BREAKING THE CHAIN:
RE-ENTRY PROGRAM FOR MALE PRISONERS AGES 30-50

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
Career Counseling

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May 2016
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ACKNOWLEDGEMENTS

First, I would like to thank my parents Ron and Ivy Ibaven, I owe my life to you. Your generosity and kindness has been the guiding light for me to dedicate my life to helping others. I would not be who I am without you. Thank you for always believing in me, I love you both up to the sky.

To Dr. Merril Simon, your guidance and hard work in the M.S. Career Counseling program at CSUN, and with my project has not gone unnoticed. Your faith and dedication to my cohort during all of the changes in the program was no easy task, and I know there will never be words I could ever express to state my gratitude for all that you have done for us. Thank you for believing in my ability and for being the wonderful person you are.

To Dr. Peter Goldschmidt, your positivity and humor made it so much more comfortable for me to finish my project. Your sound advice and excellent insight helped to give my project a professional voice, and I am eternally grateful for the time and dedication you gave to me during the past two semesters.

To Dr. Vickie Jensen, your willingness to help me with my project has been unbelievable. Your knowledge of the population and expertise in corrections has been invaluable to me. I know my project would not be as true to the population as it is without your help. I could never say thank you enough, but from the bottom of my heart, thank you.

To Ana Gamboa, your humor, dedication, and amazing heart are parts of you I will always treasure. I cannot begin to thank you for all you have taught and given to me. My time at Chrysalis has been one of the most rewarding experiences of my life, and I know I owe most of that to you. Thank you for sharing your expertise and experience with me, and guidance with my project.

To Kelli Poole, thank you so much for dedicating your time, effort, and expertise to giving my project validity and reality. I met you three years ago, and I am constantly amazed by all you continue to do. Thank you so much for giving my project wings, as I go forward, I promise to never let you down.

To Jancarlo Cortez, your patience, understanding, and unfailing kindness is what I admire most about you. Thank you so much for being so willing to help me with my project. Your insight, experience, and modern voice helped to make my project current for today’s prison population. I will be forever grateful to all you have so graciously agreed to help me with, and I promise to continue to pay it forward to others.

Finally, to my best friend and fiancé Marco Solis, you are the best thing that could ever happen to me. Your support and unfailing faith in me has been the ultimate gift I could ever be given. Thank you for the pep talks, the encouragement, and for just being the amazing person you are. I love you to the moon and back.
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ABSTRACT

Breaking the Chain:
Career Re-Entry Program for Male Prisoners Aged 30 – 50

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Master of Science in Counseling, Career Counseling

Re-entry programs have been a part of the corrections system for years, and the California Department of Corrections and Rehabilitation comprise a variety of programs that prepare prisoners that are newly released or soon to be released. Legislation recently passed will increase prisoners being released into society, making the need for more effective re-entry programs prevalent. Males comprise the majority of prisoner populations, and addressing prisoners aged 30-50 specifically is important to include in career development. Changes in prisoners are more prevalent in vocation and other areas as they begin the transition to, or back to society, and the effects of prisoners’ beliefs in their ability to be successful in society plays a substantial role in effective re-entry programming. The proposed program is designed to assist male prisoners aged 30-50 transitioning into society by increasing self-efficacy, and learning effective strategies to cope with perceived career barriers. Career interventions are based on career and adult development theory, and the program aims to engage participants in their transition to society to help them become lifelong productive members in their community.
Chapter 1: The Problem

Introduction

Men are dominated by a need for direct achievement, where their value as human beings is measured by their ability to provide for themselves and their families (Schlossberg, 1976). The 40-year old man, typically, begins to question this need for achievement, and becomes more preoccupied with his emotions and being self-aware (Schlossberg). It is a societal assumption that those in the 30-60 age range have settled into a steady living pattern, and have no doubts or conflicts, having made all of their important decisions by this age, but this is actually a time that has a great deal of change (Schlossberg). The change happens in five areas: intimacy, family life, inner life, vocation, and the community; the areas can overlap and even have an effect on one another (Schlossberg). These changes are that much more prevalent in the changing lives of transitioning prisoners as they enter (or re-enter) society.

The economy has been recovering for years, and with that more and more people are trying to gain employment once again. Even with the upturn in the economy, job availability is still low for those with criminal records. According to Schlossberg (1976), transitioning adults often go through a transformation that starts with “taking stock” of their lives, where they reassess themselves, their potentialities, and options. She goes on to say that many adults are unsure in life of what they want and how to get it (Schlossberg, 1975). John and Gibbons (1987) also described how transition occurs at mid-life, several years before and after age 40, and also including a reassessment of one’s life.
Men, over the age of 30, transitioning from prison are particularly difficult to help given all the stigmas and typical issues that come with being incarcerated, as well as the additional health issues that come with aging (Loeb, Steffensmeire, & Kassab, 2011). A study that was conducted on criminal careers found that most inmates that were imprisoned during or after age 40 were incarcerated for the first time (John & Gibbons, 1987). Additional studies also showed a drop in crime rates for men in their late twenties due to a sharp decline in their physical abilities (John & Gibbons), which is a main health issue for individuals who are aging. As older prisoners are looking to transition to society, it would be probable that they would take stock of their lives, and would benefit from expert guidance. Schlossberg (1976) stated that facilitating adult counseling requires specialized training, and that the counselor would have to have knowledge in the decision-making process, have an understanding of adult development, and would need to be aware of their own age bias.

The population consisting of those with criminal pasts has often been absent in vocational literature and career development theories (Thomson & Cummings, 2010). With that being said, the following will describe state prison population demographics, as well as problems and needs of both incarcerated and formerly incarcerated individuals, and the use of career development theories to help them. An additional purpose of the following research is to introduce a career development program specifically designed for prisoners aged 30–50, to cover the age range of mid-life transition that aims to assist these men in their transition back into society.
It will focus not only on the typical vocational challenges that lie ahead (i.e., employer discrimination, limitation of job options due to criminal past, and ban from certain licenses and certificates that could prove useful for job searching), but also address some of the personal/emotional challenges that may and often do exist in incarcerated individuals.

One main issue that will be discussed is the overuse of Cognitive-Behavioral Therapy (CBT) in prison rehabilitation and reentry programs. Though useful and even successful with assisting prisoners as they are about to re-enter society, another career theory, Social Cognitive Career Theory, will be introduced as a more appropriate starting point for prisoners about to transition back into society.

**California State Prison Demographics**

The California Department of Corrections and Rehabilitation (CDCR) (2016) states that as of February 3, 2016, the state prison population is at 122,234 individuals, a decline in most recent years but still a staggering number of people, especially considering that 116,800 are men. There are 33 state correctional facilities designated for men, and 28 rehabilitation programs offered to prisoners at various stages (in-prison, during re-entry, and while on parole) (CDCR). Their programs include in-prison and community reentry services, and there are in-prison programs that do transfer to community programs, but the staff is different, yet even with all of the programs available, the rates at which former prisoners return to prison is still high (CDCR).

The CDCR conducted a report in 2014 going over information from their last collected data for the 2009–2010 fiscal year and the rates of prisoners returning to prison after release within 3 years is 52.9% for those aged 30-49 in comparison to ages 18-29 at
60.1% (CDCR, 2014). The aforementioned age ranges may have some difference, and the percentages differ as well, but the difference in recidivism percentage is not that great when the average return to prison within 3 years is 54.3% in the total prison population evaluated. Additionally, within 3 years of release, 56.3% of men return to prison while only 37.4% of women return, and men aged 30–50 return at a range of 54.5% - 60.6% (with the former being men ages 50–54, and the latter being men 30–34) (CDCR, 2014).

**Importance to Reentry Program Development**

In 2004 the Department of Education, along with other federal agencies, held a national conference regarding prisoner reentry (Linton, 2004). The then Attorney General John Ashcroft made it a point at the conference to state that over 90% of currently serving prisoners will re-enter society, and that on average more than 600,000 people are being released from prison every year (Linton). It is important to note that successful re-entry programs could help to prevent, if not discourage, recidivism possibilities (Linton). As of 2000, the United States had the largest population of inmates worldwide, for a total of 2,026,596 million being incarcerated, and as of 2008, 1 in every 100 adults in America is either in prison or jail (Harrison & Schehr, 2004; Musgrove, Derzis, Shippen, & Brigman, 2012).

Just as Attorney General Ashcroft said in 2004, as of 2008 approximately 90% of prisoners will be released from prison and return to society (Musgrove et al., 2012). California itself has the highest prison population, the highest number of crimes committed per year, and one of the highest recidivism rates (Harrison & Schehr, 2004). Recidivism being a conviction of a new felony that is committed within three years of release of custody, that results in being returned to CDCR custody (CDCR, 2016).
Findings showed that 30% of those in state prison, 28% in federal prison, and 33% in local jails were unemployed before being incarcerated; reasons for unemployment were not disclosed (Musgrove et al.). Additionally, common factors among ex-offenders were being of minority races/ethnicities, having physical and/or mental disabilities that were either diagnosed and untreated or simply, undiagnosed, having little or no education, and a having high risk of recidivism. If so many of these individuals are to be released from prison and are expected to become productive members of society, then a better way to keep them from returning to prison is urgently necessary.

**Current CDCR Program Options**

The Division of Rehabilitative Programs (DRP) is in charge of the programs that are offered by the CDCR, and the Office of Offender Services (OS) is the part of the DRP is in charge the programs that help prisoners at the varying stages of their incarceration, both in-prison and community/reentry services (CDCR, 2016). One of the in-prison programs available is the Transitions Program, that helps to prepare prisoners for reentry into society by teaching job-readiness, job search skills, and pre-training needed to be competitive in the world of work (CDCR). The Transition Program will link to an outside One-Stop Career Center and other social service agencies to ensure the prisoners have the needed resources when they are released, but the community part is not attached to the in-prison part (CDCR).

Another program is a Reentry Hub that is already established in certain prisons as a more relaxed-security residential area, and is for prisoners that are within four years of release, who are eligible for the program (CDCR, 2016). It includes the Transitions Program, Academic and CTE (Career Technical Education) programs, the California
Identification Card Program, and CBT programing (CDCR). Community/reentry services include the Community-Based Coalition (CBC) and Day Reporting Centers (DRC), which include services to parolees that are non-residential and are not located at any prison facility (CDCR). The community/reentry programs include life skills training, anger management, community services, computer access, job readiness and job search, and referral services; which can include transitional housing in some cases (CDCR).

**Focus Group Characteristics and Consequences**

There is a lack of needed training and skills necessary to obtain a job, which then leads to the common experience seen in this population where there is an increased likelihood to return to crime and thus to prison (Linton, 2004). Ex-offenders face tough challenges when pursuing long-term employment once being released from prison. Success or failure in finding employment has an effect on recidivism factors, including discrimination by employers, the stigmas attached to those with criminal backgrounds, and the outcomes for this population when they are constantly challenged and inhibited (Thompson & Cummings, 2010). The lack of education is key in this as well; many can barely read or write coherently, and they may seek and gain help at vocational agencies; however, they are not really learning how to do it themselves, since it is being done for them. This leads to further failure when they get discouraged due to the lack of the necessary skills to conduct and complete job searches and applications on their own. Additionally, limitations and restrictions on parolees or with debilitating criminal convictions place an additional obstacle in the way.
According to Musgrove et al. (2012) these people are released into society when they are not ready for the transition, and will face other challenges like housing and transportation upon being released. Many find themselves forced to live in isolated, poverty-stricken communities upon their release (Harrison & Schehr, 2004). Maslow’s basic hierarchy of needs is not being addressed, and this sets up the newly released ex-offenders to fail. Upon their release, ex-offenders receive an average of $69 from the state department of corrections, or $100 – 500 from the Federal Bureau of Prisons to help with transitioning back to society (Harrison & Schehr). This leaves newly released prisoners without a way to simply survive, let alone thrive in their new lives.

Ex-offenders need to be supervised and sanctioned as needed, but still be given access to programs and supportive services (Linton, 2004). According to Thompson and Cummings (2010), both pre- and post-release education programs, including information on job searching and vocational skills are known to have worked in the past, when they also included assistance with mental and physical health issues, and behavior management. Effective educational and life skills programs are necessary to reduce recidivism because this population is important to the benefit of society as a whole, and change in legislation, is causing an influx of released, or soon-to-be released, individuals into society that will need effective assistance.

During 2004, a number of bills were filed including requirements to spend a larger portion of adult education funding on those in institutions, reinstating eligibility for post-secondary education benefits to those with past drug convictions, and restoration of Pell grant eligibility with restrictions (Linton, 2004). Those bills were impressive; however, no bill was more revolutionary than S2923, which would not only offer a wide
variety of services, including education, but would also include additional federal research on the effectiveness of re-entry programs (Linton). Going a step further, some recent laws that have passed have been “Ban the Box” AB218 in 2013, which keeps state and local businesses from asking the conviction question on applications, as well as postponing background checks until later in the hiring process to help lower discrimination (California Legislative Information, 2014). Another such law is Proposition 47 in 2014, which would allow the reduction of certain theft and drug-related crimes from felonies to misdemeanors and therefore allow for the potential release of over 9,000 inmates from prison (The Judicial Branch of California, 2016).

These new developments show that the need for aid in employment to this population is at an all-time high, especially since these newest legislative measures do not guarantee non-discrimination in the job search. The question of criminal history could still be raised in the interview process without the question being on the application, and the reduction of felonies to misdemeanors is only for specific crimes. The crimes in question, being non-serious, are those with a worth of $950 in property, fraud, or drug possession. The petitions are being conducted by the prisoners themselves and must be filed by November 4, 2017 (The Judicial Branch of California, 2016). So, California is continuing to help prisoners and former prisoners; however, the road ahead is still very difficult for those being released, as they still need to be fully prepared for the world of work and society.
Because the return rate for prisoners aged 30-50 is over 50%, (CDCR, 2015), the focus of this program is low socio-economic males who are within one year of transitioning back into society. The program will focus especially on the building of self-efficacy and encouraging the role-modeling aspect of Social Cognitive Career Theory.

**Limitations of this Project**

To fully address all of the traits of the population that have not been thoroughly discussed in previous programs for prisoners is beyond the scope of this project. Hence, it is important to discuss what the new program will not address. Since the California state prison system already includes programs for education (high school, GED, and college), mental health assistance, sex offender management, and drug/alcohol rehabilitation (CDCR, 2016), it will not be covered in this new program.

Also, due to the fact that not all programs are offered at every one of California’s 33 prisons (CDCR, 2016), only one prison will be used as a sample where this new program could potentially be implemented. The site will be California State Prison, Los Angeles County (CSP-LAC), which is located in Lancaster and is the only prison located within Los Angeles County, houses minimum and maximum security male prisoners, and offers many of the self-help and re-entry programs that would be most helpful to this population (CDCR). In 2011, Assembly Bills 109 and 117 were signed and passed as a ways to help keep low-level inmates from being placed in state prisons (CDCR). The laws mandate that people sentenced to non-serious, non-sex related, and non-violent crimes be sent to county jail and not state prisons (CDCR). These laws could have an
effect on the location of choice for the suggested program, should it be adopted, however since the goal of the program would be to start in-prison and continue in the community as one whole piece, the program will keep CSP-LAC as the program location.

Because the men and women’s need for those in state and federal prisons are different, it was concluded that the program would only focus on males. As well, only those over the age of 30 would be included in order to be age-specific, rather than race/ethnicity or crime specific.

**Defining Technical Terms**

All terms, unless otherwise specified, are directly from the CDCR, as the program will be following their rules and regulations. It is the author’s decision to therefore use the CDCR’s definitions of terms used throughout the study in order to stay in consistent and in compliance with the CDCR. This will support transition of the suggested program smoothly into their system of existing programs, if the program were to be adopted.

Other cited definitions are stated just to give a comparison to those that the CDCR has chosen to define, and to also provide definitions to terms that the CDCR did not define.

**California Department of Corrections and Rehabilitation (CDCR):** A state agency that oversees and operates all state juvenile and adult prison facilities, and supervises all parolees as they re-enter society (Office of California Attorney General, 2016).

**Conviction:** The decision of a judge or jury, or even a plea from the person who is the defendant in a case, that they are considered guilty in the judgment of the court (Office of California Attorney General, 2016).
**COMPAS Assessment:** The Correctional Offender Management Profiling for Alternative Sanctions assessment, used to assess the needs of an offender and find the right rehabilitation programs for them (CDCR, 2016).

**CSRA Assessment:** The California Static Risk Assessment predicts an offender’s risk to re-offend by examining their past criminal history (CDCR, 2016).

**Felony:** Any crime that carries a penalty of more than a year in prison or death (United States Department of Justice, 2016).

**Misdemeanor:** Any crime that carries a penalty of less than a year in county jail, and is usually a lesser offense than a felony (United States Department of Justice, 2016).

**Parole:** Conditional release from prison, where the inmate will serve a part of their sentence in a community, and have to abide by specific rules while in that community (Bureau of Justice Statistics, 2014).

**Recidivism:** Conviction of a new felony committed within three years of release from custody, resulting in a return to CDCR custody (CDCR, 2016).

**Rehabilitation:** For the purposes of the CDCR, this programming is in place to help change criminals so they leave prison prepared to be productive in society (CDCR, 2016).

**Sentence:** Court-ordered punishment for any person convicted of a crime (United States Department of Justice, 2016).

**State Prison:** Prison facilities that are run by the state correctional authorities, and those housed there are under the legal authority of the state, and are generally serving a sentence of more than 1 year. (Bureau of Justice Statistics, 2014).
**Transition:** “An event or non-event that results in a change in assumptions about oneself and the world and thus requires a corresponding change in one’s behavior and relationships” (Schlossberg, 1981, p. 5).

**Summary**

According to Thompson and Cummings (2010), prisoners consist of a good-sized population that is often ignored. They also stress that evidence shows that education before release, not just the direct development of vocational or job searching skills, but also in sociability and coping skills as well is vital to these individuals’ chance of success. Musgrove et al. (2012) studied programs for ex-offenders that are currently in effect and seriously evaluate the effectiveness of the programs, including career development. In the end, this leads to more research, testing, and evaluation of all current programs to discover their true effectiveness in decreasing recidivism. If they are not decreasing the return rate of individuals to prison, there is no reason to keep funding them.

All aspects of program planning including population demographics, existing problems, vital needs, and helpful legislation need to be included to assist this population in a holistic way. The inclusion of career development theories, important to reentry programs, and implementation directly by career professionals, which has been lacking in the past, could positively impact the lives of thousands of ex-offenders that are being released into society. In the next chapter two major theories will be described and discussed, one from career development and the other from adult development.
Chapter 2: Review of the Literature

Now that particular characteristics and needs have been identified, what must be established next are theories posited to be useful when working with males aged 30–50 with a low socioeconomic status of all races/ethnicities attempting to transition into (or back into) the workforce in California. One of the primary issues, as stated in the previous chapter, is that many professional career development-and job search-related publications do not focus on formerly incarcerated individuals.

The focus of the following chapter will be the use of the Transition Adult Development Theory and Social Cognitive Career Theory (SCCT) as the foundations for the program to be developed and presented in Chapters three and four. While SCCT has been used with formerly incarcerated individuals before, this chapter will instead focus on how SCCT could help men who are over 30 in or leaving prison and, with facilitating a smoother movement from prison to society.

To begin, the chapter focuses on the current use of CBT and the premise behind its use in California state prisons. The chapter will then introduce Transition Theory (an adult development theory) and Social Cognitive Career Theory (a career development theory), as the better suited rehabilitation programming for California state prisons. That section will also discuss how SCCT is actually needed as a fundamental basis of prisoner rehabilitation, due to the necessity of developing self-efficacy in order to change negative thoughts and behaviors. Certain characteristics that may arise from the population, namely the opinion of older prisoners on their health status and its effect on self-efficacy, will be discussed due to the effect this status may have on the prisoners’ motivation during the program.
Finally, a summary will be provided to describe the main concepts of the theories, and project their specific use in the program to address the specific career problems and needs of the population, identified in Chapter one, that the program is designated to assist.

**Cognitive-Behavioral Therapy**

Cognitive-Behavioral Therapy (CBT) describes several different therapies that are similar in their use and interaction with cognition, emotion, and behavior. In 1976, Aaron T. Beck created one of the first therapies under CBT, Cognitive Therapy, while working at the University of Pennsylvania, in which he believed that when people had negative thoughts their behaviors would follow suit to be negative as well. Beck (1967) mainly used Cognitive Therapy with patients suffering from depression, so as to identify their automatic negative thoughts to life situations, themselves, and the future; and to stop the development of negative and pessimistic expectation outcomes, in order to inhibit negative reactions.

As defined by the CDCR, CBT has been used to address negative thought patterns, including anger management, substance abuse, criminal thinking, and familial relationships for those who are incarcerated (CDCR, 2016). Among other methods of treatment, the CDCR uses include CBT-based assessments, group/individual therapy and counseling, role-playing, and treatment plans (CDCR). CBT has been conceived as a happy marriage between social learning theory, cognitive therapy, and behavioral therapy (Hansen, 2008), in which negative thoughts and the inability to decipher right from wrong (and reality from own creation) is addressed (Lipsey, Landenberger, & Wilson, 2007). It is premised on the belief that psychological issues arise from faulty learning,
and that making incorrect assumptions is due to having either not enough or the wrong information (Hansen, 2008). The assumption of the therapy is that most people can become consciously aware of their own thoughts and make positive changes (Clark, 2010). An additional belief is that behavior can be learned and unlearned, and the idea is to change restricting or inhibiting behaviors (Hansen). CBT is then used with prisoners to understand the way they think and therefore behave, make them take responsibility for their thoughts and actions, and teach them to be self-aware when these thoughts occur before criminal behavior (Lipsey et al., 2007). The idea is that change in cognition also changes actions and behaviors, and when the combination results in a positive outcome, it will strengthen the change in cognition reinforcing the changed behaviors and strengthening the whole process (Hansen).

**Use in corrections.** In 2007 the effects of CBT-based programming for criminal offenders was evaluated (Lipsey et al.). The premise was to study relationships of selected variables to the effect that CBT has on recidivism when conducted in offender populations in general (Lipsey et al.). The evaluation of 58 program studies, from 1993-2003, that fit the review criteria found that CBT is capable of significantly reducing recidivism rates, however they are not sure under what exact conditions that it is the most effective (Lipsey et al.). One of the reasons this therapy is so popular in corrections is that offenders are held to have distorted cognitive thoughts that do not allow them to accept responsibility for their actions or reason morally (Hansen, 2008). The goal of using CBT is then to give offenders a new set of skills that will be positively reinforced by society, and facilitators introduce these skills through role-playing, rewards and punishments, graduated practice, and modeling (Hansen).
Offenders are seen to improve their problem-solving abilities, social skills, moral reasoning, self-control, and self-efficacy (Clark, 2010). Evaluations also showed that CBT skill-building approaches were more effective than any other intervention in reducing further criminal behavior in prisoners (Clark), since the self-help design of the therapy is more effective in engaging resistant participants (Clark).

Limitations of therapy. This therapy has been useful in corrections because the percentage of recidivism for prisoners in CBT programs was 55%, but it was only 1.5 times less than those who did not participate in a CBT program (Lipsey et al., 2007). That being stated, specific factors were taken into consideration to determine the effectiveness of CBT in correction facilities. First, locations and settings did not impact the program outcomes; however, the specific facilitators were said to have an enormous impact (Lipsey et al.). In fact, CBT programs that were implemented exceptionally by facilitators with extensive training and that lasted for an extended period of time were found to be the most effective (Clark, 2010; Lipsey et al., 2007). However, the two most recognized CBT programs in corrections have facilitators go through only 32 hours of training (Hansen, 2008), and the programs are between 14–35 sessions, lasting up to 20 weeks (with the average being 4–5 weeks) (Clark, 2010; Hansen, 2008).

Transition Theory

First published in 1981 and continued through 2011, Nancy Schlossberg took the fundamentals of transition from other researchers and built a model of transition focusing on problems and solutions. According to Schlossberg (1981), studying the process of transitions includes both individual characteristics and outside occurrences. She also stated “all adults experience change and that often these changes require a new network
of relationships and a new way of seeing oneself” (Schlossberg, 1981, p. 3). With regard to the population under consideration, once people transition from prison they often have to find work right away to support themselves, which is a transitional role in itself, along with having to decide who is part of their support system as well as who will be part of their new positive path (change in relationships). This paper will use Schlossberg’s definition of transition, defined in Chapter one, and the other premise being followed is that a transition only exists if a person defines it that way (Schlossberg).

**Main concepts.** The different types of transitions are important to understand; as Schlossberg (2011) described them, the main ones are anticipated (predictable), unanticipated (not predictable or scheduled), and non-events (expected to happen but do not). According to her, they are personal, ripple, resultant, or delayed, which are all different ways that an individual can relate to the transition or where it takes place (2011). Transitions can be both positive and negative, and both types can produce stress (Schlossberg, 1981). Transitions extend over time, and often consist of a series of phases that include moving in, moving through, and moving out (Schlossberg).

The basic model includes identifying the transition, the degree to which there is a change in a person’s life (role changes, being at the beginning of transition, etc.), which was discussed before, and the resources they require to succeed (Schlossberg, 2011). The model is primarily described and used in regard to the 4 S’s (Situation, Self, Supports, and Strategies) (Schlossberg). Wendlandt and Rochlen (2008) used even less categories, and described them as anticipation, adjustment, and achievement. Wendlandt and Rochlen wanted to find out the challenges that were associated with the transition from
college to work, and proposed a way to understand the experience for new graduates using Transition Theory. Their research found that transition started before the actual movement from graduation to entering work, and that it was a complicated process. What helped the students was learning from career counselors what the realities of the workplace were, as well as learning good coping strategies to help ease the transition (Wendlandt & Rochlen).

This study was especially helpful as it reflected how prisoners could feel when transitioning into (or back into) society, because they would benefit from knowing the realities of the work places, and learning good coping strategies to ease the transition. The next section will discuss specifically how each of the 4 S’s will help the specified population.

**Application with specific population.** *Situation* is the activity that is happening as the time of the transition (Schlossberg, 2011). With regard to the population in the study, the transition will be being released from prison, but also the special nature of the release (i.e., first, second, third, etc. release; feeling ready for it or not, financial status upon release and other basic needs like housing). Their role change will also be evaluated, as in finally working when they have never had a job outside before, or having to change careers out of necessity due to their conviction. *Self* is the person’s inner ability to cope, as well as how an individual views their life (Schlossberg). Aids to coping like outlook, optimism, self-efficacy, values, and resiliency will all be reviewed and self-measured by the individuals to help establish how well they anticipate survival upon their release (Schlossberg). Age will be a major focus, as the age range for this
population is a little older. One of the major premises is that people age in very different ways, and variability is the one quality that characterizes adults of all ages (Schlossberg, 1990), and this is something that needs to be addressed individually when working with this population.

Based on the aforementioned information it is clear that career counselors should know more about them than just their age. Also, a major key to being successful for this population has been having strong supports on the outside. This leads to the next section of Supports that are available at the time of the change (Schlossberg, 2011). These supports include intimate relationships, family, friends, the community; Schlossberg also believed that professional associations can be a clear source of support. Types of help with the population would be assistance with relationship building (as needed). Their relationships will help with affirmation, feedback, and encouragement to continue when they encounter difficulties or obstacles (Schlossberg, 1981).

Strategies is the last of the 4 S’s, and may be the largest area from which career counselors can draw, as these are measureable and direct ways of individual coping. Schlossberg’s (2011) three types of strategy include modifying the situation, controlling the meaning of the problem, and aiding in managing the stress. Examples like brainstorming or seeking legal action, trying to see the possibilities in non-events, meditation, and exercise can be helpful with this population (Schlossberg). However, more specifics per individual will need to be addressed with each person (i.e., going to substance abuse meetings, the direct need for vocational services, curfews, parole limits, group living, etc.). More direct strategies will also include assessments (the Self-Directed Search, Myers-Briggs Type Indicator, and Strengths Finder 2.0), goal-setting,
problem-solving activities, and a fair amount of follow-up, facilitated group workshops, and one-on-one meetings to resolve any basic needs that have not been met in terms of finances or housing.

Schlossberg (1990) focuses on coming up with helpful strategies in which the members of this population are taught, by a facilitator, to help themselves. Mastering changes can be separated into three steps: (1) looking at the changes in their lives and determining how extensive they are and to what degree they feel the changes have altered their lives, (2) taking inventory of their coping resources, and (3) taking charge of the change and deciding what to do (Schlossberg). Taking all this into consideration when working with the population, it would be beneficial to address the various changes that they have gone through and how they feel their lives have changed throughout; what resources, including support, they have waiting for them when they get released. Additionally, how prepared and willing they are to change for the better and remain productive in society.

**Social Cognitive Career Theory**

First published in 1994, Lent, Brown, and Hackett built on the premises of Albert Bandura’s Social Cognitive Theory (1986). While some of the basic ideas were the same, they focused more specifically on the career development areas of self-efficacy, outcome expectations, and personal goals, and how these may interrelate with other person, contextual, and experiential/learning factors (1994). This will be the main focus of this section, as well creating strategies to help with the population.
Main concepts. Self-efficacy, or a person’s beliefs in their abilities in different activities or actions, is a major component of SCCT and also seems to be the primary influence on people’s effort, persistence, and emotional reactions when confronted by obstacles (Lent et al., 1994). It is a cognitive judgement of capabilities in future performance, not a trait (Betz & Hackett, 2006). Self-efficacy has four sources of efficacy information, including performance accomplishments, vicarious learning, physiological and affective states, and verbal persuasion (Betz & Hackett). Outcome expectations are the beliefs that people have about the outcome of performing certain behaviors and the consequences of those actions, which tend to come from past experiences and positive and negative associations with those experiences (Lent et al.). Finally, personal goals are what individuals hope to achieve by engaging in a specific activity to produce a certain outcome; these stem from self-efficacy and outcomes in certain activities and behaviors (Lent et al.).

Self-efficacy is a strong contributor to attaining education, pursuing occupations, and career outcomes (Allred, Harrison, & O’Connell, 2013). According to Allred et al., self-efficacy is less dependent on actual successful experiences, and more on the interpretation those experiences, verbal feedback by significant others, and learning vicariously. Along with those primary areas of development, models that are considered are interest development (where individuals pursue activities at which they believe that they are more competent or successful), attitudes and values (often connected to self-efficacy and outcome expectations), gender and race/ethnicity (which help to shape
experiences and also effect self-efficacy and outcome expectations), career choice (establishing a goal, taking action to achieve it, and attaining a level of performance that influences the direction of career behavior), and performance (the quality of ongoing) (Lent et al., 1994).

**Application with specific population.** Chartrand and Rose (1996) started expressing the need to have career interventions for at-risk populations, and they incorporated the use of social cognitive career theory. According to their premise, at-risk groups, including people of color and incarcerated individuals (both often underrepresented populations in career publications) need to have the same help as other populations, due to their relatively limited access to educational and career opportunities (Chartrand & Rose). The underlying idea was that these populations often have different ways of growing up, are exposed to different environments and opportunities, and are not often research subjects with respect to career development. Betz and Hackett (2006) also stated that SCCT is a key in the career development of specific groups, including people of color, elderly persons, and female offenders.

Many offenders experience different cognitive attributes related to their criminal past and these attributes may result in unrealistic lower self-efficacy estimates (Chartrand & Rose, 1996). They also discuss that successful programs typically address their cognitive functioning, which points to SCCT being appropriate for use with incarcerated individuals (1996). When working with people of color, it was noted that having the individuals identify their self-referents, however many there may be due to the different roles they may see themselves playing, is of vital importance due to the effect it has on their self-esteem and motivation while job searching (Chartrand & Rose). A program
created by Chartrand and Rose in 1995 called Project PROVE (Preventing Recidivism through Opportunities in Vocational Education) that was geared toward female incarcerated individuals was very useful (1996). In the program SCCT was used as the theory base, and the participants increased their self-efficacy for career decision-making, and life/work skills (Chartrand & Rose), showing programs such PROVE seem to have a positive effect on increasing self-efficacy.

A study conducted by Sappington in 1996 evaluated the relationships of prison adjustment, response-outcome, and self-efficacy beliefs of 48 inmates who were in a program for anger management. By the end of the study negative affect correlated with a belief that one could not control their behavior, that their behavior did not affect how they were treated in prison, then tended to blame others when negative things happened, and they were often in prison longer (Sappington).

In 2013, Allred et al. conducted a study to see if self-efficacy could be increased in prisoners in an educational 15-week program. The researchers had two groups of students, one consisting of prisoners who were taking the class, and the other consisted of college students from a local university that were taking the same class as the prisoners at the same time, and in the same location (Allred et al.). The researchers conducted a pre- and post-evaluation of self-efficacy before the class started and at the end of the 15 weeks, and found that only the prisoners showed an increase of self-efficacy at the end of the study, and they concluded it was possibly due to the prison culture and experiences with education that the prisoners had (Allred et al.)
Some problems that relate to prisoners, addressed by Brown and Lent (1996), included the tendency for individuals to eliminate occupation possibilities due to a faulty sense of self-efficacy; the greater someone perceives barriers to an occupation, the less likely they are to pursue those careers. People can also eliminate occupational options due to outcome expectations. With this population, they do not often feel positive about their prospects once on the outside, and this mostly stems from their beliefs about their prospects to attain basic employment while having a record.

To help address these issues, beginning a narrative to get the men discussing their lives and how they progressed to their current stage in life would afford opportunities to identify negative thoughts about self-efficacy and outcome expectations, and finding ways to modify those thoughts in a more positive way (Brown & Lent, 1996). Bringing all possibilities to the surface, even career areas that they may have already eliminated, and including careers of lower interest, can help improve their outlook for the future (Brown & Lent). In 2012, when the program called PIRATES (Preparing Inmates for Re-Entry through Assistance, Training, and Employment Skills) for incarcerated males was created, it also used the principles of SCCT to decrease negative thinking, and showed a significant decrease in the negative thinking of the participants (Musgrove et al.). So, SCCT has also shown to be effective in decreasing negative thinking, further adding to its ability to help with prison populations.

A new area explored in 2013 by Dahling, Melloy, and Thompson was how unemployment interacts with job search self-efficacy and outcome expectations, as well as the financial strain that occurs when someone feels their financial resources are threatened or diminished. So the new area to address with the population is whether they
were unemployed prior to release and how their feelings regarding the current unemployment rate affect their outcome expectations and, therefore, their efforts in job searching. Some ideas for helping the population, especially an older generation, include using appropriate career assessments according to each individual’s needs and development level.

The main idea is to see where each is starting from and trying to be as personal as possible; this includes one-on-one meetings, examining barriers and being there to help them facilitate their own plan for dealing with those barriers, and going over the likelihood of those barriers occurring. Giving them the facts and presenting them with real possibilities for their future gives them a better chance of setting goals that they can actually reach. Goal-planning would be another area of assistance for this population because often these individuals have never really set goals before. According to Johnson (2013), “the interaction between self-efficacy beliefs and outcome expectations leads to goal planning” (p. 86), and the fact that these individuals do not often have very high beliefs in their own abilities, it is easy to understand why they do not end up setting goals, let alone following through with them. Johnson also made the point that most of the time that, upon release, ex-offenders do not need “careers,” but rather jobs because the need for immediate financial stability is absolutely necessary to address.

Johnson (2013) describes a counselor as someone who maintains a supportive role that allows the individuals to make choices/decisions and to feel competent while remaining relatable to the clients. In the case of men in the 30–50 age range, it is absolutely vital that they are allowed to feel “like men” and feel freedom to exercise control over their lives, now that they have finally been given that control again. Along
with personal barriers, it is important to also address the environmental barriers that often exist. These include substance abuse issues, lack of education, navigating the world of work, and mainly the stigmas that society places on ex-offenders (Johnson). However, managing those barriers, building support systems (including in the community), strengthening self-efficacy (by giving opportunities to have positive experiences in job related activities and workshops), assisting with the development of realistic outcome expectations (where competence comes into play), and setting and clarifying goals all interweave to produce the most positive experiences and self-identification with this population (Johnson).

**SCCT versus CBT.** In CBT, cognitive change leads to behavioral/action changes, and thus changes a person’s patterns of thought (Hansen, 2008). It was further stated that someone needed to be motivated for change to even begin, as well the idea that beliefs, attitudes, and values have an effect on the way people think and how they view problems (Clark, 2010; Hansen, 2008). With that in mind, SCCT is the fundamental component for CBT to possibly be effective. Without a perception of self-efficacy, as it is one’s confidence in their ability to gather the motivation, cognitive resources, and action plans that are necessary to manage life events effectively, CBT could not work (Hansen, 2008; Loeb et al., 2010). If prisoners do not feel they will succeed in society, to try anything in the “real world” will decrease, if not disappear entirely.

If beliefs, attitudes, and motivations to change is a necessary first step in the process of CBT programming, then to use SCCT as the first program before considering using CBT would be essential, due to SCCT’s focus on self-efficacy and the tools used to
help individuals increase their confidence in their ability to think and behave positively. Metaphorically, the ideas of CBT are to teach a person how not to jump off a cliff (how not to think or act in society); meanwhile, SCCT teaches what to do when a person is pushed off a cliff (confidence in abilities and succeeding, despite the negative attitudes or actions of society).

**Population Issues to be Addressed**

Health issues are an additional population concern that needs to be addressed due to the effect that self-efficacy has on health rating and motivation to make healthier choices (Loeb et al., 2011). In a study conducted between 2007 and 2008, a group wanted to know the predictors of self-efficacy and self-rated health for older male prisoners, in which the participants were ages 50 and older (Loeb et al.). It was shown that a prisoner that had a high self-efficacy for health management would be more likely to attempt new behaviors that promote or monitor health, and they even reported having a better self-rated health (Loeb et al.).

Some common health issues reported among the participants were vision and hearing issues, arthritis, high blood pressure, diabetes, digestive issues, and heart disease, along with other issues that occur frequently in prison such as hepatitis B and C, HIV, and tuberculosis (Loeb et al., 2011). Some other influencers in high-rated health statuses were increased educational attainment and being employed full-time before incarceration; things that did not influence self-rated health were years of incarceration, age when first incarcerated (Loeb et al., 2011). This information is vital to the program because the level of education was taken into consideration. Since 77% of participants in the health study expressed having completed their high school diploma or higher (Loeb et al.).
It is also important to note that their expressed health issues did not have an effect on their self-rated health, nor did years of incarceration, or age when they were first incarcerated. These in addition to education status have a positive effect on self-efficacy rating, due to the fact that the health study found a positive relationship between self-efficacy and older prisoner (self-rated) health statuses (Loeb et al., 2011).

Summary

Both Transition Theory and SCCT have been described and their benefits discussed in potentially assisting the male, 30-50 aged population. From ongoing study throughout the years, both have continually been shown to be useful with this population. Recently there have been more career professionals including incarcerated individuals as subjects in their research. Even more work is needed as this population is a large and diverse one, particularly in California. Generating the funds and opportunity to research the relevant factors and variables to be addressed and practiced is a challenge when studying current and former members of the prison population. As well, there are individual specificities like the nature of the crime, parole, health issues, and career aspirations to consider particularly in the 30-50 age range. Following state prison conduct, and looking into how legislation could help with funding promoting the program in the prisons is out of the scope of this project due to lack of exact resources to draw information from. The CDCR does, however, have a guide on how participants are selected for their programs by using the COMPAS and CSRA assessments for participant screening, which will be discussed, given that a re-entry program has additional obstacles to face due to a program setting that has strict rules. Despite the mixture of placements in
terms of career situation, one thing the population has in common is being in prison, and so they have more personal attributes that must be addressed first in order to even consider environmental issues.

This is an excellent point in time to create a program to help incarcerated individuals, as society itself has started to shift its view of the population toward helping them become productive members of their communities. The next chapter will discuss the procedure of the career development program for this population. It takes into consideration the characteristics, problems, and needs, and will use both the Transition Theory and SCCT to illuminate the premise behind the design and sessions involved.
Chapter 3: The Procedure

General Description and Justification

The general idea of this proposed program is to bring attention to an underserved part of an already at-risk population. As discussed in Chapter one, the likelihood for recidivism is high in California. Those aged 30–50 have an even higher percentage of returning to prison due to being unprepared for the world of work, low ideas of self-efficacy, lack of support, and a society that has stigmatized them as eternal criminals, despite changes in legislation aimed at assisting former prisoners. The author is not attempting to solve a decades-long issue with this program. She is, however, arguing for a more aggressive approach to bringing down the rate of recidivism by assisting this at-risk population.

Programs already offered by the California Department of Corrections and Rehabilitation (CDCR) typically last for an average of four weeks to six months, though they can be all the way up to four years while still in prison. The proposed program will require up to two years, the first year will be conducted in the year before the participants’ are set to be released, and the second year will be conducted at an outside facility located centrally in Los Angeles County. The program length allows for in-depth emotional strength building, and to help increase positive cognitions. By increasing the time the participants are in the program and keeping the focus strengths-based, it is a goal that the program will truly have a lasting positive impact on the participants.

As stated in Chapter two, CBT’s focus on thoughts and behavior is too narrow of an approach for use with prisoner populations. The core of the proposed program will include the ideas of self-efficacy from Social Cognitive Career Theory (SCCT) (Lent et
al., 1994) and address the 4 S’s from Schlossberg’s Transition Theory (2011) offering a broader focus, and thus work with the population holistically. In addition, so that the program will have an increased chance of success, the author will design the program to be very individually focused, while still including group work to encourage support from within the program in the beginning. The total participant group would not exceed 30 for this pilot, as the staff would need to be able to give full attention to everyone individually while adjusting to the new program structure and material. The individual attention and concentration on positivity is what the program hopes will increase self-efficacy ratings in the participants, and therefore be the catalyst in lowering the recidivism percentage for the group.

As stated in Chapter one, this specific program will be streamlined to be offered strictly at the CSP-LAC facility during the initial pilot launch of the program. Because of its location it helps to serve a large urban area into which prisoners will be released, and it offers a wide variety of programs that would complement the proposed program. The participants would have to be released in the Los Angeles County area to complete the second year of the program, and CSP-LAC offers the best chance of choosing participants that will be released there, as it is likely that the participants were residing in the area when they were originally convicted. Additionally, Chapter 1 referenced that CSP-LAC primarily serves minimum and maximum security prisoners, and this program was designed with medium security prisoners in mind, in order to properly serve the needs of the population inside a prison.
With the passing of AB 109 and 117, minimum security prisoners would likely be housed in county jails, and therefore affect the ability for the program to start inside a prison; and maximum security would offer more complex difficulties lowering recidivism percentages, as maximum security prisoners would often have a longer prison sentence and would have more restrictions to participate in certain prison programs. To serve the population and still start within a prison facility, it was thought best to adhere to medium security prisoners for the pilot of the program.

Working with incarcerated individuals that are soon to be released also poses additional challenges that one must not overlook when developing a program to assist. First, addressing readiness to participate and benefit from career programs, which was researched in 2012 and found that individuals who had a need for information, understood decision-making strategies, and knew their barriers to choices were much more prepared to benefit from career interventions (Sampson, McClain, Musch, & Reardon). What showed a lower readiness scale were negative thoughts, limited computer literacy, acute or chronic external barriers, limited knowledge of occupations and employers, and limited or negative prior experiences with career resources (Sampson et al.)

Second, predicting program participation from this specific population can be quite a challenge as no one responds to being incarcerated in the exact same way (Jackson & Innes, 2000). The highest predictors of program participation was shown to be perceived value in the program, a feeling that achieving their desired outcomes was probable, and having at least a high school education because it was associated with the belief that new ways to control their actions could be learned (Jackson & Innes). Most
importantly, those that did participate in prison programs often went in with the future in mind, and believed that the skills learned in the program would be beneficial to them upon their release (Jackson & Innes, 2000).

Lastly, a study was done in 2010 by Bahr, Harris, Fisher, and Armstrong about what makes parolees successful in their reentry, and they found that success was often associated with friendship, work, family bonds, and age. Those that worked 40 hours a week, participated in enjoyable activities with friends two or more times a week, and those who had participated in a substance abuse class while in prison were more likely to be off parole within three years (Bahr et al.). The study went on to find that females were more likely to complete parole successfully than their male counterparts, but that as age increased the success rate increased as well (Bahr et al.). Programs are often more effective if they are intensive, use multiple treatment interventions, last longer, and have follow-up (Bahr et al). Taking all three concepts into consideration, the proposed program takes aim at addressing them all simultaneously and combining successful interventions of the past with a new progressive attitude.

**Program Goals and Objectives**

The program intends to achieve the following goals:

1. Lower percentage of recidivism in the participants, so that 75% of participants do not return to prison within three years. Most recidivism occurs within the first three years or at all, and that is how long the CDCR collects data on their released prisoners (CDCR, 2016).
2. Achieve 80% employment by program participants once in the second year of the program, by providing personalized assistance and support throughout the entirety of the program. Decrease likelihood of participants eliminating career options as possibilities based on negative outcome predictions, through assessment, exploration, and positive reassurance.

3. Help formerly incarcerated individuals to improve their self-esteem, by teaching about self-efficacy, acknowledging them personally, providing consistent support, and working collaboratively to create strategies that best fit their needs. Increase positive thinking and optimism for their future prospects in life by showing them their strengths, interests, and personality preferences through assessments and discussion.

The program also has the objectives of:

1. Providing an environment that is a reflection of the current Los Angeles County culture by including all races/ethnicities to simulate the multiculturalism in which they have and will continue to be living and working.

2. Collaborating in a safe environment free of judgments, prejudices, and fear.

3. Assisting with keeping all subjects up to date with current career trends to help the participants increase their chances of success in today’s society.

**Required Resources**

Resources listed below include the major components required for this program.

However, given both extended time frame and the dynamic nature of this program, resources requirements may change over the course of implementation.
**Staffing.** The professional staff will consist of two Career Counselors, and one Director. Each will have earned a Master’s of Science Degree in Career Counseling/Development from an accredited university. All staff would need at least two to three years of experience working with formerly incarcerated individuals and/or those on parole. No interns would be included for the pilot of the program to save on funding, and also due to the complexities of piloting a new reentry program in a state prison. After the program completes five years of success, and corrects any faulty areas found in those years, the Director will revisit the idea of including interns in the program to add support assistance for the participants. During certain sessions there might also be a need or request for a guest speaker, which would be limited in the program pilot until the relationship between the program and correctional staff and warden were more established. All guest speakers would need to pass prison clearance, sign a waiver of confidentiality, and would need to adhere to all prison rules and regulations.

Along with collected staff by the program, the prison would supply appropriate guard staff to be present during the program sessions, which would be addressed in the contract between the CSP-LAC and the program. The purpose would to maintain safety at all times and to have emergency staff in the program location at the prison to ensure that all participants and staff are following prison standards. The guard staff would not have to sign a confidentiality waiver, as they would have clearance for information from the prison itself.

**Logistical requirements.** The logistics would be fairly simple, as all California state prisons conduct in-house rehabilitation programs currently. The same space would be required for the program at-hand, and would need the table space, chairs, and
electrical outlets needed to bring in computer laptops to use during certain sections, if computers are not already present in the area for use. All operate according to an original contract that would have been completed and signed by CSP-LAC and the program director. There would need to be tables or desks to accommodate up to 30 individuals comfortably, plus a work table and space for the three professional staff members. The space in the room would need to be ample for discussion, and also be adaptable to form small work groups.

The outside resource center would be an already acquired office space that the program director would have procured before the start of the program. It would include a classroom to conduct workshops, have a computer lab for job searching and computer practice, have tables and chairs in a lobby area, and would include individual office space for the 3 staff members. All building safety and regulations would be up to code, and all appropriate resources and amenities would be available to conduct the remainder of the program effectively.

**Supplies.** The supplies needed would include 30 prison-acceptable composition notebooks for the participants to write in, prison-sanctioned writing utensils, reusable name tags with adhesive backings, an in-prison A/V system that could be used to show video clips or other informative digital information, and access to the Internet. A subscription to Eureka, an online career website and database, would need to be purchased for the program prior to the start of the program to gain access to the site during the sessions as needed. A dry-erase board or chalkboard to write on for concepts and drawing, as well as dry-erase markers, chalk, and erasers would be requested for use.
Laptops with Internet access, along with a wireless mouse for ease, would be supplied by the program for use in the program if no computers were available to use in the prison facility. Two laser printers would be needed for the printing of assessment reports, and extra printer ink cartridges and printer paper would be needed to help facilitate the program’s activities.

**Handouts.** Any handouts needed will be provided by the program director and staff, and all handouts would be created by the program director (including Appendices A, B, C, D, E, F, G, H, and I) except where otherwise cited. The cost of reproduction of the handouts would be approximately $50, based on a $.10 copy charge per page at any Staples office supply store.

**Assessments Used**

The assessments being used have a proven record of both research and use with a wide variety of populations including diverse cultures and ages. The suggested program uses three formal career assessments, and all three will be taken online.

**Myers-Briggs Type Indicator.** The first assessment is the Myers-Briggs Type Indicator (MBTI), based on Carl G. Jung’s 1920s theory of personality and his 4 dichotomies, that was created by Katherine Cooks Briggs and her daughter Isabel Briggs Meyers between the 1940s and 1950s (The Myers-Briggs Foundation, 2016). The purpose of the indicator is to help individuals identify four basic personality preferences that are put together to give their personality code.

Understanding their MBTI results can help the participants better understand and appreciate the natural differences in people, mainly in how they think, communicate, and interact. (The Myers-Briggs Foundation, 2016). The form of the assessment that will be
used by participants in the suggested program is the online Form-M offered by CPP, Inc. at http://www.mbtionline.com, which asks the participant to make a choice between two presented options, revealing their natural preferences. Form-M assumes a seventh grade reading level, which is suitable for the program participants, as they will need to be able to read at the ninth grade level. The individual’s MBTI personality type is summarized as a four letter code indicating their preference on the four dichotomies of extraversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perceiving. There are 16 different personality types in total and the MBTI manual helps to describe all the characteristics of each combination of the four-letter code, including benefits and potential drawbacks.

It is believed that later in life people tend to move beyond their dominant personality preferences, the original four-letter codes given after completing the assessment, toward their non-dominant preferences (Myers & Kirby, 1994). Because of this research and because of the same tendencies when people are under high stress (Myers & Briggs, 1985) it was selected for use in the program due to both of these occurrences being more likely for middle-aged incarcerated individuals. The other benefit of this assessment is the focus on the self, and the learning of strategies that could help them succeed in society, which is a primary goal of the suggested program. The participants will complete the assessment during the appropriate session detailed in Chapter four, and the results will be both introduced and interpreted in the same session.

**Strengths Finder 2.0.** The second assessment is Strengths Finder 2.0, originally created by the author of the first version of the Strengths Finder Dr. Donald Clifton, and revised by Tom Rath and scientists at Gallup (2007). In 1998 the first Strengths Finder
was created as a way of helping individuals discover their natural talents (Rath, 2007). The participants will complete the online version at http://strengths.gallup.com, and they will be given an access code from the books that will be ordered by the program staff.

The assessment will take approximately 30–45 minutes and will consist of a series of questions that will ask the participants to rate themselves more like one phrase or another, and to agree or disagree with self-identifying statements, and the books will be kept for the participants to review after completing the assessment. Once completed, the Strengths Finder reports will be printed and reviewed, and the participants will then participate in the interpretation and application of the assessment tool, all of which will be described in the designated session in Chapter four. The benefits of this assessment are the continued focus on the individual’s self and increased positive thinking, helping to achieve the goals of the program.

**Self-Directed Search.** The third assessment is the Self-Directed-Search, which was first produced in 1970 by John Holland using the ideas of his career interest theory that stipulated that both people and working environments can be classified according to six basic types he called the RIASEC: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Holland, 1994).

The program participants would also complete an online version at http://www.self-directed-search.com, which should require no more than 30–45 minutes. The item includes questions regarding career interests and job task interests. After completing the assessment, the staff would print and review the results. The results of the assessment show types of interest fields that the participants would like to pursue that would be the most satisfactory to them based on their preferences.
An appropriate activity would be conducted as well to further help them understand the material and offer more insight into what they want to prepare themselves for in the future. This assessment would fit with the program’s goals by still focusing on the individual self, identifying control in their current situation, giving support to their wants, and being able to provide career strategies to help them succeed in attaining their ideal job.

**Process of Implementation**

In order to conduct a successful program, the staff would need to be formed and trained beforehand. The job advertisement would go out at least 6 months before the start of the program to allow for training time and background checks. All applicants would need to pass a LiveScan and thorough background check that would go through the Department of Justice and the Federal Bureau of Investigation, and would need to be able to maintain this clearance for the entire length of their employment with the program.

After hiring is concluded, the marketing for the program would begin with the CDCR and the individual prison itself, where the program is to be conducted as a pilot. A flyer (see Appendix H) would be given to start encouraging the prison and CDCR to include the program called “I-C.A.N.” (Initiative for Career Achievement and Nurturance) as part of their curriculum. It is necessary that funds saved from certain legislation, like Proposition 47 are to be used for rehabilitation programs, as mentioned in Chapter 1, therefore making it profitable for the prison to include the suggested program in their collection of programs.
The second form of marketing would happen once the program was approved by the prison and the CDCR for a pilot run. Brochures (see Appendix I) would be distributed to potential participants who fit the age range. Marketing directed toward the potential participants would need to be conducted as all programs in the CDCR system are strictly voluntary and can be requested by any prisoner. The CDCR sets the standard of who qualifies for the programs based on the in-prison assessments that are used for screening that will be discussed in the criteria section below. The participants would also need to meet a certain level of need based on the CDCR’s assessments, which is outlined in the criteria below.

The program was formed to help as many as participants possible while trying to achieve maximum success; therefore, the participants will be limited to only 30 in total who must meet the following criteria:

- All participants must be currently serving a sentence at CSP-LAC.
- Participants must be between the ages of 30–50, and must not have debilitating physical or mental health issues, and must remain sober through the duration of the program, so as to effectively search for work and be employable.
- All participants must possess at least a high school diploma, or passed the GED, and must be able to read and solve math equations at the 9th grade level.
- Participants must be co-enrolled in a computer program being offered in the prison by CDCR and must not have any computer use restrictions.
- All participants must score at high risk of recidivism and high need on the COMPAS and CSRA assessments, respectively, conducted by the CDCR at CSP-LAC to qualify to participate within the prison’s guidelines. The CDCR runs
these assessments on all prisoners that express an interest in a reentry program to determine the prisoners’ need for the provided program services. High scores on both assessments is designated as a need for the requested program services.

- All participants must voluntarily sign up for the program, in accordance with the rules regulating participation in re-entry and transition programs at CSP-LAC set forth by the CDCR. Participating in the program is on an at-will basis, so the participant can vacate the program at any time. However, should they leave they will not be able to gain the program resources once released. If participants choose not to continue in the program once they have begun, they are asked to meet with one of the program counselors or the director for an exit interview to ascertain why they have chosen to terminate from the program.

- Participants must sign an informed consent form (see Appendix B) stating that they will conduct themselves in a professional manner at all times, and that violence and harassment expressed toward either staff or other participants will not be tolerated. Violation of this rule will be cause for dismissal from the program.

- Crimes committed that result in being sentenced to a medium security prison will be permitted in the program. The crimes could vary from individual to individual, so specific crimes will not be listed at this time, however the nature of the participants’ convicted crimes must not include any that have resulted in death.

- Participants that have gang affiliations will be permitted, however, no two participants will be allowed in the program from rival gangs or from the same
gang at the same time. This information will be determined through collaboration with CSP-LAC correctional staff, and their database records of all inmates.

- All participants must be eligible for parole, and will have only one year left in their sentence.

- All participants, for this pilot start, will need to reside in Los Angeles County, once released, in order to continue in the program for the second half.

A contract (see Appendix A) would be presented to the controlling members of CSP-LAC to sign to establish the purpose of the program, and to finalize the agreement between the I-C.A.N. Program and CSP-LAC. The suggested program would have been marketed as a pilot program, and both parties would agree to participate throughout the selected duration of the program. After signing the contract, the participant selection would commence. To select the 30 participants, the Director would pick the applicants aged 30-50 that score at high risk of recidivism on the COMPAS and scored at high need on the CSRA assessments, and automatically include them in the program. If more than 30 apply for the program and qualify, the remainder will be put on a waitlist for the next start time of the program. If less than 30 apply for the program and qualify, the program will not proceed due to the funds needed. It is the hope of the program that the marketing strategies and new approach would be intriguing enough to attract more than the 30 applicants needed.

Once selection of all 30 participants has been completed, the Director would gather all information together and divide the group to give each counselor and the Director 10 clients each. The cost necessary to conduct the program is hard to determine per person, due to the supplies, computers, outside resources, and professional staffing.
that would be needed to get the program started. It is speculated that less funding would be needed in future years, as the computers would be reusable. What is known is Mac Taylor of the Legislative Analyst’s Office created the budget for the 2014-2015 fiscal year that addressed a response to overcrowding (2014). In that budget $9.7 million was to be designated toward rehabilitation programming at in-state contract facilities (Taylor).

It is clear that the state government has funds that are designated for rehabilitation programs however, the process to receive funds for new programming is not clear, and would likely include a long, complicated application and screening process. The scope of this project does not include the step-by-step process of implementing a new rehabilitation reentry program, but did feel the need to address funding resources available.

Access to restroom facilities would be addressed with the correctional staff beforehand due to the hours that would be needed for each session, and all copies of handouts, contracts, and waivers and other supplies would be made and purchased at least a month before the initiation of the program.

For the continued part of the program outside of the prison, an office space would be available for the newly released inmates. Included would be individual offices for the career counselors, and the Director’s office would be at the front so she could see everyone entering the office. A computer lab would be available for job searching and continued computer practice to help build skills. A conference room for staff meetings and two classrooms would be available for additional workshops and seminars to help with job searching. Normal office materials will be needed, including all the usual office equipment and supplies.
Summary

The proposed program has been designed to be helpful to an underserved sub-population within an already at-risk population of incarcerated individuals. It is based on the premises of two theories, SCCT and Schlossberg’s Transition Theory, which already include some aspects that are currently used in the CDCR’s rehabilitation programs through their use of CBT. All sessions were created keeping the ideas of self-efficacy and the 4 S’s of transition in mind, as well as with a teaching aspect with learning outcomes to better form a measureable learning curve for the participants. The sessions were also created to keep in mind the development levels of men aged 30–50, as well as taking into consideration the needs they typically have at stage of life as well as addressing the emotional needs of the specific population as a whole.

The two years dedicated to the program by both the participants and staff would be a progressive step forward in the implementation of rehabilitation programs currently in the California Prison System. The program is specific yet inclusive enough to be helpful on many levels. The following chapter will include the description of all the sessions in the program, including all of the activities and discussion topics that will help increase the self-efficacy of the participants and make their transition back to society much more successful, and decreasing the likelihood of recidivism.
Chapter 4: The Program

This chapter outlines the detailed specifics of each session of the program, including the learning objectives, and career goals of each session. The primary facilitator of all the sessions will be the author/Career Counselor, referred to from this point as “the Director.” Even when guest speakers are invited to present to the program group, the Director will still be the primary facilitator of all major aspects of each session, and the invited guest speakers will be used to add emphasis or their experience in a manner related to the subject matter of the session.

As stated in the previous chapter, it will be a 2-year program, with 12 months in-prison and 12 months of additional help/resources once released. The visits will be conducted up to 4 times per month, which will be pre-determined and agreed upon by the Director and the controlling prison staff beforehand, due to multiple re-entry/rehabilitation programs running simultaneously in the prison complex that may be using the same workspace as the suggested program. Each visit to the prison complex will vary in time duration during the prison sessions, also due to the fact that the space will be shared and because the participants can and may be enrolled in multiple re-entry/rehabilitation programs at the same time. The first meeting would be allotted the most time possible, due to the participants’ needing time to get to know their Career Counselor(s).

It is understood that the prison will likely designate a particular day during the week for the pilot program’s use, as well as an arranged time each day. The selection process by the CDCR that is in place to arrange reentry program facilitation is not publicly known, nor is the information easy to obtain, and each facility under the CDCR
would operate differently. So the pilot program has chosen to give a suggested time frame of up to 4 times a month, to not overwhelm the participants with information, to allow time to reflect and do homework assignments, as well as leave more than enough time to participate in other reentry programs; including the mandatory co-participation in a prison facilitated computer literacy program.

Sessions will be separated by focus themes, not to exceed the allotted 12 months inside, but the time to shift from session to session will be determined by the progress of the group, which is the reasoning behind devoting 12 months to the beginning. The Director will use the first pilot 2 years of the program to determine if more or less time, visits, and/or participants will be needed for future success of the program. As part of the one-on-one appointments that will be mentioned in the following program, time will be given to address the emotional needs of the participants. Referrals will be available for outside clinical therapy during the second year of the program, as the prison would have mental health staff members already in place at the prison facility.

The time taken for each individual activity in each session will not be provided, as any learning environment can cause certain subjects to last longer than others, and since this is organized as a pilot program, it was thought best that the program have relative freedom in the beginning years to see how the population reacts to and engages in each sessions and all related activities. Once evaluations have been completed for a few years, the program will be redesigned if necessary to fit the population better, and allotted activity times can be determined for a more formalized program style. All handouts and other materials are all listed in the appendices section and will be referenced in each session based on order of use.
The program is called “I-C.A.N.” and will continue to be referred to as “the program” for the duration of the paper. The theme of “I can” as a statement will repeat itself in the title of each session to encourage positivity in the participants right from the start. This tactic helps combat the negative self-talk and negative stigmas the participants have commonly faced in society before beginning the program.

**Pre-Screening Interview**

As stated in Chapter three, the pre-screening would be conducted before the program staff conducted intakes. Due to the nature of the CDCR’s screening process for prisoners to participate in re-entry/rehabilitation programs, the suggested program will also follow the same standard, also stated in Chapter 3. All participants would need to score at high risk of recidivism on the COMPAS assessment, and score at high need on the CSRA assessment conducted by the CDCR to warrant a need to participate in the suggested program, and fit all the criteria listed in Chapter three. Including the following:

- All participants must be currently serving a sentence at CSP-LAC.
- Participants must be between the ages of 30–50, and must not have physical or mental health issues, and must remain sober through the duration of the program, in order to effectively search for work and have the physical ability to work.
- Participants must all possess a high school diploma, GED, or higher education and must be able to read and solve math equations at the 9th grade level.
- Participants must be co-enrolled in a computer program being offered in the prison by CDCR and must not have any computer use restrictions.
• All participants must sign up for the program voluntarily in accordance with the rules regulating participation in re-entry and transition programs at CSP-LAC set forth by the CDCR.

• Participating in the program is on an at-will basis, and the participant can vacate the program at any time; however, should they leave, they will not be able to gain resources from the program once released.

• Participants must sign an informed consent form (see Appendix B) stating that they will conduct themselves in a professional manner at all times and that violence and harassment toward either staff or participants will not be tolerated, and a violation of said rule will be cause for dismissal from the program.

• Participants that have gang affiliations will be permitted, however, no two participants will be allowed in the program from rival gangs or from the same gang at the same time.

• The nature of the participants’ convicted crimes must not include any that have resulted in death.

• All crimes committed that result in being sentenced to a medium security prison will be permitted in the program. The crimes could vary from individual to individual, so specific crimes will not be listed at this time.

• All participants must be eligible for parole, and will have only one year left in their sentence.

• All participants, for this pilot start, will need to reside in Los Angeles County, once released, in order to continue in the program for the second half.
Session 1: I Can Be the Man I Always Wanted to Be

For the first official session of the program, the duration would be pre-determined and agreed upon by program staff and CSP-LAC officials to ensure that the time would not interfere with other programs occupying the same workspace. This session serves as the main introduction to the program, to each other, and to the staff. Below is the outline of all the themes to be covered in the session.

Goals:

1. To introduce the main premise of the program and differentiate it from other programs that are available or in which they have previously participated.
2. Define self-efficacy, SCCT, and Schlossberg’s Transition Theory and their underlying importance to the program.
3. Give an honest understanding of what the world of work and society is like, and the stigmas that formerly incarcerated people continue to face.
4. Interject a sense of hope for what the future could be, as well as the hope for success in society, in work, and in life.
5. Provide a safe space for discussion and for processing the rules of the program and what they should expect from the program and from themselves.

Objectives:

1. Participants will be able to list their perceived personal barriers on a questionnaire.
2. Participants will understand their level of self-efficacy as it stands in the beginning, and that they will re-evaluate this level at the conclusion of the program.
3. Participants will know the role of the career counselor and will be able to state at least 3 rules of the program by the end of the session.

Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Informed consent forms (see Appendix B)(35)
- Intake packets (see Appendix C) (35)
- Self-efficacy evaluation forms (see Appendix D)(35)
- Appropriate security staff to oversee the safety of the session

Outline:

1. The Director will introduce the program and what its goals for the participants.
   The whole purpose is to prepare them for what is ahead of them, how the world is, and how the program is designed to help them face these realities.

2. The Director will conduct a question and answer session about what brought the participants to prison and how they would like their life to be. Sample questions could be: How old were you when you first entered the facility? What was your crime? How many times have you returned to prison? What do you want your life to be like when you leave? What type of work will you be looking for both short-term and long-term? What are the most important things that you will need
right away? The participants will be allowed to volunteer their information; no one will be forced to share their story to the entire group, but will be advised to do so by their individual career counselor.

3. The Director will organize intake for all participants to see where they are starting from and get a sense of their current goals, filling out an intake packet and informed consent form (see Appendices B and C) that they will later go over one-on-one collaboratively with the career counselor.

4. The Director will conduct a discussion premised on the fact that no matter how people get to where they are, they are in charge of what they do with their lives.

5. A break would be taken here, to give the participants some time to process what has been discussed so far.

6. Participants will fill out a self-efficacy rating chart (see Appendix D) on how they view their self-efficacy on various topics at this beginning point.

7. Career counselors and Director will work with the participants one-on-one to make a list of things they wish for themselves and how they would like their future to be.

8. The Director would introduce a guest speaker, someone who has been in prison before and has changed for the better.

This would conclude the first session. The amount of time to take to complete all these steps may amount to more than one visit, and in extreme cases more than one month. Composition books and writing utensils will be collected by the Director for safe keeping until the next session. The intake packets, informed consent forms, and self-efficacy evaluation forms would be collected and kept by the Director to be placed in the
participants’ files. The participants would be allowed a copy of all information that would be available upon their release. The precise outline of time would be better assessed once the session is completed more than once to establish an optimal workflow. The participants would be given an overview of what was previously introduced, and they would be given the date and time for the second session.
Session 2: I Can Be a Role Model

This is the second session in the program and would continue the pattern of “I can” themes. The second session would include focus on being a role model and how to be the best version of themselves. Continuing the positive thinking from the first session, this second session would be used to reiterate the first session’s thinking and premises. Composition books and writing utensils will be handed out once again for use during the session.

Goals:

1. Introduce the aspect of role models and how the participants could be one for others, and even for themselves.
2. Give a sense of support and begin the process understanding of the participant’s self by having a discussion about support and what the program staff is there to provide.
3. Share what types of support the participants have out in society and even in prison.
4. Continue discussing self-efficacy and how it interplays with being a role model, in which a person must believe in their own success to be a role model.

Objectives:

1. Participants will be able to name a person they see as a role model.
2. Participants will be able to name a person they do not admire as a role model.
3. Participants will be able to list the traits they already possess that resemble those of their role model.
Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Appropriate security staff to oversee the safety of the session

Outline:

1. The Director would start a discussion about choices and behavior: we have choices in everything we do, and often our thought processes are reflected in our behavior. Good thoughts often beget good behavior, and the same could be said for bad thoughts and behavior. Every day we have a choice to be better and stay that way, even when life is tough.

   Participants would be given an opportunity to state how their previous thoughts led to bad behavior choices, and good thoughts to good behavior choices. The Director would then lead the discussion further on how it is easier to make better choices, mainly due to absence of negative repercussions, which tend to be the items that require the most work to overcome.

2. Activity: Situations (addressing emotions and how to use them to increase our self-esteem); Director would start an open discussion about situations that might come up to trigger the participants’ past negative behavior and emotions. Such examples could include co-workers that replicate those of past friends they broke
laws with, lack of finances, not having stable housing, lack or loss of support once released, and being physically incapable of performing the work duties they once could perform with ease. By identifying these situations outwardly, the participants will be allowed to express their fears of the future, but also will be able to come up with strategies to combat them when they appear.

Working together, the program staff and participants will build strategy lists to help cope with various situations, and the program staff will encourage the participants to believe in their ability to overcome any obstacle.

3. Participants would be allowed to take a break here to process what has been discussed in the meeting so far.

4. Activity: Who is your role model? This person can be someone the participants know, or someone famous, or even themselves if they so choose. Also a person they do not admire will be included, and the same people, as listed above can be included. The whole point is to discuss what they have inside and what they aspire to be.

The Director will ask the participants to list a person they admire, what qualities they admire in them, and what particular qualities they feel they already possess that match those of the person they admire. The participants will then be asked to list a person they do not admire, what qualities they do not admire in them, and what particular qualities they feel they do not have that match those of the person they do not admire. The purpose of this exercise is to show the participants how many good qualities they already possess, and how they are not all bad either.
5. Activity: Make 3 better choices each week, and write them down to discuss at the next session, and rewrite in their composition book at the next meeting. The participants will be asked to make a conscious effort to remember ways they make better choices throughout the week to discuss with the group at the next meeting. By asking them to be more aware of their behavior and asking them to document it, the programs’ goal of helping the participants think more positively about themselves will continue to progress, as documenting behavior helps give the participants a visual to appreciate their own accomplishments rather than focus on the negative behavior of their past.
Session 3: I Can Overcome Any Obstacle and Never Give Up

The third session in the program continues the positive themes and introduces the idea of resiliency and perseverance. Composition books and writing utensils would be handed out again. Notes would be taken throughout the discussions and activities as the participants continued to see fit, based on their own individual needs and what they deem important for their own situation.

Goals:

1. Continue to focus on the self and on understanding the natural, unteachable qualities that the participants currently possess.
2. Discuss strategies to cope with hardships that will inevitably come up in society, life, and that the participants are currently experiencing.
3. Discuss the situation that originally brought them into prison, and the situations that brought them in recently.

Objectives:

1. Participants will be able to describe how they have overcome obstacles in life before.
2. Participants will be able to list strategies that will help them overcome obstacles in the future.
3. Participants will be able to openly discuss tough situations from their past, and verbalize their fears for the future.

Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Audio/visual equipment and Internet access to watch YouTube clips
- Appropriate security staff to oversee the safety of the session

Outline:

1. The Director will open with ways the participants made better decisions/choices since the last session, and allow volunteers the opportunity to freely share how they have improved so far.

2. Activity: Discuss a situation where they faced something difficult and overcame it. The Director will ask for volunteers amongst the participants to share a story of difficulty and how they handled the situation. The Director would also state that this particular question often comes up in an interview, and learning to practice storytelling now would be beneficial for the future in interviewing.

   If no participants are willing to share, the Director will start the sharing process by offering a story of her own. By making herself vulnerable, the Director’s hope is that it will lessen the tension of the activity and encourage others to be willing to share their own stories. Either way, the purpose and process of storytelling will still be conducted.

3. The Director would proceed with asking, “What is perseverance?” The Director would then have an open discussion on different definitions, and what each of the participants believes it to mean.
4. The Director would set up the Audio/Visual equipment to watch YouTube clips of different acts of perseverance, potentially including “Knock Knock” by Daniel Beaty, DefJam Poetry, the first “Iron Man” film montage of building his first suit, or the “Escaping Cave” scene from “The Dark Knight Rises.” Certain clips from the film “The Pursuit of Happyness” and the training and the final fight scene from the film Rocky IV might be included as well.

After viewing the clips individually the Director would have an open discussion about what the scene means to each person, and how the participants could relate to the scenes.

5. Participants would be allowed to take a break to process what has been discussed in the meeting so far.

6. To further drive home the perseverance message, the Director would read the Dylan Thomas poem “Do not go gentle into that good night” out loud. After reading the poem, the Director would ask the participants what they perceive the poem’s meaning to be, and how they would relate it to the clips that were previously seen.

7. The Director would address how the world is, and how the participants could potentially be perceived, but how they can prove society wrong.

8. The Director would have an open discussion on what brought the participants to prison the first time in their lives, what seems to be the situation that brings them back, and how they feel they could overcome the pattern of returning in the future.
This would conclude the third session. All the composition books and writing utensils would be re-collected until the next session. The next date and time would be given, and the participants would be asked to write down all the ways that they are rising above the negativity around them. This will be discussed in next session, and will be used as a continuation of positive thinking.
Session 4: I Can Appreciate What is Special about Me and About Others

This is the fourth session of the program, and would continue the positive thinking premise introduced in the previous sessions. This session would especially focus on the self, supports, and strategies of Schlossberg’s 4 S’s. The composition books and writing utensils would be passed out once again, to be used throughout the session.

Goals:

1. Introduce the Strengths Finder and how the results would help the participants understand and label their natural talents.

2. Knowing natural talents can increase their chances of interviewing success, as they will have untraditional options to choose from, and will have examples that other applicants may not possess.

3. Lean new strategies of how to use the participants’ top 5 strength themes to finish out their prison sentence, and to continue that success once they transition into society.

Objectives:

1. Participants will be able to list their top 5 strength themes and will be able to state what they mean.

2. Participants will write down their top 5 strengths, as well as the strengths of 5 others, and how they could benefit from those on a work project.

3. Participants will be able to answer the interview question “What are your top strengths?” with greater ease through verbal demonstration.
Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Strengths Finder 2.0 books with access codes (35)
- Laptops/desk top computers with a mouse for each, printer(s), and Internet access to take assessments and print results reports
- Appropriate security staff to oversee the safety of the session

Outline:

1. The Director would have an open discussion about how the participants are rising above negativity every day. All participants will be allowed to share their stories freely about how they are rising above negativity, with no pressure to share completely.

2. The Director would describe the premise of Strengths Finder 2.0 assessment by reading the first chapter of the Strengths Finder 2.0 book out loud. After completing the chapter reading, the Director would describe how the assessment will be taken emphasizing that there are no right or wrong answers since the point of the exercise is self-discovery. They would be told that the assessment should not take any longer than 30–45 minutes and afterward will be given help to print their reports.
3. The Director would walk the participants through the process of taking Strengths Finder 2.0 at http://strengths.gallup.com, using access codes retrieved from the Strengths Finder 2.0 books that would be provided to each participant. The Director and Career Counselors would work to assist the participants navigate the computers and the website, and print reports after the participants completed the assessment.

4. The Director would allow time for each person to read through their reports and top 5 strengths themes. The group would review the results and discuss the findings, especially whether each participant individually agrees with the results.

5. The Director would use Strengths Finder 2.0 books to additionally review the participants’ top 5 themes with the participants as a group, and would help them navigate the books to the sections that are the most meaningful for the program.

6. Activity: Strengths meet and greet. The Director will ask everyone to walk around and talk to someone who has similar strengths, and to at least 5 other people who have very different strengths. Participants will write what they find out from others in these encounters in their composition books.

7. The Director will ask the participants to write in their composition books about: How have they used their strengths before? How will they use their strengths in the future? What did they discover about each other?

8. The Director will facilitate a group discussion to go over how the participants felt doing the strengths meet and greet activity, and how it felt to find people they had things in common with and others that had differences, and what they learned.
about themselves and others. They would also be asked to write notes for their future goals and specifically choose which of their top strengths will help them reach those goals.

9. Give time for a break to relax before the next assessment and activities.

10. The Director would describe the MBTI and the understanding of personality preferences, and how knowing these preferences will increase chances of future success both in life and in work. The Director would go over the 4 themes, and the dichotomies including that they are ultimately in charge of knowing what is right or wrong. The assessment will be taken in the given workspace and should last about 30 minutes. They will be helped once again to print their reports when finished.

11. The participants will be asked write their pre-chosen a self-identified preference type in their composition books, which they will derive from a PowerPoint the Director will show that describe all dichotomies, and allowing the participants to choose letter-types.

12. The Director and Career Counselors will lead the participants in taking the MBTI at http://www.mbtionline.com using the online Form-M, navigating the computers, the website, and assisting with printing the results report after the participants have completed the assessment.

13. The Director would allow time for each person to read through their reports.

14. The Director would interpret results to all participants in a group, and discuss findings, especially whether each participant individually agrees with the results, using some worksheets in the MBTI manual.
15. The participants would then meet with their individual counselor to go over both results in person, and those waiting for their meeting turn would meet in small groups to discuss both assessment results with each other to gain more clarity about what those results mean for their personal lives and future goals.

This would conclude the fourth session, and the composition books and writing utensils would be collected until the next meeting time. All results reports, and Strengths Finder 2.0 books would be collected by the Director and placed in the participants’ files. Again, the sessions as a whole might last more than one meeting time, depending on how long each of the activities take. The next time and date would be given to the participants, and they would continue to remember and list ways they are using their strengths and personality preferences each day to better themselves and act more positively.
Session 5: I Can Dream It, Therefore I Can Be It

This is the fifth session of the program, and would continue the themes of positive thinking and increasing self-efficacy. This session would also be able to provide the participants with strategies of how to achieve their future career goals, including the short-term placement goals of financial stability right at the beginning of the participants’ release. The composition books and writing utensils would be passed out again for use throughout the session.

Goals:

1. Continue to about self-efficacy and the power the participants have to formulate and achieve their future goals.
2. Discuss situations that are in place that could help their journey and those that are in place that could hurt their journey.
3. Build additional strategies on what steps to take to achieve their career goals.

Objectives:

1. Participants will know and be able to name at least 3 different professions that would suit their interests.
2. Participants will be able to name and use different websites to explore professions, and be able to find outlook potential, salary ranges, skills, traits, tools, etc. needed succeed at the named professions.

Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Laptops/desk top computers, with a mouse for each, printer(s), and Internet access to take an assessment
- Self-efficacy rating evaluation handout (see Appendix D) (35)
- Appropriate security staff to oversee the safety of the session

Outline:

1. The Director will ask participants to discuss how they are using their strengths and personality preferences to act more positively since the last meeting in small groups. After 15 minutes or so, the participants will be asked if any individuals would be willing to share with the larger group.

2. The Director would proceed to describe the premise of the Self-Directed Search before taking assessment, and how it is totally self-selected and self-scored. The Director would explain that the assessment should not last longer than 30–45 minutes, and is simply being used as a starting point to potential future career choices after the participants’ release.

3. The Director and Career Counselors would guide the participants in taking the Self-Directed Search at http://www.self-directed-search.com, assist with navigating the computers and the website, and help the participants score their assessment once completed.

4. The Director would allow the participants time to look over their results and ask them to circle the career choices that sound the most interesting to them.
5. The Director would proceed to lead a discussion of the results and what they mean, allowing for questions throughout the discussion.

6. Participants would be allowed a break here to process the meeting so far.

7. Activity: Career counselors and Director will work one-on-one with participants to discover their goals and how they will use the information in working toward those goals. While others are waiting for their turn, they will meet in small groups to discuss their results and what it could mean for their personal situation and future goals.

8. The Director would start a group discussion of what the following year is going to look like (i.e. appointment with probation officer, housing needs, continued substance abuse continued treatment, legal aid, health care, additional schooling, identification paperwork, and other concerns).

9. The Director would introduce O*Net and Eureka to explore career options and show the participants how to navigate career websites in order to gain real insight into certain careers and the needed skills, traits, etc. to be successful in those profession.

10. Participants would be allowed time to conduct some exploration on their career choices of interest from the Self-Directed Search using O*Net and Eureka. After a good amount of time to work, the participants would be allowed to express what they have discovered, how it would help their plans/goals, and what they liked about the sites.

11. The Director would lead a discussion of the areas of the participants’ lives that could both benefit and hurt their progress in their journeys.
12. Participants will be asked to fill out the self-efficacy rating chart (see Appendix D) as how they view their self-efficacy on various topics at this midpoint in the program, discussing self-efficacy and how it can help them achieve their career and life goals at this point.

This is the conclusion of the fifth session, by which point the participants should have listed some career choices that fit their interest based on their Self-Directed-Search results. The composition books and writing utensils will be collected until the next meeting. The next date and time will be given to the participants, and they will be required to think about the work experience they have had so far, both inside prison and outside, and what skills they have already acquired that could easily transfer to the new career choices they have made. Their findings will be discussed at the next meeting, to further build on the self and strategies of Schlossberg’s 4 S’s and continue increasing feelings of self-efficacy in the participants.
Session 6: I Can Set Goals and Follow Through with Them

This is session six, a continuation on building positive self-thought and increasing progress by focusing on goals and planning. This session would be conducted close to the participants’ release dates, so work would be set in motion with the permission of the prison facility to help attain certain vital and immediate needs of the participants. In this situation the program looks to give the participants items to look forward to as their release date approaches. Having goals to work towards will both make the time remaining not seem so long and at the same time will ensure that the participants understand that they are in charge of what happens after release. After spending a considerable amount of time in prison, it can be hard for ex-inmates to comfortably transition into society. Having time to adjust to the new transition and actively working towards that transition can give former prisoners a new sense of autonomy.

The thought process behind goal-planning at this stage is to put their program learning to use. Also, for those that are in an older age bracket, it would be a way to focus energy; for some individuals this may be the first such planning they have ever done. Setting goals it makes the participants accountable for their progress and their accomplishments, building on the sense of dignity and self-control that the program was originally designed for. Composition books and writing utensils will be passed out once again, for use throughout the session.

Goals:

1. To introduce the idea of the S.M.A.R.T. goal-planning method.

2. Give practical, relatable, and concrete strategies for goal-planning.
3. Encourage goal-planning throughout life as a way of producing results, not just stating dreams.

Objectives:

1. The participants will be able to give the meaning of the acronym S.M.A.R.T. in the S.M.A.R.T. goals method (Doran, 1981).

2. The participants will be able to describe the difference between goals and dreams, and between short-term versus long-term goals.

3. The participants will be able to completely fill out a goal-planning chart that will include goals they actually wish to accomplish, including at least one that is reachable while they are still in prison.

4. The participants will fill out appropriate paperwork for state identification, and any government resources that may be needed, as well as securing a place to stay once released.

Materials and/or resources needed:

- Composition journals (30)
- Prison-sanctioned writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Laptops/desk top computers with a mouse for each, printer(s), and Internet access to fill out certain forms
• S.M.A.R.T. goal planning handout (see Appendix E) (35)

• Appropriate security staff to oversee the safety of the session

Outline:

1. The Director would open the discussion with asking the participants to share their past work experiences and what skills they believe would be transferrable to their future career choice.

2. The Director would advance the discussion by asking what barriers the clients feel they will face when searching for work once released, and the program staff and participants would work in a large group to discuss potential strategies to work through those perceived barriers.

3. The Director would start a new topic on the difference between jobs and careers, and an understanding that people can take jobs for any number of reasons, but those reasons are not always long-term. People want careers for their sense of permanency and desire to grow and advance in a given job, which is more long-term in orientation. The Director will also focus the discussion on the fact that some of the participants may need to take a job just to make sure their finances are taken care of from the beginning, but this does not prevent them from working toward a career at the same time.

4. The Director will then move the discussion to talk about goals versus dreams, and how dreams are overall goals, but that goals often include the steps that are necessary to achieve dreams. The Director will ask the participants if they ever planned or had goals before, to share with the group what they were, and if they have changed since being in prison.
5. Participants will be given time for a break to process the meeting so far.

6. The Director will introduce the idea of the S.M.A.R.T. goals method by George T. Doran of Spokane, Washington (1981), and what each letter of the acronym means (Specific, Measurable, Accountable, Realistic, Timely). There are several versions of the acronym, but the above is the meaning of the acronym for the purposes of this program.

   The Director would talk about each letter and its significance in goal-planning. Goals need to be specific so they can be broken down into smaller steps in order to achieve them, since when goals are not specific, there is no way of knowing what needs to be accomplished. Goals need to be measurable so one knows when to stop or when one has finished their tasks. Goals need accountability, and when individuals set goals they must be responsible for their accomplishment. If they fail to set and strive for clear goals, the goal-setter has no one but themselves to blame. Goals need to be realistic; if they are not, one sets oneself up to fail. Therefore, goals need to be reachable and achievable in their creation. Finally, goals need to be timely and have deadlines otherwise nothing would ever get done. Goals need to have a fixed point of completion, or individuals would never have the motivation to work towards their goals.

7. The Director would lead the group in coming up with various goals and turning them into “smart” goals, and formulating the steps necessary to achieve them, all while writing the information on the dry/erase/chalk board to give the participants a visualization of the method.
8. The participants would be asked to fill out a S.M.A.R.T. goals sheet (see Appendix E) to think of goals that actually pertain to their lives, and to articulate the necessary steps to achieving those goals.

9. The program staff would work one-on-one with participants to start or continue goal-planning and set up a reasonable schedule to accomplish things. Help write a plan for applying for jobs upon release, and discuss vocational topics (i.e., resumes, job searching, interviews; all would be introductions that would continue more extensively in the outside sessions).

   While working one-on-one with their counselors, the participants would also take the time to fill out the appropriate paperwork to receive a California State Identification Card. They will also complete the necessary paperwork for any government relief resources the participants would qualify for, to help attain some stable financial assistance before being released. The program staff would also work with the participants to ensure a place to stay once released within the parameters of their parole, including transition group homes, halfway houses, family homes, friends’ homes, or their own individual living spaces.

10. While some participants are waiting to see their counselors individually, the remainder would meet in small groups to discuss goals and help each other come up with strategies to achieve those goals, encouraging using each other as support.

11. Once everyone has an individual meeting with their counselor, the Director would address the whole group about what to anticipate in the next step. Once released, they were going to meet with their parole officer and go to their “home place” to get themselves situated in their living situation and environment. The participants
would be advised that being free will be new to them, which they have experienced before, but they now have tools that they can use to make more positive choices for themselves.

The Director will tell the participants that as soon as they know who their parole/probation offer is that they must tell their counselor right away, so that the counselor may get in touch with the officer to help ease the transition for the participants, and in turn to give the officer the counselor’s information so that they know the participants are a part of a continuing re-entry career program. Some of the funds from the program would be used to help the participants get to the resource center and back to their living space. Once they come in to meet with the Career Counselor after their initial meeting with their probation/parole officer, they would be given funds on a daily basis to get to the resource center and back home, until they have more stable financial resources.

This would conclude the sixth session, although the amount of meetings needed to complete all the aspects of the session would be determined during implementation. As stated before, the actual time needed to conduct the sessions would need to be assessed after the program has operated for a few years to adjust the sessions to the needs of the participants. The composition books, writing utensils, handouts, and forms would all be collected by the Director to be placed in the participants’ files. The next meeting date and time would be given to the participants, in case more meetings might be required before the participants’ release, and they would be asked to think about their goals and how they are making more “smart” goals since the last meeting.
Giving the participants homework to complete during the time between meetings, even if it is more conceptual rather than tangible work, keeps the ideas of the sessions active in their minds throughout the down-time between sessions, and it encourages the participants to be active participants in their lives and their goal achievement. Having a choice to work towards their goals and even set their goals gives participants another sense of control and dignity that they may have not known they possessed, especially while being imprisoned.

Depending on the length of the participants’ imprisonment and how many times they had returned to prison up to this point, being given control over their lives in a more direct way could potentially have a strong positive effect on the effort they will put forth once released. At the same time, being given that kind of responsibility for one’s own life could also result in a high level of fear of failure, and a refusal to proceed forward, all due to a preconceived notion of incapability and inferiority that, the program would hope to limit or diminish, if not eliminate entirely. The time between this session and the first meeting at the resource center could be quite long, so the participants would be encouraged to practice using the tools they have learned until they meet with their counselor again.
Session 7: I Can Continue to Follow My Path and Be Successful

This last session’s theme would encompass the whole 12 months of help and resources once released, and the clients would continue to progress at their own pace. As such, the participants would decide if they needed the additional 12 full months. As stated in chapters one and three, the 2-year timeline would be a starting point for the piloting of the program, but would focus mainly on the first year as the required participation time. The additional year was seen by the program as a necessary means for some individual participants, and did not wish to limit the time needed to help each participant fully. Encouraging autonomy in the participants, they would be allowed to move at a slower or faster pace once released, as they would have a resource office and could continue working with their individual Career Counselor. If a participant should decide that they do not need all additional 12 months, they would be allowed to use what they needed and would be free to leave our service, yet of course stay within the parameters of their parole or probation. At the same time, those participants who did not use up their remainder of months of resources would be welcome to come back to the center to use the services on an “as needed” basis up to the end of the additional 12 months.

For example, a participant that used only 6 months of the additional 12 months would be allowed to use resources and the services at the outside center with their Career Counselor for an additional 6 months on a more “as needed” basis. This would allow for the sense of support to remain constant, but still keep the program from becoming a crutch for the participants to lean on and potentially inhibit their self-sufficiency and progress.
The first month would be seen as a requirement, because the participants would need to attend workshops geared toward teaching the fundamentals of job searching. After those workshops, the participants would be encouraged to job search as much as possible on their own, but would have program staff available to help should they need it.

Goals:

1. Re-introduce fundamental career guideposts, including but not limited to cover letters, resumes, interviewing, thank-you notes, job searching online, and professional e-mailing.

2. Build on already existing rapport between the program staff and the participants.

3. Be flexible to changing trends in the world of work and be willing for the to adapt to new ideas and program additions.

4. The program will assist in participants’ meeting their basic needs (i.e., housing, food, and transportation).

Objectives:

1. The participants will be able to name and define the organization of a cover letter and resume.

2. The participants will be able to apply to jobs online effectively by responding to at least 10 job opportunities a week.

3. The participants will be able to conduct themselves well in an interview, and will participate in at least 4 practice interviews in the program.

4. The participants will be able to identify and state specific ways they are qualified for jobs and how they will be a good “fit” for job opportunities according to their descriptions.
5. The participants will be comfortable and will demonstrate follow-up after interviews through writing thank-you notes and calling to inquire about status of applications.

Materials and/or resources needed:

- Composition journals (30)
- Various writing utensils
- Dry erase/chalk board
- Dry erase markers/chalk and erasers
- Tables and chairs to accommodate 33 people (all participants and 3 staff members)
- Classroom to conduct workshops in groups
- Various handouts, forms, and evaluation (see Appendices B, D, F, and G)
- Laptops/desk top computers with a mouse for each, printer(s), and Internet access to complete certain important paperwork and applications
- Office space to meet one-on-one with program staff

Outline:

1. The Director and program staff would host orientations in the second stage of the program, and would have the participants sign their informed consent forms again (on a second line) to confirm they continue to understand the rules of the program, the roles of both themselves and the program staff, and of their rights while in the program.

2. The Director and program staff will conduct workshops, at various times throughout the week on resumes, cover letters, interviewing, online applications,
workplace etiquette, and job searching with a criminal record (additional workshops on other topics may be offered as the Director sees fit, all of which must be attended by the participants continuing in the program.

3. The participants will meet one-on-one with their counselor at least once a week, for the first 6 months, gradually decreasing to once a month by the end of the year.

4. The Director and program staff will conduct a support group once a week that all participants must attend to encourage retention.

5. The program will offer outside resources mostly for legal aid, housing, school aid, and government paperwork assistance. Proper referrals would be made to help in areas beyond the scope of practice and competence of the program staff.

6. Once the participants gain employment, it would be the participants’ responsibility to provide updated contact information and be available for check-ins with their program staff member in order to evaluate and stay up-to-date on the participants’ progress. A check-in schedule would be made out after being employed for 1 month, 3 months, 6 months, 1 year, 18 months, 24 months, 30 months, and finally 36 months.

7. If the participants obtain employment before the additional 12 months are up, their program staff member would inform the participant that they would still have the months leading up to the 12-month deadline to continue to return and use services and resources. The exact date of cessation of resources and services would be given to the participant at this meeting.
8. The participants would be asked to fill out the self-efficacy rating evaluation chart (see Appendix D) once again, to describe their sense of self-efficacy at the end of the program. This would be a continuation of the program goal of building self-efficacy and would allow for further documentation of participants’ progress in this area.

9. The participants would additionally be asked to fill out two evaluations (see Appendices F and G). The first evaluation would assess how the participants felt about the program’s content, and their opinion as to what they would like to see added or taken away. This would continue to give the participants some sense of control over the situation, and also a sense of autonomy, as they would be allowed to express their choices in an official way.

   The second evaluation would be for the purposes of discovering the lasting positive effects of the program, and would be administered to each participant over the phone over the course of the schedule range stated above. The reason for this second evaluation is to test for the percentages that are required by the Director to consider the program successful: that at least 75% of the participants would not have recidivated again within 3 years.

   Both evaluations will be answered using a scale system, and will be used for record purposes to help better the program. In addition, the participant will be given a chance with the second evaluation to express again what they found to be the most helpful aspects of the program to further analyze the lasting positive effects of program activities and resources.
This would conclude the seventh session, and is important to reiterate that this session could last anywhere between 1 to 12 months for any of the participants. Any of the participants would have the possibility of gaining employment fairly quickly at this point, and would be given the choice to determine for themselves how much additional help they need after the workshops. It would remain clear to all involved, both staff and participants alike, that the freedom to determine how much longer to participate in the program would not in any way change their ongoing involvement with their parole officer. Participants would be required to continue to follow all rules set forth by their parole officer, and the program would notify the parole officer of the participants’ program status changes.

The flexibility of the additional 12 months of the program, as stated in previous chapters, was designed to give the program a generous amount of time to work with at the pilot stage. After a number of years of program operation, at least 5, the Director would evaluate the data retrieved from the evaluations to establish a more defined timeframe. This session would closely resemble any of the standard career assistance that exists in reentry programs today, making sure to keep up with the career trends of the time. It was decided by the Director that the program offer the basics of what works in current reentry programs with regard to job searching and career exploration. The difference was mainly to offer more time for the participants to build confidence and self-efficacy, and to focus primarily on a positive approach with the understanding that the transition from prison to society is a process with many important variables to consider.
The additional change from current reentry programs was a shift in theory basis from CBT to SCCT and Transition Theory. By using both a career and adult development theory, the suggested programs’ goal was to assist in helping habitual recidivists at an older age to break the cycle of returning to prison and start a new cycle of becoming consistently successful and productive members of society.
Chapter 5: Program Evaluation

Chapter five will describe the process of collecting feedback from field evaluators who have a variety of professional experience working as employment specialists and program coordinators with clients who are formerly incarcerated individuals. Each evaluator read the first and fourth chapters of the previous research and program, and they were each sent a list of evaluation questions (see Appendix J) and the feedback that they provided was collected and will be summarized and presented in this chapter.

Credentials of the Field Evaluators

All three evaluators are representatives from the same non-profit organization aimed at helping low income individuals that are currently seeking employment. The service population includes people with a history of substance abuse, incarceration, and/or being homeless. The organization encourages self-sufficiency in their clients, and gives clients one-on-one assistance to help them achieve their assessed goals. Each evaluator serves a different role inside the organization, and each have had varying years of experience with the prison population, which offers a variety of perspectives on programming for ex-offenders.

Evaluator one is a senior employment specialist for the organization. She holds a Bachelor’s degree in Psychology from Purdue University, and has over 5 years of experience in social service. She has specialized in helping ex-offenders with repeated convictions, varying degrees of seriousness in their offenses; and diverse ages, skill sets, physical health, etc. Prior to her work in social services, she worked in the computer information technology field for over ten years.
Evaluator two is a reentry program manager for the organization. She holds a Bachelor’s degree in Sociology from Clemson University, and has over five years of experience working with recently released prisoners. The program that she heads is designed to specifically provide direct services in workforce development for formerly incarcerated individuals, and assists to connect them to employment and housing opportunities. Along with her experience in social services, she has had extensive experience in outreach and multicultural advocacy.

Evaluator three is an employment specialist at the organization. He holds a Bachelor’s degree in Sociology, emphasis on Law and Society, from the University of California, Davis; and has over two years of experience working with ex-offenders. His specialization has included working with individuals that have been recently released from prison or Los Angeles county jail, are currently residing in a Residential Reentry Center through the California Department of Corrections and Rehabilitation, or are in a Realignment Program. Prior to his work with the non-profit organization, he was a researcher for public policy that developed an assessment tool for the Department of Social Services in Sacramento County, in order to help identify learning disabilities in low-income communities.

Field Evaluator Feedback Summary

This section includes responses that were received from each of the three field evaluators. All eight program evaluation questions (see Appendix J) are listed below, along with the evaluators’ responses for each question.
**Question One:** How well does this program address the problems and needs (both personal and career) of male prisoners aged 30-50?

Evaluator one responded that the program addresses the problems and needs reasonably well, especially because the program was to be used in conjunction with other programs and support resources. This evaluator felt that the things that could not be taken care of prior to release were properly introduced and given time for discussion, which she felt would help alleviate some fear and anxiety regarding those uncertain situations. She also expressed that the program’s transition to being more individualized upon the prisoner’s release was appropriate as each with encounter their own obstacles, causing their needs to change.

Evaluator two responded that she felt it was a brilliant effort to address the challenges faced by this population, specifically in the areas of employment and some social-emotional challenges. She added that the pre- and post-released sessions effectively provided valuable information that would help this population navigate the world of work.

Evaluator three commented that he felt that the program addressed what male prisoners go through mentally and emotionally when transitioning into society and how the program aimed to reduce recidivism by providing job search skills necessary to attain employment. He believed that the program also aimed to create positive thinking throughout all sessions, requiring participants to assess positive and negative qualities about themselves, which would give insight into what employers might be looking for.
when hiring. He believed that it was a good aspect to include both short-term and long-term goals, and that the program did well to explain that short-term goals may be reached when there is a necessary need, such as food and housing.

**Question Two:** Do you feel self-efficacy is a good focus for a reentry program designed for male prisoners? For people aged 30-50? Do you feel a better focus is needed? If so, please provide commentary on your opinion.

Evaluator one commented that she felt self-efficacy was an excellent focus, as one of the problems that this population will encounter is a sense of hopelessness and the feeling that they are not in control of what happens to them in society. She went on to add that this population, from her experience, often believe they do not have the tools to compete in a world that changes quickly and appears to cater more to younger generations.

Evaluator two responded that it is important to promote self-efficacy, because motivation, determination, and the belief that one can overcome obstacles is key in being successful upon reentry to society. This evaluator, however, expressed concern in focusing solely on self-efficacy, and encouraged that the program provide more information about what systemic barriers are being addressed legislatively. Some she suggested included Prop 47, immigration reform, housing policies, and education in the effort to help better prepare the prisoners for release.

Evaluator three indicated that he believed that self-efficacy was a good focus for a reentry program because the aim on personality traits, positive behavior, and strengths that the participants possess allows the participants to feel responsible for their own
actions and feel motivated to enact positive change within themselves. He added that the introduction of self-efficacy at the beginning of the program and revisiting it at the end helped to reinforce the belief that the participants were in control of their future.

**Question Three:** What topics, if any, were not covered by this program that should have been?

Evaluator one expressed a need of discussing rejection by family members, old friends, and ex-coworkers with prisoners. She also expressed a concern that more was not done in terms of helping the prisoners realize what specific skills they possessed. Specifically, she addressed combating prisoners feeling they have no job skills due to various reasons, and she feels that understanding their job skills is critical to self-esteem.

Evaluator two expressed a concern of managing the terms of parole with other competing priorities upon release. This evaluator felt it might be best to prepare the prisoners for the realities that being on parole encompasses, like mandatory reporting, required disclosure of supervision status to employers upon being hired, or other potential obstacles that they could face being on parole.

Evaluator three stated that discussion on ageism would be a valuable addition, he did believe that it was already briefly brought up by the program, but that a more deep discussion on how someone of a “certain age” could overcome discrimination and a criminal background is important to address. He went on to express concern that the program did not address what incentives, if any, would be provided to the participants in order to maintain retention and contact with the program once employed. A topic that this evaluator believed would also help is a discussion or workshop on good behavior strategies to keep employment once hired.
**Question Four:** How appropriate are the theories that were selected (Social Cognitive Career Theory and Transition Theory) for the specific population?

Evaluator one commented that the theories chosen were very appropriate, and felt that they were well executed in the program development and presentation.

Evaluator two also stated that the theories were very helpful however, she was curious about how the author addressed the overuse of Cognitive-Behavioral Therapy (CBT) in the research. She expressed that in the current sector that CBT is highly used and heavily invested in, and even believed that some elements of CBT were included in Social Cognitive Career Theory.

Evaluator three commented that both theories proposed for the program were very appropriate due to its focus on career development throughout the sessions of the program, and because of the immediate transition to society that the participants would be preparing both physically and mentally.

**Question Five:** How appropriate are the selected assessments (MBTI, Self-Directed-Search, and Strengths Finder) for the specific population? Would you recommend other assessments that you feel would be a better fit?

Evaluator one responded that she felt they were interesting in concept, but would like time to explore them more fully, as they are not used, nor have been used in her line of work. One assessment that, in her experience, she has found works well with the population is the interest assessment at mynextmove.org, which is part of O*Net. She stated that her use of the interest assessment has greatly helped clients that were “stuck” at what career to pursue, and this occurred in both those who had extensive work experience and those with limited work experience.
Evaluator two expressed that she loved the idea of using these assessments, but was concerned that using Strengths Finder would be very expensive to administer to 30 individuals. She wondered if there were free or less expensive assessment tools that could provide the same or similar information. In her experience, this evaluator stated that the assessments used in her program are regarding computer skill level, immediate needs, and anger management. She commented that she is interested in looking into using more career-related assessments in the future for her program.

Evaluator three responded that in order to increase the chance of success, prisoners should be aware of careers that they are capable of doing, and certain tasks that interest them. He added that he felt the MBTI was a great tool to use with this population as it would help them to understand the way people think, interact, and communicate. Additionally, he felt that reiterating the self-directed approach in the program would help the participants maintain responsibility over their own actions and job search.

**Question Six:** Does the program time allotment of two years seem appropriate for the goals of the program? If not, how long do you feel it should be for the population to benefit the most from it?

Evaluator one commented that the allotted program time would vary with each individual, but she felt two years was a very good starting point. She added that experience would determine whether it would need to be changed.

Evaluator two agreed that the two years was appropriate for the population, especially for the in-custody programming phase. She went on to state that there would be uncertainties that would be present when attempting to provide programming within a
correctional institution. Because of these uncertainties, she felt it best to allow plenty of
time for interruptions in the service schedule, due to facility lockdowns, restricted access,
and other unforeseen situations.

Evaluator three commented that two years seemed appropriate for the goals of
the program, because it would allow the director to provide a lot of information during
the year of transition, such as job readiness, and what to expect emotionally and mentally
once they are job searching and going on interviews. He continued that the first year
would allow for all most of the information to be heard as it would be in a controlled
environment, and that the second years’ shift in focus to keeping track of the participants’
progress would be more appropriate when the environment was no longer controlled.

**Question Seven:** Do the sessions and activities meet the stated goals and
objectives set forth for each session? Please provide feedback on any sessions or
activities that you felt were not appropriate for the population.

Evaluator one indicated that the sessions and activities were appropriate and did
meet the stated goals and objectives, but added that prisoners must be engaged and
actually participating. Speaking from her past experience as a teacher, she stated that the
ultimate goal would be to make the sessions and activities relevant to the prisoners, in
order to avoid them “checking out mentally” because they do not feel the information
applies to them.

Evaluator two commented that while she believes the sessions and activities do
meet the stated goals and objectives, she also believes that some of the sessions were very
“feelings based,” and may be difficult to carry out in a large group within a prison
environment. She went on to explain that the potential of jumping into discussions of
past behaviors and feelings, lasting four sessions, can be intimidating for even the most emotionally aware individuals, let alone middle aged men who are incarcerated. She suggested using small groups to process some of these more emotionally-based questions, due to a 30-person group, though seemingly small, possibly intimidating some of the prisoners. This evaluator also expressed that the session three activity, titled “make better choices” may speak to things that are too close to home, in the sense of the prisoners’ environment, but did like the idea of it.

Evaluator three indicated that he felt the sessions and activities met the stated goals and objective, and believed it was a good strategies to encourage the participants to review the material that was covered and to practice what was said in each session in order to maintain self-efficacy.

**Question Eight:** Given your experience with the population, how likely do you think male prisoners, or former prisoners, aged 30-50 would participate in this program?

Evaluator one responded that she felt that participation would vary greatly. She felt that the ones most likely to participate would be those who believe that they are employable, and are aware of their barriers, but would be willing to work through them. From her experience at the non-profit organization she has been exposed to a variety of participation levels, including: just here to keep my parole officer happy, start but quit quickly, and start repeatedly with no follow-through. She also expressed a concern for resistance from those who believe that they can do certain aspects of the sessions on their own and do not want nor believe they need any help. This evaluator felt that those that would be willing to participate in the program would be open to it and, in turn, get a great deal out of it.
Evaluator two indicated that it would be highly likely that prisoners would participate in the program, especially during the in-custody portion. Her concern is the promotion of continued participation during the post-release phase. She stated that her concern comes from the fact that Los Angeles County is a very large county, and felt that the program might be more beneficial if it were focused in areas within the county that are traditionally underserved. She suggested that it not be offered to those returning home to the Metro Los Angeles area, because there is an abundance of resources available there, but instead restrict the program enrollment to an area like the Antelope Valley.

Evaluator three responded that he found that males over the age of 40 were more likely to participate in a program that provided one-on-one services and resources, based on his experience. He continued that his experience has showed that males over the age of 40 were also more likely to follow-up with their counselor, and inform them of their progress when being tracked for retention analysis. Furthermore, he stated that although prisoners often return to communities that played a role in their criminal involvement, he still found them to be self-aware and willing to change when given the information and tools to better improve their life choices and situations. Though, he added, that the same could not be said for men over the age of 30 that have had past issues with substance abuse. In those cases, he found that the men tended to relapsed and not seek treatment, and/or recidivate for minor infractions.
Inclusion of Feedback into Program

The feedback and suggestions given by the field evaluators helped to provide insight on the benefits and challenges that arise when working with the prison population. This section will describe and summarize the changes that would be made in the future revisions of the program in order to make it more relative to what is current and effective with the population.

All of the comments, concerns, and suggestions addressed by the field evaluators helped the author to understand their role in facilitating the program, and the self-awareness that she must possess in order for the program to truly be effective. Including more specific systemic barriers in session one would allow for important topics to be introduced right away, and revisiting them throughout later sessions, when appropriate, would further reiterate their importance. The author’s only concern when addressing legislation or legal issues, is the fear of participants relying on the program staff for legal advice or assistance. It would just need to be stated right from the start and enforced that the program staff are not lawyers and are only providing the legislative and legal information as a discussion tool to inform the participants of important topics they will need to address once released.

Discussion of rejection, realities of parole, discrimination, and potential ageism would be added to session three as they would fit in with the theme of overcoming obstacles. Again, the discussion of possible parole restrictions would be introduced as an important topic to be aware of however, the program staff would need to be sure to state that the restrictions would vary from person to person, and it would depend on both the parole officer requirements and that of the state. Additionally, having workshops on how
to maintain work once employed would be excellent in sessions six and seven, as those
are the sessions that introduce goals and maintaining them, further reinforcing the ideas
that good choices and behavior do not stop occurring once one gets hired, that it is a
lifelong process.

The author agrees that adding more content of discovering and acknowledging
specific job skills would be important to address in session four, due to the theme
including appreciating self-identified and assessed skills and traits. It is vital that
prisoners are given the opportunity to discover what specific skills that have to offer
employers, as it will be the basis for how they approach their interviews. Along with the
previous idea, the author also agrees that an explanation of the theories might be an
effective way to get the participants to invest into the program. By understanding the
science and theories that go into the program, the author believes that the participants
would be more willing to participate fully. As they understand that it was based on
research, their understanding of it would make them responsible for the outcome from the
start. The same would apply to more detailed information being given regarding the
assessments, as the more the participants understand about them, the more likely they
would be to participate, as the fear of the unknown would not be present.

Concerns regarding expense, relevancy, being too emotionally-based, intimidation
of the participants to share in large groups, varying participation, post-release retention
issues, and certain issues pertaining to specific ages in the included age range are all
realistic concerns to have. The proposed program being a pilot, the author believes that it
would be necessary to keep these issues in mind, but not dwell on them at the start of the
pilot. All of the aforementioned issues, though possible, may not all occur and the author
thinks it best to try the proposed program as is, and adapt to the needed changes as they present themselves. It is important to the author that the program remain true to its values and goals of staying positive and believing in one’s ability to accomplish said goals, especially during the first facilitation of the program. The program was designed taking all of the aspects that would be important to include when working with men over the age of 40, and all research appears to show men of that age ready to discuss more emotionally-based programming.

Additionally, having the post-release section of the program in Los Angeles County, though large, is important as Los Angeles provides the needed environment and resources needed for prisoners to be successful upon release. The idea of focusing the program in an underserved area, like the Antelope Valley, is a very good idea, but it would be further explored in the future of the program. It is the author’s intention that the program not shy away from larger served areas just because they have an abundance of resources. The program was designed to instill a sense of strong support and comradery, so the outside competing resources would not be seen as an issue, because it is the author’s experience that people tend to prefer interfacing with people they are already familiar with.

Being relevant is important to the author as well, however those concerns were taken into consideration when designing the program. The author did her best to create sessions that included activities and information that the participants would be able to actually use in job searching and life. Additionally, the author is very much aware of the difficulties with post-release retention and potential of participant program withdrawal once released. However, it is the hope of the author that the design and facilitation of the
program would be effective and positively influencing enough to maintain retention amongst the participants, as they would have felt invested in its success right from the beginning.

**Conclusion**

The needs both in career development and in life for released male prisoners aged 30-50 was extensively explored in the five chapters describing this proposed program. Chapter one helped to introduce the problems and characteristics of the released and soon-to-be released prisoners, and provided important evidence addressing the needs of this population. Chapter two consisted of a literature review that provided the theories that were to be the basis for this proposed program, it presented research that helped to explain the past use of career theories with ex-offenders, and reinforced the presenting needs of the population that this proposed program was to address. Chapter three presented justification for and outlined the implementation of this proposed program. Chapter four was the stage for the presentation of the entire program in detail, including objectives, learning outcomes, goals, processes that were described in each session. Chapter five provided feedback summaries from three field evaluators, each with experience working with ex-offenders. The evaluators each assessed how effective this proposed program was at addressing and assisting the career and life needs of male prisoners aged 30-50 transitioning from prison to society. The proposed program author concluded the fifth chapter by taking the suggestions of the field evaluators and explaining how that information would be used in the future to make adjustments to the program, in order to increase its effectiveness.
This proposed program has been presented both complete and in detail, and demonstrates the author’s passion for helping the prison population, and is a new attempt at addressing the need to reduce recidivism amongst released prisoners. Career counselors, anti-recidivism activists and advocates, and other reentry program personnel alike that wish to implement this proposed program are encouraged to conduct additional and more detailed research in the process of setting up reentry programs in California. Additionally, further research should be gathered on the specific population and legislation that is created to help the needs of the population. By focusing on increasing self-efficacy, creating strategies to cope with societal barriers, and building a strong sense of self-worth before introducing career interventions, this proposed program successfully achieves the goal of assisting male prisoners aged 30-50 to become productive and positive members of society, and reduce the risk of recidivism.
References


Appendix A

Contract of Work Agreement

California State Prison, Los Angeles County Location (CSP-LAC)

Issue at Hand:
California State Prisons, including the Los Angeles County location (CSP-LAC) strives to reduce incarceration and improve the outcomes of formerly incarcerated individuals, and thus help to build healthier communities. With that, it has been expressed that a need for a more focused, impactful re-entry program be presented at the facility in the current year (2016) for prisoners. The I-C.A.N. program will be for prisoners that will be paroled in a year, ages 30-50, with a background of recidivism at least 1 or more times (totaling 30 participants). This will give the CSP-LAC a more age specific program for an underserved population, and allow for more research to be done on the impact of age related programs. The purpose of this agreement is to express the details of the proposed 2 year program.

Objectives:
It is expected that the program will produce a 75% rating of reduce recidivism from program participants. It is anticipated that the success of the program will determine the continued use of the program by the CSP-LAC and other potential California State Prison facilities. Clients will walk away with increased positive self-thinking, increased self-efficacy, updated legislation and policy information, transferrable work skills in resume writing and interviewing, and with a higher sense of worth; all that will be evaluated using surveys that will be conducted pre-, during, and post-program. This program focuses on the premises of Social Cognitive Career Theory and Transition Theory, and stays within the regulations set forth by CSP-LAC, the state of California, and the California Department of Corrections and Rehabilitation (CDCR).

Team, Information, and Space:
Yvette Ibaven, M.S. will provide a team of 3 career counselors to create and facilitate the two year program. The consultant team will work in collaboration with Debbie Asuncion, the Warden of CSP-LAC to make sure that the program is holding true to the mission and policies of the CSP-LAC. As well, Ms. Asuncion will be responsible for providing the venue and other needed resources (i.e. tables, chairs, A/V system) to conduct the program, including usable personal information about the clients’ past and proper security personnel. All client information will be released through a release form, designed and given by Debbie Asuncion at the CSP-LAC. The program team will utilize only their own office workspace, located in the San Fernando Valley of California, to conduct the second year of the program, make changes, and process the final survey analysis. The CSP-LAC space will only be used for facilitation of the first year of the program, and nothing more in regards to the program team. All team members, both career counselors and involved CSP-LAC staff will be named and put on a list, to be attached to this agreement no later than a week after signing.
Projected Outcomes:
The program intends to achieve the following goals:

4. Lower percentage of recidivism in the participants, so that 75% of participants do not return to prison within three years. Most recidivism occurs within the first three years or at all, and that is how long the CDCR collects data on their released prisoners (CDCR, 2016).

5. Achieve 80% employment by program participants once in the second year of the program, by providing personalized assistance and support throughout the entirety of the program. Decrease likelihood of participants eliminating career options as possibilities based on negative outcome predictions, through assessment, exploration, and positive reassurance.

6. Help formerly incarcerated individuals to improve their self-esteem, by teaching about self-efficacy, acknowledging them personally, providing consistent support, and working collaboratively to create strategies that best fit their needs. Increase positive thinking and optimism for their future prospects in life by showing them their strengths, interests, and personality preferences through assessments and discussion.

The program also has the objectives of:

4. Providing an environment that is a reflection of the current Los Angeles County culture by including all races/ethnicities to simulate the multiculturalism in which they have and will continue to be living and working.

5. Collaborating in a safe environment free of judgments, prejudices, and fear.

6. Assisting with keeping all subjects up to date with current career trends to help the participants increase their chances of success in today’s society.

Career Counselor/Client Roles:
Yvette Ibaven will be taking on the responsibilities only of career counselor and creator of the program; she is not expected to know the full specifications of the CSP-LAC, their subsidiaries, rules, policies, and according conduct. It is expected that the CSP-LAC Warden will be liaison between Yvette and the CSP-LAC, and Debbie Asuncion will be directly responsible for keeping Yvette informed of any updates, changes, restrictions, guidelines, and requirements throughout the duration of the program planning leading up to the implementation, and will schedule daily phone calls and weekly meetings with Yvette to provide all of this information.

Analysis:
Evaluations of the program will be conducted through a pre-, during, and post- surveys, the pre-survey to be given to the workshop participants as a way of measuring starting levels of self-efficacy to establish a baseline. Participants will need to write their name, age, and career interest(s) on survey, and answer questions on a Likert scale. This same survey will be given during the program, and post-program as well. Two additional post-surveys are to be given after the conclusion of the program, so as to gain feedback on how the clients’ training affected their performance gaining employment (in their opinion), and their opinion of the program content and delivery. Evaluations will be given and analyzed by the program team with the results being copied and turned over to
and kept for reference by the CSP-LAC. All parties involved will act responsibly and ensure complete confidentiality for the sake and respect of the client participants involved.

**Schedule:**

As stated in the previous chapter, it will be a 2 year program, with 12 months in-prison and 12 months of additional help/resources once released. The visits will be conducted up to 4 per month, which will be pre-determined and agreed upon by the director of the program and the CSP-LAC Warden and other controlling prison staff beforehand, due to multiple re-entry/rehabilitation programs running simultaneously in the prison complex that may be using the same workspace as the suggested program.

Each visit to the prison complex will vary in time during the prison sessions, also due to the fact that the space will be shared and because the participants can and may be enrolled in multiple re-entry/rehabilitation programs at the same time. The first meeting would be allotted the most time possible, due to the participants needing time to get to know their career counselor(s).

Sessions will be separated by focus themes, not to exceed the allotted 12 months inside, but the time to shift from session to session will be determined by the progress of the group, so that is the reasoning for needing 12 months to start. The director will use the first pilot 2 years of the program to determine if more or less time, visits, and/or participants will be needed for future success of the program in continuing years and locations. As part of the one-on-one appointments, time will be given to address emotional needs of the participants, referrals will be available for clinical therapy, if needed, which will be funded by the program, if no in-house resource is available for the participants’ use while inside, and outside resources will be readily available once the participants are released.

Time of each individual activity in each session will not be provided, as any learning environment can cause certain subjects to last longer than others, and since this is organized as a pilot program, it was thought best that the program have relative freedom in the beginning years to see how the population reacts and engages in each session, and all activities therein. Once evaluations are completed for a few years, the program will be redesigned, if needed to fit the population better and allotted times can be determined for each session and all activities for a more formalized program style. All handouts and other material that would be needed as resources are all listed in the appendices section and will be referenced in each session based on order of use.

The program is called “I-C.A.N.” and will continue to be referenced as “the program” henceforth. The theme of “I can” as a statement will repeat itself in the title of each session, to encourage positivity in the participants right from the start. It is used as a tactic to combat the negative self-talk and negative stigmas the participants’ have commonly faced in society before beginning the program.
*The actual facilitation of the workshop will only commence if 30 individuals are on the official sign-up roster and actually attend the first day of the program.

**Cost:**
All financial matters would be handled directly with the State of California, and would be paid for and resolved before the start of the program at CSP-LAC.

Yvette Ibaven, M.S.
Career Counselor/Program Creator

Debbie Asuncion
Warden
California State Prison, Los Angeles
Appendix B

Informed Consent Form

I-C.A.N. is a career re-entry program that was created specifically for male prisoners ages 30-50. Its purpose is to help increase the participants positive thinking, help them realize their strengths and how to use them, while also concentrating on interesting and help career related topics to ease the transition back into society, and offer a consistent personal approach to re-entry. The program will last up to 2 years, with the first year occurring inside the prison leading up to the participants’ release, and the second year will occur in an outside office facility in the San Fernando Valley. Participants are here on a voluntary basis, and are encouraged to stay for the entire duration of the program in order to receive the most benefit from it.

As a participant of the I-C.A.N. program, I, _____(Name of Participant)_____, understand fully that I will act appropriately at all times, displaying behavior that conducive to that of a business or office environment. Any behavior that may be contrary to this, including but not limited to using profanity, possessing weapons of any kind, being under the influence of alcohol or drugs, or any violence or threat of violence to visitors, staff, or other participants will be cause for dismissal from the program. So, I will promise to always treat any staff, participant, and other professionals with respect and courtesy at all times.

The I-C.A.N. program and its staff will give the utmost attention to providing a safe environment for the duration of the program. This includes creating a “group set of rules” that are created amongst the participants and staff as good rules of conduct that all participants and staff must adhere to. This is also an agreement that your program staff members are legally bound to keep confidentiality with all personal information, both written and spoken. However, it must be strictly understood that the confidentiality agreement from the staff does not include keeping confidential from the prison, any prison staff, or acting agents from the California State Prison System, the California Department of Corrections and Rehabilitation, the State of California, the LAC Warden, or any other included state or federal agents. I, as the participant, understand the above statement _____(Participant Initials)_____.

If you are a threat to yourself, others, the elderly, children, or people with disabilities, your program staff are obligated to report your statements and/or behaviors to the appropriate prison staff when in the first year of the program, and family, your therapist, or other appropriate mental health or law enforcement professionals in order to keep all those involved safe when in the second year of the program on the outside. In addition, during the first year of the program, the prison staff may request written records or files kept by the program staff at any time, and the staff are obligated to provide it immediately. During participation of the second year in the outside office facility, if a court of law orders a subpoena of case records or testimony, your program staff will first assert “privilege,” which is your right to deny the release of your records, though this rule may not be the same in all situations or all locations.
I, as the participant, understand the above statement   ____ (Participant Initials)____.

If a court denies the assertion of privilege and orders the release of records, the program staff will release the requested records. Records may also be released with your written permission, which will be requested before your release from prison in order to establish contact with your parole officer, and keep them informed of your progress, and inform them of the program’s resources and location.
I, as the participant, understand the above statement   ____ (Participant Initials)____.

This program, like others in your prison, allow for participants to join on a strict voluntary basis. It is important that you attend all meetings and sessions of the program inside the facility in order to make it the most beneficial for you and other participants. If for any reason you are faced with an short-term illness or emergency please let prison security know as soon as possible and ask them to inform the program staff.
I, as the participant, understand the above statement   ____ (Participant Initials)____.

I understand that the use of all of the program materials, including but not limited to the computers and internet access, are strictly allocated for job search, job research, career assessments, and any other program-designed use only. I understand that if I am caught misusing any and all materials or equipment that it may cause for my dismissal from the program and my conduct will be disclosed to the prison staff for appropriate discipline.
I, as the participant, understand the above statement   ____ (Participant Initials)____.

I understand the importance of program evaluation and of my role in making the program better for future participants. I promise that I will inform my designated program staff member of my employment and/or changes therein. Once employed I will provide all necessary information to the program staff, and make sure to keep me contact information up-to-date at all times.
I, as the participant, understand the above statement   ____ (Participant Initials)____.

I have carefully read and fully understand all of the above information and voluntary agree to continue my participation in the I-C.A.N. program, facilitated by Yvette Ibaven. I have asked all questions I deemed personally necessary, and asked for clarification when needed. Furthermore, I acknowledge that I am here on a voluntary basis and can leave at any time, but understand that if I do leave the program early that I forfeit any benefits that I may have received or would have received by completing the program. I fully agree to the terms and rules set forth by the program and prison, and understand that a copy of this document will be placed in my program file and will be available to me once released.

____________________________  ____________________  ______________
Printed Name of the Participant    Participant’s Signature    Date

____________________________  ____________________  ______________
Printed Name and Signature of Program Director/Facilitator   Date

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Appendix C
Intake Packet

Please fill out this form as completely as possible

Name: ____________________________

Last  Middle  First

Birthdate: _________________________  Years in Prison: _________________________

Years  Months

Do you have any health issues that limit your work abilities? Yes _____ No _____

If so, please list them:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Education:
High School Diploma or G.E.D? Yes ______  No ______

If so, which? ______________ When did you receive it? ______________

Any College? Yes _____  No _____  Did you graduate? Yes _____  No _____

What was your major?______________________________

Skills (please include how comfortable you are using computers):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Military Service? Yes ____________  No ____________
Employment History: (starting with the most recent, going back to the year 2000)

Company Name: ________________________________________________________________

Job Title: __________________________ How long? __________________________

Job Duties: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reason for Leaving: __________________________________________________________

Company Name: ______________________________________________________________

Job Title: __________________________ How long? __________________________

Job Duties: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reason for Leaving: __________________________________________________________

Company Name: ______________________________________________________________

Job Title: __________________________ How long? __________________________

Job Duties: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reason for Leaving: __________________________________________________________
Do you have more jobs to list? Yes _______ No _______

If yes, please list company name, job title, and dates employed below:
1.
2.
3.
4.
5.

When released what type of work will you be looking for? (please list all that apply):
________________________________________________________________________
________________________________________________________________________

Background Information:
Please fill this out as completely as you can to better help us understand your needs.

How old were you when you first entered the facility? __________________________

What was the crime at that time?
________________________________________________________________________

How many times have you returned to prison after your first conviction?

____________

For the same crime? Yes _______ No _______

If no, what were the other crimes? (please be as detailed as possible):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How many detention facilities have you been in? _______________

Where were the others located? (please list facility name, city, and state below):

1.                                    
2.                                    
3.                                    
4.                                    
5.                                    

Did you or do you work in any of the facilities? Yes _________ No _________

If so, what do (or did) you do?

Job Title: ___________________________ How long? _________________________

Job Duties: ____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Job Title: ___________________________ How long? _________________________

Job Duties: ____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
Job Title: ______________________________  How long? ____________________________

Job Duties: __________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Do you have more jobs to list? Yes ______ No _______

If yes, please list the facility name, job title, and dates you worked below:

1.

2.

3.

4.

5.

What do you want your life to be like when you leave? (give the dream scenario):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What are the most important things that you think you will need right away when you are released? (i.e. housing, transportation, finances, etc.):
____________________________________________________________________________________
Will you be on parole/probation when you are released?
Yes _______ No _______ Don’t know _______

If yes, do you know the length? Yes _______ No _______ Length: ________________

Will you have any restrictions you will have once released? (i.e. restraints, distance, check-ins, meetings, curfews, no computer use, etc): Yes _______ No _______

If yes, please list them:
___________________________________________________________
___________________________________________________________
___________________________________________________________
Appendix D

Self-Efficacy Rating Evaluation

Answer the following according to scale provided: (Mark with an “X” in the appropriate area)
5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

1. I believe that I will have trouble finding work
2. I think companies may not hire me because of my age
3. I believe my record will keep me from getting a job
4. I believe my health will keep me from working
6. I feel that I will be able to get a job but not a career
7. I believe I can change my behavior for the better
8. I believe I can control my actions
9. I believe that I can learn new skills to help me
10. I feel I have a great future ahead of me
11. I feel great about my chances of being successful
12. I have confidence in myself, even being in prison
13. I know I have people at home who encourage me
14. I believe I can control if I succeed or fail in work
15. I am optimistic about the future
Additional Questions: (please answer if you have any feedback to offer)

How much do you feel your age will be a problem with getting a job? Do you feel other personal traits will be an issue?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Do you think positive thinking can help a prisoner be successful in finding work once they are out of jail? Describe how positive you feel, at this moment, about your ability to get a job once you are released?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix E

Goal Planning Sheet

Set SMART goals: Make them Specific, Measureable, Accountable, Realistic, and Timely. Make them specific so you know exactly what you are aiming for, make sure they are a reasonable measure and be very exact (i.e. I will send out 10 resumes), be sure you are the one that is responsible (accountable) for achieving your goals, be realistic and set yourself up for success, and set specific timelines for things to get done otherwise it could take longer than you want or need.

It helps if you break down large goals into workable steps, plus it will help you to see what actually needs more time and steps than you believe it would. Use a chart design like the one below to help:

<table>
<thead>
<tr>
<th>GOALS:</th>
<th>STEPS NEEDED:</th>
<th>DEADLINE: (YOU CAN LIST ONE PER STEP, IF NEEDED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
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<td>3.</td>
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</tbody>
</table>

(Chart adapted from G.T. Doran’s S.M.A.R.T. goals, 1981)
Appendix F

Program Evaluation

**I-C.A.N. Program Evaluation**

Answer the following according to scale provided: (Mark with an “X” in the appropriate area)
SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree

**About the Program:**

1. I could relate to at least 80% of the material
2. I think most of the tools and techniques are useful
3. The length of the program is a good amount of time
4. I believe this is very useful for men my age

**About the Content:**

1. I can list at least 3 job searching resources
2. I can describe what a resume is for
3. I understand how to describe my past in an interview
4. I can list my goals and have a plan to accomplish them

**About You:**

1. I feel better about my chances of being successful
2. I have more confidence in myself than I did before
3. I believe that I have the support I need to help me
4. I believe that the I-C.A.N. staff wants to help me
5. I am happy that I got to participate in this program
Additional Questions: (please answer if you have any feedback to offer)

What tools, techniques, activities, etc. did you think were the most helpful for you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_________________________________________________

How could we make the program better?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix G

Recidivism Evaluation/Questionnaire

I-C.A.N. Participant Check-In Questionnaire

1. Are you currently employed? Yes _____ No _____

2. If so, where? (Company Name and Address)

__________________________________________

__________________________________________

3. What is your job title? __________________________

4. What are your job duties?

__________________________________________

__________________________________________

5. How long have you been working there?

__________________________________________

6. Is this the only job you have had in the past _____ months? Yes ___ No ___

7. If not, what other job(s) have you had?

   Company Name: __________________________________________________________

   Job Title: __________________________ How long? __________________________

   Job Duties: __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   Reason for Leaving: ____________________________________________

   __________________________________________________________

   __________________________________________________________
Company Name: ____________________________________________

Job Title: ____________________________ How long? ________________

Job Duties: __________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Reason for Leaving: ____________________________________________

8. What resources from the program have helped you the most at this point and how so?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

9. Now that you have been out for ______ months, what new thing(s) do you wish you would have been taught or informed about during the program?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Appendix H

Flyer for Marketing

NEW FOR 2016
I – C.A.N.: THE INITIATIVE FOR CAREER ACHIEVEMENT AND NURTURANCE

Helping soon-to-be released male inmates, ages 30 – 50 with become successful in society and reduce recidivism. Working to increase self-efficacy and self-sufficiency, and aid in the transition to society using Social Cognitive Career Theory and Transition Theory for long lasting positive effects.

See what the I – C.A.N. program can do for your facility, call today to find out more information.
Appendix I

Brochure for Participants

(outside)
GOALS:
Teach Skills that are useful:
    Resume Building
    Interview Tips
    Computers and Typing
    Navigating the Internet
    Job Searching Resources
    Goal Planning
    Follow Through

Why are we Different?
Having previous experience working directly with formerly incarcerated individuals, and building the program on what is actually needed, and constantly staying updated on the latest trends to make sure we are giving you the best information available.

Also, instead of just teaching you techniques and letting you go out into society on your own to decide how best to use them, we provide personal service (from before you get released, to well after you are out) to ensure you are getting the best chances at success, and have a helpful hand within reach to help you over the new hurdles.

Our Philosophy
To teach you all the fundamentals that will help with the transition into the world of work, by first teaching you how positive attitudes and thinking make it all easier.

Helping to increase your beliefs in your abilities, skills, talents, personality, and everything that makes you who you are, we can show you all you have to offer.

"Success is not final, failure is not fatal: it is the courage to continue that counts"
-Winston Churchill

Contact Us
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Appendix J

Questions for Program Evaluators

1. How well does this program address the problems and needs (both personal and career) of males prisoners aged 30-50?

2. Do you feel self-efficacy is a good focus for a reentry program designed for male prisoners? For people aged 30-50? Do you feel a better focus is needed? If so, please provide commentary on your opinion.

3. What topics, if any, were not covered by this program that should have been?

4. How appropriate are the theories that were selected (Social Cognitive Career Theory and Transition Theory) for the specific population?

5. How appropriate are the selected assessments (MBTI, Self-Directed Search, and Strengths Finder) for the specific populations? Would you recommend other assessments that you feel would be a better fit?

6. Does the program time allotment of two years seem appropriate for the goals of the program? If not, how long do you feel it should be for the population to benefit the most from it?

7. Do the sessions and activities meet the stated goals and objectives set forth for each session? Please provide feedback on any sessions or activities that you felt were not appropriate for the population.

8. Given your experience with the population, how likely do you think male prisoners, or former prisoners, aged 30-50 would participate in this program?