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From Prison to the Community : the Role of Citizen Participation in Female Prisoner Reentry

Dana Roderick Torrey
Portland State University

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FROM PRISON TO THE COMMUNITY:

THE ROLE OF CITIZEN PARTICIPATION IN FEMALE PRISONER REENTRY

by

DANA RODERICK TORREY

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requirements for the degree of

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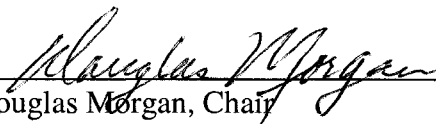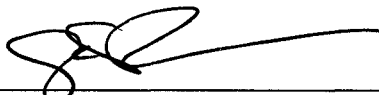
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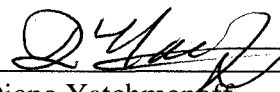
COMMITTEE APPROVALS:

Douglas Morgan, Chair

Craig Shinn
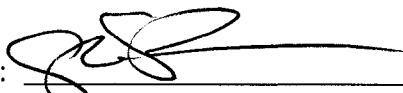
Masami Nishishiba

Annette Jolin

Diane Yatchmenoff

Vikki Vandiver
Representative of the Office of Graduate Studies

DOCTORAL PROGRAM APPROVAL:

Craig Shinn, Director
Public Administration and Policy
Ph.D. Program

ABSTRACT

An abstract of the dissertation of Dana Roderick Torrey for the Doctor of Philosophy in Public Administration and Policy presented June 4, 2007.

Title: From Prison to the Community: The Role of Citizen Participation in Female Prison Reentry.

Growing attention is being given to the design of programs for female prisoners to assist their successful reentry into the community upon the completion of their incarceration. However, current programs have been largely designed and implemented with the goal of seeking parolee compliance through mandatory rules and practices. Little emphasis is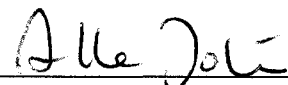 placed on preparing inmates to assume their duties as citizens and active participants in the lives of their community. In short, existing programs pay little attention to the importance of creating what I call for purposes of this study, "citizen participation".

This study tests the importance of developing a strong sense of citizen participation on the part of female parolees prior to release from prison. An intervention strategy was used on a control group of female prisoners to assess the impact of a citizen participation educational program. For purposes of this study citizen participation is operationalized in terms of the following four measures: self-efficacy, sense of obligation to the community, sense of citizen control and intent to

be an engaged citizen. The findings suggest that incorporation of a citizen

participation component focused on the above four dimension has the potential to

assist female prisoners in successfully reentering their communities.

Dedication

This dissertation is dedicated to the memory of my Mother who left me in August 2001 and to Elizabeth Kutza, Ph.D., original Chair of my Dissertation Committee, who left the rest of us May, 2006.

Acknowledgements

I would like to acknowledge the assistance and insight of my

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woman who reminded me never to forget the power of the human

spirit.

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CHAPTER I

INTRODUCTION

Civil Society and the Recycling Prisoner Dilemma

Modern prison practices provide those who are incarcerated with a myriad range of interventions intended to assist in successful reentry back to their communities. These programs are often focused on individual deficiencies and include chemical dependency treatment, mental health services, medical and dental care and completion of high school equivalency requirements. Many inmates are counseled both for personal and mental health issues, participate in cognitive restructuring programs, are exposed to proactive behaviors through modeling and discipline and, in some cases, employed within the prison to develop work-related skills (Austin, 2001; Kerley, Matthews, & Schulz, 2005; Marcus-Mendoza, 2004; Pellisier, Motivans, & Rounds-Bryant, 2005).

While many prisons incorporate a larger variety of services than others, depending on resources and the orientation of the penal system, the results are far from encouraging. Nationally, thirty percent of former prisoners will be re-arrested within six months after release, forty-four percent within the first year, and nearly sixty-eight percent within three years of release (Petersilia, 2003).

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These statistics, while alarming, are not a result of the failure to invest significant resources to address the core issues of criminality. In fact, most current efforts to reduce recidivism invest considerable resources and make use of "predictors" of recurring criminal behavior. The most commonly accepted predictors include life circumstances and opportunities (i.e. incarcerated parents, poverty, addiction, mental health problems), and unsuccessful attachments to others as children (Baron, Forde, & Kay, 2007; McGloin, et al, 2007; Palmer & Gough, 2007).

In addition to the wide variety of variability in the situational conditions that make it difficult to rely on "predictors", there are obviously a variety of psychological factors that further compound the problem, These include both personal beliefs (i.e. entitlement) and more global belief systems regarding what constitutes pro-social acculturation (i.e. isolation from others who behave differently (Aiken, 2005; Walters, 2007).

Despite the large investment of resources and the adoption of a "predictor" based approach to targeting these resources, recidivism rates have not been significantly affected. Alternative approaches are called for.

An Alternative Proposal

Most prisoners have faced life circumstances that cannot be quickly and easily altered. However, it is possible to help former prisoners acquire a

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new self-identity that can sometimes assist individuals to reinterpret their life experiences in ways that are more personally rewarding and socially productive. This approach is used extensively in a wide variety of therapeutic intervention programs for those attempting to change counterproductive behaviors and thinking. One common example is the person who addresses their alcohol or drug addiction and, as a result of their sobriety, is encouraged to teach others about sobriety. Another example is weight loss programs that rely on peer support to achieve success. In both instances, the process of helping others not only reinforces a new identity for the individual, it simultaneously reinforces the value of helping others.

This simple yet powerful concept of developing a new identity is the basis of this dissertation. This research project argues that the acquisition of an identity that includes an engaged citizenship component could counter the effects of previous criminal behavior, its predictors and the psychology surrounding recidivism. This argument is based on an assumption that those who possess a strong sense of civic identity can become more actively and easily involved in the activities of their community (Edwards, Foley, & Diani, 2001; Putnam, 1995).

If the current goal of prison reentry programs is to get prisoners "socially connected", this research project asks whether this could be done by

altering the "mindset" of prisoners through a citizen education program. This approach would replace the existing practice, which assumes that "social connectivity" will occur through an instrumental strategy of connecting prisoners with community service providers. The citizen education program developed for this research project assumes that it is possible to develop an increased sense of citizen engagement on the part of prisoners and that, in doing so the cycle of prisoner reentry can be disrupted. It is important to remind the reader that while this project does not test recidivism, it does operationalize citizen engagement for purposes of undertaking further research related to recidivism rates.

For practical reasons the focus of the study is restricted to female prisoners. This project provided the researcher with the rare opportunity to have access to a prison population that just happened to be female. As a result, the population was limited to one site located in a large metropolitan area. This, however, did not restrict the viability of this study, but instead was a single limit. However, it is reasonable to assume that differences may in fact exist between the male and female prison population, thus influencing the outcomes of this study. However, the educational intervention used in this study was not gender specific and could be used on both populations.

The intervention used in this study is simple. The participants were tested in areas associated with being an "engaged citizen". One group was exposed to an educational session in which they learned the value and purpose of accepting the requirements of being an engaged citizen. The other group was assigned a control function and administered a set of control surveys. All participants were surveyed in the following four areas: self-efficacy, sense of obligation and responsibility to the community, level of citizen control and intent to be an engaged citizen.

Dissertation Overview

This dissertation is organized into five chapters. Following this introduction, Chapter II reviews three bodies of literature that are especially relevant for this study. The chapter begins with a review current prisoner reentry practices with special consideration given to the female population. This review will provide the reader with an understanding of the purposes of existing programs and the range of services they provide. Second, the researcher examines the literature on adult identity development. This review is important in understanding the need for an educational intervention program that alters the "prisoner identity", which serves as a barrier to inmates thinking of themselves as engaged citizens. Finally, Chapter II completes the literature review with an examination of the research on what citizen engagement means

and how we measure it. This will provide a foundational understanding for a discussion of the ways in which the researcher operationalizes the meaning of citizen engagement for purposes of testing the results of the educational intervention designed for this study. Chapter II concludes with a more detailed discussion of the following four constructs derived from the literature review and which are used to measure the effect of the citizen education intervention program designed for this study: Self-efficacy, sense of rights and responsibilities, sense of citizen control, and intent to be an engaged citizen. Chapter III describes the educational intervention and the research methodology used in this study. The intervention consisted of a didactic educational class that specifically was designed to increase the self-efficacy, sense of rights and responsibilities, sense of citizen control, and intent to be an engaged citizen. The intervention followed a pre/post intervention design with a control group.

Both quantitative and qualitative data were collected and analyzed. Collecting multiple types of data provided a more comprehensive understanding of how women prisoners understand their role as engaged citizens. Those who participated in the educational class were also asked to provide feedback on the content of the information and the results are summarized as part of the discussion in Chapter III.

The survey tools designed for this study are also explained in Chapter III. A self-efficacy scale was used that has previously been validated in multiple settings and with high performance values. The survey instrument that was used to measure the three citizen engagement constructs (sense of rights and responsibilities, sense of citizen control, and intent to be an engaged citizen) was created by editing an existing civic capacity survey originally designed for undergraduate students.

Chapter IV summarizes the results and implications of the study for future research. The chapter is divided into the following four subsections: results, analysis, implications and future directions. The results of this study were both surprising and encouraging. This particular group responded favorably to both the information and the development of a plan to be an engaged citizen. Three of the four constructs showed statistical significance indicating the intervention had both value and merit. The one construct that did not show statistical significance, sense of citizen control, was not surprising and underscored the complexity of asking a population that is not usually considered valuable members of society, to organize themselves as a group. Together these results show promise for expanding on this work to determine if similar educational intervention studies show the same results for male

inmates and whether the favorable outcomes can be sustained over time when

inmates return to their communities.

CHAPTER II

LITERATURE REVIEW

In order to fully understand the "engaged citizen" framework and its four constituent elements I use in this study, I will provide the reader with a review of the relevant literature. The first body of literature examines current preparation programs for prison reentry and the assumptions upon which these reentry programs are based. Some differences will be noted between male and female reentry programs, although the bulk of the differences occur in the prison setting and are related to treatment interventions. The majority of transition planning is indistinguishable for male and female prisoners and therefore has minimal bearing on the expected outcomes established for any person returning from prison.

The second literature review provides insight into adult identity development, especially as it relates to citizen engagement. The purpose of this review is to shed light on the psychology of identity formation and to emphasize the importance of creating high levels of self-efficacy in the process of developing ones personal identity. Included in this review are the components of adult identity and how they can be utilized as a measurement tool to assist in altering criminal identity patterns.

The third body of literature focuses on the concept of "citizen engagement", what it means, and how it is operationalized for purposes of this study. This review serves a dual purpose. First, it shows how other researchers have deconstructed the concept of citizen engagement to make it a useful operational concept. Second, the review enables us to acquire additional insight on the applicability of citizen engagement concepts to the specific target population of female prisoners. This review will provide the rationale for the four constructs used to measure citizen engagement in this study.

Overall, the goal of this literature review is to persuade the reader of the importance of bringing these bodies of research together in order to help us rethink current assumptions and practices surrounding the preparation of female prisoners for reentry into their communities. As mentioned, I will use this literature review to develop an argument in favor of designing and testing an alternative, but complementary program to those currently being used.

Current Reentry Practices

The criminal justice literature on reentry emphasizes conformity to social norms (i.e. observing laws and rules) as an indication of successful reentry. As will be discussed in greater detail below, minimal attention is paid to the importance of developing a strong sense of citizen engagement as part of

a strategy to integrate parolees successfully into their communities. In the paragraphs that follow, I will review the most important pieces of research regarding prison reentry with special emphasis on those approaches that take into account preparation for citizen engagement or the development of knowledge and skills to participate in the larger civic community.

Existing prison reentry programs are "needs based" in their focus. They assume that prisoners have deficiencies that can be met by linking them to service providers in the community. A central goal of reentry preparation is to have each parolee develop an individualized plan that links their personal needs to community service providers who can meet these needs. For example, current education, employment, housing, and mental health service, and family relationship programs for prisoners emphasize a case by case assessment, individual cooperation and institutional flexibility (Basile, 2002; Maruna & LeBel, 2003; Rossi, Berk, & Lenihan, 1980). Developing such a plan for each individual parolee is arduous, time-consuming and places a very difficult burden on the parolee for taking advantage of these multiple service providers.

Prisoner reentry literature recognizes that the current reliance on community service providers is fraught with difficulties. In most programs services are limited both in scope and level of availability (McBride, Vischer

& La Vigne, 2005; Case et al, 2005). The level of support provided to prisoners varies from state to state based on resources and policies. For example, approximately two-thirds of the states provide parolees are provided given between $25 and $200 upon release with no other resources or services (Petersilia, 2003).

These deficiencies have not gone unnoticed and efforts are being taken to correct the situation. Two recent reviews of prisoner reentry conducted by federal oversight committees highlighted the inadequacy of traditional programs and the need to combine both control over the parolee as well as supportive networks. Testimony provided by researchers and parole staff supported the need to look outside traditional approaches and the inadequacy of most existing programs to address the complexities of prisoner reentry. Recommendations emphasized the importance of placing greater focus on known risk factors, creating more effective community linkages, promoting family involvement and supporting pro-social interpersonal relationships. (U.S. Hearing before the Committee on Prisoner Reentry, 2006; U.S. Hearing before the Subcommittee on Crime, Terrorism, and Homeland Security, 2005).

Scholars on criminal justice policies and programs agree and have recommended a variety of solutions. In addition to programs designed to address specific needs and deficits, they emphasize the importance of

facilitating the development of interpersonal linkages which will serve as informal social controls for parolees (Petersilia, 2003; Uggen, Wakefield, & Western, 2005). Examples include greater reliance on faith-based services, community action groups, neighbors, schools, and other civic entities designed to connect individuals to the larger community.

While there is little disagreement on the importance of providing connections between those returning from prison and the community, the approaches differ. The following sections will highlight these differences in emphasis.

Restorative Justice Approaches

Restorative justice principles utilize a mediated process to link parolees with their community as well as with those individuals they have harmed. Generally, the process involves bringing stakeholders together to in an effort to promote reconciliation between the offender and the community through specific interventions designed to address the crime (Strang & Braithwaite, 2000; Wachtel & McCold, 2001). Often this process is conducted in a face to face interaction where the offender listens and responds to the victim's needs and desires. The underlying assumption is that offender and victim dialogue, with the help of a mediator, will establish a connection among the participants that enables the offender to atone for the crime. The intended outcome is to

bridge the behavior of the offender with the victim in a way that promotes

healthy shame. The goal is to minimize the behavior in the future while

helping the victim feel justice has been served (Wachtel & McCold, 2001).

Restorative justice as a deterrent to recidivism has shown promising

results in some literature. For example, one study focused on four outcomes:

- victim satisfaction

- offender satisfaction

- offender compliance with restitution

- decreased recidivism.

The researchers found restorative justice to have significant impacts on

the satisfaction levels of both the offender and the victim. Most victims were

satisfied with the intervention and felt they had been vindicated. Most

offenders displayed appropriate remorse and were active supporters in

providing reparations to their former victims. Overall, decreased recidivism

was noted and correlations with compliance were observed (Latimer, Dowden,

& Muise, 2005).

A hybrid version of restorative justice combines prison sentences with

victim reparations (Strang and Braithwaite, 2000). In this model, the offender

serves a predetermined sentence and upon release makes amends to the victim

utilizing the principles of restorative justice. In most communities, this

approach is preferred for adult offenders and is regarded as a viable approach (Gromet & Darley, 2006). Even though this is the most commonly used approach, research has shown that it does not always promote accountability, but, instead, is often seen as an extension of punishment (Harris, Walgrave, & Braithwaite, 2004).

Some argue that restorative justice programs are contra-indicated for female prisoners. Feminist theorists argue that female prisoners within the restorative justice model are treated the same as men, even though extensive research exists that female prisoners and men do not respond in the same way to restorative justice assumptions (Elis, 2005). For example, female prisoners view their interactions with the victim as a relationship that must be amended and often will express remorse but are unable to understand how their crime has harmed the victim. By contrast, men are found to view the victim more objectively, assuming that the crime is a means to an end and therefore the victim happens to be the unfortunate target. Because integrative shame is the primary motivator of restorative justice, female prisoners are much more likely to experience depression or anger rather than understanding their responsibility (Daly& Stubbs, 2006; Harris, Walgrave, & Braithwaite, 2004).

In summary, principles of restorative justice have shown mixed results that are dependent upon its application and the gender. While a promising

intervention, it is rarely used as an alternative to a prison sentence for adults. When used in conjunction with prison sentences, it appears even less effective. In addition, it does not appear to be effective with women.

Looking beyond the restorative justice literature to alternative reentry approaches provides additional insight and support for a citizen engagement model. As previously discussed, ample evidence exists that female prisoners need a more community based approach.

Community Reentry Approaches

Community involvement strategies prior to release from prison are now a common practice across the American prison system. But most of these strategies are focused on social service access rather than preparation for citizenship. When citizenship is emphasized, it is almost always focused on voting, which is not very useful, since the vast and growing majority of parolees from (both men and female prisoners) are legally excluded from voting or can do so only with restrictions (Travis & Petersilia, 2001).

Current "community-centered" models that prepare prisoners for reentry are characterized by the desire to maintain compliance with the parole plan predetermined by the parole system (Seiter & Kadela, 2003). Often this includes involvement with formally established programs and services (housing, employment, addiction, medical, mental health, etc.). Parolees are

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assigned placements and services based on a criteria pre-determined by the correction system. The details are decided and put in motion long before parolees ever leave the prison. Men and female prisoners are treated equally in the traditional model, in spite of evidence that they have different needs (Hannah-Moffat, 2006; Lo, 2004; Schram, et al., 2006).

Some communities rely on community based service providers as a replacement or adjunct for these traditional systems. In fact, research suggests that these community agencies are frequently used as a surrogate to a secured monitored environment previously established through the prison and parole community (Wachtel, 2004; Travis, 2000).

Prisoner Reentry Summary

In conclusion, evidence exists that parolees have very different needs, even when the groups are homogenous in their characteristics and gender (DeBell, 2001). In addition, parolees lack the resources and access to social networks that can be accessed by other population groups and which may contribute to their overall success (Savage & Kanzawa, 2002). As a result, parolees have more difficulty getting just their basic needs met and, consequently, must rely on the parole community (Halpern, 2001). All of these conclusions point back to the need for individualized reentry plans and a

variety of personal and social controls as well as extraordinary access to resources and supports. Without these differentiated responses, the returning prisoner faces hardships that can lead back to criminal behavior and thinking.

One alternative is to provide an educational intervention that addresses the realities of prisoner reentry with a focus on the potential for female prisoners to alter their criminal identity. The purpose of this educational intervention is to inculcate a sense of "community belonging and obligation" on the part of parolees, rather than simply view the community as a bundle of services to be accessed. At the center of this proposed intervention are two concepts, which will be elaborated more fully in the literature review that follows. One concept is "self-identity", which plays a critical role in transforming former prisoners into engaged members of their communities. The second concept is defining what it means to be an "engaged citizen". In developing the educational intervention program that is part of this study, the researcher has drawn extensively on both bodies of literature to support his assumptions regarding the value of a "citizen-centered" approach and to operationalize the meaning of these concepts for purposes of testing.

Adult Identity Development

There is an extensive body of research and writing on adult identity development. For purposes of this study the researcher will restrict the discussion to the relationship that exists in the literature between identity development and becoming and engaged citizen. The researchers' goal in this section is to show the reader how the development of a citizen engagement identity is especially relevant to the development of reentry programs for our adult prison population.

The majority of research on adult identity development emphasizes the critical role that socialization plays in creating role expectations and cultivating an acceptance of individuals to assume their role in society (Hoyer & Touron, 2003; Kroger, 2000). This approach to identity development depends on the learning that occurs through relationships with others and the feedback that occurs between members of society. This kind of social leaning has obviously not worked well for prisoners and is made worse by the fact of their criminal behavior. For example, if prisoners returning to their communities are labeled as "criminal", it sets up a series of interactions that reinforce and support not only how the individuals believe they must behave but in addition the behavior and beliefs are reinforced by others in the community. As these roles are recognized by others, patterns are established that become the basis of all

future interactions. In other words, change the social learning role and the interactions with the community will begin to follow.

The "social learning" approach to identity development integrates the personal life experiences of each individual into a cohesive picture, thus making the approach highly individualistic. The approach relies on the development of identity through the telling of stories and allows the creation of new identities as new experiences appear. Identity development and integration is not regarded as static, but continues to occur at all ages, and is not dependent on a linear progression or the mastering of certain characteristics (Anderson & Hayes, 1996; Hudson, 1991; Kroger, 2000; Tudge, Shanahan, & Valsiner, 1997).

The socio-cultural and narrative approaches are predicated on changes in four key areas: motivation, emotional connection, cognition, and behavior (Stevens-Long & Michaud, 2003). Motivation allows individuals to self-actualize, to choose how and when they will display their desires. This can range from intimacy to integrity and relies on personal connections. The goal of motivation is to establish and maintain stability and self-sufficiency.

Emotion is characterized by responsibility and patience. In relation to identity development, it is the internal marker that gives the individual a sense of connection or belonging and is a critical component. In the absence of a

positive emotional connection, identity is likely to deteriorate. Emotional attachment that is both personal and social by nature ensures the identity will be integrated.

Cognition, or thinking processes, correlates with insight and perspective. Cognition manifests as behavior that is both productive and reciprocal. It is the ability to know how to meet one's own needs without using another in an instrumental fashion.

Behavior is both productive and reciprocal. With the change in identity comes awareness that behavior is related to knowing how to meet one's own needs without using others in an instrumental fashion. All interactions are viewed as helpful, with the need to be cognizant of the other person's feelings and intentions (Stevens-Long & Michaud, 2003).

Adult Identity and Prisoner Reentry

Holland & Skinner (1997) broaden the concept of adult identity development and offer more compelling reasons to encourage new identity formation. They argue that "identities are psycho-cultural and psycho-social formations that develop as individuals and groups engage in a lived world" (p.197). Roles, being socially constructed and highly correlated with motivation, rely on internal factors such as personal experiences and the

experiences of others to reinforce and support daily interactions (Cheren, 2002; Moshman, 2003).

In order for citizen engagement to result in a psychological state of mind, it must be reinforced with multiple positive encounters (Youniss and Hart, 2005; Youniss & Yates, 1997). Individuals must have multiple opportunities to be introduced to the value and benefit of socialization through citizen engagement. Regardless of age, those who have never been socialized into their roles as members of the larger community must first be introduced through education then paired with experiences that positively reinforce and support these new roles.

Towards that end, Hart, Southerland, & Atkins, (2003) found that when incarcerated males and females are actively involved in community service activities, reflective of an individual's motivation and motive, they are likely to experience what is referred to as "alternation" of identity (p.595). This can be described as the "establishment of individual and collective senses of personal agency, social responsibility, and political-moral awareness" that leads to civically minded individuals and away from previous ways of thinking that support criminality (Youniss, McLellan, & Yates, 2001, p.243).

Adult identity is a necessary antecedent to citizen engagement. If the returning prisoner is unable to view themselves beyond their criminal identity,

it can be assumed that any educational intervention will have minimum impact. Therefore the returning prisoner requires a different framework that addresses their personal beliefs as well as their need to follow their parole requirements. Identity reformulation has the potential to give the returning prisoner an additional perspective of their place in the community.

Adult identity literature provides a general basis for adult identity yet does not address the specific characteristics of prisoners. However, evidence exists that there are no differences between adult male and female prisoners in their identity development (Anderson & Hayes, 1996). Both men and women prisoners require identity that is connected to achievement and work related activities, not unlike the general population. Types and varieties of activity reflect personal choices and physical attributes. For example, men will tend to be drawn to work that requires physical stamina, while women will be more compelled to seek out opportunities where they can develop relationships. However, the outcome is universal; overall self-esteem as a result of contributing.

The Educational Alternative

The existing prison reentry literature places the community and the returning prisoner in a relationship that assumes the community needs to be protected and that the returning prisoner needs to be monitored. One of the

expectations that emerge from this set of assumptions is that the community is a potentially rich reservoir of services that can be tapped to assist the prisoner in making a successful transition back into society. However, the extent to which these services can be successfully accessed for any given prisoner has to be balanced against the threat that the prisoner potentially poses to community members. Parolees are encouraged to take advantage of the services and programs offered by the community in order to demonstrate to their fellow citizens that they are capable of making independent decisions that are safe for the community. In essence, the relationship is one way. The community recognizes and responds and the returning prisoner participates as a supplicant.

There are both practical and pragmatic rationales why this approach is warranted and to a certain extent necessary. Returning prisoners have the potential to pose a safety threat to themselves as well as to the community. In addition, the community needs a level of reassurance that the returning prisoners are engaged in appropriate services and are addressing their restitution. This is a challenging balancing act that requires the parole community to develop a system that emphasizes the willingness of women prisoners to be engaged citizens, while at the same time reassuring members of the larger community that this engagement can be trusted.

As summarized in considerable detail in my earlier review of the prisoner reentry literature, placing too much emphasis on the safety of the community can result in preventing the returning prisoner from experiencing the ability to make choices beneficial to developing a strong set of citizen engagement skills. The existing prison reentry paradigm treats community engagement as a form of "service" rather than as preparation for membership in a community of fellow citizens. This approach further alienates parolees from their networks and natural support systems. Relying on permission from the parole officer to pursue activities intended to create new relationships and potentially new opportunities can become so burdensome that the parolee quickly decides that it is not worth the effort. Additionally, this approach has not proven to be successful, probably because many view their community engagement parole requirements as an extension of their punishment.

This project assumes that utilizing a citizen engagement approach to prisoner reentry offers an alternative to current practices. The project hypothesizes that bringing the parolee back to the community as an active involved citizen would allow the development of the types of citizen engagement skills that others who have not committed crimes already possess. Placing emphasis on the value of community engagement and accepting the rules of governance has the potential to alter a prisoner's view of his/her

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connections to the greater society. The basis for this hypothesis is supported by the literature on civic engagement, which will be reviewed in the sections that follow.

Citizen Engagement

The literature on citizen engagement can be organized into the following three broad categories. The *political perspective* places priority on becoming involved in larger and agendas driven by public policy (Dalton, 1996). This perspective assumes that as individuals learn and practice those activities that result in political action, they will not only promote their own personal interests, but, in addition, will effect social change. The *social capital perspective* emphasizes membership in social networks that help to create individuals who better connect with their neighbors and local communities. Such connections create individuals who are better able to empathize with other individuals while at the same time improving the conditions that contribute to the common good (Putnam, 2000).The *consumer perspective* emphasizes the importance of choice, initiative and entrepreneurial individualism (Box, 1998). Each of these perspectives will be elaborated more fully in the paragraphs to follow.

Political Perspective

One view sees citizen engagement only in political terms, with primary emphasis on changing public policy and governing institutions through processes of mobilization and connecting individuals to their political interests (Campbell, 2006; Heater, 2004; Marshall & Bottomore, 1992). Dalton (1996) outlines the trends and evolution in thinking that has occurred within this "citizen as a political animal" framework. Initially, the belief was that in order for citizens to support a strong democracy, they must possess high levels of deliberation and sophistication to be active participants. Citizens were expected to adhere to overarching ideals such as free expression or minority rights in order to develop the kinds of skills necessary to make informed political decisions.

The advent of public opinion polls ushered in a new set of beliefs about citizen involvement. It was soon discovered that people based their political decisions and actions not on democratic ideals but, instead, on personal and emotional connections. In addition, it was hypothesized that citizens had varying degrees of interest, ranging from those who were active on multiple levels to those who were content to cast an occasional vote. In essence, the belief that citizens needed to be highly educated and informed was replaced

with a more nuanced understanding that citizen involvement varied depending on the issue and individual traits.

Modern forms of communication and media exposure have contributed to the most current forms of political involvement. Individuals have not had to make such great efforts to be informed and gather information. Television, the internet and public radio have exponentially increased the availability to the general public of political matters. As a result, people have developed more opportunities to be engaged, including political movements, protests, boycotts and easier access to politicians. This in turn, has afforded a larger number of citizens multiple venues both in their understanding and in their level of commitment to be involved in political change processes.

At the core of the political perspective is the right to vote. But, ironically, Oregon is one of only a handful of states that allows convicted felons unconditional voting rights upon release. The ability to vote is the one single activity that impacts who is elected and the direction of public policy. By connecting women returning from prison to their voting rights and responsibilities has the potential to increase political awareness exponentially. This in turn could lead to activity in other areas that have been shown to have political impact. The act of voting without restriction upon release needs to be a primary focus of citizen engagement for this population.

Using voting as a primary indicator of citizen involvement is obviously too narrow. Reisig, Holtfreter, & Morash (2002) recommend a strategy that places greater emphasis on development of personal connections with friends and family. They also favor the traditional forms of engagement (i.e. churches and civic associations) as critical for successful integration. This finding is supported in other literature that recognizes the uniqueness of relationship building, especially for female prisoners (Case, et al, 2005; Pollock, 1998; Schram et al, 2006).

Social Capital Perspective

A second view emphasizes a more community based perspective and the need to have personal relationships within the context of neighborhoods and shared communities (Kemmis, 1990; Putnam, 2000). The emphasis here is less on the political motivation of individuals and more on the development of socialization skills that serve civic purposes. The means to achieve these types of connections rely heavily on face to face interactions and associations. Examples include neighborhood associations, churches, clubs and schools. The idea is to invoke political action and change through a set of shared values and norms common to the local environment and neighborhood interests. The community based perspective has specific strategies. Social capital or the creation of networks, norms and trust is a hallmark tradition of the community

based perspective (Edwards, Foley, & Diani, 2001). In this model, relationships provide access to the resources necessary to affect the greater good and support the habit of participating. These relationships can be generally categorized as those that support specific interests such as community groups or volunteer organizations. However, through these connections and relationships, individuals are also meeting and establishing relationships with individuals outside their arena of natural support networks. It is the very nature of making these connections that citizens reinforce and expand their knowledge as well as furthering their personal goals. It is argued that in the absence of these practices and capacities, individuals will lack the necessary skills and desires to work towards personal, economic and political change (Baron, Field, & Schuller, 2000; Rose & Clear, 2001). Examples of this type of approach include voluntary associations, community activities and social clubs.

Three distinct features of social capital include socialization, associational activity, and identity development (Edwards, Foley & Diani, 2001). Social capital builds citizenship skills and motivation to be involved in the processes of citizen engagement. Through this awareness, society is enhanced as individuals support and assists those who might otherwise be unable to contribute due to life circumstances. This associational activity

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includes assisting the elderly, poor and others who require greater assistance. And finally, the social capital model emphasizes the importance of helping individuals develop their political voice, thus setting the agenda for public debate and awareness of both policy and political change. Examples of this transition would include active involvement in activities associated with political awareness including petitioning, boycotting and contacting public officials.

The social capital model offers women returning from prison the ability to look beyond their parolee identity and engage in activities of meaning and value to them. This re-thinking could potentially lead women away from familiar patterns that lead to recidivism and towards pro-social behavior. Trust that would develop from this interaction would open doors for participation based on personal interest. Citizen engagement utilizing principles of social capital would increase the opportunities for parolees to become involved in a greater array of community activities and organizations and open the door to discussions of existing barriers that limit access to these venues for citizen engagement.

Consumer Perspective

A third way to involve citizens in governance became increasingly more popular as a result of the movement in the 1980's to re-invent government. The original intention of this movement was to encourage the government to be more responsive to individuals and groups (Barber, 1984; Box, 1998; Joyce, 1994) and to encourage citizens to see their government as a business, reflecting the principles of efficiency and accountability (Box, 1998). This "citizen as a customer" perspective is grounded in the reality of both the modern world and the orientation of the citizen as a consumer of services. Because citizens are able to participate in ways previously unavailable (i.e. the internet and access to instant information), they are less likely to seek out traditional opportunities to participate and revert to their role as consumers in the marketplace.

The consumer perspective has both negative and positive implications when applied to the prison population. One of the unintended consequences of this perspective is that it might reinforce the tendency of parolees to view government as a combination of services to be consumed or a regulator to be feared. If this were to happen, then prisoners would take a passive role as simple complainants when the services they expect aren't provided with efficiency and effectiveness. This role emphasizes entitlements and rights over

responsibility to others and the larger community. On the other hand, the customer orientation can be used to bring citizens into the process by finding opportunities in both the formal and informal processes of engagement to satisfy their personal interests. Even when this occurs for self-serving reasons, engagement fosters an awareness of the need to function within established democratic processes while at the same time contributing to decision making. I have drawn on this side of the "customer-service" perspective to help inform the design of my education intervention strategy.

Hybrid Citizen Model

Choosing one of the above three models as the exclusive basis for creating an educational intervention to introduce citizen engagement to women returning from prison would result in arbitrary and unnecessary limitations. The traditional model emphasizing political involvement offers a basic understanding of how citizens can make a difference through their political activity. The social capital approach brings citizen engagement down to a local neighborhood level, underscoring the importance of making connections that are outside the criminal justice community. The consumer model, while emphasizing the citizen as a customer, offers an opportunity to address issues related to our contemporary emphasis on an individual-centered approach to the creation and delivery of public services. In short, all three approaches have

value for this study and have therefore been integrated into a single educational intervention strategy used for this study.

The rationale for using a blended model of citizen engagement for this population is pragmatic. It can be argued this population has been conditioned to expect they will not be successful in their reentry unless they rely on others to provide services and programs that were designed specifically for their transition. While this is customer-centered, through their participation as customers in assessing the quality and effectiveness of the services they receive, expectations could be raised that point the way toward participation in public and voluntary associations in the community. In short, I am arguing that each of the three models of citizen engagement has the potential to enhance and bring out the best practices and values of citizenship. The political perspective highlights the need for returning prisoners to exercise their right to vote and be counted. The social capital perspective emphasizes the importance of meeting people who will provide opportunities to move beyond their criminal identity. Accepting their role as engaged citizens through volunteering and connecting with their community will provide a strong foundation for engagement. Collectively, their criminal identity could be replaced with one that accepts and reinforces their value as contributing members of society.

Operationalizing Self Efficacy and Citizen Engagement

In the discussion that follows the researcher will elaborate on the how the concepts of self-efficacy and citizen engagement will be operationalized for purposes of this study. This will include greater detail of the constructs to assist in development of a model that addresses the unique characteristics of the female prisoner population as well as the connections between self-efficacy and citizen engagement.

Self-Efficacy

Self-efficacy has been chosen as a key construct for my study. As we will see in the literature review of this construct in the paragraphs to follow, self-efficacy captures the confidence level individuals possess regarding the efficacious consequences of their actions in the world. There are two reasons why this construct is important for my target population. First, female prisoners have spent considerable parts of their lives, both in prison and outside, largely estranged from the civic world. This notion is supported within the criminal justice literature which finds that those involved in the criminal justice system have a much higher likelihood that they will return to prison within thirty-six months from release (Petersilia, 2003). Consequently, getting members of this population to believe that they can make a difference by becoming engaged citizens is an important first step in assessing whether a

citizen engagement strategy is a potentially viable approach to reducing recidivism.

A second reason for choosing self-efficacy, as we will see in the literature review that follows, is that the first step in creating self-efficacy is some kind of education process. In order to assist women prisoners move from a world that relies on compliance into a world that requires confidence to take action, I have relied on the self-efficacy literature to design an education intervention strategy that is specifically intended to increase the confidence level of the target population

The literature suggests that those with a strong sense of self- efficacy possess an internal motivation and have the guidance and direction necessary to master predetermined goals. Bandura (1997) describes self-efficacy as a perceived sense of capability, marked by a strong sense of worth and value. Individuals who possess high levels of self-efficacy have an internal set of beliefs that can be transferred and utilized in other areas of life. They see difficulties as challenges and view setbacks as opportunities to take a different approach. They exercise control over their lives, understanding that failure is viewed as a deficiency in knowledge or skills not as a character flaw (Bandura, 1997).

High levels of self-efficacy can be observed when the goals are self-directed, specific and the individuals have the necessary skills and knowledge (Bandura & Schunk, 1981). Individuals empowered with education and skills aimed at their specific interests, have a much higher likelihood they will remain involved and increase their success (Gabriel, 1995).

Assessing self-efficacy is crucial when new skills and education are introduced to women prisoners. It is the pre-cursor to the kind of change that will ensure that the concepts of an engaged citizen are transformed into action. This argument is supported by Bandura (1986), who observes that "research shows that people who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it" (p. 395).

An educational environment in which women prisoners are supported and educated as engaged citizens should result in higher levels of self-efficacy. As women prisoners understand how their previous beliefs and attitudes can be changed by a citizen engagement framework, it is my hypothesis that they will perceive themselves differently and assume a different perspective regarding citizen engagement.

Citizen Engagement Constructs

As discussed earlier in this chapter, for purposes of this research, all three of the major models for assessing citizen engagement are relevant to designing a reentry program for female prisoners. The political model, which uses traditional forms of measurement such as voting, campaign activity and petitioning public officials (Verba & Nie, 1972; Verba, Nie & Kim, 1978; Verba, Schlozman, & Brady, 1996). The social capital theorists use levels of participation and activity in community based organizations and voluntary associations to measure levels of participation (Putnam, 2000). The citizen governance model utilizes an approach that sees the citizen as a recipient of services and thus a customer of the government. Each of these models offers important dimensions that are relevant to the target population of my study.

Choosing to characterize citizen engagement more broadly will underscore the value of recognizing that engagement is not confined to a preconceived set of defining features, but, instead, is intended to reflect the diversity of our society. Colby, et al (2007) gives support to this idea, arguing that "what makes a given activity political-rests on the political nature of the goals or intentions animating the activity: goals connected to individual and group values, power, and choice or agency, and the desire to sustain or change the shared values, practices and policies that shape collective life" (p31-32).

By accepting this broader definition, it will afford the population being educated a more comprehensive overview and ensure the educational intervention is both practical and informative.

In the sections that follow, I will discuss how I have used these three models of citizenship to construct three measures of citizen engagement that will be used along with the concept of self-efficacy described above. Citizen engagement will be conceived along both vertical and horizontal planes as summarized in Figure 1 below. At one end of the vertical axis is a set of beliefs or moral competencies essential to being engaged. These include a sense of feeling valued and needed as a contributing member of society. At the other end of this vertical axis are those beliefs put into action, suggesting one has made a commitment to contribute to the common good as a result of self-evaluation. The horizontal axis is conceptualized as a continuum ranging from the more informal civic activities of engagement (volunteering and assisting individuals and groups) to more formal political acts suggested by voting, demonstrating or actively campaigning. Figure 1. below highlights how this concept of citizen engagement allows for the widest variation in participation.

Figure 1: Levels of Citizen Engagement

Action

Civic ← | → Political

Beliefs
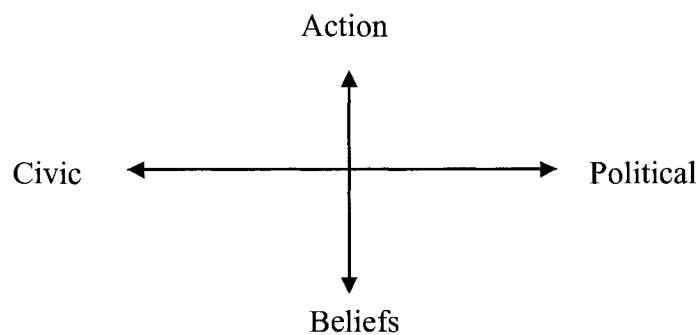
Figure 1 highlights the critical dimensions that make up the

complicated phenomena of becoming an "engaged citizen". For some,

engagement may be more civic, related to volunteering and neighborhood

involvement. For others, it may be more political, encompassing broader goals

and social change. In addition, the amount of effort and habit building will

depend on the level of perception and motivation to be involved. The degree of

involvement will depend on factors that include personal commitment,

identification with the issue and encouragement from others. What matters for

purposes of the target population is not how much or how little one becomes

engaged or what kinds of engagement one chooses, but, changing the existing

perception that citizen engagement is a form of punishment or beyond an individual's capacity and interest. Using Figure 1 as a template, the following discussion will define the constructs of citizen engagement and bring more clarity to how these constructs have been operationalized for purposes of this intervention study.

Sense of Rights and Responsibility

A central construct used in this study to help operationalize my concept of "engaged citizen" is "Sense of Rights and Responsibility". The existing research on citizenship consistently argues that engaged citizens have a better understanding of the connection between their rights as citizens and the responsibilities they have to others and the larger community. Engaged citizens show an appreciation for standards and norms established by rules and laws and see their role in maintaining those norms as crucial to a healthy democracy (Barber, 2003; Bellah et al, 1985; Janowski, 1998; Putnam, 2000; Shils, 2003). Citizens with a sense of rights and responsibility will be compelled to self-regulate and have interest in improving their lives and the lives of others. Their sense of belonging will be reinforced through positive interactions that result in a belief that others will be willing to be of assistance. In short, citizens with a sense of rights and responsibility respect others and

agree to live with the democratic processes established by our society. They exercise their rights of self-determination to the extent they do not impede others from exercising their own rights. Collectively, these processes are captured by the following five democratic standards (Dahl, 1998; Dalton, 1996; Verba & Nie, 1972).

Effective participation refers to the self-centered and narrow interests that lead individuals to take action and become involved whether through volunteering or some other form of engagement. Equality in voting emphasizes the ability of all law abiding citizens to exercise their preferences regarding who they want to represent them in political issues. Gaining enlightened understanding refers to individuals who inform themselves on the issues of importance, either through media outlets or other forms of gathering information (Dalton, 1996).

The last standard, exercising final control over the agenda and inclusion of all adults, is the underpinning of the previous four standards. In essence, when engaged citizens are informed and make their interests known publicly, they are afforded opportunities to shape public policy through their participation (Dahl, 1998; Verba & Nie, 1972). While these are the principles that govern our society, they also become the basis for a citizen who understands their rights and responsibilities.

Sense of Citizen Control

The third construct used in this study to help operationalize my concept of "engaged citizen" is "sense of citizen control". I draw on the work of several authors who define "sense of citizen control" as a willingness of individuals to interact within the political arena and to become civically engaged (Booth & Richard, 2001; Dalton, 1996; Verba & Nie, 1972). This willingness rests on confidence that involvement will make a difference. Another way of saying this is that citizens possess a sense of control over what happens in the political and civic parts of their community life. However, predictors of political involvement, (i.e. voting, campaign activity, and voluntary associations) have been on the decline in recent years, leading some to argue that the decline is a result of loss in the sense of control that citizens have over the political and civic destiny of their communities. But there are others who argue that the factors are more complicated and may have more to do with the ever-changing demands placed on individuals by modern society than with a decline in the sense of control (Dalton, 1996; Putnam, 2000). This study assumes that the factors leading to a decline in sense of citizen control may not matter, or if they do, the factors can be overcome with an educational intervention.

One of the reasons for the researcher's optimism in using sense of citizen control for the target population of this study is the large increase in opportunities for involvement that have occurred in recent years through changes in technology, which have spawned more opportunities for diverse groups to be involved (Sirianni & Friedland, 2001). Common examples include letter writing, emailing officials and attending public meetings as well as the use of the internet to promote causes and disseminate information.

Sense of citizen control, therefore, continues to be a valid construct to measure how much the respondents trust not just others but institutions. Individuals with a sense of control will have a reciprocal relationship with each other, and seek opportunities to improve their lives. This will include both the personal (interests) and political (participation) domains. As this occurs, those individuals with a sense of citizen control will have higher levels of trust and consequently be willing to remain involved in their community (Edwards & Foley, 2001; Newton, 2001).

Sense of citizen control is premised on the power of the group and their ability as women returning from prison to effect change. By nature it is constructed as an abstract concept, requiring the women to see themselves as part of a whole. It is premised on measuring their understanding of the role of political awareness and the impact of that awareness. Sense of citizen control

will provide data on their belief they can effect change beyond their immediate needs.

Intent to be an Engaged Citizen

The final construct used in this study to help operationalize my concept of "engaged citizen" is "intent to be an engaged citizen". Evidence exists that individuals who are civically engaged take action when opportunities match their values and convictions (Loeb, 1999). One way to understand this phenomenon is to realize how traditional forms of citizen engagement (i.e. voting) have been superseded by other forms of engagement. Interested individuals can sign petitions, boycott, blog over the internet and connect with their representatives through both print and other media forms (Van Deth & Scarborough, 1995). Our accepted social arrangements have changed and the ways we are able to express ourselves has evolved as well.

Modern government has had to adapt to this realization and be more responsive to these diverse interests. Intent to be an engaged citizen thus is concerned with how respondents perceive their place in the community beyond a consumer orientation in which complaining is the primary vehicle to participate. The "intent to take action" construct represents the translation of values into action. It assumes that individuals with higher levels of "intent" believe that their time and effort will result in a tangible reward. To that end,

intent to be an engaged citizen considers all aspects of engagement: personal characteristics, volunteer opportunities, and political attitudes (Dalton, 1996; Putnam, 2000).

Intention and action, of course, are not synonymous. However, research does support the conclusion that a combination of interests, inclinations and the active pursuit of citizen engagement will lead to long term habit building. Colby, et al (2007) argues that when one is educated and informed about the value of citizen engagement, it results in a set of core beliefs that encourage and reinforce involvement. Thus, once one has been indoctrinated into the active citizen role, the internal contradiction of not participating often will lead to involvement even when it is not convenient.

Intent to take action is a concrete representation of involvement. It measures individual commitment to leave the prison prepared to engage in civil society, Intent to take action will measure how the individual women shape their beliefs when they are given a specific concrete plan to be engaged. While sense of citizen control measures the political and group level of awareness, intent to action plan will measure the social and individual interests.

These four constructs of self-efficacy, sense of rights and responsibilities, sense of citizen control, and intent to be an engaged citizen

serve as the platform for measuring the results of the researcher's educational intervention strategy in preparing female prisoners for reentry to their communities. In doing so, they perform dual roles in this dissertation. First, they help operationalize the meaning of "engaged citizen" to address the unique characteristics of this population. Second, the constructs capture the multiple dimensions of civic and political engagement for a target population that has never been encouraged to think and act as citizens. The end result is a set of constructs which will serve as the measurement tools for the didactic intervention.

CHAPTER III

METHODS

Research Proposal and Hypotheses

The literature review suggests that current prison reentry practices

overlook the value that a citizen-centered strategy might have in preparing

prisoners for reentry into their communities. Ways of measuring citizenship

were described in an effort to set the stage for a research project that utilizes an

educational intervention with this target population. Four hypotheses were

developed in conjunction with our understanding of what makes a good

citizen. They correspond with the literature review and attempt to answer the

question: What differences can be observed between female prisoner's

perceptions as related to citizen engagement identity when an educational

variable is introduced? The following four hypotheses test this question:

H1: Female prisoners who are educated about the value and benefit of

participating in the civic activities of their community will have higher self-

efficacy in comparison to those who are not educated.

H2: Female prisoners who are educated about the value and benefit of

participating in the civic activities of their community will express an

increased desire to follow the rules and laws of governing institutions.

H3: Female prisoners who are educated about the value and benefit of participating in the civic activities of their community will have a greater sense of citizen control over both civil and civic society.

H4: Female prisoners who prepare an action plan express intention to become more engaged in the civic activities of their community.

In addition to these four hypotheses, three sub hypotheses will be tested. One sub-hypothesis will test for differences between the control and intervention groups. Another will test for differences between the two groups over time. The third sub-hypothesis will test for differences in the mean between the two groups. The intention of these sub-hypotheses is to distinguish where the differences occur, and if differences are noted, the implications for this population.

The following sections will describe and explain the processes used to generate and test these four hypotheses. The section on the Research Setting will describe the prison setting, the characteristics of the prison population and the qualities unique to this particular prison. Key Informant Interviews will explore how information was collected from a select group of female prisoners to inform the hypotheses that might best test the value of a citizen-centered educational intervention for prisoner reentry. Participant recruitment will describe the processes utilized to identify those preparing for transition and to

ensure equal opportunity to participate. Participant Selection includes the rationale behind the self-selection process for the control and intervention groups. The Survey Instruments section describes the two specific surveys that comprised the quantitative and qualitative data analysis. Post Survey Evaluations were administered to the intervention group for the purposes of assessing the quality of the intervention material. Data Collection covers the administration of the surveys both pre and post intervention and discusses how confidentiality was ensured. Finally, the Intervention will be described including the specific components that correlate with the survey and data collection.

Research Setting

Coffee Creek Correctional Institute in Wilsonville, Oregon houses approximately 1,000 female prisoners for the state and is the only female prison. Demographics indicate that approximately two thirds are Caucasian and the remainder are Hispanic, African-American, Asian and Native American. The types of crimes range from person to person crimes to property crimes. The average length of stay is twenty-two months (State of Oregon Department of Corrections, 2007).

Thorough assessments are conducted upon intake to determine the level of service and assistance each prisoner will receive. This includes both

physical as well as psychological testing. Reading and writing skills are evaluated, and if necessary, the prisoners are enrolled in appropriate services. The prisoners are able to participate in a variety of skills and training programs that focus on parenting, drug treatment, mental health, development of work skills, and cognitive based counseling. In addition, female prisoners are assessed and assisted in completing their GED. Health and religious services are offered to complete a comprehensive program designed to prepare each prisoner for successful reentry. The site utilizes a bio-psycho-social approach to rehabilitation, placing emphasis on improving the effectiveness of services and programs. A state child welfare worker is assigned to the site in order to assist female prisoners with children in custody (State of Oregon Department of Corrections, 2007).

The researcher was first introduced to this site as a State of Oregon Department of Human Services child welfare consultant. The researcher worked with the prison staff as an expert in strength/needs based planning with families and their children. The researcher conducted a multi-visit training with the counseling staff, training in the use of strengths-focused planning for case management purposes post-release.

The training and subsequent implementation of the strength/needs based planning was successful and was assessed as a necessary component of

the program. The administration decided to expand the program to all female prisoners preparing for transition out of prison.

Attempts were made to expand the program by providing all female prisoners preparing for transition with a set of tools, including a preparation workbook. Over the next few months trends were observed. Overall participation was declining and the intervention had eroded. Several factors were noted, including participant's lack of follow through, poor planning to accommodate friends and family to the meetings and restraints imposed by the parole officers. This culmination of factors led to a broader discussion on the merits of a civic education study with a focus on becoming an engaged citizen.

The challenge of making citizen engagement an important part of prisoner reentry education required a delicate balance between the public safety needs of the community and the need for the community to allow returning prisoners the types of activities that would benefit their new identity. A vibrant discussion with prison administrators ensued and a civic education component was suggested as a piece of the reentry puzzle. The prison team supported the proposal and requested a draft proposal. The proposal was presented to a group of community partners and providers that included housing, mental health, employment, religious groups, alcohol and drug and

child welfare program staff housed at the facility and a select number of parole officers in neighboring counties.

Meetings were held over the next three to four months with the identified service providers to discuss the value of the program for the female prisoners. Many questions arose from some of the service providers. Some questioned the need for such a program and the research that provided justification for its value. They argued that many programs currently existed that incorporated significant opportunities for development of citizen engagement. Some parole officers believed that allowing female parolees to be active in their community planning by promoting their citizen engagement would pose a risk to the community and potentially place the parolee in an unsafe situation.

The providers' concerns were addressed through ongoing discussion and reassurance that they would have the final decision regarding any implementation. Also addressed was the need to minimize any adverse impact on the female prisoners in the prison who were currently enrolled in a variety of programs. Through a process of pilot data collection (i.e. informant group discussions) and a series of negotiations including modifying the research design and logistics, the Coffee Creek administrators accepted a proposal to organize a reentry program around citizen engagement.

Key Informant Group Discussion

To assist in designing the study and crafting the hypothesis, the researcher requested one meeting with a group of female prisoners in the prison to explore the needs and feasibility of the civic education reentry program and research. The goal of this meeting was to provide the researcher with some insight on how the program would be perceived by the target population and its feasibility. For this assessment, twenty female prisoners were identified by prison staff and were invited for a key informant group discussion. Coffee Creek Correctional Institute staff organized the time and place for the group.

The group consisted of twenty female prisoners in the transition phase for reentry. All respondents were volunteers. They agreed to share their thoughts and insight for use as pilot data for the main study. The female prisoner's names and identities were not provided to the researcher in order to maintain their anonymity. No demographic information or information on the respondents' past history was collected. Only questions that contributed to assessing their needs and the feasibility and value of the program were asked.

The meeting lasted approximately one hour, during which time three questions were posed to the group. First the female prisoners were asked to identify programs they believed were effective as they prepared to transition

out of prison. All but two of the female prisoners answered that all the programs they had participated in were helpful and had an impact on them. The two who declined to speak did not state the programs were unhelpful, but simply did not respond. The services mentioned as helpful included courses on parenting, GED completion, life skills programs, medical and dental services, mental health and addiction treatment. Approximately half had participated in religious services of various kinds. They spoke highly of the staff and service providers in the facility, and stated they had addressed many of the core issues that had contributed to their criminal behavior.

The female prisoners were asked what they considered to be major barriers to their successful transition, including barriers within the community. As stated earlier, most felt that they had been adequately prepared, and had acquired the skills and knowledge to be successful. When asked to further elaborate, some described difficulty securing employment, and expressed concern that their criminal history would be a continuing barrier to obtaining meaningful employment. Approximately half of the key informant discussion group then identified their families as a barrier in their transition back to the community. Three female prisoners who had been in prison previously stated that although they felt better prepared, they were reluctant to say they would not experience barriers. Most were concerned about discrimination upon their

release. It is unclear how many of the other female prisoners had been in prison before, but based on the responses, it was deduced that nearly all had been incarcerated previously or had direct experience with discrimination based on their criminal history.

Prior to posing the final question, (i.e. the value of being educated in citizenship skills and activities), the civic education reentry program was described. The program content was explained, including identification of community service, learning about the value of being a contributing member of society through their volunteering and engagement in their community. The researcher also explained that the program would be an interactive intervention, relying on each participant to self-select into groups and associations.

The key informant group respondents were asked for feedback and questions. Respondents asked for clarity about the definition of "volunteering" and the concept of "engagement." These concepts were defined broadly with an emphasis on the importance of having each participant decide how volunteering and engaging would fit into her overall goals.

A brief explanation was also given of the concept of "citizen engagement" and how it could assist them in developing a sense of belonging. Time was spent elaborating and explaining the concept so respondents could

relate it to their personal experience. Several of the female prisoners stated that they had been assigned mentors and support people, and while these people would be helpful, the decision was not based on their choice but on the recommendation of the correction facility. Several female prisoners asked why an opportunity like this had not been previously implemented. One respondent specifically stated that because she was returning to a rural area of Oregon, knowledge on how to be civically engaged would be extremely valuable.

Before ending the group discussion session, an opportunity was given to ask final questions and offer parting thoughts. One of the respondents requested assistance to learn about citizen engagement because she would be leaving the prison before the education would be provided. She was referred to her local library and to the Chamber of Commerce to obtain information on volunteer activities. Another woman expressed the need to reiterate the value of offering this type of civic education to all female prisoners leaving prison, noting that female prisoners do not have the chance to get this type of education. She also expressed that many female prisoners felt they were discouraged or excluded from service opportunities and, as a result, they were not as prepared to function in their communities.

The key informant group provided insight into the variety and types of programs available, including the perceptions of the female prisoners receiving

the services. Based on the comments, the key informants believed different services and programs would further benefit their successful reentry. In addition, they expressed their interest in learning more about civic engagement skills.

Based on the input obtained from the female prisoners regarding what programs they perceived as working and what wasn't working in their transition, I concluded that developing an educational intervention would cultivate a heightened sense of citizen engagement. No other programs were available that were perceived to be providing effective civic education to transitioning female prisoners. The interview also reinforced the importance of designing a citizen engagement intervention that gave the respondents considerable control over the type of activities chosen as well as the strategies for involvement.

Participant Recruitment and Selection

Following the protocols defined by the University and Coffee Creek Administration, recruitment and selection of participants for the study was initiated. The criteria used for was adopted from prison guidelines for transition planning. All female prisoners with one year or less to release was considered by the facility to be active in their transition. Based on this criterion, a total of 283 female prisoners of the approximately 1000 female prisoners were identified. Once this initial pool of participants had been identified, a one hour orientation was scheduled and conducted. The orientation was conducted a total of five times, twice in the medium wing of the prison and three times in the minimum wing.

Prior to the orientation, some female prisoners immediately asked to be excused, stating they were not interested in the study. Others asked about compensation, and excused themselves when they were informed no compensation would be offered. The total number that left prior to the orientations was approximately forty female prisoners of the potential pool of approximately 400 that attended.

The orientation consisted of a brief explanation of the project, including an explanation of the known risks and benefits to the participants. The female prisoners were read a letter explaining their level of involvement, what they

could reasonably expect, and other information pertaining to the project. This was followed by a question and answer period to clarify the intent and value of the project. The majority of the questions were focused on the structure of the intervention. Many expressed concern over whether they could be allowed to attend the sessions due to their time commitments and other responsibilities. Assurance was given the administrators would accommodate all those participants who wanted to attend. Upon completion of the orientation, 127 female prisoners signed a consent form and agreed to participate in the study. Those who agreed selected a number for identification purposes, and completed two surveys, one measuring self-efficacy and the other citizen engagement.

In accordance with the need for Coffee Creek administrators to ensure equal treatment among those agreeing to the study, the researcher was required to undertake the project without creating distinctions between an "inside group" and an "outside group." This condition posed problems for assigning a control group, a necessary component of the experimental design.

Therefore, a decision was made to allow the participants to self-select their group. Those who decided to take the citizen engagement education would thus become the experimental group and those who came to the orientation, completed the surveys and signed the consent forms would be

treated as the control group. In order to complete the post survey collection, those female prisoners not receiving the intervention were contacted and administered the survey a second time, approximately six weeks after the educational interventions had ended. Three participants were unable to be contacted for post survey administration and were not included in the study. Overall, this resulted in an imbalance between the control and intervention groups. See Figure 2. for a schematic illustration of the data collection design.

Figure 2. Participant Recruitment and Self- Selection
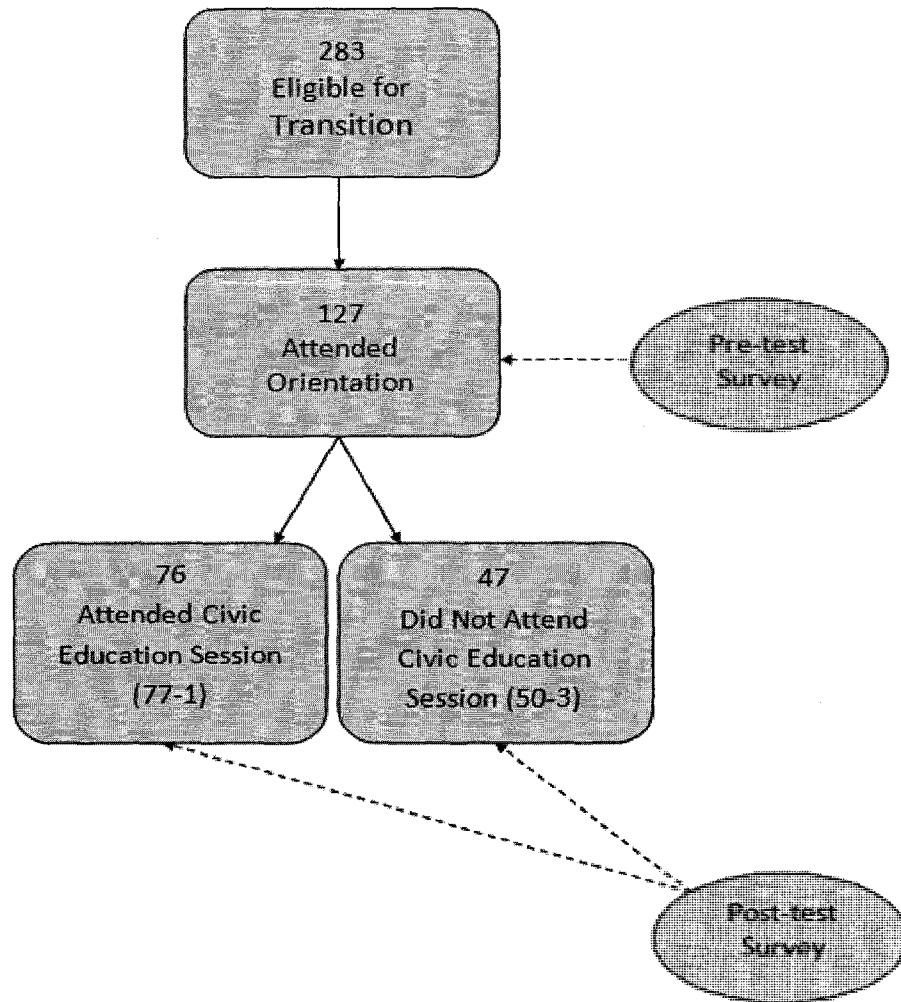
Survey Instruments

The following four constructs described earlier were used in the surveys: self-efficacy, sense of rights and responsibilities, sense of citizen control, and intent to be an engaged citizen. The constructs were grouped according to the civil, political and social aspects of citizen engagement. Because perception is the key indicator of a change in identity, the constructs were designed to measure changes in attitude regarding the female prisoner's perceived role in civil and civic society.

Efficacy was measured using the Self-Efficacy Scale, designed by Jerusalem and Schwarzer (1992). This 10 item scale measures the general sense of one's perceived problem solving abilities and one's overall sense of self. It has been used in a variety of settings and is accepted as a valid and reliable survey to measure coping and internalized success (Schwarzer & Born, (1997). The items used for measurement are listed below:

1. I can always manage to solve difficult problems if I try hard enough.

2. If someone opposes me, I can find the means and ways to get what I want.

3. It is easy for me to stick to my aims and accomplish my goals.

4. I am confident that I could deal efficiently with unexpected events.

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

6. I can solve most problems if I invest the necessary effort.

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

8. When I am confronted with a problem, I can usually find several solutions.

9. If I am in trouble, I can usually think of a solution.

10. I can usually handle whatever comes my way.

The other three constructs, sense of rights and responsibility, sense of citizen control, and intent to plan for action were measured using items borrowed from the Civic Capacity Initiative Survey, described in a study by Nishishiba, Nelson and Shinn (2005). The original survey was used to measure undergraduate student's attitudes and beliefs regarding civic engagement and to assist in curriculum development.

The survey was modified and adapted to fit the population and accommodate the constructs developed for this study. Demographic data was eliminated per the request of the prison administration citing confidentiality as a primary concern. Another section of the survey concerning racial/ethnic/and sexual minority groups was omitted based upon concerns expressed by prison administration officials that the information could incite contention among the target population. The remaining items omitted were not appropriate for the prison population. For example, statements related to jury duty and military service were not included, since convicted felons are not able to participate.

Sense of rights and responsibility was measured with five items related

to overall responsibility as a citizen. These items measured the extent which

respondents assessed the following different activities as their civic obligation:

1. How important is voting in elections?

2. How important is volunteering some time to community services?

3. How important is reporting a crime that you may have witnessed?

4. How important is keeping fully informed about news and public issues?

5. Would you say you follow what's going on in government and public

affairs?

Sense of citizen control was measured with eight items related to

attributes necessary to be involved in political affairs. These items measured

the extent to which respondents' manifest a sense of empowerment or choice.

The items used for measurement included asking the respondent to agree or

disagree to the following:

- Citizens have control over what politicians do in office.

- Citizens can get somewhere by talking to public officials.

- Citizens have considerable influence on politics.

- Citizens have much to say about running local government.

- Citizens like me have much to say about government.

- Citizens have a great deal of influence on government decisions.

The government is generally responsive to public opinion.

In addition, the respondents were asked the following:

- In the past, have you done any informal volunteer activities?

8a. Indicate the number of hours informally volunteered in a typical month.

8b.What kind of informal volunteer activities do you typically do?

Intent to be an engaged citizen utilized thirteen items intended to measure personal commitment as evidenced by specific activities. These items measured the ability of respondents to create a meaningful plan to engage in the community. The items used for measurement asked the respondents if they had ever participated in any of the following:

- Signed a petition.

- Joined in a boycott.

- Written a congress person, senator, or local commissioner.

- Written a letter to the local newspaper.

- Written an article for a magazine or newspaper.

- The respondents were also asked the following:

- Please write a brief statement about one issue of concern to you.

- Please identify the one community that matters most to you.

- What level of knowledge, skill and ability do you have to address the issue of concern to you?

- Thinking about the issue of concern to you, are you aware of many efforts to make changes?

- Can people in your community make a difference in the issue of concern to you?

- Are programs or associations generally available in the community?

- Are you able to participate in the programs or associations in a way that is meaningful to you?

12a. If no, what prevents you from participating?

- Given what you know about how things work in this community, how likely are you to stay involved?

Post Survey Evaluations

Those who were involved in the educational intervention were asked to complete a survey with open ended questions in order to qualitatively evaluate the effectiveness of the educational content. This evaluation was not mandated. The following five questions were asked:

- What did you find was the biggest obstacle for you to develop your plan, if any?

- What would make it easier for you to create a plan if you had difficulty?

- How would you find out about places to join and participate?

- In what ways was the intervention helpful, if at all?

- Would you recommend this intervention for others preparing to leave prison? Why or why not?

The instruments provided a basis to evaluate the respondents before and after an educational intervention based on the value of being an engaged citizen. The two surveys utilized a Likert scale to allow the greatest variance of response. The Civic Capacity Survey included a category titled "Don't Know".

Data Collection

Responses to these survey items were collected by administering paper surveys to the study respondents. The respondents were administered surveys as a group, divided only by their level of supervision in the prison (medium vs. minimum). The pre-intervention surveys were collected at the time of initial contact and immediately following signed agreements. Post-surveys were administered to the intervention groups immediately following the class. The control group respondents completed surveys again approximately six weeks later. Though the survey administration did not occur simultaneously, efforts were made to ensure that all the respondents were allotted the time needed and completed the surveys in a similar environment. Only those in the intervention group were asked to fill out a qualitative evaluation survey that specifically asked about the educational impact of the intervention program.

To minimize disruptions and ensure consistency during data collection, the following measures were taken. The researcher was the only person present with the respondents during the intervention and survey administration. In addition, in order to protect their identity and ensure confidentiality, the female prisoners were assigned self-selected random numbers. None of the study respondents were compensated for their time and did not receive any special considerations from Coffee Creek Correctional Institute for participating in this study. Their involvement was completely voluntary.

The surveys were administered in groups of twenty or fewer and the respondents were encouraged to ask questions if they needed clarification. The only question raised by the respondents about the survey questions was related to the definition of community. The researcher gave examples of community, including neighborhoods, towns, family, or other groups of people.

All the respondents stated they did not have difficulty reading or writing and this was confirmed prior to the data collection with Coffee Creek staff. Since one respondent only spoke and read Spanish, another inmate both assisted and participated in the intervention.

The educational sessions were scheduled to begin approximately one week after the initial collection of data. The times varied to accommodate as many participants as possible. The sessions occurred both in the medium and

minimum sections of the prison since transition was not solely for those in minimum security.

Intervention

The educational intervention was conducted twelve times over a period of three weeks, between November 2006 and December 2006. The intervention was conducted in both medium and minimum security areas of the prison. Approximately thirty percent of the total number of participants was housed in medium security and the remaining seventy percent were in minimum security. The participants ranged in age from 18-72. This information was gathered anecdotally as part of their self-introduction but not collected as formal data. The intervention was approximately two hours, excluding time allotted for survey completion, to accommodate other schedules within the prison.

Each section of the intervention was divided into four sections, focusing on the key four constructs of citizen engagement: self-efficacy, sense of obligation, sense of citizen control, and intent to be an engaged citizen. The interventions consisted of a combination of lecture and facilitated personal reflections. All of the interventions were delivered by the researcher and no other persons were present with the exception of the participants.

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The session relating to sense of obligation and responsibility to the community focused on the need to obey and follow laws which leads to respecting the rights of others. Five rights and the associated responsibilities drawn from amendments to the United States Constitution (i.e. the right to vote, the right to be treated equally by their government, the right to be treated fairly by their government, freedom of expression and freedom of religion) were presented. For instance, the right to freedom of expression was explained by using the example of the way one dresses or who one chooses to have for friends. As the facilitator, the researcher guided the discussion to focus on the consequences associated with dressing a specific way and how others would perceive their dress. This facilitated discussion also included how criminal identification would impact their beliefs about themselves and how others would perceive them. Examples were provided for all the rights and responsibilities to facilitate learning regarding the link between having rights and responsibilities.

Obligation was introduced as a necessary antecedent to having rights and responsibilities. The participants were taught the importance of considering democratic norms and the need to consider how their actions impact others. This was illustrated through a facilitated discussion of the value of equality and treating all citizens with respect. The norm of reciprocity was

underscored: treat others as you would like to be treated. It was stated the absence of feeling obligated and responsible to others would result in a belief of feeling unique, that the rules and laws only applied to some, but not others. Consequently, this leads back to behavior that reinforces the criminal thinking.

The concept of citizen control was framed within the context of becoming an active member of society, prepared to participate in the political arena. Borrowing from Richard Box's (1998) governance model, the female prisoners were taught the difference between a consumer and an active citizen. The distinction was made that consumers take in with no expectation of ever having to give back. Consumers are entitled to services and assistance based on their needs and perceptions that their government owes them. Programs and services are considered entitlements to be used without a sense of obligation or reciprocity. . Consumers participate by using available resources and are not expected to actively participate in replenishing these resources or contributing.

An active citizen framework was explained as placing the onus of responsibility on both the consumer and the provider, in this case female prisoners receiving assistance and the service agencies. They were taught that relationships are reciprocal and interdependent. Active citizen involvement by boycotting or writing a letter, for example, is designed to empower citizens to change those areas of government that are not meeting the needs of the

individual or community, while retaining valuable services for the greater good. Following this logic, when citizens view their role as part of the solution and have the power to make a difference, they are encouraged and supported to be more active.

This session of the intervention was focused on the value of participating in both civil and civic society. They were asked to assume that every person has a contribution to make, and by the act of contributing, all people will benefit. The value taught was associated with improving other's lives by focusing on the areas of value to them. The session ended with examples of not being involved, which included the passage of mandatory minimum sentencing for convicted felons and the unintended consequences.

Intent to be an engaged citizen was the written portion of the intervention. Some actions were pre-determined and listed as their potential future actions to pursue. These included registering to vote, locating their local library, and identifying a volunteer activity. Because Oregon law permits parolees to vote upon release, emphasis was placed on their responsibility to complete a voter registration card while in the session. Participants were also informed about the value of signing up for newsletters, reading their local newspaper and joining online communities. A list of all the local libraries in their area of release was made available for their use and all the participants

were given voter registration cards while in the intervention. (See Appendix 3 for the worksheet)

The rationale behind the predetermined plan ensured consistency and directed behavior towards citizen engagement development. One area in which prisoner discretion was relied upon included a request to list an activity that had meaning to them, and when appropriate, asking them to tie that activity to a community service requirement they might have for probation.

Following the session, the participants were directed to complete the post-session surveys and voluntarily complete the evaluations of the session. Those results will be presented in the following chapter.

CHAPTER IV

RESULTS

A Mixed Design ANOVA with a qualitative component was conducted to evaluate the effects of an educational intervention on female prisoners preparing for community reentry. In addition to the four main hypotheses related to self-efficacy, sense of rights and responsibility, sense of citizen control and intent to engage, three sub-hypotheses were developed. These sub-hypotheses analyzed the data in the areas of group differences, time differences and interaction effects. Each of these hypotheses and sub-hypotheses are reported in the following section. Qualitative data will also be included in this section followed by a discussion of the results.

Quantitative Analysis

Each of the four hypotheses has three sub-hypotheses to be tested. One sub-hypothesis tests whether there is a significant difference between the control and intervention groups on the average score for the construct being measured (Main effect for group). The second sub-hypothesis tests whether there is a significant difference between the pre-intervention and post-intervention in the average scores for each of the constructs being measured (Main effect for time). The third sub-hypothesis tests if the change in the scores for the construct measured for pre-intervention and post intervention is

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affected by whether the respondents were in the experimental group or control group (Interaction effect).

Hypothesis 1("Female prisoners who are educated about the value and benefit of participating in the civic activities of their community will have higher self-efficacy in comparison to those who are not educated") is composed of the following three sub-hypotheses.

> H1a: Female prisoners who are educated about the value and benefit of participating in the civic activities of their community, on average report different degrees of self-efficacy before and after the intervention (Group Main Effect).

> H1b: Female prisoners, on average, report different degrees of self-efficacy before and after the intervention (Time Main Effect).

> H1c. The difference in the mean self-efficacy before and after the intervention depends on whether the female prisoners were educated about the value and benefit of participating in the civic activities of their community, or not (Interaction Effect).

H1a was supported, indicating that there was a significant difference between the experimental group and control group in their average score for self-efficacy. $F (1,121) = 15.054$, $p < .001$, Eta square= .111.

H1b was supported, indicating that there was a significant difference in the self-efficacy score on average before and after the intervention. Wilks Lambda = .022, $F (1,121) = 5447.999$, $p < .001$, Eta square = .978.

H1c was supported, indicating that the difference in the mean self-efficacy score before and after the intervention significantly depends on whether the female prisoners were in the intervention group or in the control group. Wilks Lambda =.869, F (1,121) = 18.304, p< .001, Eta square = .131.

Table 1 below is the descriptive statistics for self-efficacy, followed by its plot (Figure 3).

Table 1. Descriptive statistics for self-efficacy

	Mean score (pre-intervention)	(Standard Deviation)	Mean Score (post-intervention)	(Standard Deviation)
Experimental Group	3.064	.346	33.743	4.334
Control Group	3.0156	.422	30.333	4.704

Figure 3. Estimated Marginal Means of Self-efficacy

Estimated Marginal Means of Self-efficacy
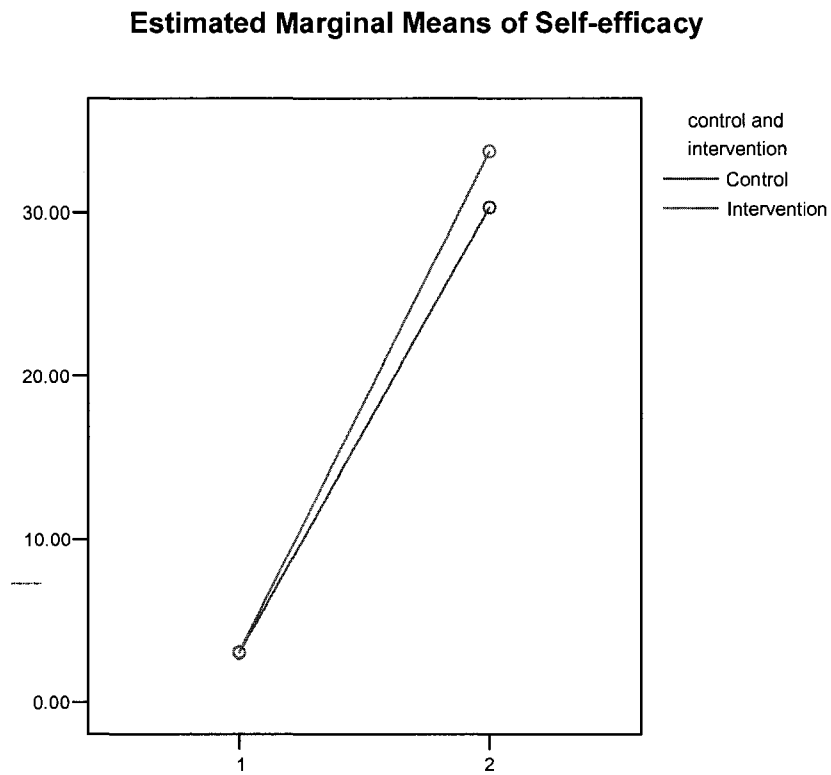
Hypothesis 2 ("Female prisoners who are educated about the value and

benefit of participating in the civic activities of their community will express

an increased desire to follow the rules and laws of governing institutions") is

composed of the following three sub-hypotheses.

H2a: Female prisoners who are educated about the value and benefit of participating in the civic activities of their community, on average report different degrees of desire to follow the rule and laws of governing institutions before and after the intervention (Group Main Effect).

H2b: Female prisoners, on average, report different degrees of desire to follow the rules and laws of governing institutions before and after the intervention (Time Main Effect).

H2c. The difference in the mean desire to follow the rules and laws of governing institutions before and after the intervention depends on whether the female prisoners were educated about the value and benefit of participating in the civic activities of their community, or not (Interaction Effect).

H2a was supported, indicating that there was a significant difference

between the experimental group and control group in their average score for

rights and responsibility. $F (1,119) = 1.649$, $p< .047$, Eta square$= .014$.

H2b was supported, indicating that there was a significant difference in

the rights and responsibility score on average before and after the intervention.

Wilks Lambda $= .298$, $F (1,119) = 280.362$, $p< .001$, Eta square $= .702$.

H2c was supported, indicating that the difference in the mean rights

and responsibility score before and after the intervention significantly depends

on whether the female prisoners were in the intervention group or in the

control group. Wilks Lambda =.967, F (1,119) = 4.041, p< .047, Eta square =

.033.

Table 2. below summarizes the descriptive statistics for rights and

responsibility, followed by its plot (Figure 4).

Table 2. Descriptive statistics for rights and responsibility

	Mean score (pre-intervention)	(Standard Deviation)	Mean Score (post-intervention)	(Standard Deviation)
Experimental Group	68.831	140.519	27.909	6.941
Control Group	41.630	97.234	17.561	7.765

Figure 4. Estimated Marginal Means of Rights and Responsibility

Estimated Marginal Means of Rights and Responsibility
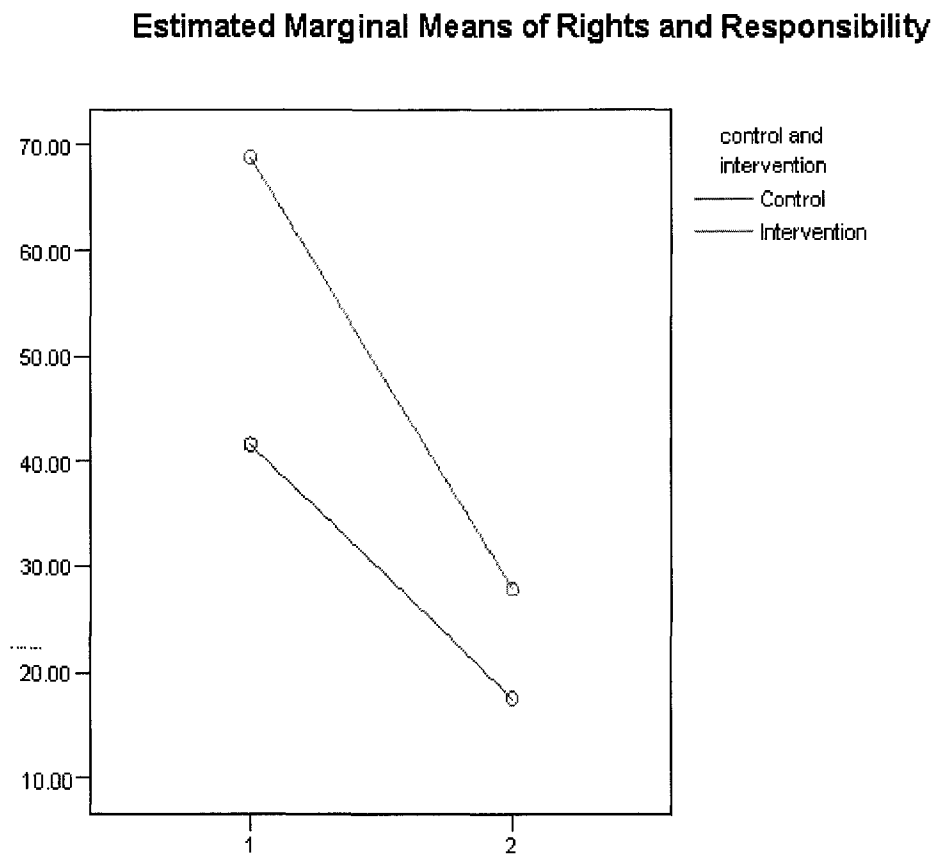
Hypothesis 3 ("Female prisoners who are educated about the value and benefit of participating in the civic activities of their community will have a greater sense of citizen control over both civil and civic society") is composed of the following three sub-hypotheses.

H3a: Female prisoners who are educated about the value and benefit of participating in the civic activities of their community, on average report a difference in their sense of citizen control over both civil and civic society before and after the intervention (Group Main Effect).

H3b: Female prisoners, on average, report different degrees of their sense of citizen control over both civil and civic society before and after the intervention (Time Main Effect).

H3c. The difference in the mean sense of citizen control over both civil and civic society before and after the intervention depends on whether the female prisoners were educated about the value and benefit of participating in the civic activities of their community, or not (Interaction Effect).

H3a was not supported, indicating that there was not a significant difference between the experimental group and control group in their average score for sense of citizen control. $F (1,116) = 2.309$, $p< .131$, Eta square= .020.

H3b was supported, indicating that there was a significant difference in the sense of citizen control score on average before and after the intervention. Wilks Lambda = .943, $F (1,116) = 6.969$, $p< .009$, Eta square = .057.

H3c was not supported, indicating that the difference in the mean sense of citizen control score before and after the intervention does not significantly

depend on whether the female prisoners were in the intervention group or in the control group. Wilks Lambda =.996, F (1,116) = 4.70, p< .494, Eta square = .004.

Table 3 below summarizes the descriptive statistics for citizen control, followed by its plot (Figure 5).

Table 3. Descriptive statistics for citizen control

	Mean score (pre-intervention)	(Standard Deviation)	Mean Score (post-intervention)	(Standard Deviation)
Experimental Group	5.594	6.507	20.701	4.809
Control Group	6.154	7.778	18.022	5.458

Figure 5. Estimated Marginal Means of Citizen Control

Estimated Marginal Means of Citizen Control
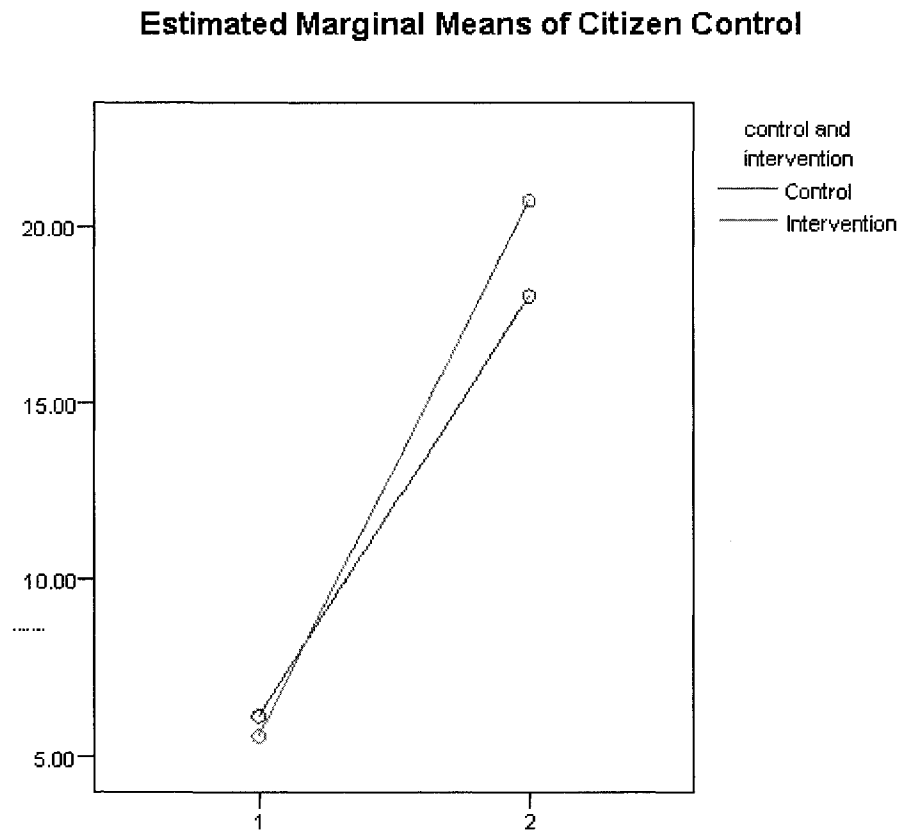
Hypothesis 4 ("Female prisoners who prepare an action plan express

intention to become more engaged in the civic activities of their community")

is composed of the following three sub-hypotheses.

H4a: Female prisoners who are educated about the value and
benefit of participating in the civic activities of their community, on

average, report different degrees on how they plan to become more engaged in the civic activities of their community before and after the intervention (Group Main Effect).

H4b: Female prisoners, on average, report different degrees of intention to plan to be engaged in the civic activities of their community before and after the intervention (Time Main Effect).

H4c. The difference in the mean intention to be engaged in the activities of their community before and after the intervention depends on whether the female prisoners were educated about the value and benefit of participating in the civic activities of their community, or not (Interaction Effect).

H4a was supported, indicating that there was a significant difference between the experimental group and control group in their average score for their intent to engage. $F (1,116) = 7.834$, $p< .006$, Eta square$= .063$.

H4b was supported, indicating that there was a significant difference in the intent to engage score on average before and after the intervention. Wilks Lambda $= .945$, $F (1,116) = 6.797$, $p< .01$, Eta square $= .055$.

H4c was supported, indicating that the difference in the mean intent to engage score before and after the intervention significantly depends on whether the female prisoners were in the intervention group or in the control group. Wilks Lambda $=.869$, $F (1,116) = 17.422$, $p< .001$, Eta square $= .131$.

Table 4. below summarizes the descriptive statistics for intent to

engage, followed by its plot (Figure 6).

Table 4. Descriptive statistics for intent to engage

	Mean score (pre-intervention)	(Standard Deviation)	Mean Score (post-intervention)	(Standard Deviation)
Experimental Group	27.653	6.176	30.773	6.763
Control Group	26.441	6.068	25.720	6.029

Figure 6. Estimated Marginal Means of Intent to Engage

Estimated Marginal Means of Intent to Engage
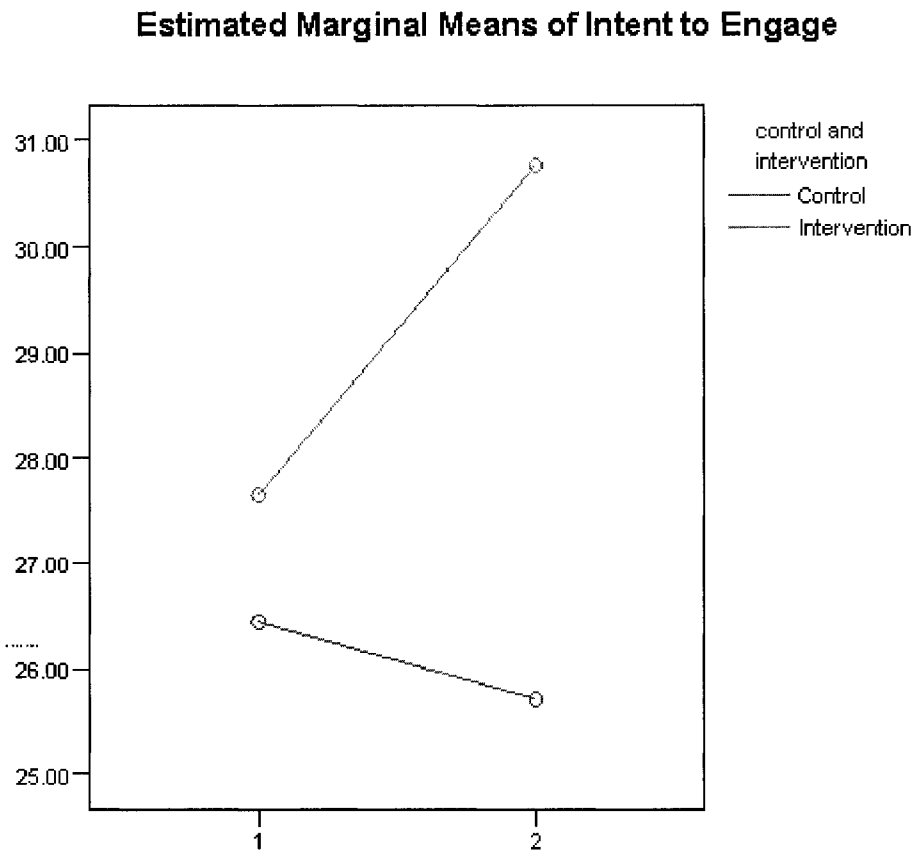
The results of these findings are summarized in the following table:

Table 5. Summary of Quantitative Data Analysis Results

	Main Effect for Group	Main Effect for Time	Interaction Effect (Group*Time)
H1: Self-efficacy	Supported	Supported	Supported
H2: Rights and Responsibility	Supported	Supported	Supported
H3: Citizen Control	Not Supported	Supported	Not Supported
H4: Intent to Engage	Supported	Supported	Supported

These findings are a partial representation of the analysis completed with this population. The findings show that female prisoners who were provided an educational intervention reported a difference between the groups in self-efficacy and sense of rights and responsibility. Intent to be an engaged citizen and sense of citizen control were supported in two of three areas analyzed. These overall results suggest the intervention had value to the women preparing to leave prison.

Qualitative Analysis

The open-ended questions of the Civic Capacity surveys asked respondents about volunteering, community concerns and community

identification. The purpose of the analysis was to look for themes or barriers to

participating and to assess whether differences occurred between the groups.

The construct used to measure sense of rights and responsibility asked

about the number of hours spent in volunteer activity per month (See Table 6).

The responses ranged from zero hours up to twenty hours per month. Four

respondents stated no volunteer activity or left the section blank.

Table 6. Types of Volunteer Activity Reported

N = 124	
Pick up Garbage	64*
Assist Elderly	89*
Other Comments (i.e. community service, none(2), child care	4
No response	4

*Some respondents selected both categories

It should be noted that the high number of volunteer hours and the

limited types of responses were later reported by the facility staff to be

activities occurring while in prison. Picking up garbage and assisting the elderly were also used to serve as community service hour requirements prior to release.

A survey item located in the "Intent to be an engaged citizen" construct asked the respondents to write about an issue of concern and to identify the community that matters to them. These questions were used to gather information regarding how the respondents understood community issues.

Issues of concern in the community to which they are returning uncovered both generalities and specific areas of interest (See Table 7). Overall, the respondents stated that employment was their primary concern in the baseline. The responses did change between the groups though it is unclear that the intervention was responsible since the "Other" category did not show strong variations. Responses in the other categories ranged from the very general, "female prisoner's rights" to the very specific "gay marriage".

Table 7. Responses to Issue of Concern

	Baseline (N= 47)	Educational Group (N= 124)	Control Group (N= 77)
Drug Abuse	12	8	2
Schools	4	7	1
Prison Reform	5	3	3
Employment	56	28	9
Other	11	25	7
No Response	36	6	25

Responses to the question related to community identification showed significant differences between the two groups. The majority of the respondents in their initial surveys stated the county they were transitioning to as their primary identification, but in the post-intervention survey participants involved in the educational intervention changed their responses to include examples such as church, family and neighborhoods. The results are summarized in Table 8.

Table 8. Community Identification

	Baseline (N=124)	Educational Group (N= 77)	Control Group (N= 47)
County/City	105	3	45
Other	2	73	1
No Response	17	1	1

Discussion

The quantitative and qualitative data offers valuable insight into the difficulties and challenges of female prisoner reentry. The results of the quantitative data analyses underscore the complications of assessing whether this population not only understands how they can connect to their communities but also the challenges of overcoming both personal and institutional barriers.

Hypothesis 1 (self-efficacy) was supported, indicating that there was a significant difference between intervention group and control group; there was a significant difference between pre-intervention and post-intervention; and the

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difference in the mean self-efficacy score before and after the intervention significantly depends on whether the female prisoners were in the intervention group or in the control group. While the overall result suggests that the intervention did have some impact on the level of self-efficacy of the female prisoners, it should be noted that both the intervention and control group increased its self-efficacy score over time. The increase in self-efficacy for the intervention group could be attributed to the educational opportunity they were exposed to. However, the reason why there was an increase in the level self-efficacy in the control group needs to be examined further. Possible factors causing this change may include both "instrumentation effects" and "diffusion effects" (Jaeger, 1990, p.116-117). Instrumentation effect refers to the fact that when the subjects were exposed to the same survey twice, they develop what they are expected to say in their response, and as a result, it will artificially increase the score. Diffusion effect refers to the case when the proximity of the respondents to each other affects the potential impact of the intervention. In this study, since all study participants were housed together, it is possible that the female prisoners who went through the educational intervention shared their thoughts with those in the control group, thereby influencing their level of self-efficacy.

Hypothesis 2 (rights and responsibility) was also supported, indicating that there was a significant difference between the intervention group and control group; there was a significant difference between pre-intervention and post-intervention; and the difference in the mean scores on rights and responsibility before and after the intervention significantly depends on whether the female prisoners were in the intervention group or in the control group. Worth noting is that the overall scores in both groups went down over time. One possible explanation of the decline in the level of perceived importance of the rights and responsibility as a citizen may be due to their renewed understanding that they are required to follow guidelines established by the parole community, and exercising citizen rights and responsibility is not among the things that are considered as an important obligation for parolees. . In a way, the educational intervention might have reminded the female prisoners that they will face barriers in returning to their community caused by their own identities as criminals, and the community's restriction in to engaging them fully as a citizen. Again, the fact that the score for the control group decline, as well as the intervention group, could be the result of instrumental effect and diffusion effect.

Results found in hypothesis 3 (I examining the respondents' sense of citizen control over political matters) suggests that there were not significant

differences between the intervention group and control group, but there was a significant change before and after the intervention. The change over time, however, did not differ depending on whether they participated in the educational intervention or not. The fact that the citizen control score increased after the educational intervention suggest that the intervention was effective in increasing female prisoners' willingness and ability to influence government decisions through their political activities. This may be because the initial lack of sense of citizen control was due to their lack of understanding of the system and how they can engage in politics. As was the case in the results of the previous two hypotheses, the control group showed a similar trend in increasing their sense of citizen control, despite the fact that they did not participate in the educational intervention. Possible instrumentation effect and diffusion effect needs to be examined.

This finding warrants further investigation in light of the findings in hypothesis 2. The sense of rights and responsibility as citizens declined as a result of the educational intervention and their willingness to take citizen control over political decision increased. These results bring into sharp focus the need to have opportunities to engage. It's possible that the educational intervention highlighted the difference between the 'rights' they have as criminals versus the actions they can take to influence the political decisions.

Considering the fact that in Oregon there are ways for those who have criminal records to engage in the political process, further investigation is warranted on how the educational intervention impacted the female prisoners' sense of rights and responsibilities as citizens, and how they differentiated them from taking control over political issues

Hypothesis 4, which tested the female prisoners' intent to engage, was supported, indicating that there was a significant difference between intervention group and control group; there was a significant difference between pre-intervention and post-intervention; and the difference in the female prisoners' intent to engage before and after the educational intervention significantly depends on whether they were in the intervention group or in the control group. In this result, those who were in the intervention group showed an increase in their intent to engage in activities upon release from prison. However, those who did not participate in the educational intervention showed decline in their intent to engage. This result may be an indication that the type of intervention introduced was effective in making female prisoners more willing to engage. For example, those in the intervention group were provided assistance in developing action plans that included registering to vote, pursuing an activity that would fulfill both their personal choices as well as the requirements of parole and create other ways to connect to their community.

The results suggest that the development of these plans affected participant's motivation and consequently intention to engage. Conversely, the control group was not offered the opportunity to develop an action plan, which is reflected in their lower baseline and post intervention results. This suggests that active involvement in planning had an impact on people's intent to engage in future activities. It should be examined, however, why this was the only construct where the change in score differed between the intervention group and control group. If, in fact, there was any instrumentation effect or diffusion effect in other constructs, why the intention to engage did not get influenced by these effects is a matter for further investigation.

The qualitative and written sections of the survey highlighted many similarities and differences between the respondents and underscored both the uniqueness and the challenges for this population. For example, a significantly large percentage of the respondents identified their community as the county to which they were returning. Discussions with the Coffee Creek staff helped to explain this finding. The researcher was informed that all parole plans originated in the county to which they were returning, thus ensuring that their civic identity was defined by their parole officers. However, their responses changed as a result of the education program and reflected much greater emphasis on the community activities of personal interest to each of the

respondents. Examples varied from the recovery community (alcohol and drug), family, and lesbian community. The different responses were a direct reflection of each respondent's unique interests and desire to connect.

Further examination related to volunteering explained an anomaly found in the reporting. The majority of the respondents reported one of two activities: they included either helping the elderly or cleaning up trash. As a result, discussion with the Coffee Creek staff explained this response. The prison has agreements with outside agencies to provide these services for those female prisoners who are compelled and evaluated to be safe to volunteer. While this activity technically qualifies as volunteering, it occurred while in prison and does not necessarily reflect activities intended to be pursued independent of incarceration.

The variety of responses related to issues of concern reflected the diversity of the population and the uniqueness of each participant. No one statement was dominant, though many of the responses appeared to be related to female prisoners (i.e. children and families). It is worth noting that the uniqueness of the responses is an indication of the complexity and diversity of the respondents.

The post intervention evaluations added more insight to the overall study. A total of 73 of a potential 77 evaluations were collected and analyzed.

The evaluations supported the value of the intervention, the amount and quality of information provided and the importance of making it available to female prisoners. A significant number of the post intervention evaluations emphasized the need for more education and opportunities to practice these principles. Two of the evaluations found the intervention either meaningless or not of value.

Collectively, the quantitative and qualitative data highlights that female prisoners returning to their communities can benefit from a citizen engagement educational intervention. Considering the intervention length, less than three hours, the findings are remarkable and worth noting. Three of the four hypotheses were supported and the qualitative data supports that the women who received the intervention increased their awareness and level of citizen engagement.

Limitations

One of the potential limitations of this study is the s lack of potential generalizability to other populations due to the fact that this study is based on only one prison site in Oregon. It should also be noted that there were constraints imposed on the data collection procedures by the prison administration.. The respondents were not randomly selected, and they self-selected into either a control group or an intervention groups. This resulted in

an imbalance of numbers of participants between the control group and the intervention group (seventy-seven in the intervention group and forty-five in the control group). Also, the fact that the participants self-selected to be exposed to an educational intervention may have resulted in more civically inclined female prisoners being in the intervention group. Self-selection of the participants also made it difficult for the researcher to screen for those female prisoners who will require higher levels of post-prison supervision due to the nature of their crimes, and make assessment of the level of choices they can make and control for it. In addition, if mental health issues or chronic addiction were not adequately addressed and ameliorated, it is possible a percentage of the female prisoners in the study will be unable to manage these behaviors so they can become responsible active citizens.

Another limitation is the fact that the result of this study can only be generalized to female prisoners. As suggested by the literature female prisoners are unique and are inherently different from men, who may be predisposed to community-centered activities and participating civically. It may be that if this study were conducted in a male prison setting, the results would be different, given the general cognitive/emotional differences between men and female prisoners. Female prisoners may in fact find it easier to develop relationships

and connections than men, given their greater propensity to nurture and reciprocate.

The survey instrument itself had some limitations, and may have affected the results. For example, it is possible that some female prisoners might not have understood the language in a given question and, as a result, might have answered questions based on their own interpretation of what it means. It's also possible that the respondents mutually influenced each other in how they responded to the questions. The researcher noted that respondents on occasion looked to each other's responses to decide how to answer their own. While this was not noted often, it may have influenced the results.

As noted in the result section, there is a possibility that the instrumentation effect and diffusion effect affected the results. The change in scores over time could be the result of the participants taking the survey at the pre-intervention phase, and learned what they were expected to say when responding to the survey instrument. It is also possible that the both those who are in the intervention group lived in a close proximity with those who are in the control group, they affected each other in their response to the survey.

Finally, and perhaps, most importantly, this study only allows speculation on how the female prisoners might behave after they left the prison. It does not provide direct evidence on the impact of the educational

intervention on their actual civic engagement behaviors outside the prisoner. The opportunity did not exist to follow these female prisoners as they re-entered their communities. It is unknown whether the intervention or the activities they identified were accomplished and if they were what ultimate impact it had. Because citizen engagement relies on habit building combined with experience, the future impact of this study's citizen education intervention is unknown.

Despite these limitations, the study offered a glimpse into the importance of citizen engagement in prisoner reentry. It can be argued that these limitations, while noteworthy, did not completely override the findings. A statistically significant sample was collected. The surveys had reliability and were administered at the appropriate intervals. The findings clearly indicate that learning occurred among the participants and that it had an impact. Whether the impact will carry over into the community upon release and what kind of support network would be necessary for this to occur will require additional stages of research.

CHAPTER V

IMPLICATIONS

The criminal justice literature provides minimal insight into the role citizen engagement might play in parole and reentry programs. The broader literature on citizen engagement and developmental psychology, while not explicit to the prison population, helps to reframe the problem and offers a perspective that can be used in designing reentry programs for female parolees. Collectively the literature and these findings provide support for using citizen engagement as a deliberate part of an education strategy for preparing female prisoners for reentry from prison into their respective communities.

The researcher would argue that female prisoners preparing for transition to their communities are minimally prepared to accept and integrate themselves into the larger fabric of society. This study underscores their enthusiasm and willingness to make the necessary connections even with limited opportunities. Their intention to be active citizens is notable, even unexpected given their previous criminal histories.

The research highlights the potential for a value shift away from basic sustenance and safety needs towards a greater sense of belonging and higher levels of self-esteem. The female prisoners in the study expressed a capacity for empathy and a desire to contribute as evidenced by their level of

participation. Specifically, many of those involved in the study stated this type of education and intervention was important to their successful reentry. Their enthusiasm evidenced both in the numbers choosing to participate in the educational session and the results of the data analysis is a strong sign given the right amount of encouragement and direction they have the potential to shed their criminal identity.. Having a belief of feeling competent, even with limited opportunities indicates this population would benefit from more education and encouragement about community involvement.

Self-efficacy is the key ingredient of making the transition from one adult identity to another. Core beliefs and values change slowly. Education thus becomes the vehicle to offer a safe haven to explore how change might be possible. Introducing the concepts of the engaged citizen gives permission to belong and to focus attention on those areas of the political world that capture the interest of individuals.

Implications for Criminal Justice Practice

As noted, parolee reentry is a complex and multi-faceted problem. Parolees face a lack of resources for housing and employment, mistrust among family members, and limited opportunities for personal or professional growth. These concerns preoccupy the attention of parolees, often to the exclusion of civic engagement activities. In addition, the criminal justice community itself

serves as a barrier to the cultivation of a strong sense of citizen engagement on the part of released prisoners. Parole officers are charged with community safety, and monitoring large caseloads, not with the responsibility of creating active and fully engaged citizens.

A variety of risk factors, whether real or perceived, help explain why citizen engagement is not given much priority in designing and implementing reentry programs. Perceptions by the community place undue stress on the parolee as well as the monitoring institutions that ensure compliance. Assumptions are developed that female prisoners returning from prison are deviant or somehow inferior, which result in discrimination. Since poverty is so prevalent for this population, most prisoners must learn to overcome the stigmas of not just being poor, but being a person who is not to be trusted. One or all of these circumstances have a cumulative effect on citizen engagement formation.

Though these barriers exist and complicate change, this study suggests that efforts to overcome these barriers may be worthwhile. Clearly, female prisoner's parolees will embrace a civic-identity-centered reentry program. The overall benefit to the individual and community would demonstrate the value of promoting stronger connections. The cycle of prisoner reentry could be slowed if not eliminated. The short term benefits would be female parolees

better prepared for the obstacles they will encounter and the ability to effect

positive change on their behalf. The long term benefit would be a reduction in

those who commit crime because they now understand how it affects their

communities.

The findings from this research raise important issues that merit further

investigation. One question worth pursuing is whether some kinds of pre-

existing parolee networks are more open to the cultivation of citizen

engagement than others. For example, perhaps those community groups and

networks that focus entirely on gender or case specific populations would have

the resources and knowledge to be of greater assistance. Smaller more specific

caseloads may in fact be a way to introduce these female prisoners back into

the community. Or identification of those parolees within the institutions

already pre-disposed to supporting citizen engagement could be recruited and

trained in the concepts to serve as mentors to others transitioning.

It is equally important to know how the unique qualities and

characteristics of female prisoners returning from prison impacts the success of

reentry programs with a citizen engagement focus. Could a difference be noted

across racial or ethnic lines? What part does age play in promoting citizen

engagement? Does civic education provide the "Velcro power" to sustain them

long term in the community? Perhaps female prisoners who are taught the

importance of citizen engagement would be more inclined to engage and be more committed to developing connections outside their usual circle. Or, depending on the length of stay and the amount of services received in prison, their sense of self could be enhanced with a purposeful intervention aimed at their role in the community upon reentry.

This research raises a whole raft of question about translating the results of the program in prison settings to actual results in the community. What are the conditions necessary to make this transference work? A parole community willing to exercise discretion tipping towards active citizen involvement on the part of the parolees is one possible alternative. Mandating citizenship courses in prisons prior to release is another possible choice. Regardless of the strategy, a congruent approach that encourages an examination and assessment of the values and propensity of prisoners to return as members of society offers hopeful solutions.

As stated at the outset, citizen engagement and the development of parolee reentry plans that engage them in the world of civil society would initially appear to be contradictory. However, Barber (2003) argues for strong civic bonds, arguing that "citizens are neighbors bound together neither by blood nor by contract but by their common concerns and common participation in the search for common solutions to common conflicts" (p.240). By not

allowing female prisoners to re-connect with society after they have completed their prison and post prison sentences denies them the opportunity to experience the benefits of citizenship and further alienates them.

Female prisoners educated and encouraged in developing citizen engagement leads to social bonds, especially those bonds that move the female prisoners away from their criminal identity towards a more positive one. Connecting with people and groups unlike themselves that can show them alternatives to their previous identities will promote what Putnam calls "bridging social capital" (1995). These ties are part of the critical connections that will ensure integration.

In the absence of promoting and encouraging these connections outside the natural network of the criminal justice system, little can be expected to change. The mutual lack of trust developed, and in some instances promoted between the criminal justice institutions and those incarcerated, exacerbates the problem. Parolees are discouraged from creating any kind of social capital, whether bonding with each other as a means for support and survival, or bridging networks outside their group.

Without a clear understanding of how to promote connections, both the individuals and communities will continue to struggle with social problems of crime, delinquency, diversity and other areas of conflict. This research, while

making a small contribution, underscores the need to further assess and understand how "socially ignored and/or unacceptable groups" can be reconnected to the community through strategies deliberately intended to cultivate citizen engagement.

Due to the large number of incarcerated and the increasing inability of keeping prisoners locked up, there is a growing opportunity of making a virtue out of necessity. We are going to be releasing more and more prisoners into the community. The only question is whether we will see and use this as an opportunity or simply treat it as a threat.

Janoski (1998) has suggested and offered one alternative, focusing attention away from a "one size fits all" approach to a more differential response. He suggests that criminals be sanctioned based on their crime, ranging from restorative punishments all the way up to incarceration.

This type of approach, combined with rewards for those who respond favorably could help citizens of all walks of life renew their interest in promoting what Bellah (1985) calls the "Good Society". But it is only one idea and one that is not supported universally nor given a great amount of consideration. However, unless more attention is paid to the unintended consequences of confining those who break the law with a single approach, the

opportunity slowly fades to bring them back as active productive citizens (Faulkner, 2003).

Implications for Promoting Citizen Engagement

The results of this study have important implications for future criminal justice policy directions and planning. One of the central features of this study asked that female prisoners create action plans that would predispose them to civic engagement, (i.e. reading the paper and learning about their community, volunteering, voting, etc). This level of personal involvement in co-producing an action plan for each parolee has far reaching implications.

Parolees could be taught these basic concepts of identity and return to the prison to teach others. Similar to 12 step programs where people hold each other accountable and responsible, this method of teaching and learning could have powerful effects. The program could be in either a formal setting or as a community based course in which those who have developed citizen engagement are co-teaching with community leaders. Teaching former prisoners to mentor and teach others would not only be a cost effective and valuable tool, it would bring together female prisoners in a positive manner to support and reinforce the intrinsic value of citizen engagement.

This research has important policy implications regarding how the criminal justice system views citizen engagement as part of a reentry strategy.

For example, most states do not permit even minimal formal involvement, most often associated with voting, until certain criteria are met outside the prison. The act of voting is considered a foundation for participation in the life of the community and in the development of social capital. But if parolees are unable to participate at the most basic level, it is unlikely they will find the benefit of expanding their view of citizen engagement.

Therefore voting policy would be a good first step towards encouraging citizen involvement, but is not the only area requiring policy change. Expanding the parolee choices for civic involvement beyond voting will require not only a shift in policy, but also recognizing that female prisoners deserve opportunities afforded to all citizens. Promoting a division does little to inculcate the types of pro-social behavior essential to reentry and may in fact undo all the rehabilitation that has already occurred.

Policy change is one of many avenues that can be pursued, though it is not the best practical leverage point of change. Professional administrators and prison officials can make considerable progress by simply encouraging prisoners to assist in developing their community reentry plans. Simple changes in the beliefs and attitudes of those responsible for the services and programs of female prisoner's parolees would serve as a catalyst for change. Whichever path is taken, whether policy driven or institutionally driven, this

project has produced sufficient evidenced-based research to facilitate the

development of a new set of practices in preparing female prisoners to become

successful citizens of their community.

CHAPTER VI

CONCLUSION

This study has drawn on research to support the importance of developing a strong sense of citizen engagement for female prisoners. As individuals interact with one another on issues of personal concern, these opportunities build habits of trust that enable individuals to act together to deal with issues of common concern. In short, citizen engagement could integrate isolated individuals into a social capital network that enlarges the civic capacity of the community.

Examples abound of the positive outcomes of citizen engagement expressed as civic engagement (Putnam & Feldstein, 2003). Their work, *Better Together* highlights a myriad of case studies in which communities and individuals work cooperatively. The end result is a community where people are more likely to follow the rules and norms and ultimately change the fabric of their communities (Putnam, 1995; Shils, 2003). Of those norms, empathy and problem solving are side benefits.

The challenge is preserving these advantages as society becomes more diverse and balkanized into isolated groups. The criminal justice system is one of many responses to the growing problem of citizens who are unable to meet the increased demands of a complex world. As we look to a future with ever-

growing numbers of individuals in prison and ever-rising costs, there are

increased incentives to use civic engagement as a strategy to cut costs and

reduce social friction. This is especially the case with parolees, who have the

greatest investment in success. Their worry provides a built-in incentive to

develop a renewed sense of identity and civic engagement that could

significantly reduce the likelihood of re-arrest.

This study should be viewed as a small and incremental step toward re-

thinking how to improve parolee's lives as they return from prison. It is a path

worth taking for a multitude of reasons, not the least of which is to begin the

process of breaking the cycle of prison reentry. Fostering reciprocity and trust

should not be a privilege afforded to only some, but, instead, should be

available to all those who are asking for it.

Increased citizen engagement increases civic capacity. In fact, there are

numerous social institutions already in place that can be accessed to cultivate

and enhance a sense of citizen engagement (Putnam & Feldstein, 2003).

Churches, schools, community organizations, libraries and social support

groups already contain the necessary structures to include people from all

walks of life.

It is when parolees can remove the label of "felon" or "convict", if even

temporarily, that they can begin the process of reintegration and locate their

place in society. This can happen within existing social networks, if those networks can be persuaded that the inclusion of felons has more benefit than risk.

It is the researcher's contention that if citizen engagement and the planning associated with implementation cannot be taught, or at least incorporated into the lives of every citizen, its value is limited. What use is participation if it is limited to those who would participate anyway?

Female prisoners have been conditioned to believe that once they are labeled, their value is pre-determined. This study has begun to dispel that myth and brings to light new evidence that, with support and education, they can return to the community with greater opportunities and a brighter future. While this will require the removal of institutional barriers, the possibility remains that they can make a difference despite their history or previous incarcerations.

This intervention, while showing promise, does not conclusively demonstrate that female parolees will stay connected simply because they have developed a strong sense of citizen engagement. However, many of the necessary components already exist within the criminal justice system to bring about this change and diligent efforts to promote civic connections could have lasting impacts. Awareness of the need to re-connect parolees to their families

and communities highlights the fact that programs and services alone cannot replace the value of making social connections.

Believing that every parolee desires to be a contributing member of society would be naïve and unrealistic. Assuming that all parolees are incapable of change and are a threat to society is equally out of balance. Expecting parolees to behave in ways that are socially responsible will always require a certain amount of guarantee that the community will not be harmed.

In short, evidence from this research project suggests the need to reorder the balance between protecting the community from all risk and assuming full integration of prisoners into their community. This balance will gradually need to be re-struck as we remove institutional barriers and the lack of understanding through further research and evaluation of newly designed programs.

The study does not in any way suggest that the cultivation of citizen engagement is an alternative for the imposition of sanctions on those who violate the law. Quite the contrary, the study recognizes that those who live outside social norms will continue to be sanctioned. The research demonstrates the complex array of factors that need to be taken into consideration when designing a prison reentry plan that works for each felon. Education in and of

itself is only one component of a broader strategy to train and rehabilitate female prisoners.

The key lies in giving information and opportunity to everyone and letting each person make choices based on his/her own beliefs. This is the foundation of the civic republic tradition that still continues to play a significant role in the life of our local communities and to which parolees return. This tradition relies on the power of the individual supported within their community to make a difference. An engaged, capable citizen is more than a good idea; it is what makes society resilient and diverse.

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APPENDICES

Appendix A: General Self Efficacy Scale

Developed by Ralf Schwarzer and Matthias Jerusalem (1979)

1. I can always manage to solve difficult problems if I try hard enough.

| 1 | 2 | 3 | 4 |

Not at all True   Hardly True   Moderately True   Exactly True

2. If someone opposes me, I can find the means and ways to get what I want.

| 1 | 2 | 3 | 4 |

Not at all True   Hardly True   Moderately True   Exactly True

3. It is easy for me to stick to my aims and accomplish my goals.

| 1 | 2 | 3 | 4 |

Not at all True   Hardly True   Moderately True   Exactly True

4. I am confident that I could deal efficiently with unexpected events.

| 1 | 2 | 3 | 4 |

Not at all True   Hardly True   Moderately True   Exactly True

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

| 1 | 2 | 3 | 4 |

Not at all True   Hardly True   Moderately True   Exactly True

6. I ca n solve most problems if I invest the necessary effort.

1   2   3   4

Not at all True Hardly True Moderately True Exactly True

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

1   2   3   4

Not at all True Hardly True Moderately True Exactly True

8. When I am confronted with a problem, I can usually find several solutions.

1   2   3   4

Not at all True Hardly True Moderately True Exactly True

9. If I am in trouble, I can usually think of a solution.

1   2   3   4

Not at all True Hardly True Moderately True Exactly True

10. I can usually handle whatever comes my way.

1   2   3   4

Not at all True Hardly True Moderately True Exactly True

Response: 1=Not at all true 2=Hardly true 3=Moderately true 4=Exactly true

Appendix B: Civic Capacity Survey

Adapted from the Mark O. Hatfield School of Government/Graduate

School of Education, Portland State University by Permission of Masami

Nishishiba, Ph.D.

Sense of Obligation and Responsibility

1. In general, citizens have certain rights and obligations. For example, in the

United States citizens have the right to free public education, to police

protection, to attend religious services of their choice, and to elect public

officials. Below is a list of obligations. Please indicate if it is important,

somewhat important, or not an obligation that a citizen owes the country.

A. Voting in elections?

Not an Obligation		Somewhat Important		Important Obligation	Don't know
1.	2.	3.	4.	5.	98.

B. Volunteering some time to community services?

Not an Obligation		Somewhat Important		Important Obligation	Don't know
1.	2.	3.	4.	5.	98.

C. Reporting a crime that you may have witnessed?

Not an Obligation		Somewhat Important		Important Obligation	Don't know
1.	2.	3.	4.	5.	98.

D. Keeping fully informed about news and public issues?

Not an Obligation		Somewhat Important		Important Obligation	Don't know
1.	2.	3.	4.	5.	98.

2. Some people seem to follow what's going on in government and public affairs most of the time, whether there's an election going on or not. Others aren't that interested. Would you say you follow what's going on in government and public affairs?

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

Sense of Citizen Control

A. Citizens have control over what politicians do in office.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

B. Citizens can get somewhere by talking to public officials.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

C. Citizens have considerable influence on politics.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

D. Citizens have much to say about running local government.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

E. Citizens like me have much to say about government.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

F. Citizens have a great deal of influence on government decisions.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

G. The government is generally responsive to public opinion.

Disagree   Agree   Don't Know

1.   2.   3.   4.   5.   98.

4. People do volunteer activities informally and alone. For example, helping an

elderly neighbor, assisting a motorist in need, or collecting trash on a hiking

trail. In the past, have you done any informal volunteer activities?

1. Yes   2. No

4a. Indicate the number of hours informally volunteered in a typical month.

4b. What kind of informal volunteer activities do you typically do?

Intent to Action Plan

5. Consider specific forms of civic expressions and actions. Please indicate the extent of your involvement in the following actions:

Signed a petition.

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

B. Joined in a boycott.

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

C. Written a congress person, senator, or local commissioner.

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

D. Written a letter to the local newspaper.

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

E. Written an article for a magazine or newspaper

Never	Hardly at all	Only now and then	Some of the time	Most of the time	Don't know
1.	2.	3.	4.	5.	98.

Think of issues in your community that matter most to you. These can be issues you are currently involved with, ones that you would like to get involved with or ones that you think just might be of interest or concern to you, others you now or society in general.

6. Please write a brief statement about one issue of concern to you.

7. Please identify the one community that matters most to you.

Think about an issue of concern to you and the knowledge, skills, and abilities needed to make a change.

8. What level of knowledge, skill and ability do you have to address the issue of concern to you?

Low		Much		High		Don't know
1.	2.	3.	4.	5.		98.

9. Thinking about the issue of concern to you, are you aware of many efforts to make changes?

None		Somewhat		Many		Don't know
1.	2.	3.	4.	5.		98.

10. Can people in your community make a difference in the issue of concern to you?

Not Much		Somewhat		Big		Don't know
1.	2.	3.	4.	5.		98.

11. Are programs or associations generally available in the community?

Not very available		Somewhat		Very available	Don't know
1.	2.	3.	4.	5.	98.

12. Are you able to participate in the programs or associations in a way that is meaningful to you?

   1. Yes   2. No

12a. If no, what prevents you from participating?

13. Given what you know about how things work in this community, how likely are you to stay involved?

Not very		Somewhat		Very	Don't know
1.	2.	3.	4.	5.	98.

Appendix C: Educational Intervention

Introduction

You belong to your community.....Your community belongs to you.

15 min...Introductions: What makes you want to learn about being a good member of society?

5 min... Tell story about Inuit Indians and suicide. The young men had been committing suicide at an alarming rate. It was decided that the reason was their lack of identity in the community. A group of elders reminded them they had value and the community could not survive without them. They were needed to build, carry heavy objects, hunt, etc. They were reminded on a regular basis what they meant to the community and to those who cared.

Need to give Principle...whatever it is you think you need, give it away and it will come back to you many times over. It is a principle of learning to give to get back what you need and want.

Sense of Rights and Responsibilities

20 min...Lecture....What are your rights? What are your responsibilities? Can you have one without the other? Why would you want to protect the rights of others?

1. Freedom of Expression

2. Freedom of Religion

3. The right to be treated equally by your government

4. The right to be treated fairly by your government

5. The right to vote

10 min…Discussion…What are some ways you can show yourself and your community that you care? Brainstorm

What would be the advantages? What would be the disadvantages?

Sense of Citizen Control

5 min....Identifying your strengths.....Ask people if they have ever thought

about what they do well. Have they ever considered that what they have done

to get them jail could be used to be helpful?

10 min...Lecture....Citizen control...Consumer, customer, citizen thinking

10 min....Brainstorm...Ask them in small groups to talk about who they have

admired and what it was about them that they admired. Make a list of those

qualities....Do they have any of those qualities themselves? If not, how could

they get them?

10 min....Brainstorm their own strengths....what things do they know or do

that helps them to problem solve?

<p align="center">Intent to be an Engaged Citizen</p>

5 min...Brainstorm....what areas are you interested in? How would you like to

help yourself help your community?

Examples:

Family.....joins PTA, school activities; plan an outing where families will be.

Church....join a church; join a prayer group, etc.

Larger Community...signs up for a newsletter, joins a group of others who like

to help certain people, sponsor a person in AA/NA, etc. Start a support group,

etc.

10 min....Activity.....Look through a newspaper and learn about something

going on...report back to group and tell how it helps you to be informed.

20 min....Plan to Return...

Register to Vote

Locate library in community

Agree on activity to join with community

Attend a public meeting in community.

YOU BELONG TO YOUR COMMUNITY AND YOUR COMMUNITY

BELONGS TO YOU!

My Rights

1. _____

2. _____

3. _____

4. _____

5. _____

My Responsibilities

1. _____

2. _____

3. _____

4. _____

5. _____

What did I like about this Section?

_____

Focusing on my Strengths

Who is someone you have admired or looked up to? Why did you look up to them?

_____

What are some of your own special qualities?

How will those qualities help you and your community?

What did I like about this Section?

_____

My Plan to Help my Community and Myself

Register to vote

Locate the library in my community and get a library card.

Read a newspaper to find out what matters to others in my community.

Activity I will pursue:

What will be my biggest reward when I stay involved in my community?

Name at least 3:

Appendix E: Course Evaluation Questions

1. What did you find was the biggest obstacle for you to develop your plan, if

any?

2. What would make it easier for you to create a plan if you had difficulty?

3. How would you find out about places to join and participate?

4. In what ways was the intervention helpful, if at all?

5. Would you recommend this intervention for others preparing to leave

prison? Why or why not?