

**AN EVALUATION OF THE PRISON EDUCATION PROJECT
AT THE CALIFORNIA INSTITUTION FOR WOMEN**

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ABSTRACT

The purpose of this study is to evaluate the Prison Education Project (PEP), a program that supplements and enhances educational programming offered to female inmates in the California Institution for Women (CIW). More specifically, this study seeks to examine if inmates that participated in the PEP modules: Academic Orientation, Career Development, and Women's Empowerment, feel that the modules' objectives have been met. The objectives of the modules are respectively to: increase inmates' knowledge of college majors and motivate them to pursue higher education, build life skills that will assist them in exploring educational and employment opportunities once paroled, and develop a greater sense of self-empowerment. Subjects of this study consisted of 78 female inmates of CIW that attended any of the three PEP modules. Participants completed a survey in the last session of each of the three modules. The results reveal that the objectives of PEP's modules were achieved. PEP has established a solid foundation for rehabilitating CIW inmates by strengthening their confidence, increasing their motivation to better their lives, and by providing them with tangible skills they can utilize to further their education and search for employment once they are released from prison.

CHAPTER 1

Introduction

Two decades of embracing incarceration as the primary means of crime control has not yielded the expected crime deterrence for California. Instead, the inmate population of the California Department of Corrections and Rehabilitation (CDCR) grew out of proportion, reaching an all time high of 173,400 inmates in October 2006 (200% of design capacity) (California Department of Corrections [CDCR], 2011). The overcrowding of prisons subjected CDCR to long class action-lawsuits through which CDCR lost control of vital parts of its operations such as healthcare, mental health, parole-revocation process and its ability to accommodate inmates with disabilities (CDCR, 2012c). The overcrowding of California's prisons became a severe problem for CDCR which resulted in the Brown v. Plata class action lawsuit brought forth to the Supreme Court (Liptak, 2011). In May 2011 the Supreme Court made a ruling on the case, mandating CDCR to alleviate the overcrowding of its prisons by reducing the prison population to 110,000 (137.5% of designed capacity) by June 2013 (Liptak, 2011;). In response CDRC implemented the 2011 Public Safety Realignment plan in October 1, 2011 which reduced the prison population by 22,000 inmates or to 155% of design capacity and by 16,000 parolees (CDCR, 2012c).

As CDCR's problems escalate, California faces a \$26.6 billion budget deficit, partly due to an increase of correctional spending from \$5 billion to over \$9 billion in a decade (CDCR, 2012c). Further attesting to the failure of crime deterrence through incarceration is the 63.7% three-year recidivism rate, the rate at which inmates return to prison, reported by CDCR for inmates released in fiscal year 2007-2008 (CDCR, 2012b). Lost class-action lawsuits and the state's economic challenges have forced CDCR to reexamine its practices and begin a shift from

punitive measures towards rehabilitative strategies that will successfully re-integrate offenders into communities (CDCR, 2008). CDCR is making efforts to develop and implement programming that specifically enhances the needs of inmates to better prepare them for release and transition to the community. Such efforts acknowledge that female and male offenders have different needs. Hence, correctional programming designed to deduce recidivism of CDCR's female prisoners focuses on addressing the specific challenges that hinder the reintegration of female offenders to their communities (CDCR, 2008).

Female prisoners in the State of California resemble the profile of the nation's female inmates. Consistent with the rising national female population, the female prison population in California reached 11,416 in 2007, but considerably declined to 6,409 in 2012 (CDCR, 2008; CDCR, 2012a). The average age of women incarcerated in California is in the late thirties. Like women incarcerated throughout the U.S., women in CDCR's custody have a history of physical or sexual abuse, drug addiction, mental health disorders, imprisoned for a drug offence or a property crime, low income, undereducated, unskilled with periodic employment histories, and are the main providers of their children (Little Hoover Commission [LHC], 2004; CDCR, 2008). Similar to the rest of the nation, women of color are over represented in CDCR: 29.5% are black, 29% Hispanic, 36% white, and 5.5% other (CDCR, 2008). Research demonstrates that the aforementioned characteristics differentiate female and male offenders significantly enough to impact the type of correctional programming that will best address the needs of offenders to reduce recidivism and improve reintegration (LHC, 2008; Alemagno & Dickie, 2005).

As part of a reorganization to attend to the rehabilitative and re-entry needs of female offenders, in 2005 CDCR established the Female Offender Programs and Services (FOPS) office and a Gender-Responsive Strategies Commission (GRSC) (CDCR, 2008). FOPS and GRSC

have the task of developing gender-responsive programming and policies that will decrease the recidivism of incarcerated and paroled female offenders. CDCR adopted the National Institute of Corrections' (NIC) definition of gender-responsive approaches, which refers to multidimensional approaches that are found on theoretical viewpoints that recognize the pathways that lead females into the correctional system. Gender-responsive approaches concentrate on social issues like poverty, race, class, gender inequality, and cultural factors. Furthermore, gender-responsive approaches incorporate therapeutic interventions that focus on abuse, violence, family dynamics, substance abuse, and co-occurring disorders (CDCR, 2008). FOPS and GRSC developed the *Master Plan for Female Offenders: A Blueprint for Gender-Responsive Rehabilitation* that focuses on establishing reforms in policies and procedures of female institutions, creating gender-responsive staffing patterns, establishing a gender-responsive classification system, constructing a needs-based case and risk management tool specifically for female inmates, and implementing and developing evidence-based rehabilitative programs that address the specific needs of female inmates (CDCR, 2008). The rehabilitative programs that FOPS and GRSC are designing and implementing consist of wrap-around services addressing education, healthcare, mental health, vocational, substance abuse and trauma. The goal of these multidimensional treatment approaches is to address the adversities that lead women to criminality in order to diminish their recidivism (CDCR, 2008).

CDCR is cognizant that research demonstrates that education is the best approach in decreasing recidivism and improving the reintegration of female offenders. One of the primary objectives delineated in the Department's Strategic Plan is to develop and implement educational, vocational, and treatment programs that target pathways to repeat offending (CDCR, 2008). Research supports the notion that educating inmates is cost efficient and is the best way

to reduce recidivism because education improves job skills, thereby increasing employability (Case, Fasenfest, Sarri, & Phillips, 2005). Furthermore, education provides opportunities for socialization which increases self-esteem and social functioning (Esperian, 2010). Despite lack of financial support from national and state governments for educational programs for inmates, CDCR is making efforts to supplement educational programs for inmates by expanding its partnerships with community agencies, faith based organizations, and educational institutions.

Purpose of Study

The purpose of this study is to evaluate the impact of the Prison Education Project (PEP) on inmate participants of this program at the California Institution for Women (CIW). PEP is a program that emerged from CDCR's alliance with Dr. Renford Reese, professor at California Polytechnic University, Pomona (CPP). In November 1, 2011, CDCR, the Office of Correctional Education (OCE) and California Institution for Men (CIM) partnered with Dr. Reese to incorporate PEP to CIM. The purpose of this alliance is to supplement current academic services and amplify educational programming to CIM inmates (www.prisoneducationproject.org). PEP was implemented to assist in filling the gap in educational resources that has resulted from a reduction in funding for such programs.

In 2012, PEP was implemented at CIW under the directorship of Dr. Reese. In order to align PEP with CDCR's efforts to offer female inmates rehabilitative programs that are gender-responsive by ensuring that they are trauma informed, provide opportunities for personal growth, and enhance skills that will facilitate reintegration into the community, a Women's Empowerment module that integrates these concepts was specifically designed for the PEP offered at CIW. The purpose of this research project is to evaluate the impact that PEP has on

participating inmates of CIW. Because PEP is the first program of its kind to be implemented at CIW, this evaluation will provide vital information regarding the impression that PEP had on participants. The evaluation of PEP will provide inmates the opportunity to give feedback on the efficiency and structure of the program. Findings from this evaluation will enable the program administrator to modify or enhance any aspects of the program to better meet the needs of CIW inmates.

Research Hypothesis

There are three hypotheses for this study:

1. The CIW inmate-students that participate in the PEP Academic Orientation presentations will have a better understanding of college majors and will be motivated to pursue higher education.
2. The CIW inmate-students that participate in the Career Development workshops will acquire knowledge and skills they can apply when they transition back into mainstream society and explore educational and employment opportunities.
3. The CIW inmate-students that participate in PEP's Women's Empowerment workshops will develop a greater sense of self-empowerment.

Prison Education Project (PEP)

The fundamental objective of PEP is to enhance and build the cognitive skills of the inmates that participate in the program so they can become functional and productive members of society, thus reducing recidivism. PEP's mission is to aid CDCR in decreasing recidivism in California by one percent by 2015. If such mission is accomplished the state would save roughly \$44 million (www.prisoneducationproject.org).

PEP is primarily operated by volunteers. With the exception of the Women's Empowerment workshops, which are facilitated by volunteer professors of CPP's Ethnic Women's Studies Department, the rest of the PEP components are facilitated by college student volunteers and community volunteers (www.prisoneducationproject.org). In the initial implementation of PEP there were thirty-six student volunteers. However, as the program expanded to the California Rehabilitation Center (CRC), CIW, and the Ventura Youth Correctional Facility, the number of volunteers increased to eighty (Ibarra, 2012). PEP volunteers consist of undergraduate and graduate students from CPP, California State University, Channel Island, California State University, Fullerton, and Pitzer College, a member of the Claremont Colleges (Ibarra, 2012). PEP components are designed as seven-week sessions that are offered on the fall, spring, and winter. PEP is available to all inmates. Inmates choose which components they want to participate. They are encouraged to attend five of the seven sessions in order to receive a certificate of participation in the program.

PEP consists of several components: Academic Orientation presentations, pre-GED tutoring, Career Development workshops, Women's Empowerment workshops, an interdisciplinary Certificate Program and an Art Program. In the Academic Orientation presentations volunteers inform inmates about college majors, disciplines, classes, and careers. The goal of these presentations is to provide inmates with information about college and career options and motivate them to consider pursuing higher education (www.prisoneducationproject.org).

The pre-GED tutoring component consists of volunteers tutoring in Language Arts and Math in the Adult Basic Education skills program. The goal of this component is to further improve the academic skills necessary for inmates to achieve a passing grade in the General

Education Development (GED) test. A secondary goal of this component is to encourage the desire to pursue higher education (www.prisoneducationproject.org).

The Career Development workshops, facilitated by graduate students and community volunteers, expose inmates to life skills, college majors, applying for college and financial aid, resume building, job searching, and interviewing skills. The goal of these workshops is to assist inmates in acquiring knowledge and skills they can use as they transition back into mainstream society and explore educational and employment opportunities (www.prisoneducationproject.org).

The Women's Empowerment workshops have been specifically designed for female inmates at CIW. The inclusion of this particular module for the female population is an effort to incorporate correctional programming that addresses some of the unique needs of imprisoned women, as research has identified that discussions of reentry, current policies and programming within the correctional systems have failed to consider the unique challenges that incarcerated women face (Alemagno, 2001; Richie, 2001). Incorporating the Women's Empowerment module makes PEP gender-responsive because the workshops of this module focus on addressing challenges that are unique to female offenders. Some of the topics discussed in the Women's Empowerment workshops include motherhood, domestic violence and women leaders. Due to the sensitivity of the issues that are discussed in these workshops all of the facilitators are female professors of CCP. The goal of incorporating this module into PEP is to develop a greater sense of self-empowerment of CIW's female offenders, meaning that women will increase their confidence, self-esteem, and sense of self-worth, subsequently gaining determination, confidence and understanding that they have a voice, choice, and the power to attain a better life (www.prisoneducationproject.org).

In addition to the workshops and pre-GED tutoring, PEP offers an interdisciplinary Certificate Program, which was designed for inmates of CIM, CIW, and CRC. The Certificate Program offers courses in U.S. Economic Policies, Introduction to Psychology, Introduction to Communication, Introduction to Film Studies, and Creative Writing, among others. The courses are offered at each institution and they are facilitated by CPP faculty members or graduate student volunteers. In order for inmates to earn the academic certificate that distinguishes this PEP component, inmates must successfully complete seven of the courses offered in a three-year period (www.prisoneducationproject.org).

The PEP Art Program provides inmates with the opportunity to utilize and further develop their artistic abilities to express themselves through art productions. The art pieces are exhibited bi-annually during the Pomona Art-walk (www.prisoneducationproject.org).

PEP was first offered to CIW inmates in the spring of 2012 and the second quarter of PEP was offered in the fall of 2012. In the first two quarters of PEP at CIW the Career Development, Women's Empowerment, and the Academic Orientation workshops were offered. Due to limitations in available space and administrative logistical issues the Certificate Program, Art Program and tutoring component were not offered. It is hoped that PEP will be fully implemented in the spring quarter of 2013. In order to maintain PEP alignment with gender-responsive treatment philosophies, 90% of the volunteers facilitating the workshops at CIW are females.

In the interim, an evaluation of the PEP components offered at CIW will be conducted to evaluate if the objectives of each component are being met. This study will provide CIW inmates an opportunity to express whether or not they feel that PEP is expanding their understanding and

knowledge of academic opportunities available to them, how to navigate the labor market and the educational system, in addition to, improving their perceptions of self-worth. The findings from this study will be instrumental in determining the strengths of PEP and areas that need to be enhanced in order to effectively meet the needs of female offenders.

CHAPTER 2

Literature Review

There are many factors that affect a prisoner's ability to successfully be rehabilitated in prison and reintegrate into society. Factors include substance abuse problems, mental health disorders, family dynamics, domestic violence, socioeconomic status, and education (Covington, 1998; Peters, Stroizer, Murrin, & Kearns, 1997; Alemagno & Dickie, 2005; Richie, 2001). To close the revolving door of incarceration, it is important for prisons to prepare inmates with the necessary tools to overcome the challenges they face in their reintegration process. However, in order for rehabilitative programs to be successful they must be gender-responsive to effectively address the needs of male and female offenders. This study focuses on the effects of providing female inmates an opportunity to increase their education while serving their sentence. To gain a better understanding of the different needs of male and female offenders, this literature review will first examine the similarities and differences between male and female inmates and the efforts that CIW's PEP made to address such differences. Secondly the literature review will analyze the education programs in U.S. prisons, their effectiveness, research limitations, and the policies that affect prison education programs.

Similarities and Differences Between Male and Female Inmates

To a certain degree male and female offenders have to overcome similar challenges as they try to reintegrate into society. Despite the similarities they share research has demonstrated that female offenders are different from male offenders in their personal experiences and pathway to crime (CDCR, 2008). Given the gender differences in criminal pathways, scholars

recommend the development and implementation of gender specific correctional programs to address the specific needs of males and female prisoners (Kim, 2003; Schirmer, 2008).

Similarities

Annually, approximately 700,000 state and federal prisoners are released from a correctional facility and most of them are not equipped with skills to sustain a stable life (Schirmer, 2008). In 2012 the Bureau of Justice Statistics (BJS) reported that the incarceration rate of black and Hispanic males and females is higher than whites in all age groups (Carson & Sabol, 2012). Not accounting for the youngest and oldest age groups, in 2011 black males were incarcerated at rates between 5 and 7 times the rate of white males; black females were imprisoned at 2 and 3 times the rate of white females; and Hispanic females were incarcerated between 1 and 3 times the rate of white females (Carson & Sabol, 2012). Most prisoners are destitute, uneducated, drug addicts, mentally ill, and have dysfunctional lives; such traits make re-integration of prisoners remarkably difficult (Schirmer, 2008). Further exacerbating the re-integration of both male and female inmates is that they often return to families and communities overwhelmed with economic disadvantages and present them with limited opportunities to progress (Kruttschnitt & Gartner, 2003). A culminating factor that jeopardizes the successful reintegration of male and female offenders is the diminished employment opportunities they have as a result of federal laws that forbid the employment of ex-offenders who have been convicted of certain felonies in multiple sectors of the labor market (Scruggs, 2005).

Differences

There are variations in the needs of female inmates and male inmates that must be considered if correctional programs wish to effectively rehabilitate female offenders. One of the

first notable difference between male and female inmates is the nature of the crimes they commit (Ellison, 2005). In comparison to men, women tend to be incarcerated for non-violent property or drug offences (Ellison, 2005; van den Bergh, Moller, & Hayton, 2010). According to the U.S Department of Justice at the end of 2010, 25% of women were incarcerated in state prisons for a drug related offence, 29% for property crimes, and 37% for a violent crime. In that same year, 17% of males were incarcerated for a drug offense, 18% for property, and 54% for a violent crime (Carson & Sabol, 2012).

Victimization further distinguishes the needs of female inmates. Incarcerated women have more extensive histories of sexual and physical violence than male prisoners (van den Bergh et al., 2010; Bader, 2012). According to a study conducted in 2007 by the American Civil Liberties Union (ACLU), 92% of California's female inmates had experienced some type of abuse prior to their incarceration (ACLU, 2007; Bader, 2012). Even while incarcerated, women continue to be victimized by correctional staff (Bader, 2012). According to the Sentencing Project (2012), over 75% of all sexual misconduct by staff involves a female inmate being victimized by a male correctional staff. Such traumatic experiences are a contributing factor to the high prevalence of mental health disorders among imprisoned women. Psychiatric disorders such as posttraumatic stress disorder, anxiety, depression, self-harming behavior and suicide are more prevalent among female inmates (van den Bergh et al., 2010; Ellison, 2010). In 2004, 73% of female inmates in state prisons presented symptoms of a mental health disorder, compared to 55% of male inmates (The Sentencing Project, 2012).

Female inmates also encounter a higher prevalence of infectious disease, reproductive disease and sexually transmitted diseases (STDs) such as HIV (Ellison, 2010). The Sentencing Project (2012) reported that approximately 59% of female inmates have medical problems such

as HIV, Hepatitis C, and STDS, compared to 43% of male inmates. The need for prenatal medical treatment contributes to the specialized health care needs of female inmates, since 5% to 10% of women are pregnant when they are incarcerated (Ellison, 2010).

Imprisoned women have a greater need for family reunification programs because 64% female inmates, as opposed to 47% male inmates, are the primary care givers to their minor children (The Sentencing Project, 2012). About 66% of female prisoners have children under 18 and 15% have toddlers under six weeks (Ellison, 2010; van den Bergh et al., 2010). In the U.S., mothers of nearly 1.3 million children are behind bars (Ellison, 2010, ACLU, 2007). The incarceration of a mother is expected to have an adverse impact in the emotional and social lives of children. Research indicates that children who have an imprisoned parent are more likely to develop emotional and behavioral issues and are six times more likely to become involved with the criminal justice system (Gonzales, Romero, & Cerbana, 2007).

While some of the challenges that female and male offenders face are similar, research has demonstrated there are gender differences that need to be addressed. Accordingly, scholars advise that the development of correctional programs for women be centered on addressing the unique drug addiction, medical, psychiatric, family and educational needs of female offenders (Alemagno, 2001). Following the advice, criminal justice agencies across the nation have been developing and implementing programs specifically designed for female offenders (CDCR, 2008). For example, in 2005 CDCR established the Female Offender Programs and Services (FOPS) office whose mission is to develop gender-responsive and culturally sensitive programs and policies that will decrease the recidivism rates of incarcerated and paroled female offenders (CDCR, 2008).

Since the inception of FOPS, the programs available to female offenders under the jurisdiction of CDCR have expanded. CDCR manages two institutions for women: the Central California Women's Facility in Chowchilla and CIW; combined both facilities house 5,833 female offenders (CDCR, 2013). CIW houses about 1,490 female offenders of all custody levels. Besides its substantial general population CIW houses inmates with special needs, such as, pregnancy, psychiatric disorders, methadone, and medical problems (www.cdcr.ca.gov). In efforts to address the specific needs of female offenders CDCR offers the Family Foundation Program (FFP), the Community Prisoner Mother Program (CPMP), the Female Rehabilitative Community Correctional Center (FRCCC), and the Female Residential Multi-Service Center (FRMSC) (www.cdcr.ca.gov). Most recently, CDCR partnered with CPP to implement PEP, a gender-responsive supplement educational program specifically customized for female offenders of CIW (www.prisoneducationproject.org).

Prison Education Programs

Research supports the idea that providing education to nearly two million prisoners of the U.S. is one of the most effective ways to advance community reintegration possibilities for prisoners (Fabelo, 2002). Providing education to prisoners has been a part of the U.S. criminal justice system since the inception of the first state-run prison in Philadelphia (Wright, 2001). According to Messemer & Valentine (2004), correctional education serves three purposes: first, it enhances inmates' chances of employment once released from prison by enriching their level of knowledge and skills; second, it increases inmates' ability to think more responsibly; third, it diminishes the inmates' odds of returning to prison by being more apt to be employed and making better decisions. The ultimate goal of correctional education programs is to generate a change in the inmates' behavior (Messemer & Valentine, 2004, Gordon & Weldon, 2010), and to

help inmates become self-sufficient, enabling their reintegration into society (Gonzalez et al., 2007).

Torre and Fine (2005) agree that education within and after prison, has a positive impact on inmate's behavior, the prison environment, and post-release transitions. They conducted a four-year study of a college prison program at the Bedford Hills Correctional Facility (BHCF), a maximum security women's prison in New York State. The purpose of the study was to assess the impact that the BHCF's college program had on the prisoners, their children, the prison environment, recidivism rates, tax expenditures, and prisoners' post-release outcomes (Torre & Fine, 2005). The data were obtained through participant observations, focus groups, and individual interviews with 65 inmates that were enrolled in the program, 20 former participants of the program, nine adolescents whose mother was a program participant, and four correctional officers and two prison administrators; faculty surveys; and a quantitative analysis of recidivism rates (Torre & Fine, 2005).

The results on the evaluation of BHCF's college program reveal that women who participated in BHCF's college program had a 7.7% rate of returning into custody, compared to a 29.9% rate among those who did not participate. Those who did not partake in the college education at BHCF were generally back in custody within 36 months of their release; four times more likely to return to custody; twice as likely to be rearrested for a new offense; and 18 times more likely to violate their parole. It was found that education provided inmates an opportunity to give something back to their family because they acquired skills that enabled them to help their children with homework and placed them in a role model position for their children and grandchildren (Torre and Fine, 2005).

Furthermore, it was established that BHCF's environment was enhanced by the college program because women who participated in the program were less likely to disobey facility regulations and were more inclined to avoid trouble, especially if their participation in the program was at risk (Torre and Fine, 2005). As a final point, the study concluded that to incarcerate and educate 100 inmates, it would cost the state of New York \$2,690,500, whereas, the cost of incarcerating and not educating the same number of inmates would be \$2,500,000 annually. It is projected that the additional cost incurred from refraining one hundred prisoners from receiving a college education, amount to almost \$300,000 for one more year of imprisonment and over \$900,000 for two (Torre & Fine, 2005). The overall findings of the impact of BHCF's college program suggest that educating inmates can transform an inmate's life, communities, reduce crime, and save tax dollars (Torre & Fine, 2005).

Esperian (2010) emphasizes that educating inmates reduces recidivism, improves the ambience of prison, and reduces costs associated with long term warehousing. Esperian conducted a study on the education program offered by the College of Southern Nevada (CSN) at the Nevada Department of Corrections (NDOC). In this study, former and current staff members of CSN, NDOC, and the Clark County School District, which worked directly with the prisoners and the prison programs, were interviewed. The results of this study indicated that the recidivism rate (defined in this study as "a return to criminal behavior after release") of the general prison population was 70%. For inmates that achieved a college education, the recidivism rate was 6% (Esperian, 2010). It was also found that correctional officers of the NDOC supported prison education because it facilitated the management and control of the penal complex. Lack of employment was identified by correctional staff as a primary reason for recidivism. Thus, they pointed out that educating inmates was the best way to increase the odds

of an inmate's employability and diminish recidivism rates. Interviews of Clark County School District administrators indicated that Nevada correctional officers and state politicians supported education because they understood the cost benefits of educating inmates (Esperian, 2010). A reduction of recidivism fostered a cost efficient method to reduce Nevada's correctional budget; reducing the inmate population by 1.6% would save Nevada \$38 million and avoid a \$1.2 billion in construction cost of more detention centers (Esperian, 2010).

Studies conducted by the Texas Criminal Justice Policy Council (CJPC) further support that prison education programs are effective in reducing recidivism (Fabelo, 2002). A series of studies conducted by CJPC in 2000 evaluated the effectiveness of prison education programs administrated by the Windham School District (WSD), which was specifically created to administer prison education in Texas. The studies evaluated the effect of correctional education on educational achievement; educational achievement in prison on recidivism; and educational achievement on employment, wages, and recidivism (Fabelo, 2002). Recidivism in this study was defined as "the re-incarceration of an inmate in a state facility for a new offense or parole violation during the follow-up period" (Fabelo, 2002). In this study, prison education refers to the educational programs offered by WSD which include: academic/literacy, vocational, and life skills training programs. The study consisted of a sample of 32,020 inmates that had served a new prison sentence and were released between 1997 and 1998 (Fabelo, 2007).

Fabelo (2007) found that higher educational achievements were associated with an 11% reduction of the recidivism rate in a two-year period. A more notable reduction of recidivism was observed among nonreader property offenders who learned how to read or became literate, 37% reduction among individuals younger than 35 and a 55% reduction among individuals older than 35. The study also found that prisoners that left the institution with a higher level of educational

achievement had a 31% rate of employment and earned about \$2,442 more annually than inmates who functioned below a fourth grade level (Fabelo, 2002). It was also noted that although educated inmates had a higher employment rate, the rate was still 36% lower than the employment rate in Texas. Inmates that were literate had an increased rate of employment of 18% compared to nonreaders, and inmates who earned a GED increased their employment chances by 7%. Individuals that were employed had 20% lower recidivism rates in a two-year period. Individuals with an annual income of \$10,000 had a recidivism rate of 6% to 9%, regardless of their educational achievement. Whereas, the recidivism rate among individuals with an annual income of less than \$10,000 was 15% to 26% (Fabelo, 2002). The findings of this study demonstrated that education can assist in diminishing a few innate barriers to community reintegration by amplifying an inmates' intellectual, cognitive and life skills (Fabelo, 2002).

An examination of the recidivism rates among inmates that participated in correctional education while incarcerated at the Huttonsville Correctional Center in West Virginia supported the findings of Fabelo (2002), Esperian (2010), and Torre & Fine (2005). In this study, conducted by Gordon and Weldon in 2003, recidivism was defined as "a return to state custody, after having been released for a new felony conviction" and correctional education was defined as "all education, from basic literacy to vocational training to college degrees given to people within the criminal justice system" (Gordon & Weldon, 2010). The population sample included inmates who were released between 1999 and 2000 from the Huttonsville Correctional Center in West Virginia. Data was collected from electronic file reviews of inmates that had completed a vocational course or their GED while detained and compared to the recidivism rates of those who did not participate in the vocational program. Descriptive statistics was utilized to arrange and summarize the data.

The findings of the Huttonsville Correctional Center study indicated that the recidivism rate of those that completed the vocational program was 8.75%. Those who completed a GED and participated in vocational training had a recidivism rate of 6.75%. Of the 169 inmates that completed the vocational program, 11 had their parole revoked, in comparison to the 2 parole violations reported among the 24 inmates that completed a GED. The recidivism rate of inmates that did not participate in an educational program was 26% (Gordon & Weldon, 2010). The findings from this study provided evidence that prison education programs, whether a vocational program, a literacy program or a combination of both, have some impact in the reduction of recidivism rates among those inmates that take advantage of these programs (Gordon & Weldon, 2010).

Prison Education Programs for Women

Some of the barriers that prevent women from getting their educational needs met in prison are current policies, availability of programs, and the quality of programs (Rose, 2004). Young and Mattucci (2006) criticized that vocational educational programs in female institutions tend to be gender-stereotyped and lower-paid professions in comparison to vocational education programs in male facilities. Nonetheless, the researchers recommended that facilities should offer programs that develop marketable skills of female inmates in order to enhance their ability to provide for their children and overcome destitution (Young & Mattucci, 2006). Researchers encourage the development of gender-responsive educational programs designed to address the unique needs, barriers, learning, and relationships styles of female inmates (Young & Mattucci, 2006; Rose, 2004; Scruggs, 2005).

In 2006, Young and Mattucci conducted a study on a pre-plumbing program involving 60 incarcerated women from four different facilities of New York State. The program incorporated hands on work and evaluation, teamwork, optimism, and confidence building. The inclusion of these aspects allowed the researchers to not only build qualities that are essential in the work force, but also in the women's self-esteem. The results of this study indicated that women improved their tests scores on the pre-plumbing program, reported feeling more confident about themselves. Additionally, correctional staff noticed an improvement in the women's interpersonal behavior (Young & Mattucci, 2006).

Another educational program specifically designed to assist female offenders improve their relationships with their children is Partners in Parenting (PIP) (Gonzalez et al., 2007). This parenting program was offered to 219 incarcerated mothers in various facilities in Colorado. The objective of PIP was to strengthen family relationships and promote positive behaviors so that mothers can be good and effective parents once they reunite with their children. The results of this study showed that women who participated in PIP improved their parenting skills and understanding of parenting, which is expected to improve the parent-child relationship (Gonzalez et al., 2007).

The Shelby County Division of Corrections (SCDC) in Memphis, Tennessee also incorporated gender specific programming focusing on the needs of their female prison population. The program, Lifeskills for Women, sought to motivate, educate, and empower female offenders to expand their personal and interpersonal skills, increase awareness, and construct links to the community (Scruggs, 2005). A study was conducted to evaluate the effects of the program on 144 inmates after their release. The study found that after a year, 21% of females that participated in program were arrested again, and 10% were re-incarcerated,

compared to 70% of re-arrests and 62.8% re-incarcerations among the general female population who did not participate in the program. The study also evaluated the effects of the program on 98 participants after two years of release. Data revealed that 27.9% of the participants were rearrested and 0% were incarcerated; in comparison to 66.7% of re-arrests and 58.2% re-incarcerations of the general female population (Scruggs, 2005). SCDC's Lifeskills for Women proved to be beneficial to participants, SCDC, and the Memphis community because it was able to increase the employment rate of inmates, augmented tax contributors in the community, lessen criminal behaviors, build a feeling of community safety, reunited families, and improved personal and financial independence of inmates (Scruggs, 2005).

While empirical research associates educating inmates with reductions on recidivism, cost efficient alternatives to incarceration, and improvements to the prison environment (Torre & Fine, 2005; Esperian, 2010; Fabelo, 2002; Gonzalez et al., 2007), some scholars and policy makers do not share the same sentiment. This can be observed by criticisms of studies on prison education programs and through policies that have diminished educational opportunities for inmates.

Criticism of Prison Education Programs

Extensive examinations of empirical studies of offender rehabilitation-correctional education programs have been conducted to gauge the validity of the studies. While the association between reductions of recidivism among inmates that participate in prison education programs is consistent, some researchers have identified methodological limitations to the studies that include how the studies define recidivism, selection bias, and inaccurate data analysis (Ubah, 2002; Wade, 2007; Schirmer, 2008).

One of the first scholars to criticize the effectiveness of prison education programs was Robert Martinson. In the 1970's, Martinson reviewed 231 studies published between 1945 and 1967, that addressed recidivism rates, adjustment to prison life, vocational success, educational achievement, personality and attitude change, and general adjustment to communities (Martinson, 1974). The conclusion of Martinson's literature review was that "with a few and isolated exceptions, the rehabilitative efforts that have been reported so far have had no appreciable effect on recidivism" (Martinson, 1974). This study became widely known as the "nothing works report" (Ubah, 2002; Wade, 2007). The impact of this study was greatly noticeable in that, in 1977 the proportion of state and federal prisoners enrolled in postsecondary education reached a peak at only twelve percent but declined dramatically thereafter (Wright, 2001). Furthermore, the conclusion that nothing works to rehabilitate prisoners had a substantial impact on the discussion of prison programs. Martinson's research helped fuel the shift from a rehabilitation model towards a punitive model (Wade, 2007). Critics of rehabilitation efforts embraced the results of Martinson's study to validate the need to abandon rehabilitation and pushed for a correctional philosophy and practice that emphasized incapacitation (Ubah, 2002). Although this study asserted that educating prisoners had no meaningful effects, critics of prison education programs in the current time acknowledge that education has some effect on prisoners, rather they criticize the methodology flaws that weaken the validity of prison education studies.

Scholars analyze recidivism rates as the primary means to assess the success of prison education programs because it serves as an accountability mechanism to show the American public how money is spent in the correctional system (Wade, 2007). Recidivism rates also provide policymakers who support rehabilitation programs with empirical evidence regarding the effectiveness of those programs (Wade, 2007). However, some scholars critique the inconsistent

definition of recidivism from studies because they assert that such inconsistency prohibits research from accurately conclude that prison education programs are successful at reducing recidivism (Wade, 2007; Ubah, 2002; Martinson, 1974). The definition of recidivism is convoluted by disagreements over time frames: some studies measure recidivism rates over a three year-period, some account only two and five-year periods, whereas, other studies measure recidivism over a prisoner's life time (Schirmer, 2008). Ubah (2002) argues that empirical literature on prison education programs are indicative but not definite that participation in and/or completing a correctional education program considerably reduces recidivism.

Additionally, scholars point out problems with the samples studied in prison education programs. Some scholars believe there is a selection bias that diminishes the validity of the studies on prison education (Schirmer, 2008; Wade, 2007; Ubah, 2002). They argued that participants of prison education programs voluntarily chose to participate in such programs because they had already made the determination to not return to prison and they understood the linkage between education and success (Schirmer, 2008; Page, 2004). The issue of self-selection is critical because it questions whether recidivism is decreased due to the inmates' actual participation in prison education programs, or due to the inmates' motivation to participate in prison education programs (Ubah, 2002; Schirmer, 2008). Moreover, some studies failed to clearly identify program completers from non-completers due to the limitation in defining their control groups. Thus, it is questionable whether the two groups had different recidivism rates (Ubah, 2002).

Critics have also questioned the limitations in the data utilized to analyze the impact of prison education programs. In an extensive literature review of studies that focused on adult basic education (ABE), general education development (GED), vocational, and college education

programs offered in prison, deficiencies in data and statistical analysis were identified (Wade, 2007). The validity of the data analysis techniques used to evaluate the outcome of programs revealed limitations within the data because most studies analyzed secondary data and/or utilized inaccurate methods for statistical analysis (Wade, 2007).

Ubah (2002) summarized the limitations of studies on prison education programs by stating that research has only established a statistical association between prison education programs and a reduction in recidivism, but they failed to identify the causal patterns underlying such association. According to Ubah (2002), studies ignore the issue of spurious relationships, fail to clearly indicate the program category or categories that compose the criterion group and the control groups, fall short in providing adequate descriptive information about the prison education programs, and disregard the adequacy of the educational offerings to the effective demand for them (Ubah, 2002).

Public Opinion and Policies

Politics and public opinion have had a significant impact in prison education in the U.S. Public opinion polls conducted from the mid-1980s and into 1990s reveal that the general public support academic, vocational, and substance abuse programs for prisoners, as well as, alternatives to incarceration (Meiners, 2009). Even when the American public identified crime as the primary social problem in the U.S, they support prevention policies over enforcement (Meiners, 2009). Prior to the 1970s Americans perceived prisons as rehabilitative places that prepared inmates to successfully reenter into civil society. However, by the mid-1970s the American public began to view prisons as areas of containment whose primary objective should be to inflict pain and punishment (Schirmer, 2009). These differing views garnered opposition

and support for prison education programs among the general public and policymakers. Those that support criminal rehabilitation support prison education programs, while those that favor the punishment of criminals oppose prison education programs (Schirmer, 2009).

In the 1960s, education programs in prisons flourished as a result of a shift in the philosophy of the criminal justice system and federal funding for post secondary education (Wright, 2002; Page, 2004). During the 1960s critics of the treatment model, which states that criminals commit crimes because they are socially or psychologically sick, argued that individuals committed crimes because they lacked access to lawful opportunities to accrue wealth, status, and power (Page, 2004). Consequently, critics proposed an opportunities model that urged local and national governments to support prison education programs to provide inmates access to higher education and equip them with social resources (Page, 2004). Prison education programs were further expanded by the 1972 amendments to the Higher Education Act of 1965, which established the Basic Education Opportunity Grants Program, renamed the Pell Grants in 1980 (Wright, 2009; Page, 2004).

Pell Grants

The Pell Grants allowed for an expansion of post secondary education programs offered in prisons nationwide (Wright, 2009; Page, 2004). Pell Grants are noncompetitive, needs-based federal college funds available to all qualifying low income students (Torre & Fine, 2005). Prisoners who were not serving a death sentence or life without the possibility of parole and met the financial criteria, were allowed to apply for Pell Grants as low-income students to acquire financial assistance to pay tuition, fees, books, and supplies for college level courses (Schirmer, 2008; Wright, 2001). Once Congress allocated funds to the Pell Grants program, it became the

primary funding source of prison education since almost all inmates qualified for the grants and states opposed allocating their own resources to educating inmates (Page, 2004). The impact that Pell Grants had in post-secondary education in prisons was evident by the increase of programs offered in detention facilities throughout the U.S.; twelve institutions offered degree programs in 1976, 237 in 1965, 350 in 1982, and 772 in 1990 (Page, 2004). Despite the fact that the proportion of Pell Grants awarded to inmates ranged between 0.82 % in the early 1990s, in 1995, policymakers pushed legislative reforms to dismantle correctional post secondary education (Wright, 2001; Hrabowski & Robbi, 2002).

In 1994, policymakers who were against prison education programs ratified the Violent Crime Control and Law Enforcement Act as part of the 1995 Federal Crime Bill, which made inmates ineligible for Pell Grants (Torre & Fine, 2005; Meiners, 2004; Schirmer, 2008). Policymakers utilized the media to gain public support for the elimination of Pell Grants for prisoners by portraying criminals as a distinguished group that was deceitful, opportunistic, for the most part insusceptible of reform and essentially different from the general public (Page, 2004). In multiple public appearances, politicians denounced that inmates were taking money from law-abiding students. Such allegations decreased the public's support for prison education programs (Schirmer, 2008). Policymakers argued that awarding Pell Grants to prisoners was deplorable in a time of budget cuts for social programs and argued that grants could be better used to assist law-abiding college students to pay for school (Schirmer, 2008). Furthermore, lawmakers supporting the revocation of Pell Grant funding for inmates portrayed lawmakers, criminal justice personnel, and experts that supported prison education as corrupt, prison coddlers, who co-conspired to steal Pell Grant funds from law-abiding citizens (Page, 2004).

The juxtaposition of awarding Pell Grants as a form of rewarding honored social groups versus rewarding dishonored social groups made it almost impossible for supporters of the Pell Grants for prisoners to defend their position (Page, 2004). Thus, in 1994 with minimal resistance, Congress eradicated inmates' eligibility for Pell Grants, by ratifying the Federal Crime Bill which contained the Violent Crime Control and Law Enforcement Act that eliminated the Pell Grant for prisoners (Torre & Fine, 2005; Schirmer, 2008). A year after the provision was ratified the number of states that offered post-secondary programs to inmates decrease from 36 to 26. After ten years, the number of prison that offered such programs decline from 350 prison in 1995 to twelve in 2005 (Schirmer, 2008; Torre & Fine, 2005).

Legislators in favor of awarding Pell Grants to prisoners, which were primarily members of the Black Caucus, centered their support on six arguments: 1) Pell Grants were geared to assist disadvantaged students, and prisoners were among society's most disadvantaged individuals; 2) the allocation of Pell Grants to prisoners was minimal; 3) Pell Grants were a quasi-entitlement; 4) awarding Pell Grants to prisoners was a good investment because they helped decrease recidivism; 5) prison order was improved by offering prison education programs; and 6) educating inmates would help maintain streets safe. However, the efforts made by advocates of prison education programs and prisoners' right to financial aid were fruitless (Page, 2004).

Raymond I. Jones, a defender of prisoner education rights, argued that those who oppose prison education programs did so because they demoralize the ethical legality and the social connotation of punitive confinement (Schirmer, 2008). Lack of awareness among the public regarding prisoners receiving higher education made it difficult for supportive policymakers to

garner constituent and legislative support for using public funds for post-secondary programs (Schirmer, 2008; Page, 2004).

Despite numerous studies that associate higher education with lower levels of recidivism, the public opinion has been swayed by political agendas that oppose investing funds in prison education (Schirmer, 2008, Torre & Fine, 2005; Wright, 2001; Hrabowski & Robbi, 2002; Gordon & Weldon, 2003). In the 21st century the U.S. prison population has grown exponentially despite a reduction in crime; yet states continue to invest exorbitant sums of money to build more prisons and one-third of inmates continue to recidivate (Schirmer, 2008). Empirical studies demonstrated that a cost efficient approach to reducing recidivism is through a combination of career and academic education that will prepare inmates to gain lawful employment, hence improving their economic situations and deterring them from engaging in criminal behaviors (Gordon & Weldon, 2003; Page, 2004).

Individually, substance abuse and mental health counseling, reentry support, and prison education is not enough to reduce overall recidivism (Schirmer, 2008). Many scholars propose that prisons utilize a multidimensional approach to address the different barriers that impede successful reentry (Schirmer, 2008; Gordon & Weldon, 2003, Case et al., 2005). In order to persuade politicians and the general public to reinstate funding for prison education programs, it is necessary to continue conducting comprehensive studies to further understand the most effective approaches to rehabilitate offenders, increase the public's awareness of the challenges prisoners face as they attempt to reintegrate to society, and continue efforts to support offenders that are determined to become lawful citizens (Schirmer, 2008).

CHAPTER 3

Methodology

This chapter explains the methods utilized to gather data for the evaluation of PEP at CIW. This qualitative case study was conducted within CIW in Norco, California. The study seeks to gain insight on how PEP impacted participants. More specifically, it seeks to explore if the Academic Orientation presentations increased inmate's understanding of college majors and career options and whether these sessions motivated them to pursue higher education; if the Career Development workshops provided knowledge and skills that will help inmates transition back to society and explore educational and employment opportunities; and if the Women's Empowerment workshops help inmates increase their sense of empowerment.

Subjects

PEP was offered to inmates of CIW for the first time in the spring of 2012. This research was conducted upon the completion of the first two cycles of PEP, spring 2012 and fall 2012. PEP was adapted to be a gender-responsive program for female offenders by incorporating a Women's Empowerment module that focus on addressing issues that primarily affect female offenders. Additionally, in efforts to build a comfortable and safe environment for CIW inmates, whom because of experiences of abuse by males might be apprehensive to discussing their struggles with male volunteers, 90% of the volunteers that facilitated the modules at CIW were females. PEP offered three modules: Women's Empowerment, Career Development, and Academic Orientation. Participation in the different PEP modules was voluntary and available to all inmates willing to participate. Although, PEP was opened to all inmates, not everyone decided to participate either because of conflict with programs they were already involved in, or

because they were not interested in participating. PEP is designed as a seven week program. However, during the spring session the program was only offered for five weeks due to a delay in the clearance of the background checks that all PEP volunteers are subject to as a protocol of CDCR. In the fall PEP was offered for the full seven weeks. The modules were offered in the evenings of different days of the week to allow inmates to attend one or all of the modules. Inmates could choose to attend all three or one of the three modules. They were encouraged to attend a minimum of five sessions of the module(s) they chose in order to receive a certificate of participation.

The participants of this study consisted of 78 female inmates of CIW that attended the PEP modules. The age of the subjects ranged from young adults (as young as 18) to older adults (around the age of 60). Participants did not receive any monetary compensation for their participation. However, they receive a *Certificate of Completion* for their participation from PEP. Since this research is a case study focusing on PEP implemented at CIW, neither a control or comparison group was utilized. Convenience sampling was utilized. PEP participants in attendance of the last workshop of each module were asked for their voluntary participation in fill out the surveys developed to conduct the evaluation of the program.

Subject Protection

Participation in this study was anonymous. No identifiable data about the subjects was collected. Neither the names nor the CDCR numbers were required on the surveys. The surveys that subjects voluntarily completed were strictly pertinent to the PEP modules. Only the primary researcher and faculty advisor had access to pertaining documents of this research. Consent

forms and surveys were stored in separate cabinets to avoid any potential risk of identifying participants.

CIW, the warden, nor prison staff, had access to the raw data gathered in this study. However, CIW, the warden, or prison staff will have access to a copy of this study which will report the aggregated data of the surveys. No identifiable data will be utilized in the report generated from the analysis of the data; ensuring that there is no risk of breaching confidentiality.

Instruments

Data were gathered through a four-question survey. Three of the questions required a yes or no response. The fourth question was an open-ended question asking for the subjects' thoughts in regards to each individual module. The following are the questions that were asked for each one of the three modules:

Academic Orientation Module

1. Did the Academic Orientation presentations increase your interest in different academic majors? Yes No
2. Did the Academic Orientation presentations inspire you to further your education? Yes No
3. Will you be able to use the information that you learned in the presentations when you are paroled? Yes No
4. Please briefly discuss your thoughts about the Academic Orientation presentations.

Career Development Module

1. Did the Career Development workshops help you understand what it takes to get a job? Yes No
2. Did the Career Development workshop help you become familiar with the process of applying to college and financial aid? Yes No
3. Will you be able to use the information that you learned in the workshops when you are paroled? Yes No
4. Please briefly discuss your thoughts about the Career Development workshops.

Women's Empowerment Module

1. Did the Women's Empowerment workshops help you increase your self-awareness? Yes No
2. Did the Women's Empowerment workshops help you increase your confidence and motivation? Yes No
3. Will you be able to use the information that you learned in the workshops when you are paroled? Yes No
4. Please briefly discuss your thoughts about the Women's Empowerment workshops.

Subjects were informed about the survey at beginning of the last session of each module when the agenda for the session was discussed by the instructors. At the end of the session the researcher addressed the class, described the intention of the survey, and explained that filling out the survey was voluntary and that responses would be confidential. The researcher emphasized to all individuals that there were no penalties if they declined to fill out the survey.

Once this explanation was done, the researcher allowed five minutes of time for individuals that chose not to complete the surveys to leave the classroom.

The researcher then proceeded to discuss the informed consent forms with the individuals that remained in the room. Informed consents were obtained from each participating subject. Once consent was obtained, the researcher distributed the survey and explained to participants that when finished, they were to insert the completed survey in an envelope that was placed in the front of the classroom. The researcher remained in the room while the subjects filled out the surveys to provide clarifications should any questions arise. Once all of the surveys were turned in the researcher proceeded on securing the completed surveys and consent forms in a locked cabinet.

Data Analysis

Responses for each one of the three modules were analyzed separately. For the first three questions of each module, which required a yes or no answer, the frequency of responses was calculated. For the fourth question of each module, which was an open-ended question, themes were identified and individual responses were categorized under each theme. Discrepancies relating to the categorization under relevant themes were discussed with the advising faculty and consensus was reached.

Research results are reported independently for each of the three modules. Research results are reported according to the frequency of responses to questions 1, 2 and 3. Responses to the open-ended question (#4) are presented according to identified themes.

Research Limitations

There are several limitations to this research. One limitation is that this study relied on self report from participants. The responses represent CIW inmates' perception on PEP, thus not providing an actual measurement of how much knowledge they acquired in the modules, and whether or not they will be able to utilize the information once paroled. One way to resolve this issue is to utilize pre and post tests that allow for measuring the knowledge inmates had before and after they completed the modules. The research design needs to incorporate a follow-up method to be able to measure if PEP participants utilize the information they learned from the modules and also to obtain measurements of recidivism rates among PEP participants. To address these issues, different methodology and measuring tools must be designed to capture the extent to which lessons learned are put into practice and the effects that the program has had on recidivism. The sample utilized in this study can be criticized as having selection-bias as it has been criticized in other prison education studies by Schirmer (2008), Wade (2007), and Ubah (2002), because participants for this study in essence self-selected themselves to participate in PEP and in the surveys utilized for this study. To address deficiencies in selection-bias, participants can be randomly assigned to participate in PEP or by utilizing a comparison group. The fact that the researcher was present when the surveys where administered further contributes to the limitations of this study since this practice can have skewed participants' responses. To diminish bias in responses the surveys should be administered by a third party.

CHAPTER 4

Research Findings

The following chapter explains and analyzes the results obtained from the surveys conducted in this study. Each PEP component offered at CIW during the spring and fall of 2012 (Academic Orientation, Career Development, and Women's Empowerment) was evaluated utilizing a four question survey. Results are reported independently for each of the three PEP components evaluated. Research results are reported according to the frequency of responses to questions 1, 2 and 3. Responses to the fourth question, which solicited the participants' opinions, are reported according to common themes.

Academic Orientation

The surveys distributed to participants of the Academic Orientation presentations consisted of four questions. Three of the questions required a yes or no answer, while the fourth question was an open-ended question asking participants for their opinion regarding the presentations. Seven inmates consistently attended the Academic Orientation sessions in the five-weeks they were offered at CIW in the spring and eighteen inmates consistently attended in the fall. In total 25 CIW inmates attended the Academic Orientation sessions. All 25 inmate-students provided responses to the surveys. Responses to the first question demonstrated that 24 out of 25 inmate-students felt that the Academic Orientation presentations increased their interest in different academic majors and one disagreed. Answers to the second question indicate all 25 inmate-students agreed the presentations inspired them to further their education. Responses to the third question revealed all 25 inmate-students concurred they will able to use the information

they learned from the Academic Orientation presentations once they are paroled. Refer to Appendix A to view a graph summarizing the data from questions 1-3.

The fourth question asked inmates to briefly discuss their thoughts about the Academic Orientation presentations. Four themes were identified from the responses. Participants felt the presentations were informative and helpful, enjoyed the sessions, expressed gratitude towards the volunteers for taking the time to share their knowledge, and would like the workshops to be offered again. Eighteen inmate-students (72%) referred to the sessions as informative and helpful. One participant expressed, “At first I really had no idea about college degrees but after this class, I know all about college degrees and how to go about to obtain one. They gave us a lot of information about different majors. I feel this class is very helpful for those of us here at the prison that want to pursue their education after they’re released.” This statement was corroborated by another inmate-student who stated, “This class was very educational. It gave us a lot of resources that we can use once we get out.” An inmate who participated in the spring and fall sessions revealed that volunteers of the Academic Orientation helped her fill out her college application and select classes during the spring. In the fall sessions she gained a better understanding of the general education courses that she needs in order to fulfill her goal of obtaining an Associates in Arts degree. The feedback received from the inmate-students of the Academic Orientation sessions confirmed that the objective of this component, familiarizing inmates with college majors and motivating them to pursue higher education, was met.

The second theme derived from the responses was that inmate-students enjoyed the sessions. Twelve (48%) inmate-students made references to liking the workshops. One inmate-student voiced, “I really enjoyed this prison academic project.” Another inmate-student wrote, “I really enjoyed the class and the instructors. This academic class was great!” A third inmate-

student expressed, “The sessions were absolutely wonderful.” Inmates’ satisfaction with the presentations resounded in the survey responses.

The third theme that emerged was gratitude towards the volunteers for taking time to help the inmates. Twelve (48%) inmate-students expressed some form of gratitude. One inmate-student wrote, “Thank you for all the information. I will put it to use.” Another inmate stated, “Thank you for taking time of your busy schedule to come to CIW.” The responses demonstrate that the inmate-students appreciated the efforts made by the volunteers to share their knowledge and help expose inmates to the academic world.

The fourth theme that emerged was desire for the Academic Orientation sessions to be offered again. Eight (32%) inmate-students expressed desire for the program to return to CIW. One inmate-student expressed, “I love this class and want to see you in the fall.” Another one said, “We will love for them to be here again sharing with us.” A third inmate indicated, “I believe they should keep giving this class to everyone.” These responses reveal that inmate-students understood the value of becoming familiar with the academic world and expanding their education.

Some inmate-students provided recommendations on how to improve the Academic Orientation sessions. One recommendation was that the first and second sessions be a basic discussion about college. Another inmate-student suggested that handouts should be provided and more information on credit scores should be discussed. A third inmate-student indicated that it would be helpful to provide felon friendly employer information. A fourth inmate-student felt the sessions lacked real information and were too basic. Refer to Appendix B to view a matrix

summarizing the common themes derived from the responses to the fourth question of the Academic Orientation surveys.

The first hypothesis of this study is that the Academic Orientation presentations provided CIW inmate-students with a better understanding of college majors and motivated them to pursue higher education. The survey responses indicate that the first hypothesis of the study can be accepted as 24 out of 25 participants indicated that they have developed an interest in different academic majors; 25 out of 25 felt inspired to further their education; and 25 out of 25 felt they will be able to apply the knowledge they acquired in the sessions once paroled. The expressed opinions in the open ended question of the survey also illustrate that participants found the sessions valuable because they were able to expand their knowledge and understandings of the educational options that they have.

Career Development

The surveys disseminated to the CIW PEP participants of the Career Development workshops consisted of four questions as well. Three of the questions required a yes or no response and the fourth question requested the participants' opinion on the workshops. The Career Development workshops had 25 inmate-students during the five weeks it was offered at CIW in the spring; the survey was answered by all of them. Data was not collected in the fall because the Career Development workshops were not offered in the fall. The responses to the first question indicated all 25 of the inmate-students agreed that the Career Development workshops helped them understand what it takes to get a job. Responses to the second question demonstrated all 25 inmate-students confirmed that the workshops helped them become familiar with the process of applying to college and financial aid. Responses to the third question

revealed all 25 of the inmate-student believe they will be able to use the information they learned in the workshops once they are paroled. Refer to Appendix C to view a graph summarizing the data from questions 1-3.

There were five common themes derived from the fourth survey question which inquired for the inmate-students' opinions regarding the Career Development workshops. One theme that emerged was that inmate-students learned valuable information in the workshops. One inmate-student stated, "I learned a lot of thing that I can take back into society with me." Another inmate-student expressed, "I really learned a lot in this class. I learned new things that I really didn't know about." There were references to having acquired knowledge from 10 (40%) of the inmate-students.

Additionally, 7 (28%) inmate-students specified that the knowledge they gained pertained to furthering their education. One inmate-student indicated, "Not only did they help me become familiar with a college application, I gained the confidence to apply." Another inmate-student expressed, "You've open my mind and eyes to education and a better future." A third inmate-student shared that she was grateful to have learned that she can go to community college to get an education and a career.

Furthermore, 8 (32%) inmate-students mentioned they acquired knowledge that will assist them in their employment search. One inmate-student indicated, "The class taught me structure and format that I can use in my prospective job interviews. I feel significantly more confident to apply what I learned and to get the job position that appeal to me." Another inmate-student stated, "Your workshop has given me the courage and better understanding on how to approach an interview." References were made about the fact that information from the

workshops assisted inmates to develop or improve their resumes. Overall, all 25 inmates acknowledge that the Career Development workshops taught them valuable information.

A second theme that emerged from the responses was that participants enjoyed the workshops. Eleven (44%) of the participants expressed they enjoyed the workshops. One inmate-student stated, “I’m so glad I came to this class and more importantly that it was here for me to take.” Another inmate expressed that attending the workshops was a wonderful experience. Others made reference of enjoying the patience, preparedness, and inspiration of the volunteers.

A third theme noted in the responses was gratitude towards the volunteers for taking time to teach the inmates. Seventeen (68%) of the inmate-students made some reference of gratitude for having the workshops and towards the volunteers for taking time to facilitate the workshops. One inmate-student declared, “I cannot express enough the help every single person who spoke and volunteer is appreciated. We are so thankful for the inspiration of each speaker.” Another inmate-student wrote, “Thank you so much for believing we can change and giving us the tools to do so.” A third individual expressed, “I appreciate all of these people who came to us, gave their time, and share valuable important information. Thanks so much.” A sincere expression of appreciation for the volunteers’ dedication was evident in the comments provided.

A fourth theme that emerged was inmate’s desire for the Career Development workshops to be offered again at CIW. At least seven (28%) inmate-students made a reference towards wanting the workshops to continue to be offered. One inmate-student said, “Please come again very soon, we need these types of programs.” Another inmate-student stated, “This was a positive course for the women of CIW and will be beneficial for inmates to attend the next sessions.” The previous statement was further supported by another inmate-student who wrote,

“They [the instructors] would be a great asset to our education program and hope to welcome them back for more.” Other comments suggest the inmates at CIW would participate again in the workshops if they are offered again.

The fifth theme identified in the responses was that inmates would like the workshops to be offered for a longer period of time. Four (16%) inmate-students requested the length of the sessions be extended or the number of sessions be increased. Comments made in regards to the length of the sessions included, “It would have been nice to have a little more time,” and “I would like for the sessions to be longer and also longer weeks.” Refer to Appendix D to view a matrix summarizing the common themes derived from the responses to the fourth question of the Career Development surveys.

The feedback received from participants suggest that the workshops were regarded as valuable, informative, and useful in building skills inmates can utilize to obtain employment or enrolling in college. There was a general consensus among inmates that they acquired a general understanding of the job market as discussed in the workshops that pertained to developing a resume, conducting job searches, and interviewing for jobs. Furthermore, responses suggested inmates became more familiar with the educational system, the various degrees offered in each institution, and the various avenues to finance education. The second hypothesis of this study stated that in the Career Development workshops, inmate-students would acquire knowledge and skills they can apply as they explore educational and employment opportunities once paroled. The survey results demonstrated that the second hypothesis can be accepted.

Women's Empowerment

The surveys used to evaluate PEP's Women's Empowerment module also followed the same four question format utilized to evaluate the Academic Orientation and Career Development components. Twelve inmates consistently attended the Women's Empowerment workshops in the five weeks they were offered at CIW in the spring and 16 in the fall, bringing the total to 28 participants. All 28 inmate-students provided responses to the surveys. The responses to the first question indicated all 28 of the inmate-students agreed the Women's Empowerment sessions increased their self-awareness. Answers to the second question revealed 28 inmate-students agreed that sessions helped them increase their confidence and motivation. Responses to the third question show that all 28 inmate-students concurred that they will be able to use the information they learned in the Women's Empowerment workshops when they are paroled. Refer to Appendix E to view a graph summarizing the data from questions 1-3.

Five themes emerged from the fourth question which asked participants to briefly discuss their thoughts about the Women's Empowerment workshops. The derived themes were: gaining a sense of empowerment, acquired knowledge, enjoying the sessions, gratitude of having the workshops and towards the volunteers, and a desire for the workshops to be offered again. Eleven (39%) of the inmate-students shared they gained insight and empowerment through the workshops. One inmate-student wrote, "These sessions were incredibly helpful to me. As a woman who was abused, my self-esteem always needs work. In short, I need all of the empowerment I can get!" Another inmate-student expressed that the workshops, "Helped me have confidence in being a woman, to know I am important, that I just need to take a stand, and that I have control over my life." A third inmate-student stated, "This program helped me to empower myself, to go the outside world and speak my opinions." A fourth inmate-student

shared that due to this class she gained the courage to take the pre-General Equivalency Diploma (GED) test and passed. The statements made by these women demonstrate an overwhelming interest in addressing self-esteem issues and a strong desire by inmates to feel empowered to take control of their future.

A second theme derived from the fourth question was that inmate-students learned a lot from the workshops. Twelve inmate-students (43%) mention having learned a lot of information from the workshops. One inmate-student expressed that she loved the workshops, learned a lot and that she “will share with friends and family what I learned in the workshops.” Another inmate-student stated that she feels “strong and able to help other women.” Other inmate-students referenced having “learned about giving back,” how they “fit in the world,” and about “gender differences.” The expressed desire of carrying forward the message of self-value indicates that PEP’s Women’s Empowerment workshops have provided inmates with insight as to the positive effect they can have on others.

The third theme that emerged was that the women enjoyed the workshops. Half of the responses (14 out of 28) mentioned that they liked the class. One inmate-student wrote, “I really enjoyed this class and talking about drawing out the inner strength of being a woman.” A second inmate-student expressed that, “the Women’s Empowerment is the best thing that’s come to CIW.” Other comments indicated that inmate-students thought the sessions were “awesome” and that they “enjoyed” attending the workshops. The overall positive feedback for this workshop suggests that CIW inmate-students welcome the opportunity to learn about building a positive self-image, gaining courage, and increase their self-esteem.

The fourth theme that arose from the fourth question was gratitude. Nine (32%) responses mentioned a “thank you.” One inmate-student expressed, “Thank you for taking your time to come here and inspire us to keep looking forward for a new future. Thank you so much.” Most of the gratitude was expressed towards the volunteers for caring and for contributing their time and efforts.

The fifth identified theme was that CIW inmate-students want the workshops to continue to be offered. Sixteen (57%) of the responses referenced this sentiment. One response stated, “Keep coming back.” Another inmate-student expressed, “We need more sessions throughout the year.” A third response was, “I hope that you come back to teach us more of what we don’t know.” Others articulated that they would love to see the class come back, that they would “recommend the class and any other class like it,” and that they would enroll again if the workshops were offered again. Refer to Appendix F to view a matrix summarizing the common themes derived from the responses to the fourth question of the Women’s Empowerment surveys.

The responses obtained from the surveys support the third hypothesis that the CIW inmate-students that participated in the Women’s Empowerment workshops would develop a greater sense of self-empowerment. To some degree all of the participants indicated that the knowledge they acquired in the workshops strengthened their confidence and increased their motivation to better their lives. Inmate-students also pointed out that they will be able to utilize what they have learned when released. Some of the responses from inmate-students demonstrated that they internalized the lessons they gathered from the workshops and are willing to transmit the message to others. Research indicates that about 92% of women in California’s prisons have been victims of physical or sexual abuse, thus building their confidence and self-

esteem should be a fundamental element of their rehabilitation (ACLU, 2007). The survey responses from PEP's Women's Empowerment workshops indicated that the workshops build a foundation of empowerment that will provide women with confidence to venture into opportunities that can better their lives.

Overall, the surveys for the three PEP components that were offered for the first time to women at CIW reveal that the program met its objectives. The Academic Orientation presentations provided participants with insight into the various academic majors offered in California's public universities and community colleges. The presentations increased participants' curiosity of the academic world and provided them with information on how to further explore this world. The Career Development workshops provided CIW inmates with necessary skills and knowledge needed to seek educational or career options. The Women's Empowerment workshops achieved the goal of increasing empowerment, awareness, and confidence in each participant. In these workshops, the women were inspired to value themselves and gained motivation to change their lives. In conjunction, PEP's Academic Orientation, Career Development, and Women's Empowerment workshops have established a solid foundation for rehabilitating CIW inmates by providing them with tangible skills that they can utilize to further their academics or in searching for employment.

Researchers have consistently associated employment and increasing academic achievement as factors that contribute to an inmate's successful reintegration and a reduction in recidivism (Scruggs, 2005; Case et al., 2005; Young & Mattucci, 2006; Esperian, 2010). Given that PEP components are built on such factors, one can project that PEP will contribute to participants' successful reintegration and will lower recidivism among PEP participants. However, it is recognized that PEP is addressing only a few factors that influence reintegration

and recidivism. CIW inmates will also need assistance to address other factors that have the potential to jeopardize their rehabilitation, such as, drug addictions, mental health illnesses, medical problems, and family issues (Ellison, 2005; Alemagno & Dickie, 2005). Addressing these challenges is beyond the scope of PEP and its objectives. CDCR will need to partner with other community agencies that have the resources and specialties to address those issues. Nonetheless, PEP has provided its participants with a foundation of empowerment, employment seeking skills, and knowledge of educational opportunities, all which have been associated with inmates' successful reintegration to mainstream society and reductions of recidivism (Richie, 2001; Young & Mattucci, 2006; Esperian, 2010).

CHAPTER 5

Discussion

This chapter discusses the lessons learned from this study. It also addresses suggestions for future research that can be conducted to further examine the impact that PEP has on inmates. This chapter will conclude with a discussion on PEP's effectiveness in addressing the rehabilitative needs of female offenders of CIW.

Lessons Learned

Over the two terms that PEP has been implemented valuable lessons have been learned that will help improve the program. One of the most important lessons learned is that collaboration and communication between CDRC, the PEP administrator, and lead volunteers is extremely crucial to ensure that PEP runs smoothly. Cooperation from the correctional staff is essential in ensuring that inmates are informed when the PEP modules will be offered, as well as, obtaining the necessary clearance for volunteers to be able to enter the facility, and making certain that classrooms are designated for PEP volunteers to utilize.

Another improvement that can be made to PEP is supplementing the volunteer's oral presentations with written information. Some participants indicated they would like to have handouts with the information that volunteers presented so they can review the information on their own. Incorporating written material as part of the curriculum of all PEP modules will be beneficial to inmates because they will have something to reference if they need clarification or more information about a topic discussed in a module. The handouts can also serve as resources with contact information they can utilize when they are back in their communities. Having

written materials like charts, diagrams, or drawings will also be beneficial in transmitting the information to individuals that are visual learners.

An additional lesson learned is that participants want PEP sessions to be extended. Participants embraced PEP because they felt the information that was presented in the various modules was valuable and important. However, seven 90-minute sessions seemed to not be enough time for volunteers to review previous lessons and conduct new lessons. Extending the length of the program or the length of individual workshops will allow additional time for volunteers to work individually with participants to assist them on their specific needs. Expanding the length of the program is something to consider in order to devote more time to individual questions and to reiterate information that can seem complicated when heard for the first time, such as filling out a financial aid form, applying for college, and the various academic options available. After this initial evaluation the program designed has been modified to make PEP an eight week program instead of a six week program.

Administrators can derive from the implementation of PEP that utilizing community agencies to supplement rehabilitative programs is an effective approach to enhance depleted resources. The overarching philosophy of PEP is to use the resources that are in the prison's "backyard" to make substantive change. There are 33 prisons in the state of California and many of these facilities have community colleges and/or universities within their proximity. PEP utilizes the university student volunteers, the faculty expertise, and other resources of the university to impact the lives of the inmates. CDCR has to join forces with public, non-profit, and religious organizations that specialize in treating psychosocial, economic, and educational deficiencies prevalent among prisoners in order to truly begin to break their cycles of crime and incarceration (LHC, 2004). The partnership between CDCR and Dr. Reese allowed CIW to

complement educational programming that has been terminated due to budget reductions. PEP is also a cost efficient program for CDCR since it is primarily operated by volunteers. The only cost incurred by CDCR is conducting background checks for volunteers. Incorporating PEP into the correctional curriculum not only makes CDCR's programming more robust, it also benefits inmates by having access to rehabilitative programs, provides volunteers an opportunity to create a positive impact in their community, provides organizations, like CPP, an opportunity to pilot innovative research based projects. Furthermore, establishing partnerships with public and non-profit organizations to provide services to inmates allows inmates to establish connections with community agencies where they can seek assistance once they are released from prison.

Future Research

This study evaluated the effectiveness of PEP modules from the perspective of CIW inmates. Their responses strongly support that the PEP modules offered at CIW are meeting their goals of increasing their knowledge of academic opportunities, motivating them to further their education, expanding their understanding in navigating the educational system and labor market, and increasing their self-esteem, confidence and desire for a better future. This study allows inmates to voice their opinion of PEP which is valuable because the program seeks to specifically meet some of their needs in order to help them successfully reintegrate to society. However, this study can be amplified in various ways. One of the overall objectives of PEP is to reduce recidivism by one percent by 2015. However, the research design of this study does not allow for measuring the recidivism rate of PEP participants.



Figure 1. Estimated total annual savings of reducing recidivism by 1%

Hence, research on PEP can be expanded to incorporate measuring tools to obtain a measurement of the impact it has on recidivism rates. Designing a research method that incorporates follow-ups, such as a longitudinal study, with PEP participants after their release will assist in having a more accurate measurement of the impact it has on recidivism. Additionally, it will allow for measuring the extent to which the information that is provided in the PEP modules is being utilized by inmates, as demonstrated by enrollment in academic programs and employment attainment. Given that reductions of CDCR's budget have lead to the abolishment of correctional education, a cost analysis study to determine the economic impact of PEP, will be beneficial in demonstrating that educating inmates is a cost effective alternative to incarceration. PEP is still a budding program and as it continues to develop it will present more research opportunities.

Conclusion

As correctional policies in California shift towards rehabilitation, CDCR is focusing on better understanding the needs of inmates, especially female inmates. The FOPS is paying special attention to the recommendations of scholars who suggest that in order to reduce recidivism and enhance the reintegration into society of female offenders, rehabilitative programs must be gender-responsive (CDCR, 2008). Correctional programming aiming to break the cycle of incarceration of females must focus on addressing the fact that women tend to be nonviolent offenders whose crimes are primarily driven by a need to endure violence and poverty; address the physical and sexual victimization of female offenders; treat mental health and drug addictions; support family reunification since women tend to be the primary care givers of young children; and address the fact that women have histories of low education, low vocational training and poor employment histories (CDCR, 2008; Young & Mattucci, 2006; Fasenfest, Sarri, & Philips, 2005; Scruggs, 2005; Vacca, 2004; Alemagno & Dickie, 2005).

CDCR's partnership with CPP professor, Dr. Reese, to implement PEP at CIW is an example of the efforts CDCR is making to implement innovative gender-responsive programming for female prisoners. PEP supports CDCR's educational programming by offering Academic Orientation, Career Development and Women's Empowerment workshops that will enhance the skills of female offenders to successfully reintegrate to society (www.prisoneducationproject.org). The results from this study suggest that PEP is expanding the knowledge of CIW inmates by providing them with a general understanding of the process of furthering their education, preparing themselves to navigate the labor market, and improving their self confidence, which has suffered as a consequence of traumatic experiences and incarceration itself. Empirical studies have attributed higher education attainment, vocational

training, employment and improved self-confidence with lowering recidivism among female offenders (Vacca, 2004; Young & Mattucci, 2006; Scruggs, 2005; Case et al., 2005; Gonzalez et al., 2007; Esperian, 2010; Alemagno & Dickie, 2005). Given that PEP addresses the aforementioned challenges, which CIW inmates also face, PEP is improving the chances of CIW inmates to successfully re integrate to society and reduce recidivism.

Scholars indicate that effective educational programs for prisoners are those that build social skills, artistic development, teach methods and approaches to deal with their emotions, and stress academic, vocational, and social education (Vacca, 2004; Gonzalez et al., 2007; Alemagno & Dickie, 2005). Considering that PEP modules are reinforcing and building social skills, confidence, self-esteem, and encouraging higher education, it can be implied that PEP is an effective gender-responsive educational program that will enhance the rehabilitation of CDCR's female offenders. Thus, PEP has the potential to achieve its mission of saving California roughly \$44 million by reducing recidivism 1% by 2015.

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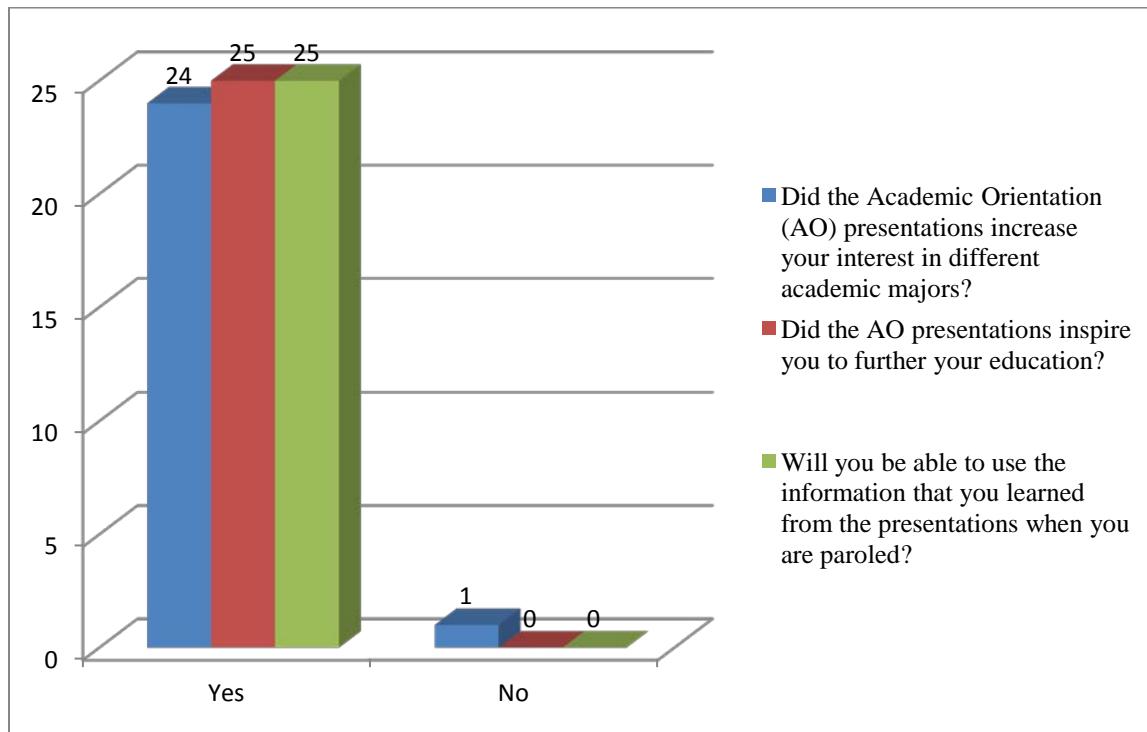
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Appendix A

Academic Orientation Presentations

Sample size: 25



Summary of responses to questions 1, 2, and 3 of the Academic Orientation surveys

Appendix B

Academic Orientation Matrix

Question 4: Please briefly discuss your thoughts about the Academic Orientation presentations.					
Participants:	Themes				
	Informative & Helpful	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Recommendations
1	"I found it to be very informative. Great class."	"I really enjoyed this prison academic project."	"Thank you for teaching us very well."	"I look forward to the fall."	
2		"I really learned and enjoyed this class."		"I really would like to get this class again."	
3		"Great class."			
4	"I'm looking forward to getting back to school. This orientation made me use my mind in good ways."	"Academic Orientation was wonderful and very helpful."			
5	"I learned a lot in this class."	"I really enjoyed this class."			
6		"I love this class."	"Thank you."	"I love this class and want to see you in the fall."	
7	"I personally like it because they have so much information for us to go to the outside world and apply it."			"We will love for them to be here again sharing with us."	
8	"I found the sessions very informative. The presenters were very knowledgeable."	"The presenters were helpful in answering our questions, and researching our questions about the majors we were interested in. They treated us with respect and put us at ease."	"Thank you for taking time of your busy schedules to come to CIW."	"I would recommend this class to other inmates."	

Appendix B

Academic Orientation Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Academic Orientation presentations.					
Themes					
Participants:	Informative & Helpful	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Recommendations
9	“This class was very educational. It gave us a lot of resources that we can use once we get out.”		“Thank you for your time and efforts.”		
10					“Maybe at the 1 st /2 nd sessions discuss more basic (very basic) ideas about college.”
11		“I really enjoyed the class and the instructors. This academic class was great!”	“Thank you, happy holidays and God bless.”		“I would like more information on credit and interest rates. I believe it would be helpful to have the handouts.”
12					“Felon friendly employers are very important information for us.”
13	“The class was real helpful for me.”		“Thank you for all the information. I will put it to use.”		
14	“The class was helpful.”				
15	“Over all it was good to know what they told us.”				“It was an okay class it lacked any real information it was too basic.”
16	“The class has really opened my eyes.”		“Thank you very much.”	“I believe they should keep giving this class to everyone.”	
17	“Each session was full of helpful resources and information.”	“The sessions were absolutely wonderful. Presenters were very well prepared and articulate.”		“I would definitely recommend this module to any and all inmates.”	

Appendix B

Academic Orientation Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Academic Orientation presentations.					
Themes					
Participants:	Informative & Helpful	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Recommendations
18	“It was very informative and helpful.”	“I liked it.”	“It was cool that the students took the time to help us. Thank you for all you do.”		
19		“I liked these sessions.”			“I just wish there was more information about furthering my education while incarcerated as well.”
20	“The Academic Orientation sessions were very helpful and inspired me to want to further my education.”		“Thank you”		
21	“At first I really had no idea about college degrees but after this class, I know all about college degrees and how to go about to obtain one. Also, they gave us a lot of information about different majors. I feel this class is very helpful to us here at the prison for the ones who want to pursue their education after they’re released.”				

Appendix B

Academic Orientation Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Academic Orientation presentations.					
Themes					
Participants:	Informative & Helpful	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Recommendations
22	“It was very inspiring and uplifting. I was encouraged not to allow this obstacle to keep me from moving forward.			“I appreciate the resources and hope that the program continues.”	
23		“I liked and appreciated getting handouts, especially those that help ex-felons.”	“Thank you for coming!”		
24	“I believe it’s helpful. This is a very good source to encourage people like us to stay in school and do better.”		“I am very grateful with the people that were able to come to CIW and bring information to us about college. Thank you.”		

Appendix B

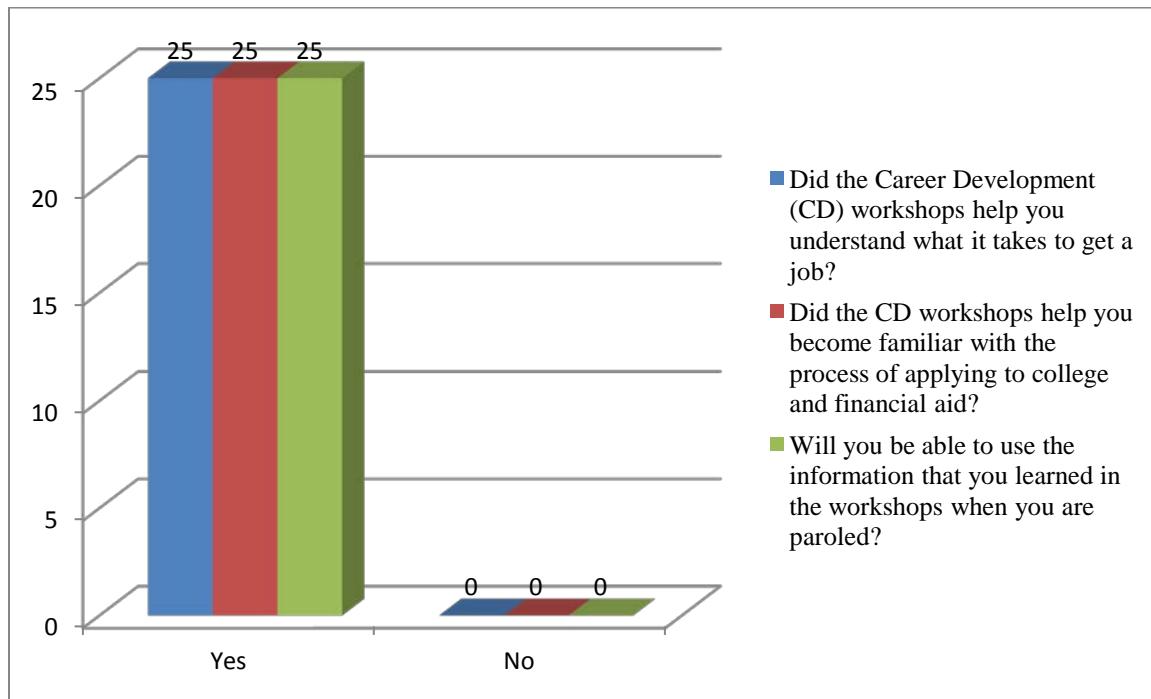
Academic Orientation Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Academic Orientation presentations.					
Participants:	Themes				
	Informative & Helpful	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Recommendations
25	<p>“In the spring two instructors helped me pick fill out my college application and pick my classes. I am now finished with my first semester, I went full time! I hope to achieve an AA with an emphasis in either humanities or social and behavioral studies. In the fall session another instructor helped me immensely with understanding what classes I need to take for my general education. This was very helpful. I no longer feel clueless as to what I need to do. The instructors were very organized and informative.”</p>		<p>“Thank you so much for this opportunity.”</p>		<p>“Please continue to help us.”</p>

Appendix C

Career Development Workshops

Sample size: 25



Summary of responses to questions 1, 2, and 3 of the Career Development surveys

Appendix D

Career Development Matrix

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
1	“The class taught me structure and format that I can use in my prospective job interviews. I feel significantly more confident to apply what I learned and to get the job positions that appeal to me.”		“Thank you for your participation.”		
2	“Thank you for helping me apply for financial aid, do the research on the different schools I asked about, and for being great people with good hearts and kind words.”	“I’m so glad I came to this class and more importantly that it was here for me to take.”	“Thank you so much for your time, for sharing your thoughts, experience, and knowledge with me. Thank you so much for all your time and effort.”		
3	“They have actually taught me quite a bit.”	“I feel the instructors were very thorough and precise with how they went over everything step by step.”	“They [the instructors] are very much appreciated.”	“They [the instructors] would be a great asset to our education program and hope to welcome them back for more.”	

Appendix D

Career Development Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
4		"It brought out creativity that inspired me."	"It was very much appreciated. I cannot express enough the help every single person who spoke and volunteered is appreciated. We are so thankful for the inspiration of each speaker."		
5	"Not only did they help me become familiar with a college application, I gained the confidence to apply, with the help of Rita. She answered all my questions, did research and helped me fill out my college application, and picking my classes."		"Thank you so much for believing we can change and giving us the tools to do so."		
6	"I really thought they were informative."	"I enjoyed them."	"Thank you all for taking the time to come here for us."		"I would have been nice to have had a little more time."
7		"I enjoyed it very much."	"Thank you for sharing your time and stories."	"I look forward to seeing and attending your class again."	"I would like for the sessions to be longer, also longer weeks."

Appendix D

Career Development Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
8	"I learned a lot, thank you."		"I am grateful to the team of instructors for taking the time to bring this class to CIW."		
9	"This project gave me a lot of information about getting a job for when I get out."		"I appreciate all of these people who came to us and gave their time and share valuable important information. Thanks so much."		
10	"I really learned a lot in this class. I learned new things that I really didn't know about."				
11	"You've open my mind and eyes to education and a better future. Your workshop has given me courage and understanding on how to approach an interview."		"Thank you so much."	"See you in the fall."	
12	"When I get out I'm going to try to get financial aid for school. This workshop really helped me to do my resume so I can get a job."		"Thank you so much for helping us and encourage us to go back to school."	"Keep coming back."	

Appendix D

Career Development Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
13	"I learned a lot of things that I can take back into society with me. I look forward to joining Cal Poly."	"I honestly believe that all the volunteers are sincere about helping us get back on track. They're very helpful and educated."	"It has been a true pleasure and honor to be taught by these wonderful people."	"Thank you so much."	
14	"The module was beneficial and provides necessary information. I was able to use some of the information to make appropriate revisions to my resume."		"Thank you."		"I would have loved to do more mock interviews as it has been a long time since I've applied for a job."
15	"I thought it was very valuable."		"I really appreciate the time and effort you guys put forth."	"I'd like to learn more about putting together a resume when you come back in the fall."	
16	"I have learned a lot from this class."			"I am looking forward for the next class."	
17	"I'm grateful to have learned that I can go to community college to get an education and a career. The power of education is powerful to the world."				

Appendix D

Career Development Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
18	“A definite learning experience. I was given valuable resource that will be helpful to me in my upcoming endeavors.”	“It was a wonderful experience.”	“I’m grateful for this opportunity to participate in such a great positive program. I will leave feeling that it was worth it. Each facilitator was a pleasure to work with. Thank you for your time.”		
19	“The volunteers were awesome, very approachable and enthusiastic about giving us the valuable and needed information to move forward in our schooling and/or job.		“Thank you for the experience.”	“Please come again very soon. We need these types of programs.”	“I was really excited about the class, although very brief, but was very informative”
20	“It helped me to learn to be more confident and to set long term goals for myself.”	“I really liked it a lot.”	“Thank you. God bless!”		
21	“I have learned a lot of things I need to take out there with me.”	“I thought it was very was very enlightening and very knowledgeable.”			
22	“It showed me that even though I’m a felon, I’m still worthy of being able to get a real job and give back to the community.”				

Appendix D

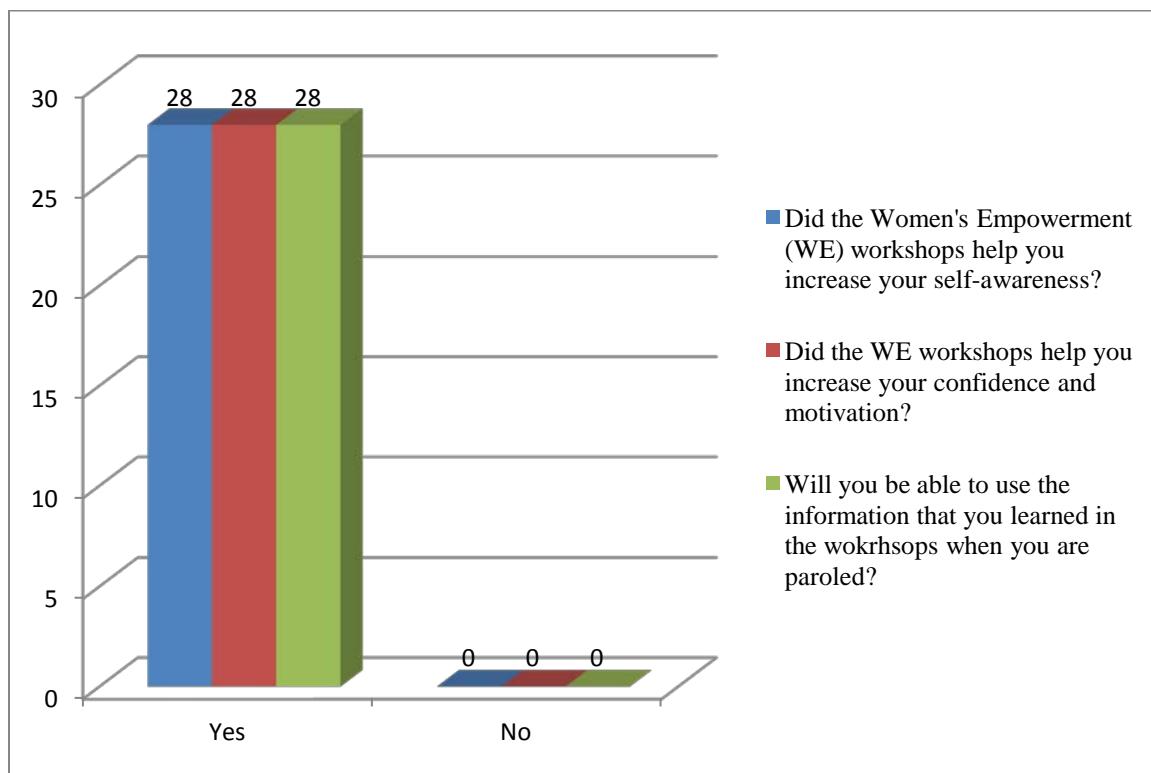
Career Development Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Career Development workshops.					
Themes					
Participants:	Acquired Knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again	Longer period offered
23		"I think this class was great. I was really impressed with the teachers that came and all the volunteers because of how dedicated they were to our success."		"This was a positive course for the women of CIW and will be beneficial for inmates to attend the next session."	
24	"I think they were very helpful for us because sometimes it is very hard to find a job without the right information."				
25	"I learned a lot and it made me feel encouraged and ready for the free world."	"I really loved these sessions."			

Appendix E

Women's Empowerment Workshops

Sample size: 28



Summary of responses to questions 1, 2, and 3 of the Women's Empowerment surveys

Appendix F

Women's Empowerment Matrix

Question 4: Please briefly discuss your thoughts about the Women's Empowerment workshops.					
Themes					
Participants	Empowerment	Gained knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again
1	"It's so cool that I found the empowerment within the group."	"I feel strong and able to help any other women who want to hear."		"Thank you so very much."	"See you in the fall."
2		"I really enjoyed this class. I have learned a lot out of this class."			
3	"I believe more in myself."	"I love this workshop I learned a lot. I will share with my friends and family what I have learned in this workshop."		"First of all I want to thank you for taking your time to come here and inspire us to keep looking forward for a new future. Thank you so much."	"Keep coming back."
4	"I am a little bit shy but this class and especially Mrs. Gomez made me feel less shy."				"I really want to come back again to this class."
5	"I gained so much insight through this class. I was able to step outside of myself."				
6	"Due to this class I took my pre-GED today and passed."		"I really enjoyed this class and talking about drawing out the inner strength of being a woman."		"Look forward to the fall."

Appendix F

Women's Empowerment Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Women's Empowerment workshops.					
Themes					
Participants	Empowerment	Gained knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again
7	"This program helped me to empower myself, to go to the outside world and speak my opinions."				"We will love to see them coming back."
8					"They help all of us and loved us for who we are. We will love to have them back soon."
9	"It really helped me have confidence in being a woman, to know I am important, that I just need to take a stand, and that I have control over my life."		"I really loved the class."	"Thanks a lot and God bless!"	
10	"The women's empowerment sessions were very inspirational and well presented by the Cal Poly Pomona staff."	"I personally gained much insight into my life. The issues discussed were relevant to challenges inmates of CIW will face upon their release from custody."	"A bond was formed between inmates and Cal Poly Pomona staff. It was an Amazing class."		"Certainly will look forward to the staff returning in the fall!"

Appendix F

Women's Empowerment Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Women's Empowerment workshops.					
Themes					
Participants	Empowerment	Gained knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again
11	"They encouraged us to go to college when we paroled for any help or encouragement that they can provide us so we can further our growth and educational goals."	"I really learned a lot about different cultures, as well as my own culture. I also learned how different gender and ethnic roles influence our behaviors and stressors."	"It was a blessing, as well as, a great educational experience."		"I would greatly recommend this class and any more classes like it in the future."
12			"The class was great."		"I really appreciate it and look forward to taking it in the fall."
13				"Thank you. God bless you and take care."	"I hope that you come back to teach us more of what we don't know."
14	No comments provided.				
15	"These sessions were incredibly helpful to me. As a woman who was abused, my self-esteem always needs work. In short, I need all the empowerment I can get!"		"The students are wonderful. The professors inspiring."	"Thank you for caring."	"I will have to return for the next sessions."
16		"I feel that this class really helps to get to know your inner self."			

Appendix F

Women's Empowerment Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Women's Empowerment workshops.					
Themes					
Participants	Empowerment	Gained knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again
17			"Good class."		"We need more sessions throughout the year."
18		"I learned about giving back."			
19		"This class opened up doors of wisdom in the areas of gender roles, who we are, where we are as women, where equality is and how to find a powerful balance."			
20	"My take home message is to embrace who I am as a woman, to live in integrity and walk in love, showing mercy and grace towards others."	"This class has broadened my understanding of where I fit in the world."			
21			"I completely enjoyed myself."	"Thank you."	
22	No comments provided.				
23			"I can truly say that the Women's Empowerment is the best thing that's come to CIW. Dr. Gomez and the students give so freely with open minds treating us with respect and integrity."	"Thank you so much."	

Appendix F

Women's Empowerment Matrix (continued)

Question 4: Please briefly discuss your thoughts about the Women's Empowerment workshops.					
Themes					
Participants	Empowerment	Gained knowledge	Enjoyed the sessions	Gratitude	Would like the program to be offered again
24		"It got me in touch with my culture and helped me to know where I come from."			
25			"I really enjoyed these sessions."	"Thanks so much."	"I can't wait to go to the next one."
26		"Appreciation for such an enlightening class, fun, exciting, and something to look forward to."			"Would really like more classes available."
27		"I learned quite a lot about gender differences among other things as well. It was very educational"	The sessions were awesome!	"Thank you for your time and efforts!"	
28			"I enjoyed the speakers. I am all for learning about women and had a lot of fun!"		