

UNIVERSITY OF WASHINGTON BOTHELL

An Exploration of the Relationship Between Perceived Social Support and Academic Achievement  
Among Former Prisoners

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### Abstract

*The literature states the benefits of social support for cognitive and behavioral functioning, personal achievement, academic success, and successful prisoner reentry into the community. However, there are gaps in post release research that this project explores and builds on. Rates of recidivism are the most common measurements of whether or not people are successful after release, but these rates alone cannot encapsulate the pathways in and around the criminal justice system - the road after departing from formalized supervision. 750 men and women release from prison in Washington State every month. Although notoriously hard to gather data on, the effective ways this costly demographic can achieve success on the outside is worth a plenary examination. Could policy be implemented to harness the cited powers of social support and postsecondary education? This study takes a mixed methods approach to dissect this relationship using survey and interview data from 57 participants across the country. The purpose of this research was to employ a social cognitive framework to further understand barriers to reintegration and gain insights into ways in which community organizations might serve as social network tools for this population. Cross-sectional survey results were tested for correlation using Pearson's  $r$ , factor analysis, and cross-tabulations. The content analysis of transcribed interviews was used to discover themes of the most temporally relevant concerns of first hand sources. Imperative penal policy recommendations, areas for mixed methods design improvement, and new avenues for future research are highlighted.*

Key words: social support, prisoner, release, community, offender, recidivism, reentry, research, mixed methods, analysis, survey, public policy, education

Chapter 1 - Purpose

The United States of America incarcerates more people than any other country in the world and not just by a small margin. Our rate of incarceration is more than five times most other countries (with the exception of Russia), but we experience similar crime rates as other stable, industrialized nations. New York State has the same incarceration rate as Rwanda (492 per 100,000), who has thousands that were involved in the 1994 genocide behind bars. Washington State has the same rate as Russia, a country that used to rival the US in prisoners per capita but because of an outbreak of tuberculosis, ordered the release of thousands in an amnesty provision in 1999 (Chang 2014). At the year end of 2012, 6,937,600 offenders were under the supervision of adult correctional systems meaning that 1 in every 108 adults in the US is either incarcerated in jail or prison (Bureau of Justice Statistics 2015). The increase has continued despite a decrease in crime starting in the mid 1990's, and mounting evidence that incapacitation as a means of punishment is ineffective.

Incarceration impacts state economies drastically. A 2011 report by the Pew Center on the States notes that "State corrections spending, driven almost entirely by prison expenditures, has quadrupled over the past two decades, making it the second fastest growing area of state budgets, trailing only Medicaid. Total state spending on corrections today is more than \$50 billion a year" (Pew Research Center 2011). Washington State alone spends \$800 million dollars a year on its corrections system -- that is an estimated \$36,000 a year spent per individual behind bars (WA Department of Corrections, 2014). For perspective, that is the same cost as sending a student to NYU for a year (New York University, 2015); or nine times the cost of a years' tuition at a Washington state community

college. The exorbitant cost of the cycle of incarceration diverts funding away from other sectors of society such as public schools, public housing, and treatment for the mentally ill.

The ripple effects of incarceration have a dramatic economic and social impact on families and communities. Since 1991, the number of children with a father in prison grew by 77% and by 131% for those with mothers in prison (Glaze, 2008). Children with an incarcerated parent are 5-7 times more likely to end up in prison than their peers, leading to a high degree of intergenerational crime (Haney 2003). Communities are collectively disrupted from aftershocks of cycles of crime and incarceration: long term employment levels are low, high school drop outs are common, and median income levels are significantly lower (Visher 2003). A history of incarceration reduces the annual income of men by 40% (Western & Petit, 2010). Areas with higher numbers of post-release individuals become a refuge of an underclass of nonviolent, marginalized people who face incredible barriers to becoming reintegrated, taxpaying, community members (Sullivan 2004).

The ripple effect gains impetus through the so-called revolving door of the corrections industry. The same people churn through the system; cycling in and out at an incredulous cost to both the victims of new crimes and the taxpayers that pay for their seizure and detainment. A recent (2014) U.S. Department of Justice report stated that the three-year re-arrest rate for new crimes was 67.8% and that of the prisoners released in 2005, 49.7% of them returned to prison within three years (National Criminal Justice Report 244205, 2014). Washington State has developed a similar trend (51%); every other person who walks out of a prison gate will return within three years with one or more new felony charges (WA DOC, 2014). With such unassailable evidence, why do penal policies continue the way

they have? The issue of prison reform is highly politicized. Despite failing policies, prison as a means to safer streets has been cemented into the imaginations of the public. The draconian policies are seemingly impossible to unwind because of public perception, the prison industrial complex, prisons as a source of employment for small, rural towns, and a source of income for the corporations that depend on them (Drucker 2013). For example, Connell, Washington is a small town in the eastern part of the state. It now holds Washington's newest and largest prison (taxpayer cost, \$200 million), providing a steady stream of job opportunities to residents in the area (Winkler & Frakes 2011). With 700 men and women releasing into Washington State neighborhoods each month (WA Department of Corrections 2015), policy-makers must implement new, efficacious ways to prevent their return.

Those affected with mental or behavioral disorders are disproportionately represented in our prisons and jails. This figure has been estimated to be as high as 30% - each person costing Washington taxpayers \$100,000 a year (Treatment Advocacy Center, 2012). Incarceration has adverse effects on prisoners; exacerbating mental illness symptoms and promoting negative social associations - compounding evidence that incapacitation as a means of punishment is ineffective and fiscally irresponsible (Uggen et al 2006; Wakefield & Uggen 2010; National Association on Mental Illness 2015). The fact that the U.S. warehouses humans instead utilizing cost saving alternatives like community based treatment, is indicative of the seemingly impenetrable cocoon of socially accepted punishment.

Evidence suggests that the current U.S. prison system is in dire need of reform. In fact, several scholars have called for complete abolition of the prison system (Berger 2011; Davis 2015). Although

prison abolition may be unattainable in the prevailing political context, recent prison innovations indicate something more productive. Some programs are experimenting with postsecondary education as tool to reduce recidivism – education beyond basic Adult Basic Education (ABE), that is provided in prison. Despite the evidence of substantial fiscal savings that could come from the provision of education beyond basic ABE, public views that prisoners are unworthy of perceived scant resources construct political agendas and have hampered reform efforts (Chappel 2003). The Fresh Start Program<sup>1</sup> (FSP) a social service agency in Washington State, has been very successful using social support and education to maintain a 5% recidivism rate over its nine year history and as of the end of 2014, had worked with 1,308 former prisoners (FSP, 2014). For context, this project began when the researcher started volunteering with the FSP in 2013.

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<sup>1</sup> Name changed

Chapter 2 -- Literature Review

Understanding the factors that influence an individual's pathway after prison is a multi-dimensional, challenging, but imperative task that has been undertaken by scholars across the disciplines for decades. Clearly, limited education results in reduced employment opportunities and lower earnings. The propinquity of these outcomes to recidivism is unquestionable (BJS, 2010; Lockwood 2012). If two in five prison inmates lack a high school diploma or equivalent (Harlow, 2003), and educational programs are scarce while incarcerated, ways to induce post-prison academic success are incredibly relevant to the criminal justice "revolving door" conundrum. The present inquiry is focused on examining this linkage and building on the existing scholarly research to conceptualize policies that might ameliorate the large education gap between former prisoners and the general population. This literature review: (1) constructs a theoretical frame that guides this research, (2) elaborates on current research on education and recidivism, (3) discusses factors of educational success (4) investigates social support frameworks, (5) builds a relationship between prisoner needs and social support, and (6) expounds upon the current gaps in the research.

#### Theoretical Framework:

Evolving from the research of social scientists Miller and Dollard (1941) and Rotter (1954) comes the focal frame of this paper – Social Cognitive Theory (SCT) by Albert Bandura. Social Cognitive Theory (see fig.1) ascertains that behavior is influenced by the social environment of an individual (McAlister et al. 1990) and that, "Individuals function as contributors to their own

motivation, behavior, and development *within a network of reciprocally interacting influences*” (Bandura 1999). It is this network that this research is interested in exploring. In social-cognitive models, networks of support such as family, friends, community organizations, and teachers, will affect individual outcomes in all aspects of life (Cohen 1985; Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams III, V. H., & Wiklund, C. 2002; Stuebs 1999; Visher 2003). SCT contends that social relationships will greatly influence self-perception and identity (Bandura 1993; 1998; 1999). McAllister (1990) supports this idea and states, “SCT has a reciprocally deterministic viewpoint and hypothesizes that no amount of observational learning will lead to behavioral change unless the observers’ environments support the new behaviors” (p. 173).

The literature on SCT is exceptionally pertinent to this study of social support and academic success on newly released inmates because of the drastic change in the observer's environment – extreme high structure to low structure – peer-modeling syncing with environmental change could, theoretically, be a major factor in influencing behavioral outcomes. Haley (2014) uses Social Cognitive Theory to explore HIV positive inmates’ behaviors after release in regard to healthcare access. She states that, “SCT has been successfully used to inform HIV management in US populations and can be applied to HIV management following release from prison. Inmates experience dramatic changes in their social and built environments following release; formal sanctions inherent in the correctional environment strongly promote abstinence from substance use and enforced adherence to antiretroviral medications and medical appointments”(2).

This research is also influenced heavily by the works criminologist Edwin Sutherland and his infamous notion of Differential Association. This theory suggests that criminal behavior comes from patterns that exist in one's life. If the patterns are more suggestive towards criminality than the person will be more likely to have a deviant lifestyle. Essentially, Sutherland contends that the likelihood of one becoming a criminal is a ratio of the number of definitions that favor criminality against the number of against criminality. The present research intertwines the theories of Bandura and Sutherland for an interesting frame to conceptualize success post-incarceration. Between the two authors, the learned behavior modeled from social relationships while in prison could essentially have a detrimental effect to an individual's ability to thrive upon release. Bandura stated that, "Most human behavior is learned observationally through modeling...on later occasions this information serves as a coded guide for action" (1977) further adding impetus to the power of the social environment.

#### *Education & Recidivism*

The literature shows that education has consistently proven to be a cost-effective tool for recidivism reduction (Chappel 2004; Lockwood et al. 2012; Tracy et al, 1994; Washington DOC 2014). The U.S. Department of Education's "Three State Recidivism Study" found that every dollar spent on education returned more than two dollars to the citizens in reduced prison cost. Since the creation of the first prisons in the United States, some type of education has always existed inside, and post-secondary education was introduced in 1912 (Silva 1994). At its height in 1990, there were 350 higher education programs for inmates in the United States (Frolander-Ulf & Yates 2001). Despite this, federal student aid, or Pell Grants, for qualifying inmates were cut off as part of the omnibus

crime bill signed into law by President Bill Clinton in 1994 (Texas Criminal Justice Policy Council, 2000). Re-incarceration rates were consistently shown to be inversely proportional to level of education (Bureau of Justice Assistance, 2014). So much research exists on this relationship that the RAND Corporation was given a sizeable grant to synthesize all the data from 1980 to 2011. In this meta-analysis, researchers found that inmates who participated in educational programs had a 43% lower chance of returning to prison compared to inmates who did not participate in educational programs. Attorney General Eric Holder explains these results:

*"[they] reinforce the need to become smarter on crime by expanding proven strategies for keeping our communities safe, and ensuring that those who have paid their debts to society have the chance to become productive citizens. As it stands, too many individuals and communities are harmed, rather than helped, by a criminal justice system that does not serve the American people as well as it should. This important research is part of our broader effort to change that" (Holder, 2013).*

Scholars have shown that post-release employment could serve as an important way to encourage ex-offenders to desist from crime when reentering the community (Finn 1998; Solomon et al. 2008; Visher et al. 2008; Uggen 2000; Uggen 2001). This causal relationship between employment and recidivism is centered on the premise that ex-offenders are likely to commit crimes if they cannot obtain legitimate employment upon release from prison (Nally et al. 2014). Despite the great emphasis on re-entry to society, there are not many large-scale studies that examine the lives of prisoners after release from prison, particularly considering employment or education (Visher & Travis 2003). With education *in prison* shown to be such a profoundly positive factor in individual outcomes and recidivism reduction, this research examines the components of a successful college experience for

former inmates. The goal being to see what could help in positive outcome attainment in postsecondary education for released individuals. With educational opportunities scarce behind bars, postsecondary involvement after release would be the next best thing. Of those being released, many studies found that anywhere from 82-94% of men and women expressed an interest in attending college (Stevens & Ward 1997).

There are a multitude of factors that have been shown to invoke academic success. Digman (1995) uses the “Five Point Model” of personality attributes and indicated conscientiousness to be the most critical in predicting educational attainment. In this model conscientiousness accounts for qualities like goal setting and time management. Other research point to openness as a key variable for academic achievement (Layous & Lyubomirsky 2012) as it positively correlates to critical thinking strategies, final grades, and learning motivation (Asendorf & Van Aken, 2003; Blickle, 1996; De Raad & Schouwenburg, 1996; Paunonen & Ashton, 2001). Beyond biological factors, the literature suggests that success in academia is influenced by social support systems in place while in school (Kirk, 2013). Upon reading about the socio-ecological attributes of successful students versus those who aren't, my attention turned to how one of those attributes look in the world of *former inmates on college campuses*.

### *Social Support Defined*

Social support is a very large construct that has varying definitions throughout the literature. Online database PsychINFO has over 33,000 published works on the subject alone (Lakey 2011). In their seminal work, Cohen and Syme (1985) broadly defined social support as “the resources provided

by other persons.” Some scholars argue that resources do not matter as much as the perception an individual carries of stability and reinforcement in their life (Antonucci & Isreal 1982; Sarason et al. 1987; Berkman 1995). Still others insist on breaking down the construct to smaller, more manageable subgroups such as spousal support (Kosseck 2011), closeness to family and friends (Lahey & Orehek 2011), or association with community groups (Sampo & Ashton 2011; Milanov & Paolini 2013). Bowlby (1969, 1973, 1980) has conducted many important studies of the value of social support - classifying support as “available, trusted, and responsive others.” There are five main types of social support: emotional, esteem, network, information, and tangible (Schaefer, Coyne, and Lazarus, 1981). These can be either actual levels of support, perceived or both.

Research suggests that the more important of the two for predicting outcomes is perceived support (Norris & Kaniasty, 1996; Sarason, Sarason, & Pierce, 1990). Mattson & Hall (2011) define perceived support as, “an individual's belief that social support is available, is generally considered positive or negative, and provides what is considered needed by that individual” (p. 184). Perception of support tells how the individual feels they are supported, no matter what tangible levels might be in place. For example, someone could be receiving money from a relative each month, but if they don't feel supported from this act then it probably may not have any effect on their behavior. For example, tangible support may get you to college (socioeconomic status, parental connection to their alma mater), but it might not contribute to your overall academic performance.

Social support and its subsequent effects on health, emotional well-being, stress, life changes, academic success, and self-esteem have been studied for decades producing a large quantity of

literature. Interest in the construct has been studied extensively by anthropologists, social workers, psychologists, epidemiologists, architects, and sociologists. Formulating public policy that harnesses this ambiguous meta-construct is not as familiar. For the purpose of my research, social support is defined as “perceived social support” or the individual's level of belief that social support is available, as opposed to “tangible” support which might be assistance given monetarily (Norris & Kaniasty, 1996).

### *Social Support & Former Prisoners*

It is widely accepted that social support can be positive and negative and that it can serve as a predictor of individual success (Martinez & Abrams, 2013; Turner & Marino, 2009). Cohen and Syme (1985) were among the first to establish a linkage between social support and overall well-being. They noted that people who experience the disruption of their social relations - such as losing a job, death of a loved one, and divorce, for example - have a higher prevalence of disease (Cohen & Syme, 1985). The literature suggests that social support satisfies an elemental human need to belong and feel accepted (Heaney, C.A. & Isreal, B.A., 2002; Zimet et al, 1998). This is especially critical for the successful reentry of prisoners back into society or the success of other vulnerable or marginalized populations. Maslow explicated this point by writing, “Under good conditions the successful person is loved rather than hated or feared or resented” (Maslow, A.H., Stephens, D.C., Heil, G., 1998). Safety, love and belonging, and esteem are all regions of the pyramid that correspond directly with the establishment of social support networks.

Sherbourne and Stewart (1991), who authored the Medical Outcomes Study (MOS) Social Support survey used in this research, provided this: “Investigators have attempted to measure the functional components of social support under the belief that the most essential aspect of social support is the perceived availability of functional support. Functional support refers to the degree to which interpersonal relationships serve particular functions.” The amount of perceived safety net, per se, if there were to be a negative situation or stressful life event. The evidence suggests that social support plays a prominent part in the successful or unsuccessful transition of inmates back into the community (Naser and La Vigne 2006; Visher and Courtney 2007). Braman (2004) found that re-incorporating a formerly-incarcerated family member into the household may exacerbate material strain and behavior problems in children, especially in the short term, which suggests that former prisoners may have difficulties securing social support upon release, particularly those former prisoners from already marginalized families and communities. Jiang & Winfree (2006) noted that, “prosocial support mechanisms—but particularly those originating outside the prison—may ameliorate a constellation of negative intra-institutional forces collectively called the pains of imprisonment.” Resources available for prisoners reentering society are minimal - in Washington State the vast majority exit with forty dollars, the clothes on their back, and two weeks worth of mental health medication. However, the research maintains that the unique social networks and available supports of these men and women have extreme variance in positive or negative influence, and is affected heavily by the age of the individual (Snyder et al., 2002).

## Gaps in Research

A repeated theme explaining gaps in the research was that the prison population is difficult to study post release. They can be challenging to recruit while under community supervision or in custody without the assistance of criminal justice authorities and difficult to follow over time due to high rates of transience and residential mobility (La Vigne & Parthasarathy 2005). For example, one recent survey of 400 former prisoners in Illinois lost approximately half of its respondents to attrition after only two years of follow-up. Asberg suggested that although previous research suggests that perceived social support (Haden, Scarpa, Jones, & Ollendick, 2007) and coping self-efficacy (Cieslak, Benight, & Lehman, 2008) may independently influence the relationship between trauma and posttraumatic distress (incarceration) among college students, thorough “contribution and interplay among variables that may buffer the impact of traumatic events remains poorly understood, especially among emerging adults in college” (Haden et al. 2007). According to Austin (2001) “In the last decade, a renewed interest in reentry has created a surge for new programs designed to address the many problems inmates face when returning to society” (p. 501). However, most agree that the social reintegration process back into the community and, for FSP students, onto college campuses, is still widely misunderstood (Coylewright 2004; Haney 2003; Rutter 1997; Visser & Travis 2003). Visser and Travis expand this point saying that, in terms of familial support, “we know little about its precise impacts” (98). They go on to say that when it comes to the unique needs of inmates, quite often the only outcome variable to measure is recidivism. This only presents an incredibly flat depiction of the complicated world that is inmate rehabilitation, academic success, and perceived social support. There

is very little peer-reviewed data on recently released inmates, their social supports, and academic success.

### *Current Research*

Currently, investigations into the impact of education on recidivism are being conducted by renowned University of Washington sociologist Robert Crutchfield and lead researcher for the California Governor's office, David Lovell. They are continuing research by Lovell (2009) studying the efficacy of post-prison education, using participants from the Fresh Start Program against men and women of similar criminal histories and risk classes who don't enter the Program. At the time of his first report, Lovell reported that zero students had recidivated, and his findings were reported to the Washington State Legislature. His sample size was small, however, limiting the generalizability of the study. To pick up where he left off, data has been requested from the Washington State Institute for Public Policy (WSIPP) and the Washington Association of Police Chiefs and Sheriffs (WAPCS), and as of the end of August (2015) recidivism data on 1,308 former prisoners will be analyzed. It is expected, based on the database maintained by the FSP, that the reported recidivism rate will be under 3%. This extraordinary level of success led this research to attempt to breakdown the elements involved for such outcomes to occur.

### *Research Questions & Hypothesis:*

Based on the evidence presented above, this research seeks to understand the following questions: (1a) Is there a relationship between inmates' perceived social support and their academic success? (1b) What factors most strongly influence academic success? (2a) What aspects of social

support are most valuable specifically for the needs of former inmates? (2b) How well do participants think the Fresh Start Program (FSP), as a body of social support, contributes to academic success? (3a) In what ways was FSP supportive to its clients? (3b) Where was it lacking support? (3c) How much involvement does FSP have with participants' academic pursuits outside of the preliminary advising time? (3d) In what ways has negative social support hindered success and what has helped mitigate those influences? (3e) What barriers to success were most commonly experienced post-release?

This research will be testing the cornerstones of Social Cognitive Theory (SCT) posited by Albert Bandura on former prisoners. He states "Individuals function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences" (Bandura, 1999, p. 169). To test this theory and gain insight into this network, a cross-sectional mixed methods approach was employed to test the hypothesis that former inmates with higher levels of social support will have higher levels of academic success. This type of measure for the perceived availability of functional support follows methodology suggested by other scholars (Cohen & Wills 1985, Cohen & Syme 1985, House & Kahn 1985).

Chapter 3 -- Methods

A concurrent triangulation mixed methods approach from Campbell, Gregory, and Shaw (2011), also known as convergent parallel mixed methods (Creswell, 2014) was performed. It was explanatory in nature, focusing on the relationship between different forms of social support and an individual's outcomes in school. It was also retrospective, relying on respondents to reflect on a time from the past after they had been released from prison or jail and attended some form of postsecondary institution. The data utilized for this mixed methods study were both responses to an adapted version of the Medical Outcomes Study (MOS) Social Support Survey and personal interviews. The survey was created in 1991 and presented a comprehensive methodology that was congruent to the goals, time frame, and abilities of this inquiry. It is designed to examine the benefits of social support adequacy with emphasis on the individual's perceived view of support around them. The survey has Cronbach's alphas for the subscales of social support ranging from .93 to .96, with an overall alpha ( $\alpha$ )=.98 (Yu et al. 2004). Before beginning this research, IRB approval was obtained, all subjects were ensured anonymity, and the appropriate consent was obtained.

*Study Population:*

Survey data for this study was based on answers from respondents who met two criteria - they had previously been incarcerated and, after release, had attended some form of postsecondary institution. The survey was recreated with the online platform "Qualtrics" and modified for the sample. Two questions that didn't make sense for this sample population were removed and three statements had the wording edited for clarity. The survey was distributed in January (2015) and the respondents had almost three months to complete it. Email was the method of dispersal, and the social media

platform Facebook was used to solicit participants that met the criteria. The sampling design was a snowball approach, using individuals' social networks to reach out to those they knew had previously been incarcerated. The sample size was (N=52) and made up of individuals across the country, with the majority (78%) coming from Washington State. Boston, Chicago, New York, and other cities were also represented in the sample. The survey had 59 questions and took, on average, 16-17 minutes to complete.

The participants in the survey were 46% female and 54% male. They identified as mostly Caucasian (62%), with African-Americans next (19%), Hispanics (10%), and the remainder answered "other." They ranged in age from 27 to 62 years of age ( $M = 40.4$   $SD = 7.1$ ). From the respondents to the survey, thirty-eight percent were single, 25% married, 19% reported being divorced, and other responses included "in a relationship, living apart," "in a relationship, living together," and "other." They had been incarcerated from between 12 months to 216 months, the median being 36 months. Time since release varied from under a year to 12 years. GPA was the measure for academic success and for this sample they mostly had above average grades with  $M = 3.44$   $SD = .598$ .

Survey respondents were first solicited from the Fresh Start Program as the researcher had prior involvement with the organization and was allowed access to contact data of their students. The Fresh Start Program (FSP) is a nonprofit social service agency in Seattle, WA., with a mission "to offer hope and create opportunity for people returning to society from prison by providing access to education. Imprisoned and formerly imprisoned men and women are offered the tools and support they need to obtain gainful, meaningful employment, and break free from cycles of hopelessness, poverty and

imprisonment to become leaders for change.” In an effort to increase the sample size, the survey was distributed nationwide to people who met the criteria of a prior incarceration and subsequent attendance of a postsecondary institution upon release (friends of FSP students, word of mouth, email chains, and paid advertising on Facebook).

Semi-structured interviews of five individuals, three males and two females, were conducted. Interviews were audio recorded, transcribed, and a thematic analysis was conducted. A phone app, “VoiceIt”, was used to transcribe interviews to text. Primary questions such as, “Tell me as many things as you can in 30 seconds that you know you are really good at” and “Tell me where you see yourself next year, in 5 years, in 10 years? What do you believe is your absolute best trait? What would others say is your best trait? In what ways were you supported after release from prison? Tell me about your strongest source of support” to begin interviews. Interviews lasted between 20-30 minutes. Probing (what started that? Why do you think that was?) and open ended questions were utilized to uncover deeper understanding. All interviews conducted were with FSP participants and both the organization and the participant knew the purpose of the research - signed consent forms were required prior to the interview. The data was put into a matrix for a visual portrayal of recurring language and statements that could be translated into themes for further analysis. A Google Chromebook was used to incentivize participation, but may have led to unqualified sample members, completing the survey purely for the chance of winning the drawing. This is evident in the time it took respondents to answer. From taking the survey with colleagues, or “dry runs,” the amount of time

(15-20 minutes) for thoughtful completion was predicted. There was a large (37%) group who completed in under four minutes.

### *Measures*

Five demographic control variables were utilized in this study (age, sex, children, race, relationship status). Variables that pertained to former prisoners were included for measurement (months since release, length of time incarcerated, criminal offense). Social support was measured with scaled Likert-type responses to the MOS Social Support Survey. Other questions were added to the survey to encapsulate supports that might have been available to this particular demographic - such as “On average, how many visits a month did you get while you were incarcerated?” and “How many close friends/relatives do you have?” (See Appendix for complete survey questionnaire). Questions included items like: How strongly do you agree with the following statements: I have someone who would care for me if I was sick or someone who hugs me. Modification entailed changing the Likert scale from 1-5 in the original (1991) version (1 = None of the time through 5= All of the time) to a 1-6 Likert agreement scale (1 = Strongly disagree).

Chapter 4 -- Results

The number of close friends and relatives had were reported as  $M = 10.46$   $SD = 10.41$ . The dependent variable, academic success, was measured using self-reported grade point average (GPA) on a 4.0 scale on the survey, twelve respondents didn't answer this question.

Fig 4

		Correlations		
		GPA while in school:	Length of time in prison/jail (over lifetime):	Current hourly wage (if applicable):
GPA while in school:	Pearson Correlation	1	-.148	.212
	Sig. (2-tailed)		.332	.271
	N	45	45	29
Length of time in prison/jail (over lifetime):	Pearson Correlation	-.148	1	.135
	Sig. (2-tailed)	.332		.445
	N	45	52	34
Current hourly wage (if applicable):	Pearson Correlation	.212	.135	1
	Sig. (2-tailed)	.271	.445	
	N	29	34	34

Descriptive statistics were conducted for each of the control variables and model variables. Frequencies were charted and compared. The scaled responses for social support were tested for correlation using Pearson's  $r$ , against GPA (and others). Chi-Square results were analyzed, one way ANOVA tests for significance, as well as t-tests and cross-tabulation. Means of various scale responses were compared against the original MOS results and analyzed for correlation. Strongest factors ( $>4.85$ , do something enjoyable with) were pulled out as factors from the likert responses to examine more

Fig 5

		Sex	Who is your biggest supporter/cheerleader?	Marital Status (Check all that apply)
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p... - Help you if you were sick or injured	Chi Square	7.70*	19.79*	24.05*
	Degrees of Freedom	5	25	25
	p-value	0.17	0.76	0.52

*\*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

closely for correlation to other variables (visits while incarcerated, sex

My primary research question, is there a relationship between inmates' perceived social support and their academic success showed nothing significant in terms of a correlation between the two. My primary hypothesis that there would be a positive correlation between GPA and social support. None of the variables analyzed showed any relationship of substance. Analyses were run using all the demographics against social support and other questions, such as total length of time in prison or number of people living in their household. A major issue in the resulting data was that almost half of the participants took under five minutes to complete the survey. They should have spent around twenty minutes to have actually thought about their answers. Mean likert response was 4.98 on a scale to 6, with 6 meaning "strongly agree." 62% of my respondents were caucasian, 19% black, 10% hispanic, and the rest identified "other." This is fairly representative of the Washington State prison population.

The great majority (47%) identified their mother as being the biggest source of social support, or their "cheerleader." Chi-Square analysis of sex and whether they graduated  $\chi^2(2, N = 52) = 3.88$ ,

$p = .14$ . After Likert responses were summed up, averaged, and set in a matrix against GPA - every part of the matrix factor analysis showed no significant relationship. Crimes ranged from low-level

## Correlations

		GPA while in school:	Average number of visits received each month while incarcerated:
GPA while in school:	Pearson Correlation	1	-.361
	Sig. (2-tailed)		.090
	N	45	23
Average number of visits received each month while incarcerated:	Pearson Correlation	-.361	1
	Sig. (2-tailed)	.090	
	N	23	26

	Mean (Sample)	Mean (from MC)
<b>Availability of someone to:</b>		
Help if confined to bed	4.98	3.7
Prepare meals	4.54	3.8
Help with daily chores	4.3	3.7
Show love and affection	4.96	4.2
Hug you	4.7	3.8
Have good time with	4.8	3.9
Get together for relaxation	4.6	3.8
Do something enjoyable with	4.64	3.9
Listen to you	4.96	4
Confide in	4.72	3.9
Share worries with	4.64	3.7
Understand your problems	4.32	3.8
Give you good advice	4.4	3.8
Give you information	4.96	3.8
Give advice you really want	4.4	3.7
Turn to for suggestions	4.58	3.8
	SD=.23	SD = .13
	Var .209	
	r = .51	

Fig 6 &amp;7

property crimes to manslaughter and 12 people chose not to respond. Mean GPA was reported at 3.63, which shows that for people who did go to school after prison they did fairly well. The items that showed statistical significance were between the relationship of if you had a mother or father as a

strong social support and if you felt valued and loved. This was with using a significance level of  $<.05$  ( $T = 2.83$   $DF = 4.64$ ,  $P = .04$ )

*Interviews:*

Several major themes that were reinforced by two open-ended questions on the survey: (1) admittance of difficulty navigating campuses and subsequent fear of asking for help; (2) distrust of authority or “legal cynicism,” made participants inclined to have a negative view of professors and campus police; (3) annoyance at getting around to different appointments and court appearances; (4) that people committed their crimes under the influence of drugs or alcohol and that if they did bad in school it was because of a relapse; and (5) confusion about the actual Program itself, they weren’t sure what all was available and several had actually overheard negative discussions regarding program finances and issues with other participants.

Chapter 5 -- Discussion

*Discussion:*

The results of this study came out fairly decisive; not showing a relationship between social support and academic success as the literature suggests and the theories proposed. What remains to be determined is whether or not the survey data collected was a valid means to test the hypothesis. The results also suggest that some of the assumptions made prior to beginning this research may have been overly simplified and taken from the perspective of an academic rather than someone in the trenches of post-prison reintegration troubles (white, educated, middle-class female, never been to prison).

*Limitations**Validity issues:*

Only having one program examined took away external validity. It is only one case that is using a theory to explore a relationship between variables. Findings wouldn't hold true with another organization because the sample is coming from a particular pool of students that changed over the course of the study and weren't solely representative of that institution. Internal validity was threatened by other factors that I couldn't control for influencing responses. Maturation was an issue for this study. Some of the participants hadn't been in the program for a few years or they had released from prison decades ago, so their answers were their best guess at a memory, which distorted results. The alpha (.98) score is so high, the questions could be too similar on the survey, which actually depletes validity. Lastly, validity could have been threatened by the incentivization and over publication of the survey. A Google Chromebook was used to incentivize participation, but may have

led to unqualified sample members, completing the survey purely for the chance of winning the drawing. This is evident in the time it took respondents to answer. From taking the survey with colleagues, or “dry runs,” the amount of time (15-20 minutes) for thoughtful completion was predicted. There was a large (37%) group who completed in under four minutes.

### *Potential Biases*

Likert Scale measurement systems will always have a risk of central tendency bias and social desirability bias. Respondents might not want to seem extreme or outspoken in their answers, so they will sometimes opt for a more neutral choice. Similarly, answers might be given that make them look better or seem a certain way. To control for these, the survey results were as anonymous as physically possible and names were protected and changed, and even the Program name is not revealed.

Interviewer bias was a factor - both from lack of experience and as the researcher was friends with most of the participants being interviewed. Since the respondents receive aid from the organization, they were not completely forthcoming for fear of a negative impact on their assistance.

Despite some fatal errors in research design, the information amassed and experiences had over these 15 months proved valuable and substantial. Although the survey data has noted flaws, it was the premise for starting this research that was called under scrutiny. Operating under the assumption that offenders release from prison with little to no social supports, the logical solution is to fix it. It could be that my argument - however - didn't take into account that perceived social support is very different than actual, tangible support. While discussed at length in the literature review, the reality of what that would look like is very different than what I imagined. In my line of work, I see men and women

releasing into abject poverty on a daily basis. However, maybe there is something to the time spent inside, that leads to a greater perception of available social support? Or, is it a skill that was learned within the context of machismo social environment to act like you've got an army behind you? Vulnerability might be completely squashed. That could be an enigmatic syntax to the data that is not being controlled for.

Incentivizing participation with a laptop changed motivations behind completing the survey. Without the laptop, participation was purely altruistic, from people who had something they wanted to contribute to the topic. The laptop, although my sample size was bolstered, invited in disregard and ambivalence. With some authority it is my belief that the data would have been better without it. My scale would have stayed in the state - which was the original intention - instead of going nationwide. This has led to conversations about other ways to attract respondents without depleting the value of the data, which are valuable discussions. Using help from an intern is one way that came up often (delegating), or going through the motions and bureaucracy to get raw data from a state agency would be incredibly fruitful. This brings up a gap in the research, mentioned in chapter 2, that it is *after* release that this demographic becomes hard to maintain contact with. Contacts with legal authorities provides one side of data, but there's that part in the middle that is more elusive.

The temporal sequencing of research events will have qualitative data surface before creating any survey instrument, or even before deciding to go with a survey design. The themes and issues addressed in the face to face interviews brought out ways to approach the subject more efficiently and relevantly. Policies are different depending on where you are, so pertinent barriers to someone in

Florida might not even cross a Washingtonian's mind. By interviewing locals, my data sphere was very small and locally relevant. In hindsight, it would have been interesting to do interviews in Seattle, Tacoma, Bellevue, and Spokane.

### *Reflections*

This research endeavor was capaciously awash with mistakes - better known as junctures for fervent knowledge acquisition. As an amateur, it was clear that I took on way too much. Mixed methods might be good for the seasoned veteran who has a much greater depth of understanding for both quantitative and qualitative design strategies - on their own. Synthesizing the multiple dimensions was very challenging - but an incredible experience. The amount of data that I was trying to maintain and in the places I was trying to keep it was farcical. Information was going on social media platforms, Qualtrics, on my notepad, in my phone, on my laptop, in Excel, then in Google Drive, on a thumb drive, and in one ear out the other. To say my survey instrument was too long would be the understatement of the year. Besides being scattered and boring, it didn't serve well in the end as an adequate measure for my research questions. I knew the people I was interviewing. In the development phases of this work, I really thought that my insider approach would work in my favor. Subjects would open up and tell me these breakthrough bite size morsels that I would string together in perfect harmony and I'd have the one, true answer for recidivism - a statue would be erected in my honor. I got pleasing/nice answers or that they would say "just enough" and then stop. Oftentimes, my

mind would wander while talking to them from the informality of the questions and end up leaving out a question I had asked someone else.

The survey (MOS) used was inappropriate for this population and outdated. If I could start over, I would have self-selected some basic social support questions, after gaining qualitative insight, and narrowed my focus. Or, I could have looked at all the different types of social support surveys there are. At the time, I was quite convinced that it (MOS Social Support Survey) was perfect and the only one in existence. Upon, rereading the articles that used the MOS, not one author used it for anything besides medical outcomes - which is what it was designed for. Though I spent hours adding questions and changing the wording - once again, convinced I was on the brink of some revolutionary discovery - it didn't occur to me that the more I deviated from the author's methods, the more convoluted results became.

Despite the time spent constructing the survey, I neglected to ask some key questions. Especially if my main interest is in policies and mechanisms that ameliorate the revolving door phenomenon of our criminal justice system. There was not one question that asked about subsequent encounters with law enforcement or new charges. I'm almost ashamed to admit that! even ask if anyone had recidivated or what kind of contact they had had (if any) with police after release. My criteria were too fuzzy on who should participate in the survey. There were people who responded that were still in school, still on work release (so, technically still in custody), people who had been out for a decade, and I didn't delineate between prison and jail terms - which are very dichotomous systems. I want a re-do! By being substantially more selective in my sample, just giving a short 15-item survey to

about 942 more people than were in mine, and having a control group for comparison - my results would have been statue-worthy.

*Policy Recommendations:*

1. Community service requirements by the court can be fulfilled - by qualified applicants - through serving as a mentor to a releasing inmate
  - Positive, peer network
    - Accountability to someone not in a position of authority, non-threatening
  - Social modeling, assistance navigating the system
  - Free
  
2. Stringent uniformity of definitions used within the legal system - adoption of statewide procedures that are based on the replication of efficacious initiatives
  - There needs to be uniformity in the definitions of state, if not national, legal terms. The biggest example of this is the word *recidivism*. How can we accurately measure the efficacy of a program when we can't agree on what recidivism means? Depending on what website you visit you'll get a different number.
  - Washington State currently has five definitions. It seems like there is a call for reform within our penal system but in order to put money into the most cost-effective programs, it is imperative to know exactly what they are.
  
3. Continuum of care for prisoners

- Social capital increase from bond with organization that is trusted and useful
- Hard for recently released inmates to get from place to place for the array of appointments and check-ins, and can put strain on family and friends

#### 4. Re-Legalization of Pell Grants for prisoners

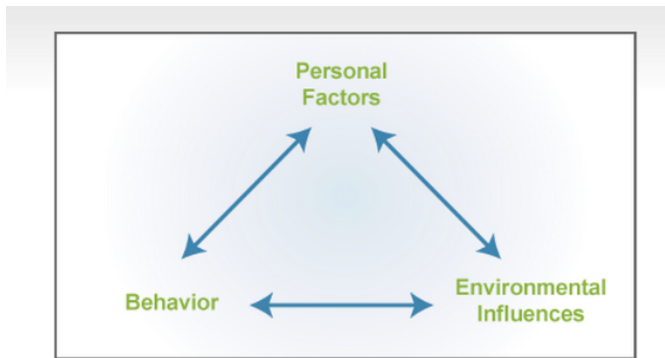
- Education and substance abuse treatment are the two things that have been empirically shown to effectively reduce recidivism but the State has eliminated one and made scant the other.
- Postsecondary education does so much more for the community when an offender receives it
  - More likely to find a meaningful job, they are
  - Less likely to commit spousal abuse
  - Teach their children the importance of an education
  - Tendency towards acts of criminality go down
  - Don't return to prison

Besides the already listed effects these changes could have, researchers would start to have better access to this population if former prisoners enrolled in school and participated in the legal job market. This could be the catalyst to beginning studies on this vulnerable, fairly elusive, and growing demographic.

**Appendix**

Tables & Figures

Figure 1: Visual representation of Social Cognitive Theory



BANDURA, ALBERT, SOCIAL FOUNDATIONS OF THOUGHT & ACTION: A SOCIAL COGNITIVE THEORY, 1st Edition, ©1986.

Figure 2: Relationship status of survey respondents

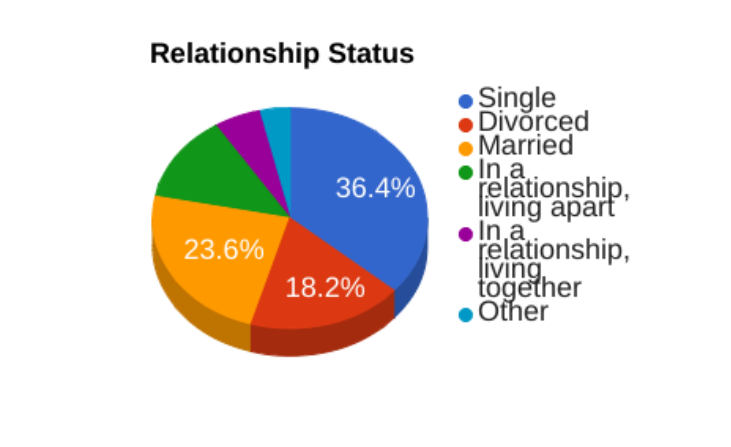


Figure 3: Age of survey respondents

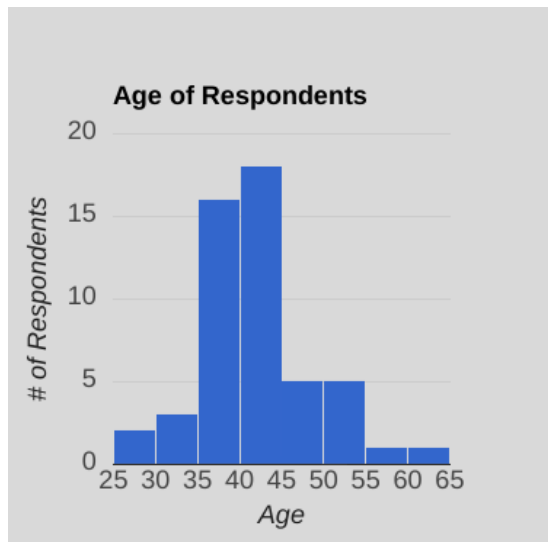


Figure 4: SPSS Pearson's R correlations

**Correlations**

		GPA while in school:	Length of time in prison/jail (over lifetime):	Current hourly wage (if applicable):
GPA while in school:	Pearson Correlation	1	-.148	.212
	Sig. (2-tailed)		.332	.271
	N	45	45	29
Length of time in prison/jail (over lifetime):	Pearson Correlation	-.148	1	.135
	Sig. (2-tailed)	.332		.445
	N	45	52	34
Current hourly wage (if applicable):	Pearson Correlation	.212	.135	1
	Sig. (2-tailed)	.271	.445	
	N	29	34	34

Figure 5: Chi Square Analysis

		Sex	Who is your biggest supporter/cheerleader?	Marital Status (Check all that apply)
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p... - Help you if you were sick or injured	Chi Square	7.70*	19.79*	24.05*
	Degrees of Freedom	5	25	25
	p-value	0.17	0.76	0.52

\*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Figure 6: SPSS correlation analysis example

**Correlations**

		GPA while in school:	Average number of visits received each month while incarcerated:
GPA while in school:	Pearson Correlation	1	-.361
	Sig. (2-tailed)		.090
	N	45	23
Average number of visits received each month while incarcerated:	Pearson Correlation	-.361	1
	Sig. (2-tailed)	.090	
	N	23	26

Figure 7: Excel comparison of means from present study to survey author’s original responses

	Mean (Sample)	Mean (from MC)
<b>Availability of someone to:</b>		
Help if confined to bed	4.98	3.7
Prepare meals	4.54	3.8
Help with daily chores	4.3	3.7
Show love and affection	4.96	4.2
Hug you	4.7	3.8
Have good time with	4.8	3.9
Get together for relaxation	4.6	3.8
Do something enjoyable with	4.64	3.9
Listen to you	4.96	4
Confide in	4.72	3.9
Share worries with	4.64	3.7
Understand your problems	4.32	3.8
Give you good advice	4.4	3.8
Give you information	4.96	3.8
Give advice you really want	4.4	3.7
Turn to for suggestions	4.58	3.8
	SD=.23	SD = .13
	Var .209	
	r = .51	

Figure 8: Correlation Matrix Using Likert Responses & GPA

		GPA while in school	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Help you if you were sick or injured	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - To count on to listen if you need to talk	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Give good advice about a crisis	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Show you love and compassion	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Have a good time with	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Confide in or talk to about yourself or your problems	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Who hugs you	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Get together with for relaxation	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Prepare meals for you if you were unable to do it yourself	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Give advice that you really want	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Do things with to help you get your mind off things	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Help with daily chores if you were sick	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Turn to for suggestions about how to deal with personal problems	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Share your most private worries and fears with	For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Turn to for suggestions about how to deal with personal problems
GPA while in school	Pearson Correlation	1	.319*	.272	.038	.098	.156	.263	.129	.176	.099	.223	.281	.152	.213	.11	.11
	Sig. (2-tailed)		.037	.077	.807	.532	.325	.089	.411	.258	.527	.151	.068	.330	.169	.21	.21
	N	45	43	43	43	43	42	43	43	43	43	43	43	43	43	43	43
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Help you if you were sick or injured	Pearson Correlation	.319*	1	.853**	.793**	.829**	.834**	.789**	.783**	.817**	.882**	.695**	.821**	.879**	.597**	.792	.792
	Sig. (2-tailed)	.037		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - To count on to listen if you need to talk	Pearson Correlation	.272	.853**	1	.899**	.888**	.845**	.888**	.785**	.853**	.726**	.821**	.829**	.729**	.715**	.879	.879
	Sig. (2-tailed)	.077	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Give good advice about a crisis	Pearson Correlation	.038	.793**	.899**	1	.901**	.857**	.845**	.812**	.836**	.733**	.803**	.773**	.752**	.714**	.855	.855
	Sig. (2-tailed)	.807	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Show you love and compassion	Pearson Correlation	.098	.829**	.888**	.901**	1	.935**	.841**	.876**	.871**	.819**	.743**	.760**	.811**	.841**	.852	.852
	Sig. (2-tailed)	.532	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Have a good time with	Pearson Correlation	.156	.834**	.845**	.857**	.935**	1	.869**	.833**	.892**	.805**	.751**	.790**	.814**	.656**	.871	.871
	Sig. (2-tailed)	.325	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	42	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Confide in or talk to about yourself or your problems	Pearson Correlation	.263	.789**	.888**	.845**	.841**	.868**	1	.777**	.840**	.693**	.830**	.814**	.780**	.805**	.903	.903
	Sig. (2-tailed)	.089	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Who hugs you	Pearson Correlation	.129	.783**	.785**	.812**	.876**	.833**	.777**	1	.828**	.807**	.857**	.700**	.809**	.653**	.793	.793
	Sig. (2-tailed)	.411	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Get together with for relaxation	Pearson Correlation	.176	.817**	.853**	.836**	.871**	.892**	.840**	.826**	1	.757**	.722**	.788**	.786**	.692**	.825	.825
	Sig. (2-tailed)	.258	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Prepare meals for you if you were unable to do it yourself	Pearson Correlation	.099	.882**	.726**	.733**	.819**	.805**	.693**	.807**	.757**	1	.603**	.745**	.927**	.475**	.716	.716
	Sig. (2-tailed)	.527	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Give advice that you really want	Pearson Correlation	.223	.695**	.821**	.803**	.743**	.751**	.830**	.857**	.722**	.603**	1	.781**	.822**	.717**	.835	.835
	Sig. (2-tailed)	.151	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Do things with to help you get your mind off things	Pearson Correlation	.281	.821**	.829**	.773**	.780**	.790**	.914**	.700**	.788**	.745**	.781**	1	.817**	.754**	.815	.815
	Sig. (2-tailed)	.068	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Help with daily chores if you were sick	Pearson Correlation	.152	.879**	.729**	.752**	.811**	.814**	.780**	.809**	.788**	.927**	.822**	.817**	1	.608**	.738	.738
	Sig. (2-tailed)	.330	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Share your most private worries and fears with	Pearson Correlation	.213	.597**	.715**	.714**	.641**	.656**	.805**	.853**	.692**	.475**	.717**	.754**	.608**	1	.815	.815
	Sig. (2-tailed)	.189	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Turn to for suggestions about how to deal with personal problems	Pearson Correlation	.186	.792**	.878**	.855**	.852**	.871**	.903**	.783**	.825**	.716**	.835**	.815**	.738**	.815**	.844	.844
	Sig. (2-tailed)	.233	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	50	50	50	50	49	50	50	50	50	50	50	50	50	50	50
For the following questions from the MOS Social Support Survey by Sherbourne & Stewart (1991), p. - Do something enjoyable with	Pearson Correlation	.286	.849**	.891**	.810**	.837**	.889**	.936**	.781**	.822**	.781**	.784**	.921**	.813**	.709**	.844	.844
	Sig. (2-tailed)	.063	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.00	.00
	N	43	49	49	49	49	48	49	49	49	49	49	49	49	49	49	49
For the following questions from the MOS	Pearson Correlation	.165	.615**	.720**	.733**	.677**	.717**	.815**	.812**	.705**	.551**	.705**	.749**	.638**	.872**	.801	.801

Figure 9: T-Tests p<.05 in Matrix P value .01, sig for relationship E & F and likert scale subsection

Who is your biggest supporter/cheerleader?									
FatherB	Spouse/Significant OtherC		Family MemberD	FriendE	Other F		T-Test	Total	
0	0		1		0	0		1	
0.08	0.18		0.22		0.1	0.06		100.00%	
-0.08	-0.18		0.78		-0.1	-0.06		2.04%	
0.00%	0.00%		100.00%		0.00%	0.00%			
0.00%	0.00%		9.09%		0.00%	0.00%			
0	1		0		0	0		2	
0.16	0.37		0.45		0.2	0.12		100.00%	
-0.16	0.63		-0.45		-0.2	-0.12		4.08%	
0.00%	50.00%		0.00%		0.00%	0.00%			
0.00%	11.11%		0.00%		0.00%	0.00%			
ue:	20.00%	0.00%	40.00%	0.00%	0.00%	40.00%			
	5.88%	0.00%	22.22%	0.00%	0.00%	66.67%			
4	2	2	0	0	0	0		4	
100.00%	1.39	0.33	0.73	0.9	0.41	0.24		100.00%	
8.00%	0.61	-1.67	-0.73	-0.9	-0.41	-0.24		8.16%	
	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	E-F: T Value: 3.03 DF: 10.86 P		
	11.76%	50.00%	0.00%	0.00%	0.00%	0.00%	Value: 0.01		
27	10	1	5	8	3	0		27	
100.00%	9.37	2.2	4.96	6.06	2.76	1.65		100.00%	
54.00%	0.63	-1.2	0.04	1.94	0.24	-1.65		55.10%	
	37.04%	3.70%	18.52%	29.63%	11.11%	0.00%			
	58.82%	25.00%	55.56%	72.73%	60.00%	0.00%			
A-F: T Value: 2.79 DF: 7.44 P Value:									
0.03									
50	17	4	9	11	5	3		49	
100.00%	34.69%	8.16%	18.37%	22.45%	10.20%	6.12%		100.00%	
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	
6	1	1	1	1	1	0		5	
100.00%	1.73	0.41	0.92	1.12	0.51	0.31		100.00%	
12.00%	-0.73	0.59	0.08	-0.12	0.49	-0.31		10.20%	
	20.00%	20.00%	20.00%	20.00%	20.00%	0.00%			
	5.88%	25.00%	11.11%	9.09%	20.00%	0.00%			
3	2	0	0	0	0	1		3	
100.00%	1.04	0.24	0.55	0.67	0.31	0.18		100.00%	
6.00%	0.96	-0.24	-0.55	-0.67	-0.31	0.82		6.12%	
ue:	66.67%	0.00%	0.00%	0.00%	0.00%	33.33%			
	11.76%	0.00%	0.00%	0.00%	0.00%	33.33%			

Figure 10: Correlation matrix with significance. Significance at < .05 for P value .04 for relationship between having cheerleader as mom or dad and whether they influence the individual feeling valued and important.

0.67	0.17	0.38	0.46	0.21	0.13
-0.67	-0.17	-0.38	0.54	0.79	-0.13
0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
0.00%	0.00%	0.00%	9.09%	20.00%	0.00%
3	1	1	0	1	0
2	0.5	1.13	1.38	0.63	0.38
1	0.5	-0.13	-1.38	0.38	-0.38
50.00%	16.67%	16.67%	0.00%	16.67%	0.00%
18.75%	25.00%	11.11%	0.00%	20.00%	0.00%

A-B: T Value: 2.83 DF: 4.64 P Value: 0.04

Figure 11: Excel workbook, significance was identified.

Make you feel valued & important	
<b>Strongly DisagreeA</b>	1.59
	0.41
	66.67%
	7.69%
	4
<b>Moderately DisagreeB</b>	3.18
	0.82
	66.67%
	15.38%
	2
<b>Slightly DisagreeC</b>	2.65
	-0.65
	40.00%
	7.69%
	1
<b>Slightly AgreeD</b>	0.53
	0.47
	100.00%
	3.85%
	0

FSP Social Support Survey

Q1 Sex

- Male (1)
- Female (2)

Q2 Race

- African-American (1)
- Caucasian (2)
- Hispanic (3)
- Other (4)

Q19 Age

Q3 Number of people living in household

Q4 Marital Status (Check all that apply)

- Single (1)
- Divorced (2)
- Married (3)
- In a relationship, living apart (4)
- In a relationship, living together (5)
- Other (6)

Q5 Length of time in prison/jail (over lifetime):

Q20 Criminal offense(s) (optional):

Q6 Length of time since release:

Q7 Average number of visits received each month while incarcerated:

Q8 Who is your biggest supporter/cheerleader?

- Mother (1)
- Father (2)
- Spouse/Significant Other (3)
- Family Member (4)
- Friend (5)
- Other (6)

Q9 Combined number of close friends and relatives:

Q10 GPA while in school:

Q11 How many years in school after high school?

Q12 Did you graduate?

- Yes (1)
- No (2) \_\_\_\_\_
- Currently attending (3)

Q13 Current hourly wage (if applicable):











opinions (19) Takes pride in your accomplish ments (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would understand if you were unable to finish a task on time (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your supervisor s/case managers are proud that you are a part of this organizatio n (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 In your opinion, what would be the single most effective way to keep people from returning to criminal behavior?

Q21 If you could do one thing to reform the prison system, what would it be:

Q18 Additional comments, suggestions, critiques:

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