolitan College of New York in lower Manhattan, Dorothy Gains stated, “They pay you twelve and a half cents an hour, which is a form of legalized slavery as far as I am concerned” (Boyd, 2004, p.35). The reforms did not bring about a solution to the growing prison population.

Conceptual Underpinnings

Maslow (1954) expounded on his theory concerning human development and the hierarchy of needs. He suggests an individual will endeavor to meet specific needs based on physiological and psychological factors, which, if the environment is optimal, will lead to self-actualization of the individual. This humanistic approach is popular given it is practical, describes the realities of personal experience, is understandable, and easily

relatable (Simmons, Irwin & Drinnien, 1987). As a humanist, Maslow was optimistic humans would strive for the upper levels of their capabilities. The needs of each level must be met prior to feeling the need to move to the next level.

Maslow (1954) believed educators had a responsibility to use an approach which encouraged the growth of the inner-person. His list included the need to:

1. teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. teach people to *transcend their cultural conditioning* and become world citizens.
3. help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.

9. teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.

10. teach people to be *good choosers*. They must be given practice in making good choices (Simmons, Irwin & Drinnien, 1987).

Maslow (1954) believed once the salient physiological needs were met, the individual could then begin seeking out the needs of the next levels. Maslow also described the first four levels (physiological needs, safety needs, belonging needs, self-esteem needs) as deficit needs or D-needs. In other words, if a need is not completely met, the individual will try to fulfill it; however, if the need is met completely, there is no motivation to continue to meet the need. He used the term *homeostasis* to describe the state of balance. Humans tend to move through these stages beginning at birth, and progress over time. It is possible to regress in times of stress. For example, an individual who is incarcerated may feel endangered or abandoned by his family. An individual once secure with his role in his family would then regress to the lower level tier in order to meet the need associated with love and belonging, and would make choices based upon fulfilling these needs. Utilizing the theory of Maslow, it is reasonable then to expect the primary and secondary needs (physiological and security) would be essential for even a marginally successful integration to the community.

Research in the field of prison and punishment has focused on those people who have been imprisoned and more on recidivists, those who return to prison after being released for a previous offense (Vacca, 2004; Escarela, Francis, & Soothill, 2000). Several states have adopted rehabilitation program models to address the problem of

recidivism. The research shows no single model is a panacea. Each prisoner is unique in his own needs, fears and addictions. Some programs have had better than average success rates; however, it is clear successful programs require the coordinated efforts of several agencies over a period of time, beginning with the incarceration and ending with the successful reintegration of the prisoner to the community.

The notion of rehabilitation as a result of punishment differs from narrower theories of punishment as a means of discouraging behavior in the mind of the offender, because rehabilitation also involves the transmission of positive social norms which would tend to reduce criminality independent the negative value of punishment. (Congressional Quarterly, 1968, p.103)

A key factor in behavior is personality, which is developed through social interaction. People belong to a number of social groups and these groups have a significant impact on behavior. “Personality is a by-product of interaction and experiences” (Cole, 2009, p.21). For many in prison, negative interactions lead to perpetual conflict with the world rather than pro-social behaviors and positive interactions. Violence and lack of freedom lead to negative perspectives. In their discussion, Visher and Travis (2003) concluded “in-depth interviews with former prisoners indicate that at the heart of a successful transition is a personal decision to change” (p.98). This decision comes from a position in which the prisoner believes there is hope for a future outside of prison and is optimistic about achieving goals.

Prison Ecology

“The degree of civilization in a society can be judged by entering its prisons” (Buntman, 2009, p. 407). The prison population does not accurately reflect the

demographics of the US. “Most prisoners come from the poor, the minority groups, the uneducated, the unemployed, the mentally ill. The prison is the magnifying mirror which reflects and enlarges the unresolved social problems of the society which it serves,” (Stern, 1998, p. 114).

Overcrowding is endemic. “The American Correctional Association guidelines, *Standards for Adult Correctional Institutions* (2003), specify that a standard cell area should measure sixty square feet and inmates should spend no more than ten hours per day in their cells” (Kepos, 2007, p. 99). In some cases, two prisoners are assigned to a cell designed for one person. Overcrowding leads to disagreements which end in violence and injuries and the spread of communicable diseases (Kepos).

The brutality of the prison environment is difficult for an outsider to comprehend. Whether it is purposeful ignorance or acquiescence to the necessary evils of a secure society, the public, on a whole, is unaware of the consequences brought on by the conditions inside a correctional institution. Contact between inmates can be merciless. Gangs, drugs, assault, and murder are commonplace. There are more rapes in prison than in society; more than 20% of prisoners have reported they have been sexually assaulted by guards or other inmates (Holleman, McChesney, Foster & Jonna, 2009; Ristad, 2008). “Rape is often used as a control for punishment, as a ‘reward’ for inmates, or for the staff’s voyeuristic and physical pleasure” (Ristad, p. 293). “Other types of prison violence are pervasive: verbal assaults, deliberate neglect, obstruction of care, and policies that ignore or deny human rights, respect and dignity” (Ristad, p. 294). “By nearly all accounts the conditions in U.S. prisons are deplorable and getting worse” (Holleman, McChesney, Foster & Jonna, 2009. p. 12).

To insure the safety of the institution, repressive and capricious rules are imposed on the staff, the public, and the inmates (Ristad, 2008). This environment is “inhuman, barbaric, disabling and dysfunctional—completely incapable of producing responsible and empathic human beings” (Ristad, p. 297). Incarcerating people and letting them lead a life dissimilar to what they will experience when they are released, seems to be a recipe for recidivism (Albers, Valentine & Huebner, 2006). The Bureau of Justice Statistics reported, in a three year period, nearly 68% of released prisoners will be rearrested. Figure 4 shows the progression of arrest, conviction, and incarceration of people released from prison from 6 months of release and three years.

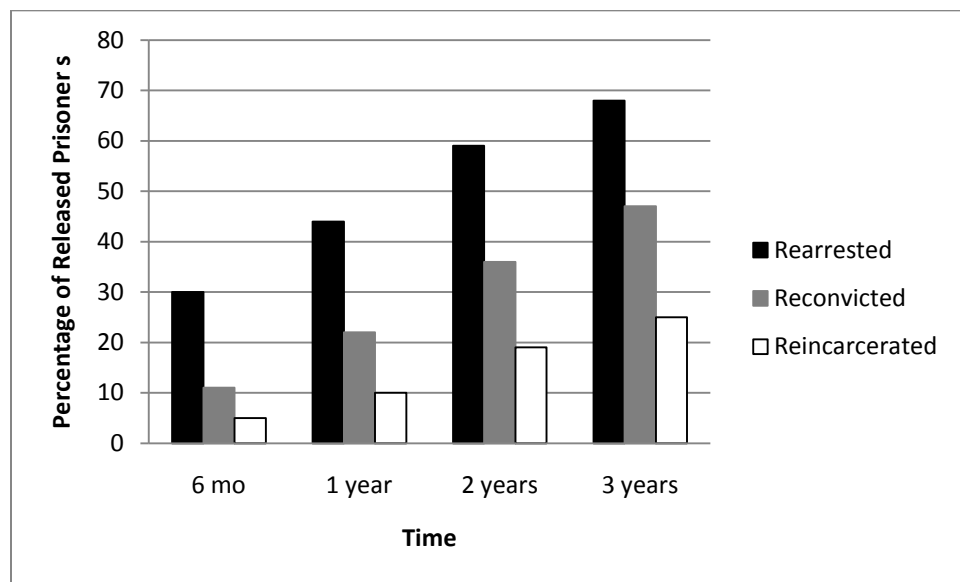


Figure 4. Percentage of released prisoners returning to the correctional system through rearrest, reconviction and reincarceration. (Bureau of Justice Statistics, 1994)

Program Reduction

Budget cuts mean fewer rehabilitative programs (Holleman, McChesney, Foster & Jonna, 2009; Travis, Solomon & Waul, 2001). Prior to 1998, the federal government required states to spend 10% of their basic state grant for adult education, including those

in prison. The law was changed to limiting the total cost to no more than 10%. Additionally, prisoners are no longer eligible for Pell grants to pursue post secondary education (Kepos, 2007). Without educational or vocational opportunities, first time offenders are more likely to become seasoned criminals than gainfully employed citizens (Holleman, McChesney, Foster & Jonna, 2009; Nieuwebeerta, Nagin, Arjan & Blokland, 2009). The environment of the prison expands to impact the families of the prisoner. Fifty percent of the sons of prisoners will themselves enter prison, and 40% of families with one member in prison will produce new criminals (Ristad, 2008).

Medical Care

Prisoners are the only U.S. citizens who have a constitutional right to medical care (Petersilia, 2005). As the median age of prisoners increases, so does the cost of medical care. In 1982, the average cost for medical care was \$880 per prisoner per year. In 2003, this cost rose to \$3300 (Petersilia). Health conditions that are overrepresented in prison populations include substance abuse, human immunodeficiency virus (HIV) and other infectious diseases, mental illness, chronic disease, and reproductive health problems (Buntman, 2009). In their study, Abiona, Adefuye, Balogun, & Sloan (2009) report the incidence of HIV in correctional facilities four to ten times higher than the population at large. Additionally, the incidence of acquired immunodeficiency syndrome (AIDS), hepatitis, and other sexually transmitted infections (STIs) are higher inside the prisons than the population at large. In 2004, there were more than 23,000 HIV positive prisoners; nearly half of which were located in the states of New York, Florida, and Texas (Kepos, 2007). Health care costs continually rise and finding ways to control the costs are difficult. As the prisoner population ages, medical expenses increase. On

average, medical care costs comprise 10-12% of the prison budgets, and are rising, while treatment programs comprise 1-5% of the prison budgets and are shrinking (Petersilia). As a result, less than one third of prisoners being released have had substance abuse or mental health treatment (Petersilia).

Most people get their vision of prison from modern media. Movies, television and novels do not depict a true picture. Few people (including police officers, policy makers, and judges) have actually been inside a prison (Wright, n.d.).

Average citizen's stereotype prisons as either hell-holes filled with every imaginable evil, or country clubs (complete with swimming pools and golf courses) where inmates are sent to work on their tans. Neither of these stereotypes captures the central realities of incarceration for inmates: crushing routine and relentless boredom (Wright).

Despite the conditions, the research of Huebner, Varano and Bynum (2007) suggest the men who spend more time in prison were less likely to recidivate than those whose sentences were significantly shorter. They do note, however, longer sentences have a detrimental effect on ties to family and employment. This research is contradicts other research which indicates positive family and employment experiences are linked with a lower rate of recidivism.

Profile of Offenders

Who is in prison? According to the United States Department of Justice statistics, 93% of prison inmates are male, 7% are female (The Sentencing Project, 2006). The largest percentage of inmates are black men between the ages of 25 and 29, followed closely by black men ages 30-34. Forty percent of prison inmates in 2005 were black and

20% were Hispanic (Taxman, 2009). In Missouri, African American males are incarcerated at a rate of 2,556 per 100,000 and white males at the rate of 487 per 100,000 (Albers, Valentine & Huebner, 2006). Without regard to race or gender, the group of inmates between the ages of 18 and 24 numbered 244,200 while the remaining inmates, 25 and older numbered 1,288,600 (Taxman). In 2003, 72% of federal inmates were serving time for a non-violent offense. Seventy six percent of those sentenced to state prisons in 2002 were convicted of non-violent crimes (The Sentencing Project).

One in four jail inmates in 2002 was in jail for a drug offense, compared to 1 in 10 in 1983; drug offenders constituted 20% of state prison inmates and 55% of federal prison inmates in 2001. In 2005, the most common violent offense was robbery, followed closely by murder (Bureau of Justice Statistics, 2009). Over 80 percent of those incarcerated committed their offense under the influence of drugs or alcohol, or committed their offense to get money for drugs. (Bureau of Justice Statistics, 1993; Mumola, 1999; Chaiken & Chaiken, 1990; Harrison & Schehr, 2004, White & Gorman, 2000).

Overall, 67.5% of the prisoners were arrested for a new offense within 3 years and 51.8% were back in prison, serving time either for a new offense or for a technical violation of their release. Men were more likely to be returned to prison (53%) than women (39.4%), blacks (54.2%) more likely than whites (49.9%), non-Hispanics (57.3%) more likely than Hispanics (51.9%), younger prisoners more likely than older ones, and prisoners with longer prior histories of criminal behavior were more likely to be returned to prison than those with shorter records (Visher & Travis, 2003, p. 94-95).

Inmates typically enter the justice system with markedly less education than individuals in the general population (Harlow, 2003). The Bureau of Justice Statistics (BJS) reported that 41.3% of incarcerated individuals have an educational level of some high school or less, compared to 18.4% of the general population (Harlow). Minority State inmates were generally less educated than their white peers. Nearly 44% of black State prison inmates and 53% of Hispanic inmates had not graduated from high school or received a GED compared to 27% of whites in State prisons (Harlow). The percentage of inmates without a high school diploma or General Equivalency Degree (GED) has remained stagnant from 1991 and 1997, 40 to 41%; however, the overall number of inmates has increased and the actual number of inmates without a diploma or GED went from 293,000 in 1991 to 420,600 in 1997, a 44% increase (Harlow). Looking at higher level educational attainment, only 12.7% of incarcerated individuals have attended or graduated from college, compared to 48.4% of the general population (Harlow). When looking at educational attainment by offense committed, inmates who have committed a violent offense are slightly more likely to have a high school diploma or General Equivalency Diploma (GED) than those convicted of property-related offenses (Harlow).

In addition to the stress of going through life unable to understand the written word, illiteracy curbs self-confidence and contributes to frustration and violence (Kaemmerlen, 2010). The overall rearrest and reincarcerated rate is contrasted by the lower rates of recidivism of those who received literacy training in prison. Literacy program participants' rearrest rates (See Figure 5) averaged 35% compared to a control group with 46%, and those who received a GED education had a rearrest rate of 24% (Hendricks, Hendricks, & Kauffman, 2001).

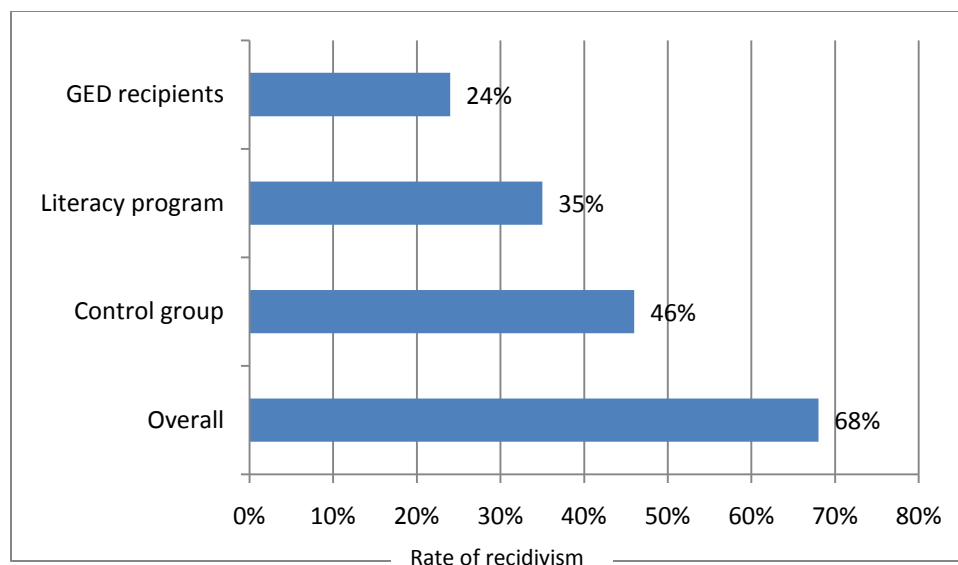


Figure 5. Comparison of prisoners with literacy instruction compared to control group and overall recidivism among released prisoners in the United States (Hendricks, Hendricks, & Kauffman, 2001).

“For many prisoners, prison is not unexpected. Their parents went there. Their brothers, friends, maybe sisters go there; they are not surprised to find themselves there” (Stern, 1998, p. 114). Studies consistently point to the fact that children with a parent in prison are much more likely to commit crime themselves (Roettger, 2006; LaVigne, Davies, & Brazzell, 2008). Similarly, there are significant overlaps between victims and criminals, whether it is abused children who become violent adults or members of poor communities who prey upon each other in zero-sum game quests for resources or dignity. “Although victims do not always become perpetrators... it is the rare serious perpetrator who was not also a victim” (Smith, 2005, p.368).

Over 1.4 million state and federal prisoners are parents of minor children (Kecos, 2007; Fenelly, 2010). Nearly 58% of these children are under the age of ten. Children experience the damage of early separation from a parent, redirecting attention from

emotional developmental growth. Separation from the parents due to incarceration increases the anxiety children experience. The Child Welfare League (2004) reports more than 10 million children have experienced a parent going to prison. Women are 160 miles from their children, on the average, while men are incarcerated 100 miles from their children; making it difficult for family member to visit inmates (Kepos). Over half of the parents report they never receive personal visits from their children. About 60% of mothers and 40% of fathers do receive weekly mail. Phone calls from prison charge an inflated fee to the recipient adding financial burden to the family (Fennelly). It is difficult for the prisoner and his family to maintain the ties that are so necessary to stabilize the family. Additionally, there is loss of financial support from the incarcerated parent.

Those who have served time are a special high-risk group of potential offenders according to the crime (Zimring, 1971). Those convicted of homicide are less likely to reoffend, primarily due to lack of opportunity, than are those who are convicted of theft, drug offenses, and forgery. Convicts serving time for major crimes are more likely to be involved in other forms of serious crimes (Zimring). Punishment process generates hostility on the part of its subjects; they reject prevailing norms. During their incarceration, prisoners associate with others who exhibit anti-social attitudes. The social stigma which dissuades amateur criminals is a sign of distinction for career criminals (Congressional Quarterly, 1968).

Probation and Parole

Rehabilitation is one of the goals of a correctional institution. Early release with parole provides a period during which offenders may prove themselves capable of

obeying the law and abiding by society's norms. Ninety-three percent of prisoners will be released; only seven percent will die in prison or be executed (Petersilia, 2005). Those who are released are generally on supervised parole. Court opinions as well as state statutes generally affirm that the overarching purpose of probation is rehabilitation (Brilliant, 1989). Rather than face prison, the probation is granted to an offender for a second chance to amend his errant ways under the auspices of the local probation officer.

As early as 1840, prisoners in Boston were being bailed out of prison by John Augustus. Augustus would assume responsibility for the criminals, and after a certain time, the criminal would return to the courts with a sentencing recommendation by Augustus (Layton-Mackenzie, 2009). Generally, this recommendation was full release. Augustus was careful in choosing who he would take on as a charge. He would gauge the person's age, character, and other factors. He helped the convict get employment and also provided assistance to the convict's family. The criminal was so indebted, he would agree to the conditions Augustus set. In many ways, Augustus is the pioneer of the modern day parole and probation system.

Following several decades of sentencing reforms beginning in the 1970s, parole boards no longer played a central role in prisoner release. In 1976, 65% of released prisoners were discharged by parole boards. By 1999, that number had dropped to 24% (Visher & Travis, 2003). Viewed differently, most prison release dates are now established by statute, which has set fixed prison terms under distinct determinate sentencing designs (Petersilia, 2005; Travis & Lawrence, 2002). This change has come as a result of the public's demand to penalize criminals with significant punishment.

To be eligible for parole (via parole board), a prisoner typically must demonstrate, among other things, that he or she has a job, a place to live, and a social support system. Limiting the impact parole boards have on the release of a prisoner may have removed some of the pressure on prisoners to secure these associations prior to their release.

Additionally, several new laws have been passed which make punishment more consistent and less arbitrary. On the state level, the adoption of Truth in Sentencing Act (1984) has decreased the number of years criminals received; however, it has increased the number of years the criminal serves in prison (Net Industries, 2009). The Sentencing Reform Act (1984) reigned in the federal judges and established sentencing guidelines. Three Strikes and You're Out (1993) has been enacted by 23 states. While each state has unique guidelines, in the most extreme state, California, a sentence of 25 years to life has been upheld as constitutional as punishment for a misdemeanor third crime (Net Industries). Only one statute, Alternative Sentencing, gives the courts some flexibility in sentencing. A judge can sentence a criminal to prison, probation, community service, boot camp, shock-time, weekend jail, day reporting centers, mediation, fines, treatment, or any other appropriate disposition alone or in combination. This sentence is typically handed down to first time non-violent offenders or those offenders whose character indicates they are not likely repeat their behavior. The end result is less crowding in prison and less tax money spent on incarceration (Net Industries). Additionally, Martin (2003) reports treatment and rehabilitation are more likely to be successful than surveillance and enforcement. When a treatment program is part of the sentencing, there is another 10% reduction in recidivism. "It is envisioned that recommitment and re-incarceration rates can never be reduced until meaningful opportunities are developed,

monitored and expanded for offenders in the community on parole leaving an institutional experience” (Jengeleski & Gordon, 2003, p.30)

Barriers to Reintegration

A young man sent to a prison in the United States has a poor prognosis for becoming a productive member of society upon release. This is because prisons are overcrowded as a result of the war on drugs and increasingly lengthy sentences. They are brutal places where conditions of confinement and inmate on inmate violence inflict lasting and debilitating psychological damage (Geraghty, 2004, p.1150).

These former prisoners will be dependent on institutional structures; they will be hyper-vigilant because of their frightful experiences in prison. They may suffer from post-traumatic stress disorder. These risk factors will be especially pronounced in prisoners who have experienced incarceration in maximum security institutions (Geraghty, 2004). As part of the punishment, inmates are not allowed to make many decisions. Their day is regimented, civil liberties reduced, and personal choices limited by the institution. Prisons tend to handle inmates as blocks of people rather than individuals.

Personal needs are subsumed as part of the institutional needs, “the offender takes on the values and mores held within the prison walls (the process of prisonization), internalizing the new rules, expectations, and roles that are expected of inmates” (Taxman, 2009 p. 4). The public image of this person is frightening. They are viewed as hardened criminals with new and improved criminal skills. Most people are shocked to

find they have been interacting with some of the millions of people who have been released from prison (Council of State Governments, 2005).

The Council of State Governments Council of State Governments, 2005, completed a comprehensive study on the topic of reentry. Much of the following information comes from this inclusive project. The problems faced by prisoners as they reenter the community are unparalleled. Typically, prisoners leave with a change of clothes, a small amount of money that lasts a couple of days, and a lift to the nearest bus or train stop (Council of State Governments, 2005). Without a support system in place, it is not surprising the recidivism rate is high. In many states, the preparation for reentry does not even begin until the last few months of the person's incarceration. This plan has to take into consideration housing, job or job training, counseling, treatment for substance abuse, and health care. These issues require more time and consideration than they are afforded.

Facing the community with the stigma of a criminal background forces many to find alternative ways to adjust to the world to successfully reintegrate (Harrison & Schehr, 2004). Low self-esteem and depression are associated with the negative feelings caused by a social stigma. In Crocker's study (Copenhaver, Edwards-Willey & Byers, 2007), individuals who face a stigma react in one of two ways: One is presentation bravado, the individual is in a place of importance and not hiding the stigma. The second reaction, the individual tries to blend into the rest of the group trying to reduce the effects of stigmatization. Crocker supported the theory of the self-fulfilling prophecy as a way for the individual to cope with unfavorable treatment by blaming it on circumstances rather than personal failings. Those individuals who hide their situations are more likely

to have lower self-esteem, higher anxiety than those whose circumstances are known. Those who acknowledge their criminal history have a more positive outlook. Their circumstances however, still lead to legal and prejudicial obstacles (Copenhaver, Edwards-Willey & Byers).

More than 10% of those entering prison are homeless in the months prior to their incarceration; for those with mental illness, the rates are nearly 20%. In some urban areas, the rate is much higher, 30-50% (Harvard University Joint Center for Housing Studies, 2009). Finding safe, affordable housing is difficult, ex-felons face even more barriers; of the affordable housing available, people with criminal records often are not eligible to live there. According to the findings in Public Law 110, between 15 percent and 27 percent of prisoners expect to go to homeless shelters upon release from prison (United States Congress, 2009). Families who allow released prisoners to live with them may risk their own tenancy with publicly subsidized housing.

Due to a combination of federal and local policies, many people with criminal histories are excluded from federally subsidized housing. The US Department of Housing and Urban Development (HUD) has a number of policies, commonly referred to as the “One Strike and You’re Out” policy, that require all Public Housing Authorities (PHAs) or federally assisted housing providers to deny housing to a variety of categories of people: individuals previously evicted from public or federally subsidized housing for drug-related criminal activity; individuals subject to lifetime registry under state sex offenders registration programs; individuals convicted of methamphetamine production on public housing premises; individuals currently abusing alcohol in a manner that

interferes with the health, safety, or peaceful enjoyment of the premises by other residents; and individuals currently using illegal drugs. In addition, federal statutes authorize PHAs to reject from housing or terminate the lease of households where any household member's drug use, alcohol abuse, or criminal behavior threatens other residents. While there is substantial local discretion in making these decisions, some assisted housing providers, including local housing agencies, have used their authority to make wholesale rejections of the application by persons with criminal histories. In 1997, for example, PHAs denied admission to a total of 45,079 individuals, attributing 43 percent of all rejections to the "One Strike" policy. Public housing evictions have increased since housing agencies began to use the new policy, and later the law, to regain management control of housing communities that were in some cases overcome by drug and gang crime (Council of State Governments, 2005, Part II, Chapter II, Policy Statement 19, Recommendation ¶1).

This report indicates released prisoners are less likely to be re-incarcerated if they have a connection to stable housing; it also confirms the relationship between meaningful employment with a living wage and re-incarceration.

In a poll conducted by Peter D. Hart Research Associates, more than 70% of those polled strongly favored providing work, job training, and educational opportunities to prisoners, and nearly 60% strongly favored providing job training for released prisoners (Harvard University Joint Center for Housing Studies, 2009). Not every correctional institution has vocational or job training, and while most inmates have a job assignment, the skill set required is not necessarily transferable to the available jobs in the

community. Even when the unemployment rate is low, workers are forced into part-time jobs because full time jobs are not available (Council of State Governments, 2005).

Under-employment is not uncommon. People desperate for employment will often settle for jobs for which they are overqualified and underpaid (Mishel, Bernstein, & Allegretto, 2005). Ex-offenders face a host of challenges in their efforts to find and secure employment (Holzer, Raphael, & Stoll, 2003; Lynch & Sabol, 2001b; Travis, Solomon, & Waul, 2001). Little is known about the specific issues that ex-offenders face while attempting to rejoin the legitimate workforce, and, for the most part, career development researchers have not focused on the specific needs of offender populations (Schaefer, Friedlander, Blustein, & Maruna, 2004; Vernick & Reardon, 2001).

“Most experts believe that finding a job is critical to successful re-integration. Employment helps ex-offenders be productive, take care of their families, develop valuable life skills and strengthen their self-esteem and social connectedness” (Petersilia, 2005. p. 67). It is illegal for an employer to flatly refuse to hire an ex-felon. Yet, Congress and state legislatures have passed numerous laws limiting the employment possibilities for people with criminal records and require employers to run background checks on applicants (see Figure 6). The limitations particularly restrict ex-felons from the growing job sectors of health care, education, child care, and security. Some unions expressly refuse membership to ex-felons (Petersilia). Available jobs have been in the retail and service industry, the lowest paying sectors. These jobs tend to pay minimum wage and are held by people with education and job experience similar to returning prisoners (Council of State Government, 2005). Minimum wage barely keeps a worker with one child above the poverty line, assuming the worker receives the entire wage for a

40 hour work week, 52 weeks of the year (United States Department of Health and Human Service, 2009). Working a job, even at minimum wage, may exclude individuals from receiving government subsidies or participating in income-based benefit programs. These workers may struggle to meet the cost of transportation and child-care. Citing Boushey and Gundersen, the Council of State Governments (2005) Project reports nearly 30% of individuals who left federal welfare rolls in 1997 and who were working, faced at least one critical hardship (skipping meals, forgoing necessary medical care, eviction, utilities disconnected) and nearly 77% faced a serious hardship (inability to make housing payment, telephone service cut off). Research has shown employment has a positive impact on recidivism, however, securing a job with little or no training, a criminal record and poor education record is difficult (Uggen, 2000).

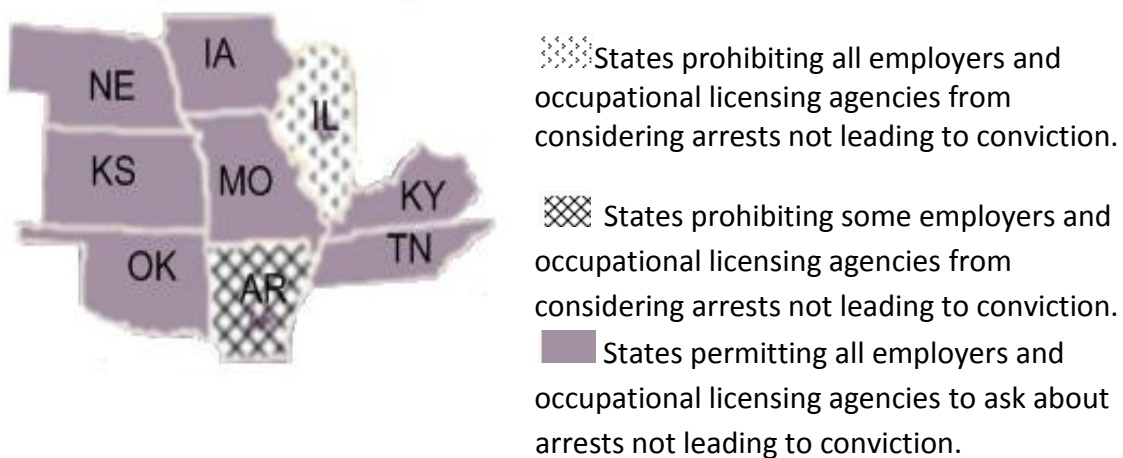


Figure 6. Map of Missouri and contiguous states indicating status of employment and licensing restrictions for arrested individuals (Samuels, Mukamal & Stevens, 2002).

“The release of any particular individual will likely have an immediate and direct impact on many people in the community, including victims, neighbors, friends and family members” (Council of State Governments, 2005). During the time spent in prison, the inmate’s family must find a way to function without the resources from him. In many

families, this means one less person to earn an income, one less person to provide care for children, one less person to rely on for day to day responsibilities. While in prison, the traditional roles of parenting, wage earner, and bill payer are rearranged. When the inmate returns, there is a time of reestablishing roles. In some cases, the partner who maintained the home may become resentful if the returning individual tries to assume power or makes changes without regard to the contribution of the partner during the time of incarceration.

Despite the challenges of families fragmented by confinement, research indicates these families often have a resilience that can serve as a source of strength and support (Council of State Governments, 2005). Results of a recent study of a family-support reentry program suggest engaging released individuals and family members in reentry planning is effective in improving reentry outcomes. The study found that substance abuse and rearrest rates were reduced for program participants, and family well-being was improved. Additionally, the study concluded it was a combination of casual pressure, motivation, and encouragement of the abusers inner circle reduced substance abuse rather than increased drug treatment which lead to the decrease in recidivism (Council of State Governments, 2005).

To date, analysis of the circumstances to which released prisoners return or how these may impact recidivism generally remains rare (Mears, Wang, Hay, & Bales, 2008). What is known is the longer a person is cut off from family, community, and mainstream life, the less chance the rehabilitation is likely to be successful, especially if the prison environment is criminogenic (Buntman, 2009). Recidivism is directly impacted by the post-prison adjustment and integration (Visher & Travis, 2003). “Social support networks

outside prison, like kinship, are more effective aids in ‘re-integration’ than professional interventions made by parole officers and counselors” (Maidment, 2007, p. 28). Personal and situational characteristics in the individual’s social environment of peers, family, community, and state-level policies are important factors in the success of the prisoners’ reintegration (Visher & Travis, 2003).

Missouri Program Model

Research indicates the success of rehabilitation programs have several common features. Literacy (the ability to read and write) decreases recidivism (Albers, Valentine, Huebner, 2006; Vacca, 2004;). The approach to program delivery and the attitude of the cooperating institution impacts the success of the program. The ‘right kind’ of education works to both lower recidivism and reduce the level of violence. Moreover, appropriate education leads to a more humane and more tolerable prison environment in which to live and work, not only for the inmates, but also for the officers, staff, and others who interact with the inmates (Newman, Lewis & Beverstock, 1993).

The average sentence for new commitments in Missouri is 5.5 years, the average time served before release is 3.1 years. In three years, the correctional institution tries to prepare the inmates to reenter the community and not re-offend. In the 2001, the Missouri Department of Corrections revised the reentry policies including sentencing, admission to prison, assessment and classification, behavior and programming, supervision and services, discharge and aftercare, and systematic improvements (Missouri Department of Corrections, 2006). The process involved identifying current practices, assessing the effectiveness of the policy, initiating new policies, and working with other agencies to create tools to better identify the needs and risks of the prisoners.

An example of this is the replacement of the Presentence Investigation (PSI) with the Sentence Assessment Report (SAR). The SAR includes risk factors and identified criminogenic needs which are necessary in completing the initial Transition Accountability Plan (TAP). The TAP sets goals and objectives for each offender to help with the reentry process. Offenders are part of designing their individual TAP (Missouri Reentry Process, 2009).

While incarcerated, the family of the offender has the opportunity to attend family orientation sessions, receive informational booklets, and be part of the case management. Offenders are assessed for substance abuse risks and appropriate treatment is identified as part of the intake process. The Department of Corrections partners with Big Brothers and Big Sisters as well as Head Start to provide services to children who have an incarcerated parent. Visiting room staff are given training to help promote pro-social behaviors and positive family dynamics among the offenders and their families (Missouri Reentry Process, 2009). Programs designed to enhance visitation between parent and child have been implemented in several facilities.

Partners have been identified and memorandums of understanding have been signed to provide programming, services and treatment, and training to offenders. Eighteen months prior to release, offenders are placed in a transitional housing unit where they participate in a variety of programs designed to make the transition to the community less stressful. The offenders receive a copy of their birth certificate and social security card prior to release. They also receive information about social services and faith based organizations where they can seek assistance as they transition to the community. Six months prior to release, all offenders are given employment skills and

life skills. The Department of Corrections has purchased programming to help identify employment skills of offenders, and made agreements with the Career Services of Missouri to provide assistance in writing resumes, applying for work and interviewing for jobs (Missouri Reentry Process, 2010). A brochure was developed to outline the tax and bonding benefits to employers for hiring released felons.

Academic progress is tracked and reported for participating offenders.

Correctional facilities with vocational enterprise programs are classified as vocational training. Offenders receive accreditation from the United States Department of Labor for participating in the program.

The Department of Mental Health contributes a formal mental health discharge plan which provides offenders a direct referral from the Department of Mental Health to a community mental health provider. In the same way, offenders who are in need of aftercare for substance abuse are given the necessary referrals for continuing outpatient treatment in the community.

The entire process of reentry is dynamic. Programs are assessed and modified to better meet the goals of the program. Governor Jay Nixon has approved the continuation of Missouri Reentry Process Steering Teams. The Department of Correction includes ex-offenders as part of this process to provide information and personal experience to institutions and field staff. These types of programs have been shown to reduce the recidivism rates of program participants by 8% to 15% (Aos, Phipps, Barnoski & Lieb, 2001).

In 2008, Missouri opened four Community Supervision Centers (CSCs) in the cities of Fulton, Kennett, Kansas City, and Poplar Bluff. CSCs are intended to reduce the

growth rate of the prison population and provide alternative punishment for first time, non-violent offenders. Similar to Transition Housing Units at the correctional facilities, offenders are required to work, attend school, attend treatment, and fulfill other obligations ordered by the Board or the courts (Missouri Department of Corrections, 2008).

The introduction of enhanced sentencing assessments and the reentry process programs has been accompanied by the reduction in the rate of recidivism. Missouri was one of only eight states with a decrease in recidivism in 2006. While the national prison population grew at 2.8%, Missouri's prison population declined by 2.1% (Missouri Netizen, 2009).

Reentry Challenges

In his study, Maruna (2001) concluded going straight is a complex process for ex-offenders. In addition to the external prejudice, they face apprehensions about themselves. Interviews with prisoners shortly prior to release suggest they have significant anxiety about leaving, but also have high expectations concerning their future (Irwin, 1970; Nelson, Dees & Allen, 1999; Studt, 1967; Uggen, Manza & Behrens, 2003). Among the challenges faced by ex-offenders are employment, housing, family relationships, establishing new social networks, and developing a new self-image as a pro-social person.

Ex-felons face discrimination in employment. Aside from certain restrictions imposed by parole or probation, such as working with children or traveling out of the state, felons are also limited by state licensing rules for careers in health care or other licensed occupations. While there may not be a specific crime stated in the licensing

statute, each licensing agency has a moral character clause which allows them to deny a license to any applicant for cause. Ex-felons who pay to train for a specific career only to find out they cannot obtain a license become discouraged. Some employers run a credit check on new hires. People coming out of prison do not generally have a good credit score (Missouri Career Center counselor, personal communication, June 16, 2010).

Probation and parole requirements can interfere with the time on the job when a parolee must show up for a drug test or appointment. On the positive side, many released prisoners do make excellent employees (B. Spiking, personal communication, February 7, 2010). They are regulated by probation or parole guidelines: they must keep a job, which means they will show up to work, they must remain alcohol and drug free, or they violate the conditions of parole.

Lack of money presents a host of new problems. Many offenders have obligations to pay child support, victim restitution, and maintenance fees for parole supervision. Landlords generally require first and last month's rent along with a security deposit. Few offenders have the financial resources necessary to secure housing when they leave the institution. Those who go to a half-way house have an opportunity to earn enough to move into a rental, however, many ex-felons do not have the financial planning skills to meet this goal. Public housing is not an option for ex-felons with drug convictions or sexual assault. Unless there is family willing to house the offender, they find themselves at a homeless shelter. This lack of a permanent address only makes securing a job or receiving government benefits more difficult. Other issues faced by ex-offenders are transportation and identifying community resources to meet their needs (Rose & Clear, 2002; Mears, Wang, Hay, & Bales, 2008; LaVigne, Daviess, Brazzell, 2008).

After extensive study, Visher and Travis (2003) found the most important attribute in the transformation of an offender and their successful transition into the community is a personal decision to change. A good marriage and a desire to pursue a career were also important in a successful transition (Howerton, Burnett, Byng & Campbell, 2009). Desisters have a stronger sense of control over their future, are optimistic and report high self-esteem (Maruna, 2001). An additional characteristic among the desisters is their desire to become a mentor or helper to others who find themselves in a similar position (Maruna).

When returning to the community, it is important for the released felon to find positive peer and social relationships. According to Warr (1998), it is the social relationships which directly impact crime. “The stigmatization of incarceration and resulting alienation from traditional society may lead individuals to search for self-respect and affiliation with similarly situated individuals” (p. 193). Pro-social networks draw the individual away from the temptation to deviate, while negative peer interaction, particularly with gangs and past criminal associates, increases motives for criminal behavior. Individuals create and recreate knowledge of their world in a response to their interaction with the world. They apply this knowledge to control the outcomes as they begin to comprehend how their actions affect their world. Individuals with high self-esteem begin to make choices which result in positive outcomes rather than self-destructive ones. The response of the released offender’s family and community play an important role in the released offender’s self-perception. “Disenfranchisement can affect the ability of an individual to develop a positive sense of self after imprisonment” (Huebner, Varano, & Bynum, 2007. p. 191).

Building Strong Families

The curriculum for the program *Building Strong Families: Challenges and Choices (BSF)* was developed in 1995, after a needs assessment of Missouri citizens was conducted. The results of the assessment indicated the desire of Missouri's citizens for programming to strengthen family relations (L. Scrader, personal communication, October 6, 2009). *BSF* was a collaborative program written by field and state Extension specialists from the University of Missouri along with colleagues from University of Missouri, Kansas City. The curriculum is adaptable to many different families and groups, however, its primary target is working families with children. In 2005, the University of Missouri Extension contracted with the Department of Corrections to take the 13 week curriculum into several State correctional facilities. In some regions, all 13 modules were taught by a single individual, or a team of two members. In other regions, a group of specialists split the modules between them and taught one to six times per program cycle. Although the curriculum was identical, and each specialist had been through the *BSF* training, the classes were dynamic as the specialists responded to the different needs of each audience.

The curriculum consists of thirteen modules (Appendix B). The Family Strengths module is always taught first, the others are taught in no particular order. Because the prison audience is considered 'protected', all materials and surveys were given IRB approval prior to being used. The modules and objectives are as follows:

1. Family Strengths:

- a. To recognize the functions of families;

- b. To identify and become familiar with types of families;
- c. To understand nine traits that strengthens families;
- d. To identify personal family strengths;
- e. To set goals for personal family strength development.

Many of society and individual problems have been traced to dysfunctional family relationships. Researchers have found common characteristics among high functioning families of different types, races, nationalities, religious affiliations and social background. Among these are caring and appreciation, time together, encouragement, commitment, communication, coping with change, spirituality, community and family ties, and clear roles for the family members. (Defrain, 1999; Krysan, Morre & Zill, 1990).

2. Communicating:

- a. To understand and demonstrate that communication is a two-way process;
- b. To realize that nonverbal communication is as important as verbal communication;
- c. To learn how to change “you” messages into “I” messages;
- d. To show how positive, supportive messages convey feeling of worthiness and prevent anger and resentment in children;
- e. To understand and practice the process of reflective listening;
- f. To identify steps for improving communication within the family.

Positive communication and interaction between parents and children strengthens the relationship and provides a foundation for building respect. Parents who use

conversational styles of communicating find less difference between children's expectations for the parent-child relationship and the actual experience (Ritchie & Fitzpatrick, 1990). Regular communication with children, not just when a conflict occurs, leads to less acting out and less needed discipline.

3. Managing Stress:

- a. To identify stress and identify stressors;
- b. To recognize physical and emotional reactions to stress;
- c. To identify warning signs of stress;
- d. To practice techniques to eliminate or reduce stress;
- e. to set personal goals to deal with stress.

The term stress often conjures up negative connotations. In truth, stress can be positive if it is associated with a happy event such as marriage, the birth of a child or a victory at an athletic event. The presence of stress can provide insight to situations and can make a family stronger. Stress provides an appreciation of the calm periods in life as well. As well, stress can destroy communications, weaken family bonds and cause physical and mental health problems. Learning to recognize stress triggers and identifying coping strategies provides the flexibility and resiliency needed to strengthen the family in times of rapid change (Procter & Whitson, 1997).

4. Child Self-Care:

- a. To identify the developmental stages and characteristics of children;
- b. to understand the "stay alone" readiness signs for children;
- c. To recognize that self-care is a family matter and decisions to begin self-care must be a joint decision between parents and child;

- d. To understand effective guidelines for establishing “at-home-alone” rules;
- e. To determine and practice safety rules and procedures.

When working parents often find child care unavailable or too expensive, they must make some difficult choices of how to prepare a child to stay on his own. Children mature at different rates and while one child may be able to stay home alone at age twelve, another child may not have the social and cognitive skills and confidence until he reaches the age of 15. Strong families allow each person responsible for care giving and children to have a voice in the decision (Procter & Whitson, 1997).

5. Food and Fitness:

- a. Learn to use MyPyramid to make healthier food choices;
- b. Learn about balanced eating;
- c. Understand the importance of family meals;
- d. Increase meal planning skills with kids;
- e. define basic fitness concepts;
- f. Learn how to incorporate physical activity into your life;
- g. Establish small steps for a healthier life style.

Health and well-being impact the individual as well as the family. Choosing foods and exercise which promote a healthy life provides opportunities for developing strong family ties. Whether it is kids helping in the kitchen or family sports activities, memorable family traditions are likely to strengthen the bond between family members (Procter & Whitson, 1997).

6. Working:

- a. To identify personal beliefs about working;
- b. To identify competencies and skills that employers expect;
- c. To identify personal strengths that can contribute to employment success;
- d. To translate personal strengths into skills that can be used on a resume or job application;
- e. to practice interviewing.

In 1996, the government reformed the welfare system and set a limit to the amount of time a person could receive benefits requiring many adults to enter or reenter the job market. With most families relying on two paychecks to meet the financial needs of the family, it is important workers have core skills which can transfer from one work place to another. Strong families work on developing these skills to maintain employment or advance in the workplace (Procter & Whitson, 1997).

7. Go For It!:

- a. To recognize the connection between dreams and achievable goals;
- b. To understand the importance of breaking goals down into manageable steps;
- c. To identify one important personal goal and break it down into achievable steps.

Research suggests people who set goals, both long term and short term, are more likely to accomplish the things which are most important to them. When goal setting models are applied, families fare better financially, have better communications, and are better able to work through problems which arise when an individual's want competes

with the shared family goals. Additionally, individuals with more control over their lives have a greater sense of well-being. Goal setting provides the opportunity for an individual to realize self-determination (Procter & Whitson, 1997).

8. Positive Discipline:

- a. To identify and understand the difference between discipline and punishment;
- b. To recognize personal parenting styles and understand the potential outcomes of different parenting behaviors for children's development;
- c. To learn positive discipline and guidance strategies that correspond to the unique developmental needs of different aged children;
- d. To learn how positive and effective child discipline and guidance represent long term investments in building a strong family unit.

From infancy, parenting behaviors and child outcomes are connected in a significant manner. Developmental outcomes are strongly related to the relationship the parent cultivates with the child, especially in times of disciplinary action. Optimal outcomes are based on developing the child's unique need for personal responsibility, encouraging appropriate independence, and parental attitude toward nurturing the child (Gosche, 2000).

9. Money Matters:

- a. To identify personal money styles and how they developed;
- b. To practice allocating resources within a simulated family unit;
- c. To learn to negotiate with others about spending decisions;
- d. To understand the need for a spending plan.

Financial management impacts families of all income levels. Meeting the needs and wants of a family is often dependent on their ability to allocate financial resources efficiently and still save for a time of disaster. Understanding personal money styles is key to controlling family finances and ultimately meeting the goals set by the family (Procter & Whitson, 1997).

10. Balancing Responsibilities:

- a. To identify contributing causes for a lack of balance in managing work, family and community responsibilities;
- b. To discuss solutions for creating a balance in work, family and community responsibilities;
- c. To identify steps for developing personal and family goals that will help achieve a greater balance in work and family;
- d. To identify strategies for development of family-oriented work policies in the work place.

Between work, family, home and civic responsibilities, many individuals find themselves stretched too thin to be effective. Too often, stress from work spills into the family causing strained relations. Learning to balance these responsibilities and communicating the need to prioritize helps the individual feel more in control and able to leave the stress of the job at work, away from the family (Procter & Whitson, 1997).

11. Consumer Beware:

- a. To understand why consumers are vulnerable to fraudulent schemes;
- b. To recognize some of the warning signs of frauds and consumer scams;

- c. To understand basic principles of guidelines necessary for avoiding fraud;
- d. To determine appropriate action if victimized by fraud.

Becoming a victim of consumer fraud is more likely today than ever before. To be safe, it is important to recognize fraudulent practices and avoid being a victim. Many scams are aimed at vulnerable populations, especially those who are experiencing emotional or financial distress. These people are often desperate to find quick solutions to problems and are easy marks for fraud. Prevention is the best way to contend with fraud (Procter & Whitson, 1997).

12. Healthy Home:

- a. Find common sources of pollution in our homes;
- b. Recognize what indoor pollutants can do to our health;
- c. Learn what it means to have a healthy home;
- d. Learn ways to control and get rid of common pollutants to prevent family health problems.

Homes today are likely to have five to 100 times the amount of pollutants than the outdoor levels of pollution, even in the most industrialized nations (National Safety Council, n.d.). People spend about 90% of their time indoors, and as a result, chronic and acute illnesses such as asthma, lung cancer, and allergies are on the rise. Indoor pollutants carbon monoxide and radon are responsible for thousands of deaths each year. Over the past ten years, asthma cases in children has doubled, the hardest hit being low income and minority families. In 2005, asthma accounted for 12 million days of missed school and 24 million missed days of work (American Lung Association, 2005). The

Environmental Protection Agency (1995) reports second hand smoke exacerbates the asthma symptoms of over one million children. Poisons such as personal care products, household cleaners, and medication account for over two million poison exposures in 2007 (Bronstein, Spyker, Cantivena, Green, Rumack, & Heard, 2008). Providing a safe home for adults and children is inexpensive and important to healthy families.

13. Kids and Self-Esteem:

- a. To understand what causes poor self-awareness and low self-esteem;
- b. To learn how to help children develop a healthy self-image;
- c. To set personal goals for improving self-awareness and self-esteem of family members.

Healthy self-esteem and a positive self-image are key in helping children stay away from self-destructive behavior such as underage drinking, drug abuse, and teen pregnancy. Children who are connected with family, feel love, acceptance, safety and security, are more likely to develop these positive resiliency traits. Parents in strong families provide the roots and wings for a child to develop to their full potential (Procter & Whitson, 1997).

The *BSF* program for incarcerated persons varies from site to site and according to the presenter. In some cases, there is a facility employee (not necessarily a guard) in the room or nearby. In other cases, the teacher is unaccompanied. Some teachers are not comfortable being alone with a room full of incarcerated felons, and they request a chaperone.

Prior to teaching in the correctional facility, the Extension employees attend Volunteers in Corrections workshop. The purpose is to keep the teachers safe in a highly

volatile environment. “I was nervous the first time I went into the prison. I was sure I would see or hear something that would make me uncomfortable. I realized making me self-conscious was a game to the inmates, and when I didn’t flinch, the game ended” (*anonymous, personal communication, January 17, 2010). “At first, I was careful choosing my words. After I had gone in a few times, I realized the men needed to understand the serious nature of their situation and trying to soften the truth with delicate words was not doing them any favors”(*anonymous, personal communication, January 17, 2010).

There was no single selection process for participating in the *BSF* classes. In some cases, the prisoners were required to take the class as part of the rehabilitation, in other cases, the prisoners chose to participate. The class size could range from as few as two to as many as 30 participants, depending on the facility, time of day and competing responsibilities. Most classes lasted two hours, including a short break in the middle and time to complete a survey at the end. Some of the sessions provided a hands-on approach to learning; other session used games, interactive worksheets, or group discussion. These activities were closely monitored for inappropriate or dangerous behaviors. Each session included handouts for participants’ future reference. In the interest of security and privacy, there were no electronic devices such as computers used to teach. (* Several *BSF* instructors were interviewed, anonymity was assured.)

Participants were given evaluation surveys after each module, and at the end of the program. The evaluations were generally positive. The program began in 2005 with five pilot sites, by 2007; the number of sites had grown to eleven. Since 2005, the 13 module program has been offered 60 times, with 776 different sessions and 1550 hours of

contact time reaching nearly 2300 inmates (L. Schrader, personal communication, April 27, 2010).

Summary

Our laws, made with the intention to make life more fair, and discourage illegal behavior, have lead to the building of hundreds of new prisons at the cost of \$100,000 per cell and a per anum cost of 30 to 50 thousand dollars for each prisoner (Shrum, 2004). The tax dollars diverted to punishing are taken from public programs such as education and social services, adding to the problem of new generations growing up without the necessary resources to be successful in the world. As Department of Correction's budgets tighten, monies are diverted from prison educational programs. Educational programs have been successful in assisting participating prisoners adjust to community life. Successful reentry pays for the programs by decreasing recidivism. Research has shown for every dollar spent on prison-based education and vocational programs yields \$3-\$5 in savings to the taxpayer (Kaiser, 2004). The difficulty is convincing the legislature to wait for the return on the investment of education when the budget is need of balancing.

Finding the cure for criminal behavior is as elusive as finding the cause. "Failure to consider the needs of offenders returning to the community may undermine the ultimate effectiveness of deterrence and incapacitation-based justice policy" (Huebner, Varano, & Bynum, 2007, p. 189). Research does provide some guidance in helping criminals desist in their destructive behavior. Drug treatment programs, vocational education, and anger management all have a place in this remedy. As important are programs which help former inmates cope with life's situations. Programs such as the *Building Strong Families*, taught by University of Missouri Extension Specialists have been part of the transition program used in Missouri Correctional Facilities to help

released prisoners transition back into their families and communities. The ties to family, community, and work appear to be the strongest indicator of successful transition.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of the research is to identify gaps between the perceived needs of reoffenders and the *Building Strong Families* curriculum objectives. The *Community Reentry Survey (CRS)* is designed to identify and potentially evaluate life situations which cause stress to released felons. This study is a non-experimental quantitative research study, which incorporates a formal research design with validated measures. The legacy of this research has its roots in the prison classroom. While working with incarcerated men and women who were preparing to transition to society, reestablish their role in their families, and rejoin the community as productive citizens; the conversations often led to the fears and barriers which they faced as ex-felons. I began to wonder if the programs used in the classroom truly addressed these fears and needs. After an extensive review of literature and interviews with colleagues who also taught in the prison, I devised a formal statement of a problem, and prepared a survey (*CRS*) to measure the concerns expressed by prisoners. This survey was vetted by my colleagues and used in a prison setting.

Statement of the Problem

The problem facing rehabilitation program developers for current programs offered in the Missouri prison setting is a lack of understanding of the life situations which challenge released convicts. “Most of the existing research on prisoners’ lives after release focuses solely on recidivism and ignores the reality that recidivism is directly affected by postprison reintegration and adjustment” (Visher & Travis, 2003, p.89). The

state is using scarce resources to address a need which has received little research. There has been no study regarding the *Missouri Building Families (BSF)* program as it relates to the modification of the reoffenders' behaviors. Additionally, there is insufficient research to identify the life situations in which former prisoners find stress and frustration (Cole, 2009; Spohn & Holleran, 2002). "It has been long recognized that all prisoners face a myriad of difficulties on leaving prison with the odds....often stacked against them" (Howerton, 2009. p. 440). Many of the released prisoners find themselves back in the system because they were unable to meet their needs and became frustrated enough to reoffend or violate the conditions of their release. It is unclear if the *BSF* program offers any benefit to this population. The *Community Reentry Survey* has been created to fill in the information gap between the reoffender's self-identified needs and the *BSF* program objectives.

Purpose of the Study

The purpose of this study is to provide information concerning the gaps between the identified need and the objectives of the *BSF* curriculum used in Missouri Correctional Facilities. The current program fails to include knowledge concerning life situations which convicted felons face as they reenter the community. The state program director of the University of Missouri Human Environmental Science Extension program along with state specialists and field specialists, who use the program in correctional facilities, agreed there was a need for this type of study (Appendix C). The survey used will determine if there is a link between the objectives of the *BSF* curriculum as taught in the Missouri Correctional Facilities and the needs identified by the participants of the study. To this end, participants will be asked to identify specific life situations which they

recognize as stressful and factors in reoffending actions. Information about the perceived difficulty in various life situations released felons believe contribute to the behaviors which violates the terms of their discharge from prison will provide information regarding the *BSF* program. With this information, curriculum to address these identified needs can be added or strengthened to provide the tools for a successful reintegration by the released convict. This chapter addresses the methodology that will be used. The sections in this chapter include research design, research questions, data source, population and sample, development of the survey instrument, data collection, analysis of data, and summary of methods.

Research Design

This quantitative study is designed to explore the perceptions recidivist men have concerning their life situations as they return to the larger community. Specifically, the responses seek to measure the impact of specific situations as the recidivist perceives it contributing to their return to prison. Using demographic information, it will be possible to identify difficulties experienced specific to age, race or educational demographics.

Research Questions

This quantitative study uses a survey to identify the life situations of recidivists.

This study explores the following questions:

1. What are the summary statistics of the participant based on demographic information and all survey items, aggregate and disaggregate by demographic categories.
2. Is the *Community Reentry Survey* a valid instrument in (1) face; (2) content; and (3) construct validity?

Ho2(3). The *CRS* is not a valid instrument in construct validity.

3. Is the *CRS* a reliable instrument?

Ho3. The *CRS* is not a reliable instrument.

4. Does the *CRS* have items which discriminate between demographic categories?

Ho4. The *CRS* does not have items which discriminate between demographic categories.

5. Are there significant clusters of survey items which may or can predict group membership?

Ho5. There are no significant clusters of survey items which may or can predict group membership.

Limitations and Delimitations

The study of an incarcerated population involves limitations in reliability. Every correctional system has its own culture based on leadership, the level of security, the prison population, and the programs offered among other factors. What works in one facility may not be as successful in the next. The participants in the study are self-selected volunteer males who have been incarcerated in a prison facility at least twice. Second, honesty among the sample population is not certain. Despite the assurances of anonymity and confidentiality, there may be a lack of trust between the researcher and the participants. There may also be difficulty by the sample group in understanding the questions due to education levels which, according to research, tends to be lower than the general population (Harlow, 2003). A truly random sample will be difficult to generate due to institutional regulations and availability of participants. Finally, the instrument validity will not be established until after the research is completed.

Delimitations in this study include the scope of questions limited to the framework of the *BSF* curriculum. The responses are numeric rather than open-ended, leaving the significance of the numeric response open to individual interpretation (Fink, 2006). The difficulty of accessing a prison population will result in a onetime visit to gather data. There will be no time to develop a trusting environment in which the participants may feel more at ease and responsive. Prisoners who are under restriction or who have failed to meet guidelines for taking part in outside activities will not be allowed to participate. Due to prison guidelines, using a neutral proxy to administer the survey will not be possible. Therefore, I will be the survey administrator.

Data Source

The correctional facility where this study is being conducted is located in northwest Missouri. The facility houses approximately 525 adult men, and provides educational and substance abuse services. Most prisoners are serving the final six months of their sentence. The facility is considered a medium security facility. Prisoners who serve time in this facility are expected to be released directly into the community.

Population and Sample

The activity coordinator in the correctional institution will identify a group of men who are eligible to participate in outside studies. Men who are under facility restrictions or who have failed to meet the guidelines for taking part in an outside study will not be allowed to participate. The study parameters exclude any first time offenders. The recruitment flyer will be posted in common areas and on the housing floors. All eligible recidivists will have an equal opportunity to participate, a sample of 78 will give a confidence level of 95% and a confidence interval of ten (Creative Research Systems,

2010). Participation in this research project will be voluntary with no rewards given or punishment received for participation. The dependent variables are the risk factors which include race, age, education level, and number of years incarcerated (Buntman, 2009; Case, 2008; Holleman, McChesney, Foster & Jonna; 2009; Mears, Wang, Hay & Bales, 2008; Zimring, 1971).

Development of Survey Instrument

This section describes the survey instrument design, process for determining face and content validity as well as the construct and reliability validity.

Survey Instrument Design

The survey in this study is based on the *Parole Violators Questionnaire (2007)*, used by the Center for Assessment and Evaluation in Educational Practice (CAEEP) at Virginia Tech for parole violators (Appendix D). Permission to modify this form was given by Eric Lichtenberger (personal communication, January 29, 2009). The instrument uses a Likert scale as well as Yes-No questions. The CAEEP questionnaire covers more areas of personal adjustment and post release situations than this survey will cover. Therefore, these items will be eliminated from the survey. This process of elimination and conducting face and construct validity will result in an adapted version know as the *Community Reentry Survey* (Appendix E).

Instrument Revision Process

The original *Parole Violator Questionnaire (PVQ)* has several pages of questions which examine the participants' work history, academic and vocational preparation during incarceration, background information, and personal feedback concerning educational and transition programs, as well as post release personal adjustment. The

PVQ was adapted by eliminating all of the items not related to the *Building Strong Families (BSF)* curriculum and further developed by the researcher to include the content areas of *BSF* which were not in the original survey. The format of the survey questions from the *PVQ* will be used (see Figure 7).

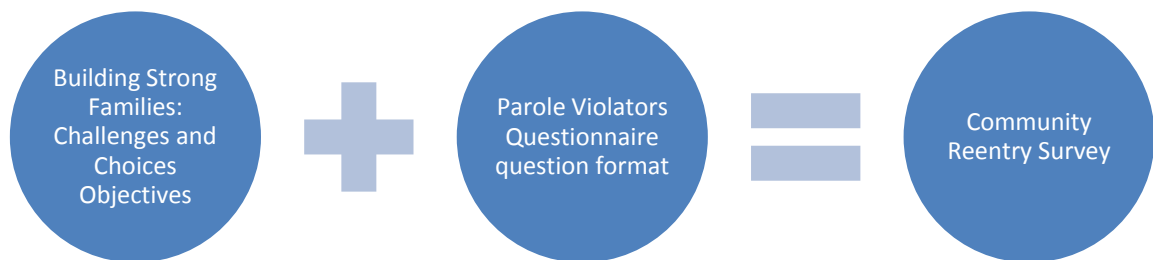


Figure 7. Diagram of Formation of the Community Reentry Survey

The *PVQ* survey was developed for computer delivery. The *CRS* was administered in a face to face setting in the correctional facility. There were 27 items on the paper/pencil survey, each associated with a module of *BSF* curriculum. The review of related literature provided insight on the dependent variables, life situations, which were measured against the independent variables of age, race, education level and number of years incarcerated (Buntman, 2009; Case, 2008; Holleman, McChesney, Foster & Jonna; 2009; Mears, Wang, Hay & Bales, 2008; Zimring, 1971).

The groups of independent variables are survey questions which include the following constructs:

1. Physiological Needs
 - a. Personal Health
 - i. Learning about nutrition, wellness and fitness

- ii. Identifying community resources for finding housing, jobs, food, etc
 - b. Employment.
 - i. Strategies in finding a job
 - ii. Building a resume – learning interview skills
- 2. Security
 - a. Personal Finances
 - i. Learning about personal finance such as saving, allocation resources and bankruptcy
 - ii. Protecting personal finances and identity from fraud and financial crime
 - b. Status as Ex-felon
 - i. Identifying the barriers felons face in the community
 - ii. Identifying strategies to circumvent barriers
 - c. Quality of the Home
 - i. Quality of air in the home
 - ii. Safe practices for handling hazardous chemicals in the home
- 3. Love-Belonging
 - a. Family Relationships
 - i. Learning to strengthen family/parent/child relationships
 - ii. Learning to communicate with family
 - b. Raising and Disciplining Children

- i. Understanding how to prepare children to stay home alone
- ii. Disciplining children in a positive way
- iii. Raising children with positive self-esteem.

4. Self-Esteem

a. Mental Health

- i. Identifying stress triggers
- ii. Learning to deal with stress
- iii. Balancing the responsibilities of work, family and community

b. Personal Achievement

- i. Setting goals
- ii. Learning strategies for meeting the goals

Demographic data will be used to identify relationships between age and dependent variables, race and dependent variables, education and dependent variables, frequency of imprisonment, and number of years incarcerated.

Face, Content and Construct Validity

In order to test face and content validity, I asked University of Missouri Extension colleagues and others, who have taught the *BSF* curriculum in the correctional institutions, to take the survey and provide feedback in regards to face and construct validity. Setting up a trial ensures the survey has clear and concise directions, is inconclusive in format, is readable, and is appropriate in length (Fink, 2006). Each person holds a Master's degree, one a doctorate. Four are Human Environmental Specialists, one Nutrition specialist, two Youth specialists and two Financial Education Specialists.

The reviewers are asked to respond to the follow questions concerning the survey. Questions 1, 2, 6 & 8 address face validity, questions 3, 4, 5, & 7 construct validity. Question 9 allows colleagues to provide any insights which I may not have been considered.

1. Are the directions for taking the survey clear and concise?
2. Is the language in each item clear and understandable?
3. Are there any items which should be eliminated?
4. Are there any items which should be added?
5. Are there any items which are unclear or confusing?
6. Is the survey appropriate in length?
7. Are there any items which might not be answered?
8. How long did it take you to complete the survey?
9. Do you have any comments concerning this survey?

The purpose of the trial survey is to get feedback from the specialists concerning the instrument and making modifications where a problem has been identified. Reviewers were also asked to categorize each of the questions into the sub groups of independent variables adding to the strength of predictive validity as suggested by Patton (2000).

Construct validity will be established through factorial analysis.

Reliability

The *Community Reentry Survey (CRS)* is based on an established survey created by the Center for Assessment and Evaluation in Educational Practice, Virginia Tech. Using a previously validated survey is one way to promote reliability and validity (Fink, 2006). The survey will also be piloted and reviewed by University of Missouri Extension

specialists who have experience in working with incarcerated populations. The actual participants will have the opportunity to ask for clarification concerning questions by raising their hand prior to the survey. I will answer questions occurring after the survey has been passed out at the desk of the participant. Additionally, the reliability of this study will be measured using Cronbach's alpha, and will meet or exceed Field's (2006) threshold recommendation of .70.

Data Collection

This section describes how the survey will be administered to the participants. I will be careful to adhere to the collective rules and regulations regarding using vulnerable populations in a research project (Appendix A). Special care will be taken in guarding any information which might identify an individual. Data will only be reported in aggregate; no individual response will be associated with demographic information.

Institutional Review Boards

Incarcerated individuals are considered a vulnerable population and as such, any study using them as participants must be approved by the Institutional Review Board of the University of Missouri as well as the Review Board for Missouri's Correctional Institutions. Application was made to these Boards on September 17, 2010 and August 27, 2010 respectively. The survey and data collection instruments for this study were approved on September 17, 2010 by the Review Board for Missouri's Correctional Institutions (Appendix F). Permission from University of Missouri IRB was received on September 28, 2010 (Appendix G).

Selection of Participants and Survey Administration

I made contact with the activity director of the correctional facility used in the study. With the permission of the facility's warden, a pool of men eligible to participate in the study was created. From this list, the group was narrowed to represent recidivists. These men were contacted by the activity director and given the opportunity to participate.

The date and time of the survey was determined through a discussion between me and institution's activity director. The participants were notified through inter-institutional communication and were able, by attending at the set time and place, to participate (Appendix H). The location was determined by the activity director. I provided no rewards or incentives to participate in the research project.

Once the group was in place to take the survey, I handed out the participation consent waiver. I read aloud to the participants the participation consent waiver, assessed understanding, and asked the participants to sign the paper. It was made clear participation is voluntary and the participant can opt out of the survey process at any time without retribution. It was also made clear there are no rewards for participating and no punishment for choosing not to participate. After the waivers were collected and checked for signature, surveys were handed to volunteer participants (Fink, 2006). Unless a participant had a specific question or need, I did not interact with the participants until the surveys were complete. Once the survey was complete, participants placed the survey in a folder as they left the room.

Informed Consent

Prior to receiving the Community Reentry Survey, participants received two copies of the informed consent form (Appendix I). One was signed and handed in prior to receiving a copy of the survey. The other is a copy the participant kept for future reference. The form expressed the confidentiality of the inmates' names and other identifying information. The consent form clearly stated neither punishments nor incentives were part of the study, and the inmates' participation was strictly voluntary. Participants could withdraw from the study at any time without reason. The consent form also stated should the participant divulge information, during or as a result of this study, indicating they will harm themselves, another, they are being harmed or are planning an illegal activity, prison officials must be notified. Aside from the clause for physical mistreatment and illegal activity, the consent form stated that all other information will be kept confidential. The inmates were required to sign and return the consent form prior to receiving the survey. They were provided a self addressed, stamped envelope with which they can communicate with the Institution's Review Board any additional information or reservations should they feel uncomfortable after the study.

Data Security

Information gathered on the surveys will be kept secure in a locked cabinet in my home for a period of seven year after the study is published. After that time, the completed surveys will be destroyed. There will be no names or numbers associated with the surveys indicating location or personal identification of the participants. Survey responses will be recorded in a database and/or spreadsheet and transferred to PASW (2010) for analysis. Electronic data is password protected.

Analysis of the Data

Data will be analyzed using *Predictive Analytics SoftWare (PASW, 2010)* to conduct multiple analyses. The *PASW* descriptive analysis treatment for these data resulted in basic descriptive statistics and gave an overview of the demographics and report a summary of frequency and percentage. Using a Varimax rotation, a factor analysis and Principle Component Index indicated the construct validity of the survey. The internal consistency indicates the reliability of the survey. Field (2005) suggests using the Cronbach's alpha to measure reliability when using the Varimax rotation to confirm construct validity. Cronbach's alpha, a statistical procedure with relatively little error, involves correlating each test item with each other. Field (2005) suggests researchers use as a threshold an alpha value of .70 but no higher than .90. I chose .70 to ensure that the test was stringent enough to demonstrate strong support for the claim of inter-item validity. This may result in a revised survey form. A discriminate analysis was be used to predict membership in clusters.

Table 3 illustrates the techniques which will be applied to the research questions using *PASW (2010)* statistical analysis package and describes the anticipated outcomes of the program application.

Table 3

Summary Listing of Statistical Techniques Applied to Research Questions

| Research Questions | Description | Description of Statistical Analysis (PASW, 2010) | Anticipated Outcome |
|--------------------|--|--|--|
| RQ1 | Description of Population | Descriptive Statistics* | Summary statistics established on recidivists' perception on <i>CRS</i> . Frequencies and percentages for each nominal item and subscale; mean and sd for each scale item and subscale (nominal data)* |
| RQ2 | Face, content, and confirmatory construct validity | Expert panel, Factor Analysis with Varimax rotation eg= 1.0 or higher* | Face, content, and construct validity for the reformed <i>CRS</i> will be established. $\alpha=0.05^*$ |
| RQ3 | Reliability of <i>CRS</i> | Cronbach's alpha Item Total Analysis* | Identify reliability using a threshold $\alpha=.70^*$ and $r=.333$ for Item Total Analysis * |
| RQ4 | Group Membership | MANOVA* | Significant survey items identified. If $n \geq 100$, Alpha level = .05; if $n < 100$, Alpha level = .10* |
| RQ5 | Classification of dependant variable by demographics | Discriminant Analysis* (Regressive and Predictive Model) | Membership predicted from significant differences by cluster $\alpha=0.05$ |

*Note: Field, 2005

Summary of Methods

The *Community Reentry Survey (CRS)* was adapted with permission from the *Parole Violators Questionnaire* developed at the University of Virginia Tech using the objectives of the *Building Strong Family (BSF)* curriculum. The research procedures and survey will be analyzed by the Institutional Review Boards at both the University of Missouri, and Missouri Department of Corrections. Once the study and survey are approved, prospective participants were identified and on a voluntary basis, participated in the research study. Every attempt was made to ensure confidence in the participants' anonymity. This included excluding questions asking for names, birthdates, hometown, prison number, or any other identifying information. Data are presented in aggregate by groups for results reporting. I administered the survey and collected completed surveys.

Data were recorded and processed through the *Predictive Analytics SoftWare* (PASW, 2010) software program and analysis will be reported in chapter four. The goal of the analysis is to try to identify factors which underlie the variables by extracting the principle components.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

The *Community Reentry Survey (CRS)* was written to discover the challenges offenders face as they return to the community after being in prison. Based on the *Parole Violator Questionnaire (PVQ)* and using the objectives in the modules of the *Building Strong Families: Challenge and Change* curriculum, the CRS asks recidivists to rate the degree of struggle they experienced with specific life situations. The demographic data gathered in the survey and used in the analysis included age, race, level of education, and years spent in a correctional facility. The following research questions and null hypothesis were addressed in this study.

1. What are the summary statistics of the participant based on demographic information and all survey items, aggregate and disaggregate by demographic categories?
2. Is the *Community Reentry Survey* a valid instrument in (1) face; (2) content; and (3) construct validity?

Ho2(3). The *CRS* is not a valid instrument in construct validity.

3. Is the *CRS* a reliable instrument?

Ho3. The *CRS* is not a reliable instrument.

4. Does the *CRS* have items which discriminate between demographic categories?

Ho4. The *CRS* does not have items which discriminate between demographic categories.

5. Are there significant clusters of survey items which may or can predict group membership?

Ho5. There are no significant clusters of survey items which may or can predict group membership.

Review of Research Design

This study was a quantitative study using a non-probability Likert-like scale on perceptions of life experiences of incarcerated males as they assimilate to the community outside prison. Demographic data collected from the participants include age, race, education level, and years incarcerated. The original *Community Reentry Survey* was reviewed by a panel of Extension specialists who had experience working with the *Building Strong Families* curriculum and working with an incarcerated population to establish face and content validity. A Varimax rotation was also applied to the survey items to reinforce the construct validity. A valid survey returns accurate information (Fink, 2006). The final version of the *Community Reentry Survey* (Appendix E) reflects the suggested changes.

Participants were recruited through internal communication. The sample population was therefore described as self-selected incarcerated recidivists. Use of a sample size calculator provided calculations for the sample size (Creative Research Systems, 2010). With a target population of 400 incarcerated recidivists a sample size of 78 was generated for this study providing a 95% confidence level with a confidence interval of 10. Flyers announcing the time and place of survey were posted throughout the facility (Appendix H).

Out of a pool of about 400 male eligible recidivists, 44 volunteers participated in the research study. Each participant was given a consent form to participate (Appendix I) to sign and then the *Community Reentry Survey* was handed to each participant. When the

participant completed the survey, he placed it in a folder, collected his copy of the consent form and a stamped envelope addressed to the University of Missouri Institutional Review Board. The participant was then free to leave the room and return to his other activities.

Data Collection

Two survey times were set up with the director of activities at the correctional facility. Informed consent letters were handed to each of the participants and read aloud. The participants signed the consent form, as it was collected; a survey form was handed to them. The directions on the survey were read aloud, and the participants were given forty minutes to complete the survey. Upon exiting the room, the participant placed the survey in a folder and picked up an Institutional Review Board contact document and a stamped and addressed envelope (Appendix I).

The survey data were then transcribed into an Excel document and loaded in the Predictive Analytics SoftWare Statistics (PASW Statistics 18, 2010) statistical analysis software program. The invitation to participate generated 44 volunteers. Forty three of the surveys were used in the intended analysis. One survey did not have demographic information and was eliminated from the PASW analysis. Incomplete survey questions were noted in the analysis program as null.

Findings

Results of the study were used to answer five research questions. Findings are reported by each research question.

Research Question One

Research question one seeks to identify the participants' responses to the survey items in terms of demographic characteristics. The resulting data are nominal, therefore frequency and percentages were reported to show findings (M. Hardy, personal communication, October 16, 2010).

All 43 participants were male and incarcerated recidivists. The number of participants in the various age groups was as follows: 19 participants, ages 22-35; 20 participants, ages 36-49; and 4 participants, ages 50-63. No one under the age of 21 or age 64 and older participated. Of those reporting, ten identified their race as black or African American, and 33 identified their race as white. One participant chose "other". He indicated a minority status therefore; his information was added in with the Black/African American group. In terms of the highest education level achieved, seven participants identified high school (7-12) with no graduation, 24 participants had received a high school diploma or GED, one reported some college or vocational training, one had earned an Associate or vocational degree, and one reported earning an advanced degree.

Table 4 displays the participants' response frequency and percent for the subscale by age, race, highest education received, and total years incarcerated.

Table 4

Frequency and Percentage Demographics of Male Volunteers (n=43)

| | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|---------------------------------------|------------------|----------------|--------------------------|---------------------------|
| Age | | | | |
| Under 21 | | | | |
| 22-35 | 19 | 38.0 | 44.2 | 44.2 |
| 36-49 | 20 | 40.0 | 46.5 | 90.7 |
| 50-63 | 4 | 8.0 | 9.3 | 100.0 |
| 64 and older | | | | |
| TOTAL | 43* | 100.0 | 100.0 | |
| Race | | | | |
| American Indian/Alaskan | | | | |
| Asian | | | | |
| Black/ African American | 10 | 20.0 | 23.3 | 23.3 |
| Hawaiian/Pacific Islander | | | | |
| Bi-Racial | | | | |
| Other | 1 | 2.0 | 2.3 | 25.6 |
| White | 32 | 64.0 | 74.4 | 100.0 |
| TOTAL | 43* | 100.0 | 100.0 | |
| Highest education received | | | | |
| Elementary through grade 6 | | | | |
| High School grades 7-12 no diploma | 7 | 14.0 | 16.3 | 16.3 |
| High School diploma or GED | 24 | 48 | 55.8 | 72.1 |
| Attended college or vocational school | 10 | 20.0 | 23.3 | 95.3 |
| Associate degree or vocational degree | 1 | 2.0 | 2.3 | 97.7 |
| Bachelor degree | | | | |
| Advanced degree | 1 | 2.0 | 2.3 | 100.0 |
| TOTAL | 43* | 100.0 | 100.0 | |
| Total years incarcerated | | | | |
| Less than 5 | 5 | 10.0 | 11.6 | 11.6 |
| 6-15 | 28 | 56.0 | 65.1 | 76.7 |
| 16-25 | 5 | 10.0 | 11.3 | 88.4 |
| Over 25 | 4 | 8.0 | 9.3 | 97.7 |
| Missing | 1 | 2.0 | 2.3 | 100.0 |
| TOTAL | 43* | 100.0 | 100.0 | |

* Forty four participants volunteered to take the survey. One survey was eliminated due to lack of demographic information.

Percent of Participants by Age Group

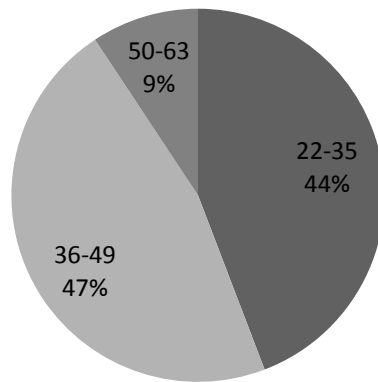


Figure 8. The pie chart illustrates the breakdown of the volunteer group by age group categories.

Percent of Participants by Race

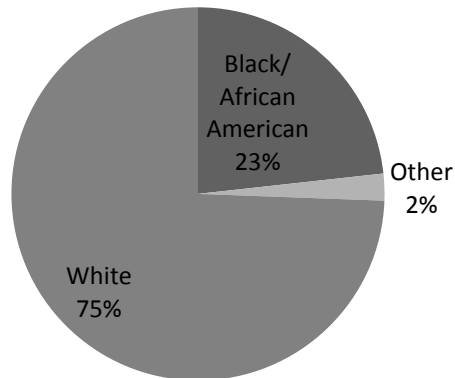


Figure 9 The pie chart illustrates the breakdown of the volunteer group by racial group categories.

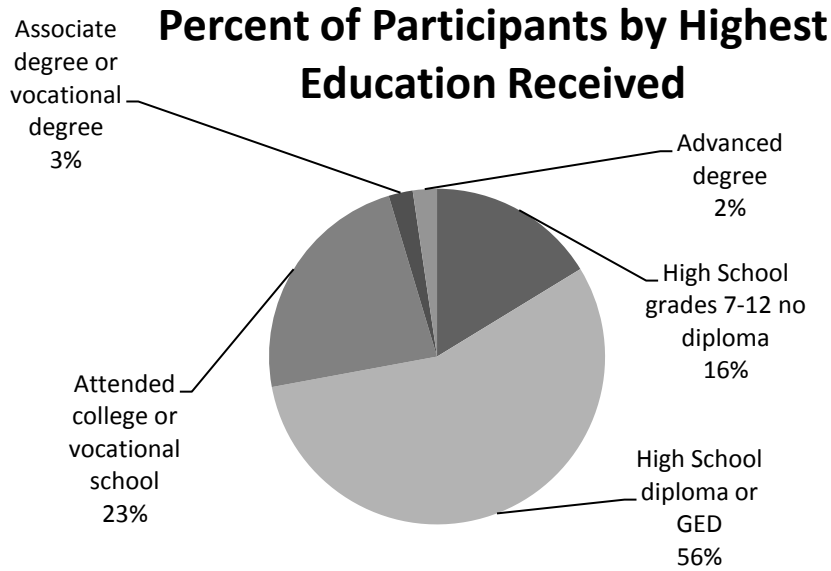


Figure 10. The pie chart illustrates the breakdown of the volunteer group by the highest education received.

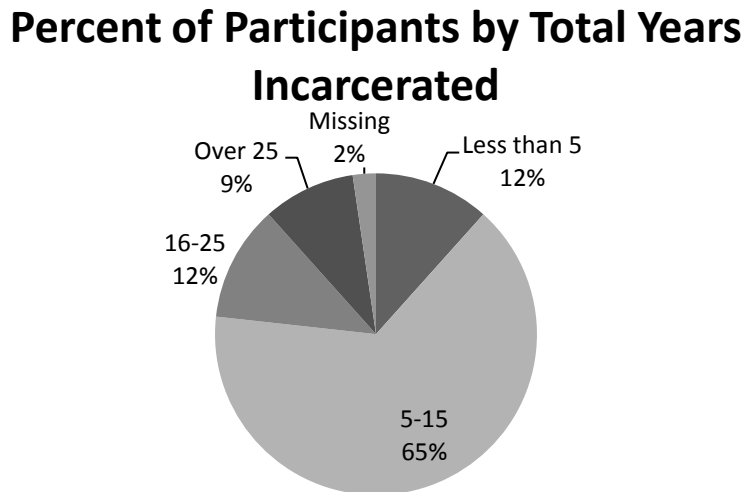


Figure 11. The pie chart illustrates the breakdown of the volunteer group in categories of total years incarcerated.

Research Question Two

Research question two asks is the *Community Reentry Survey (CRS)* a valid instrument in face, content, and construct validity? Using a validated survey as the model for the *CRS* and asking a panel of experts to review the survey, the face and content validity were confirmed. The construct validity was evaluated by panel of experts and through the Varimax rotation of PASW (2010).

A test of sphericity was applied to determine the correlation between the survey population and the independent variables. Each item would correlate with itself ($r=1$) and be uncorrelated to the other items ($r=0$). Using the minimum value of $r=.5$ as recommended by Field (2005), the survey items failed to meet the minimum for a good test of sphericity (.363). Table 5 describes the output for this test. The results for Bartlett's test are significant (.000) and therefore it is appropriate to run a factor analysis on the data to test the null hypothesis (Field). A factor analysis and Varimax rotation were applied to the data.

Table 5

KMO and Bartlett's Test of Sampling Factorability

| | | |
|---|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | .363 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 694.149 |
| | df | 351 |
| | Sig. | .000 |

The Principal Component Analysis revealed eight new factors with items loading eigenvalues greater than 1. Table 6 illustrates the total variance of the components

showing convergent validity where the total value is greater than 1. Three of the new factors loaded three or fewer items and were eliminated from the chart. Two of the factors loaded similar themes and were combined for a total of three new constructs.

Table 6

Total Variance Explained Showing Goodness of Fit

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 8.054 | 29.830 | 29.830 | 8.054 | 29.830 | 29.830 |
| 2 | 2.696 | 9.985 | 39.815 | 2.696 | 9.985 | 39.815 |
| 3 | 2.213 | 8.197 | 48.012 | 2.213 | 8.197 | 48.012 |
| 4 | 1.865 | 6.907 | 54.918 | 1.865 | 6.907 | 54.918 |
| 5 | 1.698 | 6.289 | 61.207 | 1.698 | 6.289 | 61.207 |

The survey items loading into the new factors are illustrated in Table 7. Factors two and three are similar in theme and have been combined in construct two. The new constructs are identified as (1) stereotypical gender role responsibilities, this includes acquiring a job which supports a family’s needs, being the leader of the household and communicating with other family members, and overcoming feelings of apathy or self-deprecation; (2) safety, including the environment and health of oneself and children; and (3) finance, which includes balancing the wants and needs of the family unit. Construct three did not load unique factors and could be perceived as a sub-component of construct one.

Table 7

Component Matrix of 27 Survey items

| Survey Item | <u>Constructs</u> | | | |
|---|-------------------|------|------|-------|
| | 1 | 2* | 2* | 3 |
| 10. Setting goals | .758 | | | |
| 23. Communicating with children/step children | .706 | | | |
| 26. Low wage job | .692 | | | |
| 1. Communication with spouse/significant other | .685 | | | |
| 21. Communicating with other family members such as parents, siblings, etc. | .685 | | | |
| 20. Old friends / neighborhood | .684 | | | |
| 15. Finding employment with your job qualifications/skills | .655 | | | |
| 24. Depression | .646 | | | |
| 12. Motivating yourself | .644 | | .413 | |
| 9. Interviewing for a job | .637 | | | |
| 5. Paying bills (utility, grocery, rent) | .621 | | | .453 |
| 14. Finding housing | .606 | | | |
| 18. Getting credit | .605 | | | |
| 8. Relationship with children | .598 | | | -.403 |
| 16. Filling out a resume or job application | .557 | | | |
| 4. Identifying stress triggers | .541 | | | .500 |
| 2. Disciplining children/step-children | .515 | | | |
| 7. Legal barriers (getting licenses, bonded) | .503 | | | |
| 19. Having a felony criminal record | .487 | | | |
| 6. Nutrition for children | | .682 | | |
| 11. Identifying hazards in the home | | .580 | .496 | |
| 22. Anger | | | .604 | |
| 13. Air quality in the home | | | .552 | |
| 3. Budgeting money | .440 | | | .511 |
| 17. Finding transportation | | | | |
| 27. Personal health (weight, blood pressure etc.) | | .466 | | |

* Items loading in columns 2 two and three have been combined into one construct.

The off diagonal elements of the Anti-image Correlation table represent the partial correlation between the variables in Table 8. These scores are bolded. Field recommends a value of .5 and above to establish a relationship between covariance and correlation. Items with scores less than .5 were removed. There is strength in the

correlation between variables as indicated with a score of .5 or greater. These factors have high potential for explaining the most important perceived needs of the recidivist.

Table 8

Anti-image Correlation Identifying Correlation Strength Between Items

| Survey Items | Q1. | Q4. | Q12. | Q15. | Q21. | Q24. | Q26. |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Communication with spouse/significant other | .730 | -.005 | .346 | .194 | -.307 | .308 | .027 |
| 4. Identifying stress triggers | -.005 | .567 | -.232 | .559 | .131 | -.197 | -.293 |
| 12. Motivating yourself | .346 | -.232 | .646 | -.007 | -.094 | .192 | .260 |
| 15. Finding employment with your job qualifications/skills | .194 | .559 | -.007 | .522 | .150 | .089 | -.601 |
| 21. Communicating with other family members such as parents, siblings, etc. | -.307 | .131 | -.094 | .150 | .563 | -.218 | -.116 |
| 24. Depression | .308 | -.197 | .192 | .089 | -.218 | .618 | -.096 |
| 26. Low wage job | .027 | -.293 | .260 | -.601 | -.116 | -.096 | .693 |

The correlation matrix determinate was 4.61×10^{-11} . This number is less than the .00001 recommended by Field (2005) to have confidence in the multicollinearity in the data. The construct validity is weak. This does not reduce the reliability of the model as a whole; it only affects calculations regarding individual predictors. This lack of confidence can be attributed to the low number of participants.

Research Question Three

The third research question is posed to determine the reliability of the *CRS*. Applying Cronbach's alpha, internal consistency of the items and reliability was established. A threshold of $\alpha = .70$ was used (Field, 2005). A reliability coefficient close to

1.00 denotes good internal consistency whereas a coefficient nearer 0.00 indicates poor consistency (Cronk, 2010). The Cronbach's alpha reliability coefficient for the CRS was found to be .883 (n=27 survey items). Table 9 shows the CRS internal consistency reliability applying Cronbach's alpha.

Table 9

Community Reentry Survey Reliability Data

| Survey | n* | Reliability Coefficient |
|--------|----|-------------------------|
| CRS | 27 | .883 |

* survey items

Research Question Four

Research question four asks if the survey items score differently between the distinct demographic groups. Using a MANOVA analysis, there was no significance overall. A one-way, two-way, three-way, and four-way MANOVA were calculated examining the effect of age, race, highest education received and total time incarcerated on the 27 survey items. No significant effect was found in the one-way MANOVA (*Pillai's Trace*: age (20,1) = .963, $p > .05$; race (20,1) = .974, $p > .05$; education (80,16) = 3.408, $p > .05$; years incarcerated (60, 9) = 2.732, $p > .05$). No significant effect was found in the two-way MANOVA (*Pillai's Trace*: age and race (20,1) = .990, $p > .05$; age and education (20,1) = .987, $p > .05$; age and years incarcerated (20, 1) = .982, $p > .05$; race and education (40,4) = 1.946, $p > .05$; race and years incarcerated (0,0) = 0, $p > .05$; education and years incarcerated (0,0) = 0, $p > .05$). No significant effect was found in the three-way MANOVA (*Pillai's Trace*: age, race and education (0,0) = 0, $p > .05$; age, race and years incarcerated (0,0) = 0, $p > .05$; age, education and years incarcerated (0, 0) = 0, $p > .05$; race, education and years incarcerated (0,0) = 0, $p > .05$). No significant

effect was found in the four-way MANOVA (*Pillai's Trace*: age, race, education and years incarcerated $(0,0) = 0$, $p > .05$). There was no significant influence by age, race, highest education received, or total time incarcerated on the 27 survey items. The null hypothesis was accepted.

Research Question Five

Research question five asks if the survey will cluster to predict group membership. A MANOVA on each the independent variables yielded no significant effect on the 27 survey items. Therefore, no follow-up discriminant analysis was attempted. The null hypothesis was accepted in research question four, analysis to predict group membership could not be performed.

Other results

The second part of the survey asked the participant to choose from a list the three most significant reasons for their return to prison (Appendix E). Figure 12 shows the results. The participants were asked to identify three factors that they believe led to reincarceration. Drugs and alcohol use was one major reincarceration factor indicated by 35 of the 43 participants. The second highest factor selected was old friends with 21 of participants choosing this as one factor. Issues of employment and money were chosen by 17 and 16 participants respectively. The issue of transportation impacted 8 of the respondents. Feelings of being overwhelmed, ability to cope, finding adequate housing, depression, self motivation, anger, boredom self-confidence and new friends were identified five or fewer times by the participants as reasons for reincarceration. No participants listed child care or family as factors in reincarceration.

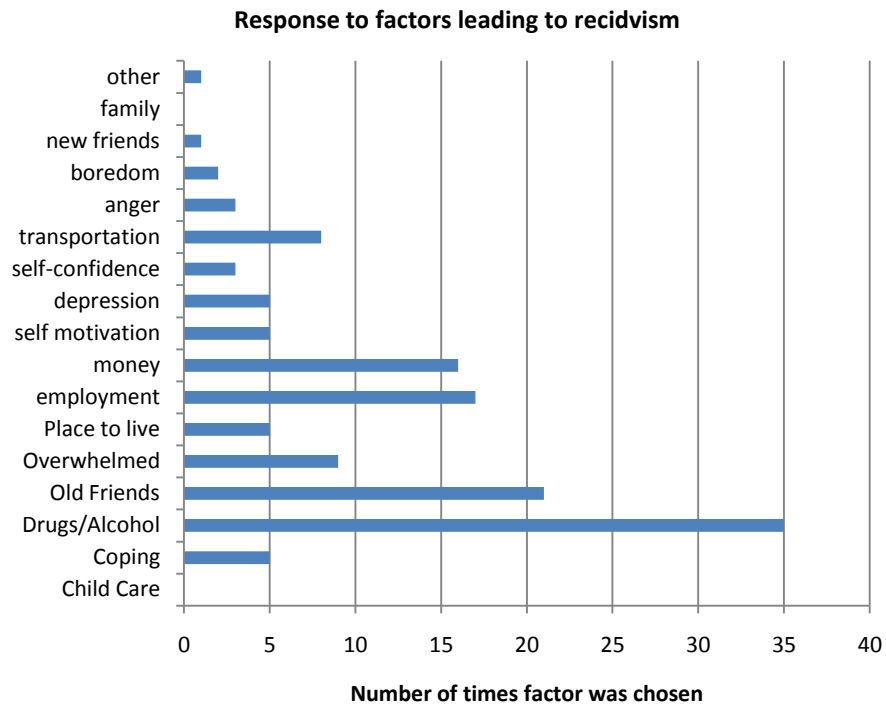


Figure 12. The bar chart illustrates the number of times the factor was selected by participants.

Summary

The goal of this research project was to determine if the material being used in the *Building Strong Families* curriculum was relevant to the needs of ex-offenders as they returned to the community. The results indicated there were some relevant modules, and there were others which do not meet the immediate needs as the participants indicated. The survey was reliable, yet lacked strong construct validity. This was likely due to the low number of participants. Findings suggest alcohol and drug use are the main concern of the ex-offender, combined, securing a job and earning an income came in second. There was great concern about the influence old friends had on the ex-offender’s capacity to stay out of trouble. Concerns over psychological battles such as depression, self-

motivation and feelings of being overwhelmed were also identified as issues relating to successful reintegration.

Some of the identified issues are beyond to scope of the expertise of Extension. It would be inappropriate to develop curriculum around areas where medical and psychological proficiency are needed. It is appropriate, however, to support the goals of rehabilitation by strengthening the curriculum in areas identified in the correlation analysis.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The rate of recidivism in Missouri is high (Missouri Netizen, 2009). Nearly half of prisoners released in 2006 have returned to prison (D. Oldfield, personal communication, December 3, 2010). Added with the new criminals entering for a first time, our correctional facilities are filling up nearly as fast as we build them. Resources to expand and improve programs to help ex-felons transition to the free world are scarce. As Missouri faces serious economic and budget crisis, the future for new resources is not promising.

Statement of the Problem

The problem facing rehabilitation program developers for current programs offered in the Missouri prison setting is a lack of understanding of the life situations which challenge released convicts. “Most of the existing research on prisoners’ lives after release focuses solely on recidivism and ignores the reality that recidivism is directly affected by postprison reintegration and adjustment” (Visher & Travis, 2003 p.89). The state is using scarce resources to address a need which has received little research. There has been no study regarding the *Missouri Building Families (BSF)* program as it relates to the modification of the reoffenders’ behaviors. Additionally, there is insufficient research to identify the life situations in which former prisoners find stress and frustration (Cole, 2009; Spohn & Holleran, 2002). “It has been long recognized that all prisoners face a myriad of difficulties on leaving prison with the odds...often stacked against them” (Howerton, 2009. p. 440). Many of the released prisoners find themselves back in the system because they were unable to meet their needs and became frustrated enough to

reoffend or violate the conditions of their release. It is unclear if the *BSF* program offers any benefit to this population as it relates to reintegration. The *Community Reentry Survey* has been created to fill in the information gap between the reoffender's self-identified needs and the *BSF* program objectives.

Purpose of the Study

The purpose of this study is the result of a recognized obligation to assess the effectiveness of the program efforts of the University of Missouri Extension. The focus of this study is to identify specific life situations which released felons recognize as stressful and factors in reoffending actions (Figure 2). The research project will provide information about the perceived difficulty in various life situations released felons believe contribute to the behaviors which violates the terms of their discharge from prison. With this information, programs to address these needs can be added or strengthened to provide the tools for successful reintegration and lower rates of recidivism.

Research Questions

The following research questions and null hypothesis were addressed in this study.

1. What are the summary statistics of the participant based on demographic information and all survey items, aggregate and disaggregate by demographic categories?
2. Is the *Community Reentry Survey* a valid instrument in (1) face; (2) content; and (3) construct validity?

Ho2(3). The *CRS* is not a valid instrument in construct validity.

3. Is the *CRS* a reliable instrument?

Ho3. The *CRS* is not a reliable instrument.

4. Does the *CRS* have items which discriminate between demographic categories?

Ho4. The *CRS* does not have items which discriminate between demographic categories.

5. Are there significant clusters of survey items which may or can predict group membership?

Ho5. There are no significant clusters of survey items which may or can predict group membership.

Summary of Findings

Several analyses were applied to the data. The findings are listed below.

Finding related to research methodology and analysis

1. The *Community Reentry Survey* is a valid and reliable instrument which can be used in other prison settings.

2. Three new constructs for the *CRS* were found. The new constructs are identified as (1) stereotypical gender role responsibilities, this includes acquiring a job which supports a family's needs, being the leader of the household and communicating with other family members, and overcoming feelings of apathy or self-deprecation; (2) safety, including the environment and health of oneself and children; and (3) finance, which includes balancing the wants and needs of the family unit. Construct three did not load unique factors and could be perceived as a sub-component of construct one.

3. There was no overall significance on the survey items relating to the factors of age, race, education level, and number of years incarcerated.

Findings not related to stated methodology and analysis

4. Incarcerated men indicate the most significant problem when integrating into the community is related to alcohol and drugs.

5. Difficulties related to jobs and incomes were also significant factors in released prisoners returning to prison.

Making Meaning

A released offender faces significant challenges as he reenters the community, this includes finding housing, securing housing, and locating acceptable treatment centers (Miller & Miller, 2010). Many released felons have depleted resources such as financial assets, social support, and job opportunities (Tate, McQuaid, & Brown, 2005). “Long term stressors increase the likelihood of resuming substance use after treatment” (Tate, McQuaid, & Brown,). Additionally, research indicates 80% of prisoners committed crimes while under the influence of drugs or alcohol (Bureau of Justice Statistics, 1993; Mumola, 1999; Chaiken & Chaiken, 1990; Harrison & Schehr, 2004, White & Gorman, 2000). At first look at the results of this study, alcohol and drugs seemed to be the principal reason recovering male offenders are reincarcerated. Feelings of depredation and lack of access to social goods such as jobs and housing are also identified as significant factors in successful reintegration. This survey does not draw conclusions about the relationship between substance abuse and feelings of low self-worth or failure to secure basic needs.

Implications

“The need and expectations of persons released from correctional facilities are often incongruent with the opportunities and resources available in the community to which they are released” (Helfgott, 1997 ¶1). Regardless how much training, education or rehabilitation a prisoner receives; once in the free world, he is still a social and economic pariah. Under long term stress, we all tend to fall back to the familiar, the comfortable, even if it is unacceptable behavior. It would reason, the escape provided by alcohol and drugs would be tempting. Therefore, the road to successful reintegration will include a way to reduce the stress factors of the released offender. This avenue must also include conscious-raising awareness for the community to help them understand the benefits of full reintegration over reincarceration.

Recommendations for Future Research

While it is cumbersome to access an incarcerated population, it is not impossible. The Department of Corrections on both the state and local level were interested in the research results, and made the process of gathering data as uncomplicated as possible. I would not hesitate to do further research projects using incarcerated participants. To that end, I see the following topics as potential research projects.

- 1) Strengthen the construct validity, by eliminating the questions below the recommended value of 0.5 on the KMO Bartlett test of sphericity and re-administer.
- 2) This research can be replicated with a female population to determine if gender has a role in reintegration issues.
- 3) Future research is needed on the relationship between ex-offender needs and available resources in local communities.

4) MU Extension should evaluate the *Building Strong Families* curriculum in light of the results of the *CRS*. A utilized focused evaluation would be beneficial to Extension as well as the audiences we serve.

Research Revelations

This study was designed to identify the situations which cause a released felon difficulty. As I studied the findings, I understand the complexity of the situations. I also found insight to society's responsibility to provide a community which includes the ex-offender as a full citizen. Using an ethical lens, I am more conscious of the barriers society has erected to keep the offender from wholly rejoining the larger community. It is mainly fear which keeps the community from fully integrating an ex-offender into their society (Helfgott, 1997; Taxman, 2004). Research concludes it is imperative ex-offender have a social network of non-criminal peers who empower them to be productive citizens (Taxman).

When I entered the facility for the research study, the mission statement was posted on the wall for employees to see each time they entered. It said, "To return recovering offenders to society as productive responsible and law abiding citizens." The word *recovering* made me pause and consider. In many ways, criminal actions can become habitual.

Leaving the structure of a correctional facility is overwhelming for some offenders. Inside the facility, they do not have to worry about housing, food or medical care. Once they are released, the offender must find these goods and services on his own. Some offenders find the free world too stressful or depressing. For them, committing a

crime is the path of least resistance to get back into prison, a world where they do not have to make their own decisions.

For others, getting back into the routine with old friends leads to former behaviors. In most cases, the pattern involves drugs or alcohol. So, not only do recovering offenders have to struggle with their tendencies to make poor choices in times of stress, but many are faced a physical addiction to drugs or alcohol and the social pressures imposed by a peer group.

Additional Reflections

The survey findings are only a part of the answer to the problem of recidivism. Clearly, modifications of the *Building Strong Families* curriculum are appropriate to tailor it to the needs of an incarcerated audience. Each of the modules is research based and is essential to a strong family, so eliminating information should be done carefully. It is apparent the modules concerning work, stress, and setting goals should be strengthened and expanded to target the needs of this particular audience. The overall project illuminated the necessity of cooperation between several groups for successful reintegration.

The Correctional Centers in Missouri are not complacent about rehabilitation. In fact, the four correctional centers in which I have worked, reentry for the offenders is well planned and includes a variety of education programs. The instructors model positive action by humanizing the offender and showing empathy. The Department of Corrections needs to continue to reach out to outside agencies which can offer rehabilitation programming. Offenders will respond better to teachers who are not seen as

Department of Correction employees (D. Owens, personal communication, January, 1999). The rehabilitation is only one leg of the triad to successful integration.

The second leg of the triad is the offender himself. In one facility where I taught, a prisoner trustee and I had time to talk about the participants who were in the class. I don't know what this young man was serving time for, but he gave me some interesting insight to the mind of his fellow inmates. He told me most of the men in the class would likely wind up back in prison if they were released. He said they do not accept responsibility for their actions. They think they are the victim (anonymous, personal communication, Jan. 1999). His insights were right on target with the research. This liability rests on the shoulders of the offender (Copenhaver, Edwards-Willey & Byers, 2007).

The third leg is the community outside the prison walls. How can we expect recovering offenders to be accountable to the community if we continue to deny them access to employment, housing, medical care, and political rights? The community holds the ex-offender accountable, yet denies him equal standing. "In such a scenario, they have obligations but no entitlements and therefore could reasonably reply to the courts that their lack of equal standing and consideration from the state and community means any obligations are forfeit" (Ward & Birgden, 2009, ¶5).

We can no longer view prisons as a storage closet where we keep those people who cannot or will not live in the limitations of the law. We must find ways to rebuild the offenders from the inside out, not just plaster over the external cracks. Rehabilitation cannot end when the recovering offender walks out the prison gates. They need help finding necessary resources, those which Maslow (1954) identifies in the hierarchy, in the

community where they live. Successful reintegration means recovering offenders will be in a position to make positive decisions for themselves and their families.

Summary

The remedy to high rates of recidivism has eluded the designers of rehabilitation programs. Most of the efforts to reform have gone into educating offenders and rehabilitation for substance abuse. These are necessary components; however, this study reveals one more factor which is vital to successful reintegration of the recovering offender. That factor is the community where the offender will return and try to rebuild his life. The acceptance and support offered to the recovering offender is often the difference between success and failure in reintegration. The conclusion of this research study supports the need of education and social programs and treatment for substance abuse which continues beyond the gates of the prison and into the outside community.

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Appendix A
Code of Federal Regulations
TITLE 45
PUBLIC WELFARE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
PART 46
PROTECTION OF HUMAN SUBJECTS

* * *

Revised January 15, 2009

Effective July 14, 2009

* * *

Subpart C-- Additional Protections Pertaining to Biomedical and Behavioral Research
Involving Prisoners as Subjects

§46.302 Purpose.

Inasmuch as prisoners may be under constraints because of their incarceration which could affect their ability to make a truly voluntary and uncoerced decision whether or not to participate as subjects in research, it is the purpose of this subpart to provide additional safeguards for the protection of prisoners involved in activities to which this subpart is applicable.

§46.303 Definitions.

As used in this subpart:

(a) *Secretary* means the Secretary of Health and Human Services and any other officer or employee of the Department of Health and Human Services to whom authority has been delegated.

(b) *DHHS* means the Department of Health and Human Services.

(c) *Prisoner* means any individual involuntarily confined or detained in a penal institution. The term is intended to encompass individuals sentenced to such an institution under a criminal or civil statute, individuals detained in other facilities by virtue of statutes or commitment procedures which provide alternatives to criminal prosecution or incarceration in a penal institution, and individuals detained pending arraignment, trial, or sentencing.

(d) *Minimal risk* is the probability and magnitude of physical or psychological harm that is normally encountered in the daily lives, or in the routine medical, dental, or psychological examination of healthy persons.

§46.304 Composition of Institutional Review Boards where prisoners are involved.

In addition to satisfying the requirements in §46.107 of this part, an Institutional Review Board, carrying out responsibilities under this part with respect to research covered by this subpart, shall also meet the following specific requirements:

(a) A majority of the Board (exclusive of prisoner members) shall have no association with the prison(s) involved, apart from their membership on the Board.

(b) At least one member of the Board shall be a prisoner, or a prisoner representative with appropriate background and experience to serve in that capacity, except that where a particular research project is reviewed by more than one Board only one Board need satisfy this requirement.

[43 FR 53655, Nov. 16, 1978, as amended at 46 FR 8366, Jan. 26, 1981]

§46.305 Additional duties of the Institutional Review Boards where prisoners are involved.

(a) In addition to all other responsibilities prescribed for Institutional Review Boards under this part, the Board shall review research covered by this subpart and approve such research only if it finds that:

(1) The research under review represents one of the categories of research permissible under §46.306(a)(2);

(2) Any possible advantages accruing to the prisoner through his or her participation in the research, when compared to the general living conditions, medical care, quality of food, amenities and opportunity for earnings in the prison, are not of such a magnitude that his or her ability to weigh the risks of the research against the value of such advantages in the limited choice environment of the prison is impaired;

(3) The risks involved in the research are commensurate with risks that would be accepted by nonprisoner volunteers;

(4) Procedures for the selection of subjects within the prison are fair to all prisoners and immune from arbitrary intervention by prison authorities or prisoners. Unless the principal investigator provides to the Board justification in writing for following some other procedures, control subjects must be selected randomly from the group of available prisoners who meet the characteristics needed for that particular research project;

- (5) The information is presented in language which is understandable to the subject population;
 - (6) Adequate assurance exists that parole boards will not take into account a prisoner's participation in the research in making decisions regarding parole, and each prisoner is clearly informed in advance that participation in the research will have no effect on his or her parole; and
 - (7) Where the Board finds there may be a need for follow-up examination or care of participants after the end of their participation, adequate provision has been made for such examination or care, taking into account the varying lengths of individual prisoners' sentences, and for informing participants of this fact.
- (b) The Board shall carry out such other duties as may be assigned by the Secretary.
 - (c) The institution shall certify to the Secretary, in such form and manner as the Secretary may require, that the duties of the Board under this section have been fulfilled.

§46.306 Permitted research involving prisoners.

- (a) Biomedical or behavioral research conducted or supported by DHHS may involve prisoners as subjects only if:
 - (1) The institution responsible for the conduct of the research has certified to the Secretary that the Institutional Review Board has approved the research under §46.305 of this subpart; and
 - (2) In the judgment of the Secretary the proposed research involves solely the following:
 - (i) Study of the possible causes, effects, and processes of incarceration, and of criminal behavior, provided that the study presents no more than minimal risk and no more than inconvenience to the subjects;
 - (ii) Study of prisons as institutional structures or of prisoners as incarcerated persons, provided that the study presents no more than minimal risk and no more than inconvenience to the subjects;
 - (iii) Research on conditions particularly affecting prisoners as a class (for example, vaccine trials and other research on hepatitis which is much more prevalent in prisons than elsewhere; and research on social and psychological problems such as alcoholism, drug addiction, and sexual assaults) provided that the study may proceed only after the Secretary has consulted with appropriate experts including experts in penology, medicine, and ethics, and published notice, in the FEDERAL REGISTER, of his intent to approve such research; or
 - (iv) Research on practices, both innovative and accepted, which have the intent and reasonable probability of improving the health or well-being of the subject. In cases in which those studies require the assignment of prisoners in a manner consistent with protocols approved by the IRB to control groups which may not benefit from the research, the study may proceed only after the Secretary has consulted with appropriate experts, including experts in penology, medicine, and ethics, and published notice, in the FEDERAL REGISTER, of the intent to approve such research.

(b) Except as provided in paragraph (a) of this section, biomedical or behavioral research conducted or supported by DHHS shall not involve prisoners as subjects.

Code of Code of Federal Regulations, Title 45, public welfare, part 46:
Protection of human subjects (2009). United States department of Health and Human Services retrieved on June 18, 2010, from
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm#46.102>

Appendix B

Building Strong Families: Challenges and Choice Modules

1. Family Strengths
2. Communicating
3. Managing Stress
4. Child Self-Care
5. Food and Fitness
6. Working
7. Go For It!
8. Positive Discipline
9. Money Matters
10. Balancing Responsibilities
11. Consumer Beware
12. Healthy Home
13. Kids and Self-Esteem

Appendix C



**COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES
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Dear Committee,

I am writing in support of the research by Meridith Berry in the Missouri correctional institutions. The research she is proposing will give better insight to the needs of released prisoners as they re-enter the community. University of Missouri Extension has provided educational programs in the Missouri Correctional facilities and continues to support community reentry projects. Information gained from this research will strengthen our programming efforts as we acquire research based information about the needs of people transitioning from prison to the community at large. In times of economic challenges, it is important that we use our resources in an efficient and effective manner. The research seeks to understand the challenges faced in reentry by surveying reincarcerated prisoners. University of Missouri Extension along with other organizations who support released prisoners will benefit from this research.

University of Missouri Extension contracted with the Missouri Department of Corrections to teach the Building Strong Families Program in the correctional institutions. Meridith taught classes in four different correctional facilities which provided a diverse and meaningful insight to prisoner concerns as it pertains to reentry.

The *Building Strong Families* program helps families learn their strengths, build on them, and learn life skills to create stronger families, improve relationships, and increase communication. The program draws from an interactive, 13-topic curriculum to provide a series of life skills workshops that are supported by strength-based research. For more information about the program, visit the following website.

<http://extension.missouri.edu/BSF>

Sincerely,

A handwritten signature in black ink, appearing to read 'Jo Britt-Rankin'.

Jo Britt-Rankin, M.S., Ph.D.
Associate Dean, HES Extension
Administrative Director, FNEP

Dear Committee:

I am writing in support of Meridith Berry to do research in the area of reincarceration and learning about the needs of men who are released from prison. Research indicates that family strength, support and employment may be strong indicators of offender success in reintegration into society. Successful reintegration benefits many different parties—the offenders, their families, local communities and states themselves. With state budget cuts and many different programs being cut, it is important to learn what works and what does not in reintegration. If organizations and individuals who provide support can use reliable, researched practices to help offenders reintegrate, they can better use limited resources to get more positive results. It is important to have the perspectives of the men who are reincarcerated to understand the issues they are dealing with, so programs can address those needs.

Meridith taught the Building Strong Families Program as part of a state-wide contract University of Missouri Extension had with Missouri Department of Corrections. This effort worked to better prepare offenders to go back to communities with the goal to also lower the recidivism rate.

The *Building Strong Families* helps families learn their strengths, build on them, and learn life skills to create stronger families, improve relationships, and increase communication. The program draws from an interactive, 13-topic curriculum to provide a series of life skills workshops that are supported by strength-based research. <http://extension.missouri.edu/BSF>

Meridith worked with many offenders and started to look at re-entry issues and the Building Strong Families program objectives at that time. I support her efforts in continuing to research this area.

Sincerely, Lucy Schrader
HES Associate State Specialist and
Building Strong Families Program Coordinator
University of Missouri Extension
162 Stanley Hall
Columbia, MO 65211
573-882-4071
SchraderL@missouri.edu

Appendix D

The questionnaire used for this study was developed for computer delivery. The questionnaire below provides the questions asked but does not reflect the branching, based upon respondents' answers, that was programmed into the instrument. Respondents were only asked those questions pertinent to their situation.

PAROLE VIOLATORS QUESTIONNAIRE

Post-Release Personal Adjustment

1. How helpful or supportive were each of the following to you after release?

VH = Very Helpful SH = Somewhat Helpful NH = Not Helpful NA = Not Applicable

- a. Parents VH SH NH NA
- b. Siblings VH SH NH NA
- c. Other Family Members VH SH NH NA
- d. Spouse VH SH NH NA
- e. Church or Clergy VH SH NH NA
- f. Employers VH SH NH NA
- g. Friends or Acquaintances VH SH NH NA
- h. Parole Supervisor VH SH NH NA
- i. Community Agency VH SH NH NA Specify _____
- j. State Agency VH SH NH NA Specify _____

2. To what extent was each of the following a problem or obstacle to adjustment after your release?

MP = A Major Problem SP = Somewhat of a problem NP = Not a Problem

- a. Child Care MP SP NP
- b. Coping with Change MP SP NP
- c. Drugs or Alcohol MP SP NP
- d. Family MP SP NP
- e. Friends or Acquaintances MP SP NP
- f. Feeling Overwhelmed MP SP NP
- g. Housing MP SP NP
- h. Lack of Employment MP SP NP
- i. Money or Credit MP SP NP
- j. Motivation MP SP NP
- k. Sense of Despair or Helplessness MP SP NP
- l. Self-confidence MP SP NP
- m. Transportation MP SP NP
- n. Having a Criminal Record MP SP NP

3. Did you participate in a formal transition program prior to release? Yes No

4. Were you ever employed or self-employed after being released? Yes No

(If NO, proceed to question 9, If YES, please have interviewee answer questions 5 – 8 as appropriate)

Post-Release Work History

First Job After Release:

- 1. Was your first job after release self-employment? Yes No**

- 1A. **Did you work another job while you were self-employed?** Yes No
- 1B. **Did you get a loan to establish your business or self-employment?** Yes No
- 1C. **What was your business or self-employment?** (Example: Professional Trucker)
2. **On this first job, did you work 30 or more hours a week?** Yes No
3. **What was the highest hourly pay you received working on this job?**
- \$5.15/hour (minimum wage) or less per hour
 - \$5.16 to \$7.99 per hour
 - \$8.00 to \$9.99 per hour
 - \$10.00 or more per hour
4. **How long did it take you to get this job or start this business after release?**
- Less than 6 months
 - 6 months to a year
 - More than one year
5. **How long did you hold this job or operate this business?**
- Less than one month
 - One to three months
 - Between three months and six months
 - More than six months
6. **Identify each benefit available from your employer. For each benefit indicate whether it was fully paid, partially paid or not paid for by your employer.**
 FP= Fully Paid, PP= Partially Paid, NP= Not Paid, NO=Not Available
- Health Insurance FP PP NP NO
 - Disability Insurance FP PP NP NO
 - Life Insurance FP PP NP NO
 - Retirement FP PP NP NO
 - Transportation to Work FP PP NP NO
 - Uniform/Clothing Allowance FP PP NP NO
- 6A. **Was your family covered by the health insurance policy?** Yes No
- 6B. **Was your family covered by the life insurance policy?** Yes No
7. **What was your job title?** _____
8. **Was this job similar to a job you had prior to incarceration?** Yes No
9. **Did you have another job after your release?** Yes No
10. **If you left this job voluntarily, which of the following was the most important reason?**
- Co-workers
 - Educational requirements of the job
 - Job location
 - Pay
 - Physical requirements of the job
 - Supervisor/boss
 - Transportation problems
 - Working conditions (health and safety issues)
 - Working hours

NOTE: Respondents who had been employed at more than one job after being released were asked questions 1 through 11 above for the second and third jobs held following

release. No inquiries were made about jobs subsequent to the third job.

Academic and Vocational Preparation While Incarcerated

1. **Did you participate in any vocational training while incarcerated?** Yes No
(If NO, skip to question 2, if YES, answer questions 1A through 1D)

1A. **Why did you enroll in a vocational program(s)?**

- a. Interested in working in the occupation
- b. Program was available at the institution

1B. **How well did your vocational training prepare you for this occupation?**

- a. Very Well
- b. Somewhat
- c. Poorly

1C. **Did you try to get a job related to your vocational training?** Yes No

1D. **Did you get a job related to your vocational training?** Yes No

2. **Did you participate in any academic program(s) while incarcerated?** Yes No
(If NO, skip to question 3, if YES, answer question 2A)

2A. **Did the academic program improve your ability to find and/or succeed on a job?** Yes No

3. **Which of the following did you have when you were released?**

- a. Commercial Drivers' License
 - b. Drivers' License (non-commercial)
 - c. Letters of Reference
 - d. Portfolio (samples of work completed while incarcerated)
 - e. Resume
-

Background Information

1. **What is the total number of years you have been incarcerated in an adult facility?**

- a. Less than one year
- b. More than 1, but less than 5 years
- c. More than 5, but less than 10 years
- d. More than 10, but less than 15 years
- e. More than 15 years

2. **What was your occupation prior to being incarceration?** _____

3. **What is the highest level of formal education you have completed?**

- a. Less than a high school diploma
- b. High school graduation or GED
- c. One year post high school certificate
- d. Two year post high school diploma or certificate
- e. Four year degree
- f. Post baccalaureate graduate work or degree

4. **What formal vocational preparation did you complete prior to incarceration?**

- a. None
- b. Secondary school vocational training
- c. Private (proprietary) post-secondary vocational/technical training

- d. One-year post high school vocational/technical certificate
- e. Two-year degree, diploma or certificate
- f. Apprenticeship

Personal Feedback

1. Which of the following should be improved for vocational programs?

- a. Availability of programs
- b. Materials and equipment
- c. Instructional setting/environment
- d. Opportunities for work experience
- e. Quality of instruction
- f. Scheduling of programs
- g. Textbooks, instructional materials and supplies
- h. Variety of programs available
- i. Other, please specify _____

2. Which of the following should be improved for academic programs?

- a. Availability of programs
- b. Materials and equipment
- c. Instructional setting/environment
- d. Opportunities for work experience
- e. Quality of instruction
- f. Scheduling of programs
- g. Textbooks, instructional materials and supplies
- h. Variety of programs available
- i. Other, please specify _____

3. Which of the following should be included in formal transition programs?

- a. "Halfway house" community relocation program
- b. Job coaching, evaluation
- c. On-the-job experiences or internships
- d. On-the-job follow-up after release
- e. Practice job interviews
- f. Practice job applications
- g. Preparing a personal portfolio
- h. Training in how to find available jobs
- i. Other, please specify _____

4. Which of the following are the three most significant factors in your return to prison?

- a. Child care
- b. Coping with change
- c. Drugs or Alcohol
- d. Family
- e. Friends or acquaintances
- f. Feeling overwhelmed
- g. Housing
- h. Lack of employment

- i. Money or credit
- j. Motivation
- k. Sense of despair or helplessness
- l. Self-confidence
- n. Transportation
- o. Other, please specify _____

Appendix E

The purpose of this survey is to gather information regarding obstacles you expect to face re-entering society.

YOUR PARTICIPATION

In order to accomplish these goals, I need your complete and honest participation. For this reason, the questionnaire is coded so that only the University researcher is able to find who completed the survey. The researcher has no intent to do that; however, if a survey contains threats or details of an illegal activity, the researcher must report it to the legal authorities. The authorities can seek court approval to seize that survey. If there are no inappropriate responses, your confidentiality will be respected. Do not write your name or ID number on any part of the survey. Neither your name as a participant nor the name of the institution will be used in the final report.

SURVEY RESULTS

The summary results of this survey will be compiled and used in a doctoral dissertation. Analysis of this data may also be used in professional journal submissions. Neither your name as a participant nor the name of the institution will be used in the final report.

DIRECTIONS

This survey will take approximately 20 minutes to complete. Please follow the directions on the survey and indicate your responses accordingly. If you have any questions, let the survey attendant know and she will try to answer them.

Community Reentry Survey

Circle the letters which best describe the extent each of the following was a problem or an obstacle to your adjustment after your prior releases from prison.

MP = Major problem, SP= Somewhat a problem, NP= Not a problem, NA = Does not apply to my situation

| | | | | |
|--|----|----|----|----|
| 1. Communication with spouse/significant other | MP | SP | NP | NA |
| 2. Disciplining children/step-children | MP | SP | NP | NA |
| 3. Budgeting money | MP | SP | NP | NA |
| 4. Identifying stress triggers | MP | SP | NP | NA |
| 5. Paying bills (utility, grocery, rent) | MP | SP | NP | NA |
| 6. Nutrition for children | MP | SP | NP | NA |
| 7. Legal barriers (getting licenses, bonded) | MP | SP | NP | NA |
| 8. Relationship with children | MP | SP | NP | NA |
| 9. Interviewing for a job | MP | SP | NP | NA |
| 10. Setting goals | MP | SP | NP | NA |
| 11. Identifying hazards in the home | MP | SP | NP | NA |
| 12. Motivating yourself | MP | SP | NP | NA |
| 13. Air quality in the home | MP | SP | NP | NA |
| 14. Finding housing | MP | SP | NP | NA |
| 15. Finding employment with your job qualifications/skills | MP | SP | NP | NA |
| 16. Filling out a resume or job application | MP | SP | NP | NA |
| 17. Finding transportation | MP | SP | NP | NA |
| 18. Getting credit | MP | SP | NP | NA |

| | | | | |
|---|----|----|----|----|
| 19. Having a felony criminal record | MP | SP | NP | NA |
| 20. Old friends / neighborhood | MP | SP | NP | NA |
| 21. Communicating with other family members such as parents, siblings, etc. | MP | SP | NP | NA |
| 22. Anger | MP | SP | NP | NA |
| 23. Communicating with children/step children | MP | SP | NP | NA |
| 24. Depression | MP | SP | NP | NA |
| 25. Conduct of other people | MP | SP | NP | NA |
| 26. Low wage job | MP | SP | NP | NA |
| 27. Personal health (weight, blood pressure etc.) | MP | SP | NP | NA |

Check the THREE (3) most significant reasons in your return to prison.

_____ Child Care (unable to find or afford care)

_____ Coping with change (adjusting from the routine of prison to self-directed activities and decisions)

_____ Drugs/Alcohol

_____ Old Friends/Associates encouragement to commit crime/violate parole or probation

_____ Feeling overwhelmed

_____ Finding a place to live

_____ Lack of Employment/low salaried Job

_____ Lack of Money or Credit

_____ Lack of Self-motivation

Please explain the choices you made.

- Depression
- Lack of self-confidence
- Lack of transportation
- Anger
- Boredom
- New Friends/associates encouragement to commit crime/violate parole or probation
- Family encouragement to commit crime/violate parole or probation
- Other – please specify _____

Demographic Information:

Age:

- Under 21
- 22-35
- 36-49
- 50-63
- 64 and older

Race:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Bi-racial
- Other

Education (select the highest level of education you have received):

- Elementary School (through grade 6)
- High School (7-12, no graduation)
- High School Diploma or GED
- Some College/vocational training
- Associates degree/Vocational degree
- Bachelor's degree
- Advanced degree

Prior Experience with corrections

I have been incarcerated in state correctional centers ____ times. (Do not include transfers, just the number of times you have been incarcerated.)

I have been incarcerated in a county/city jail _____ times that did NOT lead to a state correctional center.

I have spent approximately ____ years in correctional facilities.

Appendix F

MISSOURI DEPARTMENT OF CORRECTIONS PLANNING, RESEARCH AND EVALUATION UNIT

TRANSFER AGREEMENT FOR RESEARCH PURPOSES

The Missouri Department of Corrections views correctional research activity as an important and worthwhile endeavor and a vital means of improving correctional management practices. Cooperative research projects, which involve outside researchers, are encouraged so long as the projects conform to recognized professional standards, including those relating to privacy, confidentiality and the protection of human rights.

The purpose of this transfer agreement is to ensure that research and evaluation projects conducted by non-agency researchers is carried out with the highest regard for individual and organizational concerns related to privacy, confidentiality, human rights, security and professionalism. The undersigned agree to abide by all current and relevant department policies and procedures governing research and evaluation activities in the Department of Corrections and any other related state or federal statutes, requirements or regulations.

PROJECT NAME AND PURPOSE:

Self-reported perceptions of reincarcerated men concerning specific life experiences during reintegration and an exploration of the psychometric properties of the community reentry survey

The purpose of the research is to identify gaps between the perceived needs of reoffenders and the Building Strong Families program objectives using the Community Reentry Survey (CRS). The CRS has been designed to identify and potentially evaluate life situations which cause stress to released felons. This is a non-experimental quantitative research study, which incorporates a formal research design with validated measures. The survey has been vetted by University of Missouri Extension professionals. The survey will be administered in the prison setting with pencil and paper. With the permission of the facility's superintendent, a pool of men eligible to participate in the study will be created. From this list, the group will be narrowed to represent recidivists. These men will be contacted by the activity director and given the opportunity to participate.

The date and time of the survey will be determined through a discussion between me and institution's activity director. The participants will be notified through inter-institutional communication and will be able, by attending at the set time and place, to participate. The location will be determined by the activity director. I will provide no rewards or incentives to participate in the research project.

Volunteer participants will independently complete a survey at a specific time. There will be care to adhere to the collective rules and regulations regarding using vulnerable populations in a research project. Data will be reported in aggregate. No personal identifying information will be gathered on the survey. Surveys will be kept secure in a locked cabinet in my home. Once this study is published, the completed surveys will be destroyed. There will be no names or numbers associated with the surveys indicating location or personal identification of the participants.

Survey responses will be recorded in a database and/or spreadsheet and transferred to SPSS for analysis.

IS DATA REQUIRED IN IDENTIFIABLE FORM? IF SO, PLEASE EXPLAIN.

NO.

I do not intend to identify the institution; there will be no name or numbers on the surveys. I will not know the names of the participants. I will not be able to attach a participant to the survey.

Data will be aggregated to not identify an individual through questions.

At the end of the project, the surveys will be shredded.

WHY IDENTIFIABLE DATA IS REQUIRED.

Transfer Agreement for Research Purposes
Page 2

HOW WILL PRIVACY AND CONFIDENTIALITY OF THE DATA BE SAFEGUARDED?

I do not intend to identify the institution; there will be no name or numbers on the surveys. I will not know the names of the participants. I will not be able to attach a participant to the survey.

Data will be aggregated to not identify an individual through questions. Data will be stored in a locked cabinet in the researcher's home. Access will be limited to the researcher and in case of emergency, the researcher's spouse will have the ability to access the data. At the end of the project, the surveys will be shredded.

HOW WILL THE IDENTIFIABLE DATA BE DISPOSED OF UPON COMPLETION OF THE PROJECT?

Surveys will be shredded.

FINAL REPORT REVIEW AND DISSEMINATION

One (1) copy of the resulting research report will be provided to the Director of Planning, Research and Evaluation. The Director of Planning, Research and Evaluation will be notified of subsequent publication of the research finding. No departmental review or monitoring, beyond what is identified in the attached procedure, is anticipated, however, periodic status reports may be requested as a means of measuring progress on the project.

The undersigned agree that data transferred under this agreement is to be used strictly for research and statistical purposes and that they are aware that violation of federal or state laws or regulations governing privacy and confidentiality are punishable as such. **The Department of Corrections reserves the right to withdraw from any cooperative research or evaluation project agreed to under this arrangement if departmental policy and procedures are not strictly followed.**

Meridith Berry Doctoral researcher University of Missouri

Name Title Organization

PROJECT REVIEWED AND TRANSFER APPROVED

BY: David O'Farrell TITLE: Director DATE: 9/17/10
DAVID Research
O'FARRELL & Evaluation



Campus Institutional Review Board
University of Missouri-Columbia

- 483 McReynolds Hall
- Columbia, MO 65211-1150
- PHONE: (573) 882-9585
- FAX: (573) 884-0663

| | |
|-----------------|---|
| IRB # | 1138198 |
| Project Title | IDENTIFICATION OF PERCEPTIONS OF REINCARCERATED MEN CONCERNING COMMUNITY REINTEGRATION LIFE EXPERIENCES IN MISSOURI AS MEASURED BY THE COMMUNITY REENTRY SURVEY? AND PREDICTION OF GROUP MEMBERSHIP |
| Approval Date | Sep 27, 2010 |
| Expiration Date | Sep 27, 2011 |
| Investigators | Berry, Meridith J |
| Project Status | Active - Open to Enrollment |

Dear Investigator:

Your research proposal involving human subjects was approved by the Campus IRB. Your project falls under the following Expedited category(s), unless it was reviewed and approved by the convened board:

45 CFR 46.110.a(f)(7)

Your IRB approval for this project will expire on September 27, 2011. If you intend to continue research activities after the expiration date, you must complete and submit a Continuing Review Status Report for review at least 30 days prior to the expiration date. If the project is completed prior to the expiration date, you must complete and submit the Completion/Withdrawal Report.

The Campus IRB Approval is CONTINGENT upon your agreement to:

- (1) Adhere to all University of Missouri IRB Policies.
- (2) MODIFICATIONS: Submit an Amendment Form for any proposed changes to a previously approved project prior to initiation of those changes.
- (3) RECORD INSPECTION: The Campus IRB reserves the right to inspect your records to ensure compliance with federal regulations. You are expected to maintain copies of all pertinent information related to the study, included but not limited to, video and audio tapes, instruments, copies of written informed consent agreements, and any other supportive documents for a period of seven (7) years from the date of completion of your research.
- (4) REPORTING: Promptly report to our office any unanticipated problem, deviation, or noncompliance.

(5) CONSENT: Use the IRB approved consent document unless the consent process was waived. This can be found in document storage and labeled as approved with the approval date in the footer.

Type of Consent Approved:

Written Consent

If applicable: Child Category:

If you have any questions or concerns, you may call the IRB office at 573-882-9585 or e-mail us at umcresearchcirb@missouri.edu.

Thank you,

The Campus Institutional Review Board

Re-Entry Support Group

Presentation:

Re-Entry Group Survey for Offenders serving
second or additional prison sentence.

Participants will be asked to complete a short survey about their
experiences with reintegration after serving time in prison.

Participants need to be re-offenders.

This is voluntary.

Date: To be announced

Time: To be announced

Location: To be determined

This is a signature class
(no pass required)

Appendix I

Consent to Participate in Survey

The survey you are consenting to participate in is part of a research project titled identification of perceptions of reincarcerated men concerning community reintegration life experiences in Missouri as measured by the community reentry survey© and prediction of group membership (IRB Project # 1138198). The purpose of the survey is to measure your feelings about events which affect you when you are released from prison.

The *Community Reentry Survey* is designed to find out how you feel about adjusting to the changes from the correctional center to life outside prison. The survey has 31 questions and will take approximately 20 minutes to complete. The survey will be handed to you once you have signed this consent form.

*This survey is voluntary.

*You may choose to stop answering questions at any point during the survey and you will not be punished. You may skip questions.

*This survey does not show your name or inmate number. The prison staff will not know your answers.

*The results of this survey will be combined so no one answer can be linked to a specific person.

*Filling out this survey will not affect your release date or parole. There is no reward and no punishment.

If you say *you will hurt someone else, hurt yourself, someone is hurting you, or you are planning an illegal activity*, a staff member must be told.

*When you leave, you will be given a stamped and addressed envelope. Use this envelope if you wish to contact the Institutional Review Board at the University of Missouri. The review board regulates research conducted on behalf of the University of Missouri and can address complaints or problems you have with the researcher or the survey. Their address is, 483 McReynolds, University of Missouri, Columbia, MO 65211. The phone number is 573-882-9585.

*When you are finished with this, sign the form and raise your hand. The survey will be handed to you as this form is collected.

*Your survey will be locked in a safe in the researcher's home until it is needed and then locked up again until it is destroyed. Only the researcher will have access to this safe.

* When you sign this sheet you give permission to have your answers read and recorded by the researcher in charge, and you state that you have read and understand the above information.

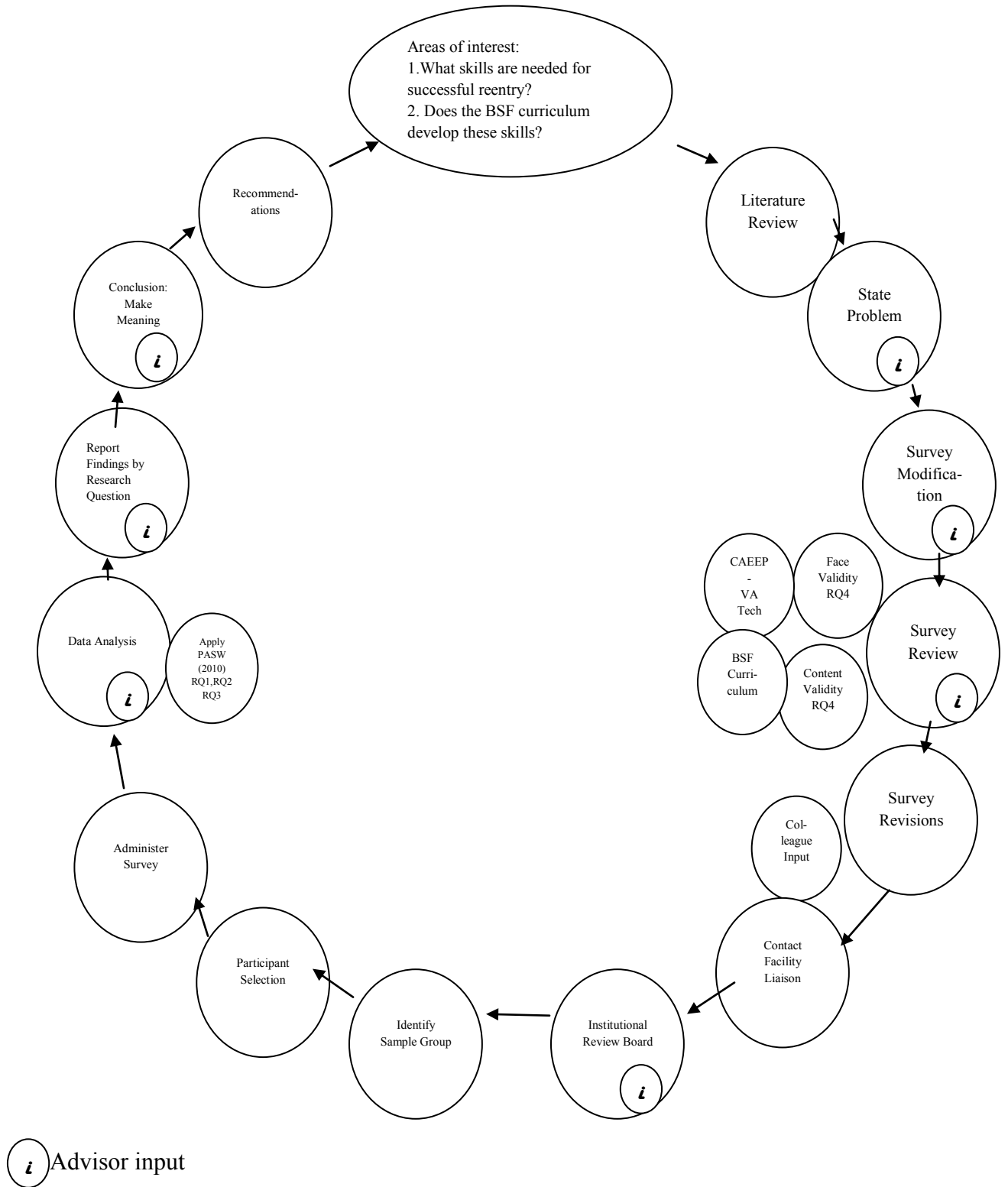
*There are no known risks to completing this survey.

*The benefits to the participants are limited to credit for participation in a signature class or activity.

Sign: _____ **Date:** _____

*Keep one copy of this form for your records.

Appendix J Research Project Flow Chart



VITA

Meridith Hembree Berry graduated from Liberty High School, Liberty, Missouri. Berry attended the University of Missouri – Columbia, where she graduated with a Bachelor of Science degree in Education. She attended Northwest Missouri State University where she received her Master of Science degree in Computer Uses in Education. Berry taught in the public school system for 17 years. Eleven years were spent in the High School social studies classroom, the following six in the K-12 Gifted and Talented program. Currently, she is employed by the University of Missouri Extension as a Regional Information Technology Specialist serving 15 counties of northwest Missouri.