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WHAT DOES AN EFFECTIVE REENTRY PROGRAM LOOK LIKE AT A UNIVERSITY CAMPUS?

Paul Jones

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Social Work

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by

Paul Andrew Jones

June 2018

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ABSTRACT

In 2016, University X was awarded a grant to pilot Project Rebound. Project Rebound assist people who are formerly incarcerated navigate the admissions process and graduate from University X with bachelors or master's degrees. The purpose of this research is to investigate the difficulty that the formerly incarcerated face when assimilating into a new environment far removed from the confines of prison. The current study will answer the questions: what does an effective reentry program look like at University X, and what interventions are most correlated with success? University X's Project Rebound uses risk assessment instruments and focuses on behavioral outcomes. Using self-administered anonymous surveys, we will identify which interventions or programs are needed to develop a successful college reentry program for formerly incarcerated individuals. Our students require multiple services, which suggests a need for collaboration across other campus programs and county agencies.

ACKNOWLEDGEMENTS

I cannot express enough gratitude to my professors for their continued support and encouragement: Dr. Carolyn McAllister, my thesis supervisor and Dr. Shon for encouraging me to apply for graduate school. Mr. Nick Watson, who throughout this process was never too busy to see me, and for the support, he has given me over the last four years. In addition, to the faculty and staff of the department of social work, for all the support they give to all of their students. And to Fran the school of social work writing coach who was always available, thank you!

DEDICATION

To Sharleena, throughout this entire process, you have always encouraged me. When I wanted to stop, you provided me with the much-needed support and encouragement throughout this program. Thank you, for your patience and tolerance, and for believing and trusting in me. To Mercy and Destiny Jones, please forgive me for not always being there, and for allowing me to be a part of your lives today. My friends, Jerry and Keith, who I need to mention, for if it weren't for their patience and understanding, graduate school would have left me alone and isolated in my room. Finally, to those individuals mentioned above, no words, written or spoken, can genuinely demonstrate my gratitude.

Finally, this thesis is dedicated to my youngest daughter Gabriella: without her, I would have never considered education. Gabriella (mommy baby) was born with a rare type of Muscular Dystrophy. Gabriella has endured more at such a young age than any child should have to, but she does not give up, she truly understands what it is to fight. When life becomes difficult, and I begin to feel sorry for myself, I think about her and the many struggles that she has encountered at such a young age. She does not understand what it means to give up and her passion and zeal for life is never-ending. In addition, to Susan Lugo, who started the ball in motion with just one phone call, thank you. Lastly to my brother Todd his Wife Missy, and to all of my nieces and nephews.

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CHAPTER ONE

INTRODUCTION

Chapter one of this research discloses the purpose of the study, which is to examine which interventions are most correlated for success from the perception of Project Rebound students. The study will obtain first-hand information from the participants on what services would be the most beneficial for their success. This chapter also discusses the project's potential benefits for future social work students.

Problem Formulation

Understanding the life experiences of persons that were formerly incarcerated is difficult without having been in prison yourself. The incarcerated person leaves prison with an abundance of problems including; parole, unemployment, poor support networks, and a high rate of recidivism. According to the California Department of Corrections and Rehabilitation (2014), 59% of those who are paroled returned to prison within two years of being released. However, the incarcerated population who participates in education and vocational training diminish their chances of returning to prison after release, because they have a greater chance of securing employment than their counterparts who do not participate in similar programs (Rand Corporation, 2013). Reentry is the act of leaving prison and assimilating back into society. Any

program designed to improve outcomes after incarceration are considered reentry and these programs me be offered while the person is incarcerated or upon release.

The negativity that surrounds the formerly incarcerated, regardless if it is real or perceived, intensifies once he or she is paroled from prison. This negativity, created by a criminal past and poor opportunity for work, leads the formerly incarcerated to search for negative ways of acculturating back into society. College campuses can become the foundation for positive socialization to take place far removed from the penal institutions (Wheeldon, 2011). Through assimilation with educators, faculty, staff, and students, people who have been incarcerated can observe and gain an understanding of the norms that take place in mainstream society and around university campuses, thereby, reducing his or her anxiety of being part of the out-group. The improvement of social skills provides the formerly incarcerated with coping skills needed to face and handle the stressors that become associated not only with school but with everyday life outside the confines of prison.

Project Rebound is a reentry program whose conception was 50 years ago at San Francisco State University. However, not until 2016 was Project Rebound made available to the formerly incarcerated in Southern California. Once Project Rebound was approved to begin at University X, there was an immediate need for gathering information for future research. Penn, an Interim Director of Project Rebound, San Francisco State University, provides a first-

hand account of the program: 96% percent of the participants at SFSU graduated within a four to six-year time span (personal communication, October 4, 2017). However, they have not tracked data identifying which interventions offered are the most effective, which was the goal for this research.

An essential part of college reentry programs is to examine ways of providing the programs necessary to assist the formerly incarcerated student in becoming successful in school and in life in general. A campus-based, reentry program like Project Rebound may have the formula for success. The community surrounding University X has a disproportionate number of parolees and adult probationers, many of whom could participate in Project Rebound.

College reentry programs should take a look at ways to provide the needed interventions necessary to assist the formerly incarcerated student in becoming successful, not only in school, but life in general. A campus-based, reentry program like Project Rebound may have the formula for success. Project Rebound has of yet been unable to fully identify all the layers of support necessary to serve and increase student success for the formerly incarcerated. Project Rebound has begun to partner with community colleges and some reentry centers in the Inland Empire, along with several prisons to identify potential Project Rebound students. Project Rebound currently utilizes a strength-based and person in the environment approach in leveraging community partners that best support the formerly incarcerated in the university setting.

Purpose of the Study

The purpose of this study was to identify what reentry students perceive as important factors in making for an effective reentry program. According to the University's web site (2016), University X stands with pride and dignity in hosting the second largest African American and Hispanic student bodies of all the public universities within the state of California, and graduates 70% first-generation students. This student body mirrors the surrounding community's rich cultural and diverse population. Although these are historically disadvantaged populations, University X also serves another of the most disadvantaged populations and perhaps one of the most overlooked and underrepresented, the formerly incarcerated.

The formerly incarcerated individual, who may harbor guilt and shame regarding his or her past, may be at risk of re-offending if he or she does not assimilate back into society. Failing to assimilate back into society in a healthy and meaningful way can cause undue guilt and shame within the formerly incarcerated, which can result in increased recidivism. Reentry programs can become an important step in the assimilation process by breaking the cycle of recidivism.

Additionally, this is the first study to explore what factors influence students' perceptions of Project Rebound. Using case file data and oral interviews, the researcher identified what factors the formerly incarcerated students perceive as essential to further develop an effective reentry program.

Demographic and oral interview information was used to help interpret the case

data to more comprehensively understand the factors' students perceive as

important.

The Significance of the Project for Social Work Practice

This study contributes to the literature in several ways. First, no research

to date has been conducted to understand the outcomes of any interventions in

regards to Project Rebound. No known publications or studies have been

completed to demonstrate the effectiveness of Project Rebound students in a

way that shows if the students' overall needs are or are not being met.

The results of the study help to identify important factors in assessing the

needs and identifying which services the students will be referred to and be able

to access within the university community partners. Since this process continues

until the student either graduates or no longer attends the university, these

findings can inform all stages of the generalist intervention model.

The findings of the study help the formerly incarcerated student succeed

in higher education by identifying and creating a layer of resources within the

university community. Further, the findings from this research will have the

potential to connect this population of students to other programs and resources

throughout the community. To this end, this study sought to answer the following

question: "what programs are needed to further develop an effective reentry

program in University X?"

CHAPTER TWO

LITERATURE REVIEW

This chapter will examine the formerly incarcerated and their relationship with transitioning into the arena of higher education. Offender reentry is the process of exiting prison and positive reintegration back into society (Spjeldnes and Goodkind, 2009; Visher and Travis, 2003). Research is needed to obtain a clear understanding of life beyond bars for the individual who leaves prison, and what is effective for positive reintegration (Bales & Mears, 2008). Recidivism has been thoroughly investigated.

Incarceration and Recidivism

Prison has become a warehouse for those who have been unable to progress within the parameters of what society deems to be productive members. The United States is home to over 300 million people and there are 1.5 million people incarcerated in both state and federal prisons. Furthermore, its penal institutions house almost a quarter of the World's prisoners (O'Connor, 2014). Recidivism is a concern both locally and nationally. The Bureau of Justice Statistics (BJS) disclosed that of the 404,638, state prisoners released in 30 states in 2005. By the end of the first year to 56.7% of those released re-offended, and 67.8% re-offended within three years, and 76.6% within five years of release (Adwar, 2014).

According to the California Department of Corrections and Rehabilitation, 59% of those who parole returned to prison within two years of being released (2014). This shows that the current reentry programs are failing the formerly incarcerated after being released (Bowman & Travis, 2012). According to SFSU's Project Rebound, 96 out of 100 formerly incarcerated graduate with high college degrees. Currently Project Rebound has 21 students, and 13 will be graduating in June of 2018, of those graduating 7 will be receiving their Master's degree while the other 6 will be receiving there Bachelor's. In addition, of those six, three of those have been accepted into graduate programs.

Reentry

Reentry services, pre-release, post-release and education, have been a factor in lowering recidivism. The majority of communities that are affected by prisoner reentry are those from the lower end of the socio-economic class (Morenoff & Harding, 2014). The majority of prisons offered assistance in the reentry process, but there still seems to be a high number of prisoners released back into communities with limited educational, vocational, or pre-release classes that are designed to facilitate successful reintegration (Visher & Travis, 2003). Prisons that provide inmates with the ability to increase work skills or participation in education-based programs increase the odds of the formerly incarcerated individual gaining employment once released from prison (Travis 2005).

Education's Effect on Reentry

Limited information is available regarding the perception of a prisoners' future or their desire to change (Visher &Travis, 2003). However, research has demonstrated that higher education can change behavior. A degree from a four-year university has the ability to open doors that would normally have been closed. It creates social and economic growth for students, families, and communities. Because California recognizes the importance of higher education, the state has made it cost effective and readily available for all residents throughout the state (Warren, 2015). Universities have the ability to socialize healthy environments for nurturing and fostering new ideas and skills; while prisons confine and limit the amount of human interaction between prisoners, by enforcing rules and regulations and punishing those who are non-compliant (Warren, 2015). Research has demonstrated that the more association that a parolee has with individuals who are healthy members of society the less likely they are to participate in deviant behaviors (Bahr et al., 2008). Moreover, there is limited research examining prisoner reentry, not only back into society, but reentry into higher education. Programs that assist the formerly incarcerated with reentry show success with minimal re-offending and successful reintegration.

Warren (2015) found that involvement with any type of educational program while incarcerated lowers the probability of that individual re-offending by 43%. Interestingly, the same study found that those who are incarcerated and participated in college programs lowered their odds of reoffending by 51%

compared to those who did not participate (Warren, 2015). The arena of higher

education, in the context of public institutions, exists for a reason. One vital

purpose of higher education is to assist those individuals from various economic,

cultural, and vulnerable backgrounds, by offering the same educational

opportunities as others receive (Roderik, Coca, & Nagoka, 2011). Education is

paramount in helping the less fortunate in society to achieve life goals. Moreover,

the formerly incarcerated struggle with complications and the collateral effects of

trying to assimilate back into a society that does not always welcome those who

have spent a significant amount of time in prison. Enrollment can show innate

determination, persistence, and a willingness to change to prospective

employers. For instance, even the act of enrolling in college and following

through with an educational plan can mark a change in behavior for some

employers.

Clearly, studies have shown positive results in the literature regarding the

effectiveness of reentry programs. Many incarcerated men and women leave the

safety net of prison and re-enter society with minimal education, and limited job

opportunities to become gainfully employed (Spjeldnes & Goodkind, 2009; Berg

& Huebner, 2011). Further research is needed to gain a clear understanding of

what life outside of prison walls are like for the formerly incarcerated and what, if

any, are successful methods for their reentry (Bales & Mears 2008). Another

reason reentry should be further studied, is how reentry has the ability to effect

an individual's family, friends, and community in general.

<u>Project Rebound</u>

In 1967 at San Francisco State University Project Rebound was founded by the late Professor John Irwin. Dr. Irwin, a tenured professor of sociology, and previously served a 5-year prison term for armed robbery, believed that the formerly incarcerated can succeed through education, and the statistics from SFSU validate Irwin's vision. Statistics from Project Rebound show that only 3% of the formerly incarcerated students return to prison, which is far better than the recidivism rate of 65% in the state of California (Kandil, 2016). In 2016, the CSU Chancellor's office, approved and supports Project Rebound at all CSU campuses, and University X is one of seven pilot efforts.

<div align="center">Theories Guiding Conceptualization</div>

The formerly incarcerated need to acquire the necessary tools needed to deal with stress and anxieties that will arise when assimilating onto a college campus. The formerly incarcerated will need to blend in with other students who may be from the opposite end of the socio-economic class, have an educational foundation, and families that are able to support their young adults, and do not bring with them the negative socialization that takes place in prison (Kandil, 2016). According to Roderic, Coca, & Nagoka (2011), studies have shown that low-income and minority students are not able to access the same information as their counter parts in obtaining admission information and receiving guidance to efficiently traverse the tedious task of applying to a university. The Well-Being

Theory (WBT) makes the proposition that there are five markers of well-being; positive emotion, engagement, relationships, meaning and achievement (PERMA), which have shown the ability to stand alone as an indicator of success (Coffey, Wray-Lake, Mashek, & Branand, 2016). Assisting the formerly incarcerated with the five tenets of the well- being model can become a baseline for creating a successful reentry program.

Positive emotions have the ability to increase the copings skills of an individual during times of stress, which will then improve an individual's resilience for current and future adversities (Gloria & Steinhardt, 2013). Engagement can begin when the formerly incarcerated individual begins to buy into the socialization that takes place on the college campus. This positive engagement at the university level of allowing the socialization process to take place can win the approval of families support. This will allow the student to continue to engage the university community and continue the educational journey to avoid disappointment and disapproval. This type of engagement will also increase the level of attachment of family members and will lower the odds of the individual participating in deviant behaviors (re-offending).

Research makes the proposition, the better the quality of relationships the better the favorable results, while the opposite is shown to have overall negative results on the individual (Bushman & Holt-Lunstad, 2009). Having close reciprocal relationships is a predictor of well-being (Coffey et al., 2016).

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According to Johnson (2006), there are a few primary words to describe shame: humiliation, embarrassment, and mortification originating from feelings of exposing themselves or from others. The individual, who finds no value within the self, possesses a negative self-perception, low self-worth, and constantly fears being negatively judged by others' lives in shame. Shame compounds negative self-perception and has the ability to influence an individual's effect and a sense of identity. Shame attacks the very crux of the person and has the potential to become extremely detrimental when others or self, confront the individual about his/her behavior. Shame has the ability to acutely send an individual into an internal distress, causing them to retreat rather than confront any uncomfortable feelings or emotions more particularly if the confrontation comes from a family member.

Summary

Recidivism is a growing problem across America today; 97% of the prison population will eventually be eligible for parole. Once paroled, the parolee will be returning to communities that currently face economic hardship, with the additional layer of difficulties finding work due to the change, and assimilating back into society. This study examined a cost-effective way of lowering recidivism using higher education to accomplish this task. This research examined what would an effective reentry program would look like for the formerly incarcerated entering a university campus.

CHAPTER THREE

METHODS

Introduction

The preceding sections will discuss the study design, sampling, data

collection and instruments, procedures, and the protection of human subjects.

This study identified the students' needs and the extent to which those needs are

being met. This research provides insight for Project Rebound to improve upon

the services that the formerly incarcerated may or may not be receiving. The

results from this research can improve participant's academic and physical

environments by supporting students in more efficient ways.

Study Design

A qualitative study was conducted to explore the perceptions of the

participants on what services are needed for an effective reentry program. This is

an exploratory research, as there is no current research available to examine the

effectiveness of the services provided. Interviews were conducted to gauge what

the participants' thoughts are about the current services that are provided and to

identify any unmet needs.

A strength of using a qualitative, cross-sectional, research design

approach is to give firsthand information of participants' personal experiences of

receiving services from Project Rebound. The researcher explored the

participants' responses, which may bring insight into other interventions that may be beneficial for the student's educational success. Using face to face interviews allowed this researcher to observe nonverbal behavior, facial and body language, silent pauses, and the significance of the human interaction, which offers additional insight into the participant allowing for further exploration. Nonverbal responses could be seen as "true" interpretation of the individual's characteristics, attitudes, and feelings that what he or she could present verbally (Patterson, 1983).

Possible limitations are the participants' unwillingness or hesitation to be honest due to the researcher's position as program coordinator. Another limitation is the individual participant biases in regards to their perception of what interventions they would find beneficial for improving their outcome. A third limitation of this study was that data was obtained from only formerly incarcerated students who are currently receiving services from Project Rebound. This research sought to identify "What would an effective reentry program look like at University X?"

Sampling

The sample for this study includes formerly incarcerated students who are currently enrolled at University X. As program coordinator of Project Rebound, this researcher had access to this particular population. The sample is the Project Rebound students who are currently participating in Project Rebound,

and agreed to participate in this study. Since this is a new program here at University X, this type of sampling allowed this researcher to understand the perceptions of the participants. There are currently 21 students enrolled in Project Rebound. The participants are composed of various races, cultures, genders, and ages and are from the lower end of socio-economic status.

Data Collection and Instruments

To determine what interventions are most correlated for success information was gathered from current Project Rebound students. The initial intake assessment is composed of necessary demographic information such as race, gender, level of education, expected graduation date, and goals after graduation to obtain the essential background information. Two questionnaires were administered mid-quarter, and the end of the quarter. The oral interview questions were conducted mid-way through the winter quarter.

Questionnaires were used as data collection instruments, which consisted of questions for obtaining demographic and descriptive information from Project Rebound students. The oral interview at the mid-quarter point during the winter quarter is the semi-structured interview that consisted of a number of questions. The quantitative information was collected and imputed into SPSS and analyzed, the oral interviews were transcribed for recurring themes.

The structured interview sought to answer eight fundamental questions regarding the formerly incarcerated student at University X: 1) What services has

Project Rebound provided that you have found helpful? 2) What services would you find beneficial for your success at University X? 3) What campus based programs have you participated in outside of Project Rebound? 4) Have you found it easy or difficult with the transition into becoming a college student? 5) Have you felt welcomed on the University campus? 6) What complaints do you have in regards to Project Rebound? 7) What is your end of the year goal? 8) Do you plan to continue your education upon receiving your degree?

Procedures

All of the study participants are current participants of Project Rebound and the coordinator asked all students in January 2017, if they are willing to participate in this study. All surveys were administered in the Project Rebound office. All participants scheduled an appointment to come at various times throughout the quarter. Participants filled out an intake questionnaire comprised of demographic information, a midterm questionnaire, and a questionnaire at the end of the quarter. At the mid-point of the winter quarter, a qualitative interview took place asking program participants what was or was not beneficial for them. Also, the oral interview inquired about what each participant would find helpful in moving forward. The end of quarter oral interview took approximately 20 minutes to complete. All interviews and intake questionnaires were administered in the Project Rebound office between the researcher and one participant at a time.

Once all the data was collected, there was no identifiable information on the data collection inventories keeping all responses confidential.

The timeline between the two assessments was approximately four weeks and consisted of more in-depth information regarding services that are offered to the students. Further, the questionnaires used during the winter quarter inquired about employment history and housing. The midterm questionnaire also addressed programs that the students will be directed towards that will meet his or her individual needs such as; mentoring, resume developing, mock interviews, and job searches.

The end of the quarter assessment was composed of another questionnaire asking questions in regards to the number of parole violations: where did they parole? Did they parole back to the city where they committed their crime? The total number of months spent incarcerated? There was an oral interview conducted mid-quarter of the winter quarter 2018, where five questions were asked about their perception of how the program has or has not benefited each student. This investigation probed into the students' perceptions of how to improve Project Rebound and what services the students' would find beneficial for their successful reintegration into a college setting.

Protection of Human Subjects

All interviews were conducted in a private setting, and all responses will be kept confidential. Once the interview is completed and recorded, the data was

transcribed, and both the audio and transcription files were held in a password-protected laptop and kept in a locked cabinet inside of the Project Rebound office. Two other individuals have access to the data that is collected, which are Dr. Anderson from the Sociology department, and Dr. McAllister from the School of Social Work. This data will be used for the researcher's graduate project, and the statistics will be used for funding and program assessment for the benefit of future Project Rebound students. Also, the results from these findings will be submitted for professional publication.

Data Analysis

Univariate analyses (frequencies, percentages, means and ranges) were conducted and found for each of the following variables: age, ethnicity, gender, level of personal experience with receiving services offered by social workers. Bivariate analyses were performed and reported on each of the following independent variables with the dependent variable; the beliefs of what programs are most correlated for success, age, level of personal experience with utilizing services offered by social workers. Case file data that contained demographic surveys and questionnaires from formerly incarcerated students was collected from the participants in Project Rebound were combined and evaluated. Demographic surveys, and questionnaires were used to gather background information on students'. All questionnaires and demographic data were coded and entered into the Statistical Program for Social Sciences (SPSS) program for

analysis. SPSS was used to analyze the quantitative data, using univariate and bivariate data analysis, and the interview data will be analyzed using qualitative data analytic techniques. The information that is obtained from the demographic surveys and questionnaires was used to identify reoccurring themes in areas such as homelessness, employment, and utilization of services that are offered to the students while attending University X. All the information that was obtained during the oral interview was recorded and transcribed in order to locate themes that would assist in gaining insight to the student's perception of how to better serve them. Both quantitative and qualitative analysis methods were utilized to determine whether factors such as: age, gender, race, number of violations, are a predictor in the success of formerly incarcerated students who are assimilating into college.

Summary

In conclusion, this chapter reviewed the method and study design used to evaluate Project Rebound. The participants were comprised of current Project Rebound students. The researcher used appropriate means of recruiting participants, keeping all participants anonymous. This researcher took into account the possible limitations that may become a factor in the final product. The study utilized both Univariate and Bivariate analyses along with a quantitative and qualitative approach. Questionnaires were administered along with orally interviewing participants.

CHAPTER FOUR

RESULTS

Introduction

This chapter provides results of the study on the Project Rebound program including participant feedback and demographic data obtained between January and March 2018, through a series of questionnaires and follow up interviews that were administered. The researcher will discuss the, characteristics of the study sample the history of violations and incarcerations, and students' perceptions of what interventions are most correlated for success.

Survey Results

Presentation of the Demographics

Table 1 presents the demographic information for the current Project Rebound students. The majority of the participants were between the ages of 41 and 70, with the next largest group between 31 and 37. Most of the respondents (77.8%) were male. Blacks (38.9%) comprise the largest group, Hispanics the next largest (27.8%), and Whites and Native Americans comprise (16.7) each. The majority of the participants were not married (61.1%) while (38.9%) are married. The majority of the respondents reported living with family (38.9%), or rent

(27.8%), (16.7%) own their own home, while two (11.1%) are in communal living,

and one (5.6%) homeless.

Table 1: Demographic Characteristics

Variable	Frequency	Percent
Age		
31-40	8	44.4%
41-50	5	27.8%
51-60	3	16.7%
61+	2	11.1%
Gender		
Male	14	77.8%
Female	4	22.2%
Ethnicity		
Black/ African American	7	38.9%
Hispanic	5	27.8%
Native American	3	16.7%
White	3	16.7%
Marital Status		
Not Married	11	61.1%
Married	7	38.9%
Housing		
Family	7	38.9%
Rent	5	27.8%
Own	3	16.7%
Communal Living	2	11.1%
Homeless	1	5.6%
Employment Status		
Working	11	61.1%
Not Working	7	38.9%
Children		
At least one child	15	83.3%
No children	3	16.7%

History of Violations and Incarcerations

       Table 2 identified similar themes that are correlated to incarceration. The

average age of first arrest was 19.9, and the average number of arrests was 10.4

arrests per person. The average number of violations/having parole revoked was

1.7, and the average number of years spent incarcerated was 5.7 years per

individual. All participants but one reported returning to the city where their

crimes had been committed.

Table 2. Criminal History

Variable	Mean	Standard Deviation	Minimum	Maximum
Age of first Arrest	19.9	7.3	11.0	35.0
Number of Arrests	10.4	6.5	1.0	60.0
Number of Violations	1.7	2.2	0.0	7.0
Number of years Incarcerated	5.7	4.6	0.0	15.0

Interview Results

Interventions

All of the participants identified having a bigger space for the purposes of

interactions with program participants and staff, and having a place to study, eat

and relax as vital for success (n = 18, 100%). This followed by those who have

not, or do not want to, become visible on the campus (n=7, 54%). Some students

participated in Services for Students with Disabilities (n=5, 28%) and some

students used the services of the Career Center (n=5, 28%). Students also used

the Department of Vocational Rehabilitation (n=4, 22%). Some students who

participated in Native American and Indigenous Studies Association (n=2, 11%),

and some utilized the services of the food pantry (The Den) (n=2, 11%). Students

also participated in Psychological counseling (n=3, 17%), and the Student

Assistance in Learning Program (SAIL), (n=4, 22%). One student participated

with Workability (n=1, 5.6%), and two participated in the Veteran's Success

Center (n=2, 11%), and one student participated in other programs (n=1, 5.6%).

A number of participants expressed that interacting with one of the two MSW

interns as an integral part of the program (n= 12, 72%). The majority

(n = 10, 77%) of those interviewed identified having access to computers and

printers as important, as well as social gatherings (n = 7, .54%). A number of

participants felt it was important to have information session regarding topics of:

expungement, legal clinics, identify careers that are empathetic to a criminal past

(n=10, .77%) and .77% felt that having more social functions that would allow all

of the Project Rebound students to meet and interact as a valuable for the future.

Table 3. Interventions

Demographic	Frequency	Percent
Bigger office space	18	100%
Do not want to be visible	7	54%
Students with Disabilities	5	28%
Career Center	5	28%
Vocational Rehab	4	22%

NAISI	2	11%
The Den	2	11%
Psychological Counseling	3	17%
SAIL	4	22%
Workability	1	5.6%
Veterans Success Center	2	11%
Other Programs	1	5.6%
Interaction with MSW interns	12	72%
Access to computers, printing, social gatherings	7	54%
Information sessions	10	77%
More interaction with Project Rebound Students	10	77%

CHAPTER FIVE

DISCUSSION

Introduction

The purpose of this chapter is to discuss the results of this study, and how they can influence program performance of Project Rebound. The limitations of this study are included, and suggestions are made for future social work practice as it relates to the participants of Project Rebound. Future research, and finally what interventions the students found helpful for further development of Project Rebound, are also included.

Discussion

The Well Being Theory (WBT) identifies five indicators that identify well-being; positive emotion, engagement, relationships, meaning and achievement (PERMA), these alone are an indicator of success (Coffey, Wray-Lake, Mashek, & Branand, 2016).

Positive Emotion

Development of positive emotions is a first component of Well Being Theory (Coffey et al., 2016). People who consider themselves as part of a low-status group, such as; people who are formerly incarcerated, feel marginalized

and apart from the majority, consequently identify themselves as part of the out-group (Lacoviello & Lorenzi-Cioldi, 2018). Mixing in with the student body on campus and saying nothing about their criminal history, may seem to be a more pragmatic approach for an individual who is formerly incarcerated (Ryan & Bogart, 1997). Positive feelings can increase individuals coping skills while going through stressful situations, creating a sense of resiliency during future difficulties (Gloria & Steinhardt, 2013). Participants in this study almost uniformly noted the positive relationships developed with the case managers in Project Rebound, and the impact having staff available to talk, advocate, and empower.

<u>Engagement</u>

Engagement of participants is the second component of Well Being Theory (Coffey et al., 2016). When Project Rebound came to University X, the goal was to fashion a culture that would attract other formerly incarcerated students while slowly blending with the university and the community. Results from this project support that we have created an environment that is a safe place to come and share without the fear of being further stigmatized. Findings support that Project Rebound also needs to continue to build and nurture relationships with other campus-based programs. All the Project Rebound students in this study participate with at least one other campus-based program. The culture within Project Rebound is one of empathy, acceptance, and understanding, which we hope will make Project Rebound influential across the campus and community.

<u>Relationships and Meaning</u>

   Relationships and Meaning are two other key parts of the Well Being

Theory (Coffey et al., 2016). People who are formerly incarcerated have a

tremendous amount of guilt when they consider their poor choices ended with 28

going to prison, and how that separation not only impacted them, but their

families (Lickel, Kushlev, Savalei, Matta, & Schmader, 2014). One way of

diminishing that familial shame and creating meaningful lives is by enrolling in

college, which demonstrates a motivation to change, can help improve family

relationships, and develop an enhanced purpose for living. Also by enrolling in

college, students begin to engage and socialize in new and healthy

environments, and develop new, positive relationships.

   One of the best ways of helping student develop and sustain relationships

between other students and other university programs is by case management.

Case management allows the student to work with his or her case manager to

identify their specific needs. All participants interviewed for this study noted at

least one feature of case management that they found to be an essential

component of Project Rebound. According to the NASW social work case

managers should work cohesively with clients to plan, implement, monitor, and

amend the delivery of services that identify strengths, improve clients well-being

and empower clients to accomplish the tasks that the set out to do (NASW,

2013). Case managing with this particular population has presented both

opportunities and challenges. However, incorporating a strength-based,

personin-environment approach gave the foundation for improving student support ("including service delivery systems, resources, opportunities, and naturally occurring social supports"),and the added component of having interns that have experienced incarceration was noted as important by participants (NASW, 2013 29 pg.8) Social workers are well suited for the role of case managers at Project Rebound.

Development of positive relationships also requires allowing people access to develop peer relationships. All students interviewed for this study reported that having a bigger space for socializing with staff and other program participants as a potential beneficial change or addition to the program. They also noted that having a bigger space would be useful for other activities such as: access to computers, printing, a microwave, and refrigerator, and a place to relax and study. Interestingly 54% of the students did not want to be visible to the rest of the community on campus. This can be easily understood if we consider shame as embarrassing, and humiliating, in manner that is unpredictable (Massaro, 1997).

As Project Rebound continues to grow and develop, and positive networks and attitudes are developed towards the populations of formerly incarcerated students on campus, there may be an opportunity to develop a more public space for Project Rebound participants to use. As the program develops more campus visibility, however, it needs to continue to consider those participants that are reluctant to identify as having been incarcerated.

<u>Achievement</u>

The final aspect of the Well Being Theory is Achievement (Coffey et al., 2016). Research on Project Rebound was completed before the number of graduates could be measured; however, it is a significant achievement itself to be a student at University X. As Project Rebound continues to develop on this campus, future research should examine college retention and graduation rates, as well as success through further education or obtaining employment.

<u>Striking a Balance</u>

One major finding from this study is that Project Rebound, going forward, needs to find a balance between being a visible, public program on campus, and being a confidential, safe program that people can use even if they do not want their formerly incarcerated status to be known. This study has shown that there is a "push and pull" paradigm-taking place amongst these students. All participants agreed that having their own space legitimizes them as a group, while not giving them their own space would further marginalizes them as a group. Moreover, giving them only, a modicum of space on campus would force them to remain invisible to staff, students, programs, and other formerly incarcerated students who choose to navigate the campus remaining invisible for fear of further stigmatization.

Sample push items include further stigmatization by faculty, and staff, and lack of access to certain programs without identifying the circumstances that surround their criminal history. Sample pull item include having a space to

congregate with other formerly incarcerated. Students indicated that within such a space they would feel free from further stigmatization from others, creating opportunities to interact with other likeminded people who are on the same educational journey.

The goal of this study was to identify interventions that are most correlated for success based on the participant's perception. Legitimizing the formerly incarcerated on campus as a group could create a backlash from faculty members' staff and students who dislike the decision and perceive it to be morally or ethically wrong. This study has shown that the formerly incarcerated students on campus are being pulled to wanting to have their own space legitimizing who they are as a group. Having a specified place for the formerly incarcerated would give them an identity as a group.

Project Rebound will need to continually assess how visible or public the program should be, taking into consideration the various pushes and pull conflicts regarding visibility that exist for students on campus. It will be imperative for future research to be conducted to make sure the program is finding the right balance.

<center>Limitations</center>

One limitation was that all participants were a sample of convenience; the participants were obtained because this researcher is the director of a college reentry program on campus. The limitation is the participants knew that the

outcome could possibly influence in receiving certain amenities, which creates a bias for the students. A relatively small sample size of 18 is another limitation, although this constituted the majority of Project Rebound participants. Furthermore, because 77.8% of the sample consisted of males, the female participant's perception of a successful reentry program may differ from their male counterparts. A second limitation of the study was the possible bias of the researcher, who was at one time a consumer of Project Rebound. In addition this researcher could have asked question that would show a bias towards students who are formerly incarcerated. A final limitation of the study could be the participant's willingness to report honestly regarding certain questions such as: "what don't you like about project Rebound" because this question was administered verbally by the coordinator the participant may feel some reluctance to be honest with his or her response.

Future Studies

It should be noted that more advanced research on what interventions are most correlated for success, and creating a seamless transition from prison, to community college, and finally a four-year university is needed. Future research should all nine of the Project Rebound sites in southern California, as University X is the first school to conduct research on this target population and reentry. Additionally, future research should invest in creating a means to analyze the perceptions of interventions needed throughout Project Rebound sites in

Southern California. This would help to gain a comprehensive understanding of what interventions that future researcher social workers could use. Finally, as noted, continued evaluation of program success and the needs of students is essential to the continued success of Project Rebound on this campus.

Conclusion

The purpose of this study was to gain an understanding of the perceptions, of what interventions are most correlated for success when working with people who are formerly incarcerated. The participants for the most part had positive attitudes and perceptions of Project Rebound, and had a number of suggestions regarding what would be beneficial for their success on the university campus. All students agree that having a staff member in the office to talk to who understands how they feel as an integral component for their success. Project Rebound students would benefit from having their own center, making them feel like part of the university, rather than further stigmatization and marginalization by having a space out of the way, were they go unnoticed. All the participants also overwhelmingly all agreed that having this larger space is key for success.

APPENDIX A

IRB APPROVAL

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) _____ Paul A. Jones _____

Proposal Title _____ What would an effective Re-entry program _____
_____ Look Like at CSUSB ? _____

_____ SW 1837 _____

Your proposal has been reviewed by the **School of Social Work Sub-Committee** of the Institutional Review Board. The decisions and advice of those faculty are given below.

- -

Proposal is:

____✓____ approved

_____ to be resubmitted with revisions listed below

_____ to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

_____ faculty signature missing

_____ missing informed consent _____ debriefing statement

_____ revisions needed in informed consent _____ debriefing

_____ data collection instruments missing

_____ agency approval letter missing

_____ CITI missing

_____ revisions in design needed (specified below)

_____

_____

_____

_____

_____

_____

_____

_____ _Janet Chang_ _____   1/16/2018

Committee Chair Signature   Date

APPENDIX B

INTERVIEW QUESTIONS

1. What services has Project Rebound provided that you have found helpful?

2. What services would you find beneficial for your success at University X?

3. What Campus based programs have you participated in outside of Project Rebound?

4. Have you found it easy or difficult with the transition into becoming a college student?

5. Have you felt welcomed on the University campus?

   6. What complaints do you have in regards to Project Rebound?

7. What is your end of the year goal?

8. Do you plan to continue your education upon receiving your degree?

APPENDIX C

ASSESSMENTS

Section A: Demographic Information

Student ID # (if applicable):

_____

Name: First _____ Middle _____ Last _____

Date of Birth: Month_____ / Day_____ / Year_____

Gender: Male _____ Female _____ Transgender Male _____ Transgender Female _____

       Gender Queer _____ Other Gender ID _____

Race: Black _____ White_____ Pacific Islande_____ Asian ____ Native American _____

Multi-racial (write in): _____ Other race (write in): _____

Ethnicity: Hispanic/Latino, of any race: Yes _____ No _____

Highest level of education completed:

Less than High School _____ High School Diploma _____ GED _____
Some college _____   Other (write in) _____

Section B: Personal Contact Information

Address: _____ Apt. number (if applicable):
_____

City: _____ State: _____ ZIP code: _____
Primary Phone: _____ Mobile/cellular (Yes/No): _____

Secondary Phone: _____ Mobile/cellular (Yes/No): _____

Personal Email: _____

School Email: _____

Section C: Emergency Contact Information

Name: _____ Relationship to you: _____

Address:_____ Apt. number (if applicable): _____

City: _____ State: _____ ZIP code: _____
Primary Phone: _____ Mobile/cellular (Yes/No): _____

Personal Email: _____

Section D: Academic Information

Academic major(s) (if undeclared, write "N/A"):
_____

Number of semesters completed: _____
Number of cumulative credits earned to date: _____

Current GPA (if applicable): _____

Anticipated graduation date: Semester: _____ Year:
_____

Section E: Justice Involvement

Are you currently on: Probation: _____ Parole: _____ Neither:
_____

Anticipated completion date of probation or parole (if applicable):
_____

Date of last release from incarceration: Month _____ Year_____
Prison or jail? _____

Total amount of time spent in prison and/or jail: _____
Months/Years (circle)

Are you currently in recovery from drugs and alcohol? Yes __ No___
Prefer not to answer: _____

     If yes, for how long have you been in recovery? (in months or years):
_____

Section F: College Activity

Have you completed orientation and assessment?   Yes___ No _____

If yes, when? Month/Semester_____ Year _____

Do you have an SEP plan? (If no, we can help you get one. You must have one for financial aid.)

Has SEP Plan: Yes _____ No _____

Are you enrolled in EOPS, CARE, and/or DSP? Yes _____ No _____
If yes, what program(s) are the student enrolled in?
_____

      If no, can we assist you in enrolling in these programs? Yes __ No ___

Do you need assistance with benefit enrollment like GA, Food Stamps, Medi-Cal? Yes _____ No _____

      If no, which benefits do you already have?_____

How did you hear about the program?
_____
What do you want to achieve while you are at this institution?

_____

Disposition (check all that apply):
- ○ Advised on 211
- ○ Advised on the Den
- ○ Advised on health services
- ○ Advised on counseling
- ○ Advised on transportation
- ○ Advised on emergency financial aid
- ○ Career Services
- ○ Other (**Specify)**

Strengths
- ○ Resiliency
- ○ Family
- ○ Employment

○ Housing

_____

Notes for future visits:

 Summary:

How did you hear about Project Rebound?

Check all that apply

○ Family/Friend

○ University Department

○ Other Institution

○ Prison/Jail

○ Parole/Probation

○ CSRI

RISK/NEEDS ASSESSMENT

Criminal History

1. At what age were you first arrested?
2. How many prior arrests do you have?
3. Once released from custody, do you resume living in the same area in which your crime(s) were committed?
4. How many probation/parole violations have you had?

Personality Pattern

1. Do you have a problem controlling your anger?

2. How would you rate your self-control?

   o Weak

   o Moderate

   o Strong

3. Would you consider yourself a patient person?

4. Do you Consider how your actions affect others?

Cognition

1. Do you consider yourself a "criminal"?

2. What is your view towards the criminal justice system?

   o Positive

   o Mostly positive

   o Somewhat positive

   o Neutral

   o Somewhat Negative

   o Mostly negative

   o Negative

3. Do you feel crime can be beneficial?

4. Do you feel crime may be justifiable?

Associates

1. Do you associate with people involved in criminal activity?

2. Do you associate with people against involvement in criminal activity?

3. Do you still congregate in the neighborhood where you were arrested?

Family

1. With whom do you currently reside?

2. Are you married?

3. Do you have children?

4. Tell me a little about the relationships you have with your immediate family members?

5. Are any of your immediate family members involved in criminal activity?

School/Work

1. How are you performing academically in your college courses?

2. Are you attending classes regularly?   Why or why not?

3. Are you currently employed?   If unemployed, how long have you been unemployed?

Leisure/Recreation

1. What do you like to do in your leisure time?

2. Do you have any hobbies?

Substance Use

1. Do you believe you have a problem with drugs and/or alcohol?

2. Has anyone ever told you that you have a problem with drugs and/or alcohol?

3. Have you ever been treated for substance use disorder?

<u>**Staff Comments:**</u>

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