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The parolee experience: An analysis of pre-incarceration, incarceration, and post incarceration

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THE PAROLEE EXPERIENCE: AN ANALYSIS OF PRE-INCARCERATION,

INCARCERATION, AND POST INCARCERATION

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

———————————

In Partial Fulfillment

of the Requirements for the Degree

Master of Social Work

———————————

by

Karen Ann Torres

June 2007

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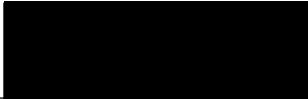
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Karen Ann Torres

June 2007

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ABSTRACT

The focus of this study was to gain an insight into

the experiences of parolees. This study was conducted

using the Post Positivist paradigm. Using this

perspective the researcher interviewed twenty parolees to

find out what experiences they have had as parolees.

The researcher used qualitative data analysis

techniques to discover the experiences of parolees. The

researcher theorized that the parolees experienced a

similar process before, during and after their

incarceration. The result of these experiences led to a

personal reflection stage, in which the parolees were

able to share their feelings with the researcher about

what they had experienced and what they hoped to

experience in the future.

This study contributes to social work practice on a

micro and macro level. It offers insight from the parolee

perspective on what services they would benefit from and

what services deserve improvement. These services were

counseling services offered to the parolees during their

incarceration period and after their release, and

supportive services for the family members of parolees.

This study helps readers develop a level of understanding

and empathy and reminds them of how to service oppressed

and vulnerable populations, such as parolees.

ACKNOWLEDGMENTS

DEDICATION

I would like to dedicate this project to the following people for their unconditional love and support throughout my graduate school experience: My husband Rudolph Gonzalez, my best friend Teri Hart and my family the Torres'.

TABLE OF CONTENTS

x

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

ASSESSMENT

Introduction

Chapter one explains the research focus and the different experiences that parolees have as they reenter society. This Chapter explains the Post Positivist paradigm, which was used to conduct this study. It explains key elements of the paradigm and describes the rationale behind choosing this paradigm. There is a discussion of previously gathered literature on the experiences of parolees and how they are treated in society, which is the foundation of this study. Finally, this chapter shares the potential contributions of this study to social work practice from both a micro and macro perspective.

Research Focus and/or Question

The research focus of this study is the experiences that parolees have in our society. In order to get an authentic insight into the study focus, the researcher asked the experts, the parolees themselves, questions related to their experiences. Based on their responses

1

the researcher discovered common themes, which eventually merged into a theory of the experience of parolees.

Paradigm and Rationale for Chosen Paradigm

The perspective that the research study took was Post Positivist. According to Morris (2006) this perspective, "takes an inductive exploratory approach to understanding an objective reality" (p. 71). In this study the researcher explored the experiences of parolees, by asking questions about their lives before and after their incarceration. The researcher interpreted the data, their responses, and created a theory based on their reality.

The data collected for Post Positivist research is qualitative. The researcher used the qualitative data to build a theory about the research topic. There was not a specific hypothesis of the study, as in traditional positivist studies. Instead, ideas and themes emerged as the data was collected and interpreted.

The rationale for using Post Positivist paradigm in this study was that it recognizes that there are objective truths to discover through qualitative data gathering. The meaning of these truths, were the themes

that were discovered during data gathering. This statement reflects the role that the researcher took in this study, as a learner from the study participants who were the teachers.

It is apparent that the lives of parolees differ from those who are not parolees. The research focus was to explore these different experiences both as parolees and experiences before they were on parole. According to Morris, (2006) Post Positivist research takes an exploratory approach to the research topic. With this approach the researcher asked the study participants what she could learn from them.

Using the data provided by the study participants the researcher built a theory about the study focus. This theory is presented it in a way that could contribute to social work literature. This study may also help create the groundwork for future studies and programs, to help alleviate problems that parolees may face in society.

Literature Review

This section of the study introduces previous research conducted on the different experiences that parolees may have. According to Morris (2006), "Since the

interpretation of the data will be a mixture of the science of synthesis of information and the art of intuition, the researcher needs to consciously develop a mature understanding of the topic by not only reviewing the literature but also consulting with experts" (p. 83). Thus the researcher reviewed the literature and conducted an interview over the phone with an expert, to gain a professional perspective.

The literature review begins by discussing the different experiences that parolees may have with social welfare services and employment. Next the area of rehabilitation is discussed, with reference to the lack of emphasis that the criminal justice system places on rehabilitation. An intervention technique that is a form of family group conferencing, restorative justice, is discussed. Finally the literature review includes the interview with the expert.

Social Welfare Services

According to the All Of Us Or None organization website, the current prison system is not supportive of the reintegration process back into society. As a result of this lack of support, the prison system is increasing rates of recidivism, breaking up families and encouraging

discrimination among the prison population. This organization puts emphasis on ending discrimination against parolees and stands up against legislation that perpetuates discrimination against this population (www.allofusornone.org, retrieved on February 7, 2006).

Parolees may need access to social services, and unfortunately may not have this opportunity. In the state of California, (and seventeen other states) parolees who were convicted of a drug felony after August 22, 1996, were banned from receiving welfare and food stamps for life (www.allofusornone.org, retrieved on February 7, 2006).

Housing assistance is another example of a social service that may be a struggle in the parolee experience. Former parolee felons with drug related convictions are denied access to public housing programs. When parolees have served their time in prison and are released, a challenge for them is to find a place to stay. If a parolee moves in with a friend/ relative who receives public housing assistance, that friend/relative could face eviction ("A Second Chance", 2004).

Employment

Another factor that may be reported as an experience that parolees may face, is the process of employment. According to the National Institute of Justice, 60% of former offenders remain unemployed a year after their release. This statistic is reportedly caused by criminal records and low literacy levels. Criminal records affect parolee's futures because they are a constant reminder of poor choices, that follow them throughout their life experience. Low literacy levels indicate that many parolees are uneducated individuals ("A Second Chance", 2004).

According to the organization, All Of Us Or None an estimated 70% to 80% of ex-prisoners in California are un-employed. This organization states that the lack of employment opportunities for the parolee population is a result of discrimination against parolees for their past convictions. There is a connection between unemployment and recidivism, because an unemployed ex-prisoner is three times more likely to return to prison, compared to an employed ex-prisoner (www.allofusornone.org, retrieved on February 7, 2006).

The, All Of Us Or None organization strives to challenge the legislation mandating that parolees report past convictions on job applications. It is their focus to eliminate the box on employment applications, which requires parolees to report past convictions. This organization is demanding disclosure statements from employers of which felony convictions disqualify parolee applications (www.allofusornone.org, retrieved on February 7, 2006).

Barclay (2004) conducted a study to inquire what the perceived barriers for employment were from an adjudicated juvenile offender perspective. Three hundred and seventeen male juvenile offenders in an Arizona correctional facility participated in this study. Their ages ranged from twelve years old to eighteen years of age. The measurement tool used to identify their perceptions was a self-reporting assessment tool called, "My Future Employment". The juvenile offenders participated in this assessment in a classroom setting that was on site at the juvenile correctional facility. They were encouraged to report their own perceptions of the barriers they would encounter upon their release.

The barriers that the juvenile offenders identified
were deviant behavior, pre-employment and work maturity
skills, physical appearance and interpersonal skills. The
juveniles identified these categories as those that would
impede them from gaining successful employment. They also
described different obstacles that challenged them to
succeed in society. These obstacles were a criminal
record, poor school performance, drug/alcohol use, lack
of work experience and lack of work skills (Barclay,
2004).

This study found that the adjudicated juvenile
offender population may have insight into barriers and
obstacles that will impede their reintegration into
society. If these issues were recognized and addressed,
juvenile offenders could have a better experience as
parolees when they were released (Barclay, 2004).

An article by Bullis and Yovanoff, (2006) discussed
the neglected area of transition with the juvenile
offender population, is the move from the juvenile
correctional facility to community employment. The
authors of this article conducted a study called the,
"Transition Research on Antisocial Youth in Community
Settings", (TRACS). The TRACS study focused on the

employment status of 531 incarcerated juveniles, upon
their release from Oregon's Juvenile Corrections System.

TRACS measured the employment status of juvenile
offenders during two-post release periods, 6 months and
12 months. It was determined that if a youth was able to
stay out the corrections system for at least 12 months,
it was almost certain that they would not recidivate back
into the corrections system. A factor that contributed to
ensure this likelihood, was the juveniles having a job
(Bullis & Yovanoff, 2006).

This study also found that many of the youth did in
fact hold down jobs, however these jobs were in a low pay
scale. It recognized that there were factors that must be
considered when determining a successful transition back
into society for future studies. The first factor was
that females and youth with disabilities, deserved more
attention in the area of transitioning than the other
youth who participated. Another factor recognized that
there was a relationship between employment status and
mental health and community-based agencies. Finally the
study recognized that substance abuse treatment helped
juveniles to successfully earn employment. A study
limitation pointed out was that the group was studied as

a homogenous population in regards to their employment

opportunities. Changing the types of employment

opportunities would benefit future studies conducted.

(Bullis & Yovanoff, 2006)

Rehabilitation

The current correctional system has shown that

improvements must be made to create more effective

strategies at parolee reintegration into society. An

article by Ford, George and Goodman, (1996), called,

"Group Work with High-Risk Urban Youth on Probation",

discussed cognitive behavioral group work that targeted

sixteen to twenty year old Latino and African American

males. This program focused on this population because

they were identified as high risk for arrest. The program

included several weeks of group therapy with the

individuals to teach them social skills and positive

thinking techniques that would prevent them from

recommitting crimes and future incarceration.

According to Ford et al. (1996), the study addressed

the fact that the current criminal justice system does

not focus on rehabilitation, instead it focuses on

punishment. The problem with this approach is that it

chooses incarceration as the means to solve the problem

of crime, instead of addressing the real issues that lead to criminal lifestyles.

According to an article titled, "Youth Crime, Public Policy, and Practice in the Juvenile Justice System: Recent Trends and Needed Reforms", there is a desperate need to redesign the juvenile justice system. This article mentioned the emphasis that the public is putting on juvenile offender issues and policies, as a result of the increase in juvenile violence and crimes over the years. The increase in juvenile violence is attributed to the following: rise in juvenile gang association, the availability of handguns, and drug related crimes. Based on the statistics of juvenile crimes, the article discusses the two different cycles of juvenile justice reform and policy (Howard & Jenson, 1998).

According to the article the juvenile justice system has changed it's focus from rehabilitation to punishment three times since the year 1820. The article also points out that the juvenile justice system has made significant milestones throughout the years. In the 1960's juveniles legal rights added the right to counsel and protection against self incrimination. Between 1970 and 1985 juvenile justice policies were adopted by all states that

11

focused on the decriminalization and deinstitutionalization of juveniles. This article emphasizes the fact that juvenile crimes are a serious social problem and that social policies are not recognizing the underlying causes of juvenile crimes. The underlying causes are poverty, unemployment, lack of family support, and lack of educational opportunities. Until these causes receive intervention, the social problem of juvenile delinquency and crime will continue (Howard & Jenson, 1998).

Restorative Justice

A model of rehabilitation that has demonstrated successful outcomes in working with the parolee population is a process called, restorative justice. The article titled, "Restorative Justice: A Model of Healing" discusses the philosophy of thinking about the criminal justice system, from a social work values perspective. According to the article restorative justice focuses on the following: truth, accountability, and healing for the victim, the offender and the community as a whole (Fred, 2005).

The article talks about a woman named Paula Kurland whose daughter was brutally killed in 1998. The offender

who killed her daughter was sentenced to the death penalty. Kurland went to speak with the offender two weeks before his death in a process called, "victim-offender mediation". This meeting allowed Kurland to tell the offender how his actions affected her and her family, and it also gave the offender an opportunity to understand the accountability of his actions and make peace with the victim's family. This is an example of restorative justice (Fred, 2005).

The article indicated that social workers were the most adequate professionals to use this approach. The social worker's code of ethics includes the following: service, social justice, dignity and worth of a person and the importance of human relationships. All of these ethics are promoted in the restorative justice process. Social workers can incorporate this model into any setting, because it encourages the use of resources in the community and it allows the community to make a plan that best suits their needs (Fred, 2005).

The article titled, "Restorative Justice: New Horizons in Juvenile Offender Counseling", focused on the benefits of using restorative justice techniques. It brought up the misconception believed by most treatment

13

providers in correctional facilities, that treatment
should focus only on the offender. According to the
article if treatment should work, it must focus on the
offender, the victim, and the community. This article
describes restorative justice as a philosophy that places
emphasis on restoring balance in the lives of the victim,
the offender and the community from a holistic approach.

The article defines restorative justice as the
following six principles: nature of the crime, goal of
justice, role of victims, role of offenders, role of
local community, and the role of the formal juvenile
justice system. Using these six principles has shown
reduced rates of recidivism in the juvenile offender
population and 75% of he victims expressed satisfaction
with the philosophy.

This article also discussed the similarities between
restorative justice and counseling techniques. These
similarities were split into three categories: holism,
competency development, and multicultural
appropriateness. It is demonstrated that the philosophy
of restorative justice is a successful treatment method
(Ryals, 2004).

Interview with an Expert

The researcher had an informal interview with an expert on the subject of parolees to further her sensitivity towards her study participants (personal phone conversation, July 19, 2006). The gatekeeper of the study Mr. Degnan made this phone interview possible, by contacting her while the researcher was at his site conducting interviews.

The expert developed the California Prison Projects program, (CAPP). The purpose of this program is: to educate and train the general public about the prison population, to develop programs to help family members of prisoners to cope, and to focus on the release of prisoners who receive life sentences.

According to the expert communities are simply not aware about the prison population. Societies' response to rising crime rates is to keep building more prisons, but this is not the answer. The CAPP program resolves to providing inmates with a support system during their incarceration for one to two years. Upon their release they need continued support for three to five years, in order to ensure successful re-entry into society.

According to the expert there are not any programs designed to help families to cope with a family member coming home. When inmates return home, they are not the same person that they were when they first went to prison. They lack control in their lives, so they strive to gain control of their homes. Families are not prepared for this change and it leads to disruption in the family.

The "Lifers Project" is a program that has been around for five years. This program focuses on releasing ten life sentenced inmates a year. According to the expert, the lifers are the least dangerous inmates. The likelihood of them re-offending is less than 1%. This population has multiple educational degrees, have served at least 50% of their prison sentence and have the family support necessary to have a successful re-entry into society.

The information that the expert shared with the researcher inspired her. She found it to be motivational to speak to someone with so much passion. The researcher felt encouraged to think about the necessity of family coping programs for this population, and the need for social workers to be more involved in this area.

The literature reviews process and the interview conducted contributed to the researcher's approach to this study. By studying previously researched information on the experience of parolees, the researcher improved her level of sensitivity towards the parolees themselves. The information studied, allowed the researcher to develop a base level of knowledge to help her to create her interview questions and to engage the study participants.

Theoretical Orientation

Empowerment Theory

Empowerment theory is the approach used in this study. This theory supports social work practice because it meets the needs of oppressed groups by making a connection between the personal and political levels of empowerment. According to Turner, (1996) the oppressed groups consist of the poor, the working poor, people of color, physically handicapped, mentally handicapped, those who prefer sexual orientation that defies heterosexuality, and the elderly. These groups join together with the common need of empowerment to help them to overcome oppression.

The researcher believes that the parolee population is an oppressed group. The majority of the parolees who were interviewed came from families who were part of the poor and the working poor. From the beginning of their lives, they were part of a group who needed empowerment to rise against the oppression that they faced.

The researcher interviewed parolees who had committed crimes before they were legally adults. As a result of their crimes, they were adjudicated into the juvenile justice system. Now they are adults and they served their sentences for the crimes that they committed, however they still have the label of parolee identifying them.

There is stigma attached to the label, "parolee", and this causes discrimination from society. An example of this discrimination, is the fact that parolees have the responsibility to gain employment, however their criminal background often impedes with their ability to get a job. Parolees are oppressed by their label and social workers can help empower them to overcome this stigma.

"Utilizing empowerment theory as a unifying framework, presents an integrative, holistic approach to

meeting the needs of members of oppressed groups"
(Turner, 1996, p. 219). This theory was appropriate for
this study, because it focused on helping the
unrepresented individuals in society, who lack power.
Parolees are an oppressed group in society, which is
demonstrated by the discrimination that they encountered.
This theory suggests that the oppressed can change their
oppressive environment and change their perception of
internalized oppression. Similar to this theory the focus
of this study is to create an understanding of the
factors that parolees may be oppressed by and as a social
worker, how to empower them to overcome these oppressive
factors. The researcher hopes that the study will raise
awareness and encourage social workers to help empower
the oppressed parolees (Turner, 1996).

Systems Theory

A systems theory approach was also used in this
study. Systems theory makes a correlation between the
properties within a system and the forces that work
between the properties, that ultimately affect the entire
system. This theory takes into account all of the
subsystems involved and their interactions (Ashman-Kirst
& Zastrow, 2004).

In relation to this study, systems theory is an
appropriate approach because it recognizes that there are
a series of factors involved in the system. This study
focused on individuals leaving the prison system and
facing a series of subsystems that posed discrimination
against them or provided them with support to reenter
into society. These subsystems included voting rights,
employment, social services and family (Ashman-Kirst &
Zastrow, 2004).

The systems theory approach recognizes that many
factors must be considered including the environment and
other organizations, in order to accurately assess a
research topic. The researcher recognized that there were
many systems involved in the experience of parolees, in
turn she used this information to ask questions that
appropriately represented each system (Ashman-Kirst &
Zastrow, 2004)

Potential Contribution of Study to Micro
and/or Macro Social Work Practice

This study creates an understanding of the different
experiences that parolees have in society, which will
greatly contribute to our knowledge of social work
practice. At the micro level this knowledge will help

20

social workers to accurately offer services to the parolee population. This can be done by addressing their needs, which will help them to reintegrate into society as law-abiding citizens. Social workers can also learn to teach parolees skills to cope with possible discrimination and problems they may be faced with.

This study developed an insight into the lives that parolees live, upon their release from prison. This insight can teach social workers engagement skills to use when counseling parolees. It will also help social workers to look past possible stereotypes and preconceived judgments of the parolee population that may be currently believed.

At the macro level this study created an understanding of the experiences that parolees have in society. This study may be a driving force encouraging social workers to support legislation that changes the stigma associated with the, "parolee" label. The experience of parolees raised an awareness of current legislation that impedes the parolee's experience back into society.

Summary

Chapter one focused on the assessment functions of this study, by using Post Positivist perspective. It justified why Post Positivism is the chosen paradigm to use in this research study, because the researcher is seeking to develop insight on the subject of the experiences that parolees have.

This chapter included a literature review that described areas that parolees may have a different experience from non-parolees. The literature review also shared information about parolees that has been discovered by previous researchers. This chapter explained the two theories supporting this study, Empowerment and Systems theories. Finally, this chapter discussed micro and macro implications that this study may have on the social work profession.

CHAPTER TWO

ENGAGEMENT

Introduction

Chapter two discusses the engagement stage of this study. It describes the researcher's experience engaging the gatekeeper and the study participants. This chapter describes the self-preparation steps that the researcher took upon gathering her data. It also discusses the diversity, political, and ethical issues, of this study.

Research Site and Study Participants

The research sites for this study were at the California Department of Corrections and Rehabilitation, and the group homes of the individuals on parole at this organization. The study participants from these sites were parolees who were in an age range of eighteen to early twenties. These participants had been incarcerated and were now assumed to not be involved in criminal activity.

Engagement Strategies for Each Stage of Study

Initially to find a research site, the researcher was introduced to a Professor who worked in the Criminal Justice Department at California State University San

Bernardino. After meeting with the researcher and hearing the study idea, he was able to network with a gatekeeper who worked for the California Department of Corrections and Rehabilitation, (formerly known as the California Youth Authority). The Professor made the initial contact with the gatekeeper and was able to demonstrate to him that the study was something that he should support and that meeting with the researcher would be worth his time.

The gatekeeper was a man named Bill Degnan. He was a reentry counselor for parolees through a program called, "Operation New Hope". This program was contracted out by the California Department of Corrections and Rehabilitation. Mr. Degnan had the authority to gain permission for the research to be conducted. The researcher met with him to get a letter that demonstrated that he understood and agreed to allow his site to participate in this study.

According to Morris (2006), the following needed to be discussed during the meeting: the study focus, time lines, the potential impact of the study on the site, and the benefits to the site. During the meeting the researcher used social work micro practice skills including active listening and affective interviewing

skills, in order to gain official support from the gatekeeper. She described the purpose of the study and the passion that motivated her to pursue the study topic. The researcher explained to the gatekeeper that data collection would begin upon her gaining permission from the Institutional Review Board Committee. The researcher did not guarantee a time line as to how long permission would take, but as soon as it was granted, she intended to begin her data collection immediately. The gatekeeper expressed a genuine interest in her study topic and was eager to offer her insight into his experiences as an expert of working with parolees.

The process of gaining clearance from the Institutional Review Board was a very time consuming and frustrating process. The researcher submitted her first application for approval and was denied. The feedback received mandated that her research project be evaluated by the full board review in a meeting. The researcher attended the meeting and was given a list of requirements to change in order to gain approval for her project. Some of these changes were to rewrite the project proposal in language that would be easily understood for the average person. The researcher had to change her informed consent

form to make it more understandable and her, "debriefing" form was changed into a, "thank you" for your participation form.

The process of gaining clearance from the Institutional Review Board took almost the entire ten weeks of the academic quarter. During the waiting period, the researcher contacted her gatekeeper on a weekly basis to keep him informed.

Once the researcher gained support from the gatekeeper, her role was now focused on engaging the study participants, the parolees. When the researcher first arrived at the site she treated everyone that she came into encounter with, with respect. The researcher demonstrated respect towards the study participants by introducing herself to them with a firm handshake and a welcoming smile. She then proceeded to explain to the parolees, the focus of her study and their valuable role in the study. The researcher then gave the parolees opportunities to introduce themselves and she participated in casual conversations with them. All of the parolees were treated in a respectful manner throughout the interview process.

The study participants were engaged initially through contact with Mr. Degnan, the gatekeeper for this population at the California Department of Corrections and Rehabilitation site. Since the study participants respected the gatekeeper, they were actively interested in participating in the study. The researcher devoted effort in the beginning of the interview process to ensure that the study participants were comfortable with the researcher and understood the focus of the study. The researcher asked the study participants if they had any questions for her about the study. Many of the participants did have questions and the researcher responded to them with honesty and enthusiasm about their concerns. Some of the study participants asked the researcher non-study related questions about her self and she respected their curiosity and gave them responses.

In the beginning of the interview process the researcher explained the project clearly to the study participants, the parolees, by starting with defining their role in the study. The researcher explained that the parolees played the role of the experts or the teachers, of the study. The researcher played the role of the learner, and she would use the information that the

parolees shared with her and report the findings in her study. Next the researcher stated that she needed to ask the parolees a series of questions about their experiences and she requested permission to do so. The researcher requested that they complete a written consent form that demonstrated their understanding of their participation in the study. The researcher explained to the study participants that she preferred to audio record the interview, because she was able to focus her undivided attention on the participants and then reflect back on the audiotapes for their detailed responses. The participants understood her need to audiotape the interviews and they agreed to sign a consent form demonstrating their understanding. These written consent forms can be found in Appendix B.

It was the researcher's mission to build and maintain a positive relationship with the individuals in the research setting, during the initial engagement experience and throughout the study. The researcher developed a positive relationship with her study participants by being open with them and using the micro social work tactic of self-disclosure. She approached the study by acknowledging that she lacked experience working

with this population and that her knowledge base about this population was information that she had read in literature. She reinforced the idea to the study participants that she had a passion for learning more about them and respected them for their life experiences. This approach proved to be successful for the engagement process with the study participants.

Self Preparation

"The researcher's, major task at this stage is to develop sensitivity to the focus of the inquiry, not development of "correct design" (Morris, 2006, p. 85). The researcher focused on addressing the needs of the study participants, because intense engagement with the participants was required using the Post Positivist paradigm. From the beginning using this paradigm, the researcher was sensitive to the study participants, because they were the main source of building the theory for the study. Their lives and experiences greatly contributed to the study.

The researcher developed a better understanding of the foundation of the study focus, insight into the experience of parolees, by performing a literature review

of information on the topic. The literature review helped the researcher develop a level of sensitivity towards the parolee population. Reading articles on the subject of the experiences that parolees have, has impacted the researcher in a manner that helped her to engage the study participants with the utmost level of respect.

Once the parolees were in fact engaged to participate in the study, the researcher focused on developing a genuine relationship with the participants that revolved around respect and an eagerness to gain knowledge based on their experiences. This relationship demonstrated the sensitivity that the researcher had towards the study participants (Morris, 2006).

The researcher was responsive to the study site and it's participants by approaching the project with a positive demeanor. The researcher recognized that her only knowledge of the study focus was based on information read in literature. She lacked any experience working with this population and she did not have a criminal past. She realized that she was judged upon entry into the site by her appearance and her educational background. With this in mind she decided to respect the sensitive nature of this very personal topic and approach

the study site with openness for new knowledge that only the study participants, (the parolees) and the site could teach her.

Diversity Issues

There were a series of diversity issues that the researcher was aware of and recognized when they occurred. Naturally there were issues of appearance that the study participants initially felt uncomfortable with, in regards to gender and race. The researcher was a woman, which is someone that many of the study participants had not had contact with in a great deal of time. The researcher made a conscious effort to dress in a non-distracting way, in order to keep the study participants focused on the task at hand.

The researcher also appeared to be a white woman, which may have contributed to any stereotypical thoughts that the study participants may have had of her. The researcher openly disclosed her Puerto Rican and Italian culture when the study participants questioned her ethnicity. When she was challenged about her ethnicity, the researcher would point out to the participant that she could relate to them on some level. The researcher

was often perceived to be a certain way, (a white woman) and people had made assumptions and judgments about her based on her physical appearance. This was similar to the experience that some of the parolees had encountered, when people looked at their physical appearance and made assumptions and judgments about them.

The participants may have felt a sense that the researcher had perceived power and that may have inhibited the participant's initial trust with the researcher. This issue motivated the researcher to prove to the study participants that she was trust worthy and would not reveal the identity of the participants. The researcher provided the study participants with a written consent form that illustrated the rights that they had as study participants and it demonstrated how the researcher respected those rights.

Another issue of diversity, was the lack of knowledge that the researcher had about the study participant's experience. As stated in the, "Engagement Strategies" section, the researcher approached the site with honesty about her lack of knowledge. However the researcher reiterated to the study participants that she

had an understanding of their population, based on information that she learned in previous literature.

The researcher did not have experience working with the parolee population, and therefore had been plagued with stereotypes and assumptions about this population, that were not true. The researcher conducted research on this population before hand, (literature review) and she developed a better understanding of the parolee population. The researcher approached the research setting with the recognition of diversity issues. She also approached the site after making a conscious effort to not allow these issues to affect the research.

Ethical Issues

Regarding the Post Positivist paradigm there were ethical issues that the researcher was aware of. This paradigm deals with intense engagement, so the researcher must be aware of respecting the participant's anonymity. The researcher demonstrated to the participants that their identities would remain confidential when she used a written consent form. Also, the purpose of the interview process was clearly defined to the study participants. The researcher only incorporated data into

the study, that was relevant to the insight of the experiences that parolees had in society. Their identities and audio-recorded interviews were kept in a locked secure safe, that only the researcher had access to.

The researcher had personal value issues that conflicted with the participants in the study. Specifically the researcher had feelings of obligation towards laws and respecting the criminal justice system. The researcher had never committed a crime, nor had any of her close relatives. She had a sense of fear directed towards violent criminals, which she found was a major challenge in working with this population. However the researcher did not impose her personal values on the study participants, instead she used her experiences with them to develop herself by facing the challenge with an open mind.

Finally, to ensure that ethical issues were properly addressed, the researcher under went a human subjects review through the Institutional Review Board. In the review application she enclosed the informed consent documents and debriefing measures used for this study. The researcher dealt with Ethical issues in this study by

approaching the engagement process with a positive

attitude and with a humble demeanor.

Political Issues

A political issue that the engagement process

initiated was the power differential between the

researcher and the participants. Some of the participants

felt a sense of resentment towards the researcher because

she had access to political power that they lacked,

voting rights. The participants also felt a sense of

untrustworthiness towards the researcher, because they

perceived her as a representation of a system that

discriminated against them. Keeping these political

issues in mind, the researcher approached the site as a

learner and the participants of the study were her

teachers. She used their stories and experiences to serve

as their voice in the subject of the experiences that

parolees have, which would enhance social work knowledge

and practice.

The researcher prepared for any issues in the

politics of the research site. The researcher consulted

with the gatekeeper, to inquire about information that

the agency may not be comfortable revealing in a public

report. Fortunately the agency did not have these concerns.

At the beginning of the study the researcher described the written consent form, and the information that would be shared to create a better understanding of the experiences that parolees have. The study participants were consulted with to find out their interpretation of valuable data, but ultimately the researcher retained the power to decide what to do with the data collected. The study participants did understand this politic of the study and they gave written consent to it.

Summary

Chapter two described the in depth engagement strategies used initially with the gatekeeper, the research site and the study participants. This chapter displayed the self-preparation strategies that the researcher used to prepare herself for data collection. Diversity, ethical and political issues were defined by the researcher and her methods of dealing with these issues was discussed.

36

CHAPTER THREE

IMPLEMENTATION

Introduction

Chapter three discusses the selection of the study

participants. This process included the use of typical

case sampling strategies. Next the chapter explains the

data gathering techniques and shares some of the

interview questions used in the study. The phases of data

collection are described. They demonstrate the reflective

process that the researcher experienced while collecting

her data. Finally the data gathering techniques that were

used in this study are discussed.

Selection of Participants

In this study the focus was to generate theoretical

statements about parolees' experiences. To do this, the

researcher used a qualitative approach to data gathering

and analysis. The method of sampling that was used in

this study was, typical case sampling. According to

Morris (2006), typical case sampling gives a profile of

what is routine about the experience or the issue. In

this study the researcher applied this sample strategy to

the parolee population, because her focus was to describe

the experiences that parolees have in society upon their release.

For this study the researcher gained data, by selecting a group of parolees to share their stories. The study sites that were selected for this project worked with parolees to get past the obstacles that they faced when reentering into society. The researcher believed that since these participants were in a rehabilitation program, they would be very aware of the experiences that they have had in society as parolees.

The study participants were a group of males, some of which lived in-group homes. The researcher asked the study participants a series of questions during the interview process. The questions were not incriminating, nor did they inquire about specificities of the crimes committed. The questions were centered around the opinions of the parolees themselves, based on their personal experiences in society. The questions asked dealt with the parolee's experience in the following areas: employment, voting, eligibility for social services, family background, gang affiliation, substance abuse issues, discrimination, and the affects that these issues may have on their families.

The following chart displays the demographic information about the twenty parolees interviewed in this study.

Table 1. Demographics

Variables	Percentage
Ethnicity:	
Caucasian	30%
African American	20%
Hispanic	35%
Other	15%
Birth Place:	
California	90%
Mexico	5%
Hawaii	5%
Age:	
18 years	5%
19 years	55%
20 years	20%
21-22 years	20%
Education Level:	
Did Not Ask	35%
Some High School	25%
GED	15%
High School Graduate	25%
Number of Children:	
Zero	80%
One	15%
Two	5%
Employed:	
Do Not Have Job	70%
Does Have Job	30%
Number of Times Incarcerated:	
Once	40%
Twice	40%
Four-Five	10%
Six-Nine	10%
Amount of Time Free:	
Less Than One Month	60%
One Month-One Year	30%
One Year-Three Years	10%

Data Gathering

The data gathering method used in this study was interviewing. In preparation for the interview process the researcher developed the questions in advance. These questions can be found in Appendix A. The researcher approached the interviews equipped with a level of knowledge about the population, in which she had read over previous research conducted on this population. The researcher also attended an instructional lecture led by Mr. Degnan about the parolee population, that she found to be educational and inspirational. This lecture focused on interventions and treatment methods for individuals with criminal backgrounds. The researcher felt like the lecture resembled social work methods that she was learning about in her academics. The researcher attended this lecture and documented the information for future reference.

The researcher used descriptive, structural and contrast questions. Descriptive questions are over arching questions. An example of a descriptive question used was, "How has being a felon/parolee/criminal affected you?". Structured questions expand an understanding of a specific topic. An example of a

structured question used was, "If you have been to prison more than once, what factors in your life led you to go back to prison?". Contrast questions develop criteria for topics. These topics were grouped and labeled into categories using open coding and axial coding. An example of a contrast question used was, "Do you feel like you have added trouble in your life, because you are labeled a felon/parolee/criminal?". This question helped create different categories of, "trouble in life" as defined by the study participants (Morris, 2006).

Phases of Data Collection

According to Morris (2006), the interview itself is a process which includes the following steps: engagement, development of focus, maintaining focus, and termination. The engagement step occurred before the interview was conducted. During the engagement process the researcher ensured that a written informed consent form was understood and signed by the study participants. The researcher also requested that a written audio informed consent form was understood and signed by the study participants. These forms ensured that the participant's privacy was respected and no harm came from participating

41

in the interview process. Aside from the consent forms, the researcher performed any measures that put the study participant at ease. These measures included extra explanations in the forms of meetings or phone calls prior to the interviews. The researcher focused on making the participants feel comfortable, so that they were fully engaged in the interview process. Their full engagement contributed to the quality of the valuable data collected.

The researcher developed and maintained the focus of the interviews, by using essential questions, extra questions, throwaway questions, and probing questions. Essential questions addressed the specific research topic. An essential question used in this study was, "How has being a felon/parolee/criminal affected your family?". Extra questions were used to check on the consistency of the responses by using questions similar to the essential questions such as, "What affects have you had on your family, as a felon/parolee/criminal?". Throw away questions are general questions used to develop a rapport with the interviewee. A throw away question used was, "What is your ethnicity?". Finally probing questions were used to get a better understanding

or an elaboration of the parolee's responses. An example of a probing question used was, "can you tell me more about the affects this has had on your family" (Morris, 2006).

The questions used in the interviews evolved as the researcher noticed common themes in the data collected. The researcher would conduct one to two interviews a week, then she would transcribe these interviews into word documents using the tape recorded interview. During the interview process the researcher would realize new questions that could contribute more value to the data or questions that should be taken out of the current interview or future interviews.

An example of the researcher responding to a study participant's cue can be found in the Reflection Journal on page eleven. Interviewee #16 responded to the researcher about gang involvement with the following, "Do I have to answer that?" (Interview #16, page 2). Naturally one can only assume from his response that he was in fact involved in a gang, and probably still was. However, he did not feel comfortable sharing this information with the researcher. The researcher respected

his desire to keep this matter private and she skipped over the gang affiliation questions.

Often times the researcher would discover questions that would further the study, while she was transcribing and reflecting on the interview process. When this occurred, the researcher would add the question to the next set of weekly interviews. An example of this can be found on page seven of the Reflection Journal. The theme was Upbringing and it referred to what sort of childhood experience that the parolees may have had. The researcher realized that during the first three interviews, she neglected this topic. The researcher believed that the, "parolee experience" should include mention of the parolees' family history. During Interview #4, the researcher began to incorporate this subject into the interviews.

The researcher also discovered that some of the parolees interviewed were not in fact felons, because they were adjudicated. So the researcher changed the term, "felon" to "criminal", or "parolee". This change can be found in the Reflection Journal on page nineteen. During interview #3 the researcher further questioned the parolee on this issue to clarify the use of the word,

"felon" in her interviews and he stated, "My my crime was a felony later but it was just that till they tried to try me as an adult, but they didn't. They just gave me as a juvenile so you gotta ask Bill, he know more about that then I do so" (Interview #3, page 3).

The confusion of the use of the word, "felon" in this interview, encouraged the researcher to ask her gatekeeper/mentor to clarify. Mr. Degnan stated that most of the parolees that he worked with were committed into Juvenile incarceration (adjudicated), because they did a crime as a minor. Technically this meant that they were not convicted felons. When the parolees filled out job applications, they did not have to check the box where it questioned if they had ever been convicted of a felony. However, when a background check was done on his parolees, their criminal history would show up on their record. Some of his parolees were in fact tried as adults, which led to them having a felony on their record. This realization made the researcher reconsider the use of the word, "felon" during her interviews. The researcher used the terms, "criminal history" or "parolee", in replacement of the term, "felon".

The termination of the interviews created an opportunity for the interviewee to provide the researcher with feedback on the interview, or ask any questions they may have had about the interview. This step helped to relax the study participants so that they could successfully continue their day, after the intense interview process was completed. The interviewee was provided with a, "Thank You" letter, that had information of a counselor that the parolee could talk to if they discovered things about themselves during the interview process that they needed help coping with. This letter also provided a phone number and the name of the researcher's advisor, if they had further questions about the study.

Data Recording

For the data recording of this qualitative project the researcher used a voice recorder and note taking during the interview. Upon completion of each interview the researcher would participate in a reflective process as needed, by jotting down notes that would remind her to pay close attention to certain questions or responses. The researcher developed two journals. The first journal

had all of the transcribed interviews in it. The second

journal was titled the, "Reflection Journal". This

journal was used to evaluate how the interview went, any

feelings or thoughts that the researcher developed during

the interview process or during the transcribing process

and the data analysis.

Summary

Chapter three explained the process of the

participant selection that was used in this study. The

data gathering section described the questions that were

used during the interview process. The phases of data

collection described the evolving process that the

researchers endured while conducting the interviews,

transcribing the interviews and finally reflecting on the

interviews. The final section shared the methods in which

the data was recorded, audio, note taking, and two

journals.

CHAPTER FOUR

EVALUATION

Introduction

Chapter four is where the study findings are reported and interpreted. In this chapter the data analysis section discusses the methods of coding that were used, open, axial, and selective. The definition of these codes will be explained and demonstrated. The researcher interprets the data, to build the theory that Post Positivist researchers seek to discover. This theory is explained and defined, according to the discoveries made by the researcher. This theory will also be explained in terms of the implications it has on micro/macro social work practice and the study limitations.

Data Analysis

In this study the researcher used Post Positivist qualitative data analysis. The researcher developed a vocabulary of codes and themes that enabled her to infer, conclude, and interpret the meaning of the codes and themes. The researcher used open coding, when she identified words, and fragments of responses that

48

occurred during the interviews and she analyzed them into

greater detail. Then the researcher used these open codes

to categorize concepts into themes and to demonstrate the

dimensions of these concepts. Next the researcher

developed connections between these codes, and linked

them in a process called axial coding. During the process

of axial coding the researcher developed statements about

the commonalities in the words. Finally the researcher

used selective coding, to integrate and refine the

categories and their concepts, to build a theory about

the experience of parolees (Morris, 2006).

Open Coding and Axial Coding

The axial codes are called the, "themes". These are

the overarching categories or social phenomenoms. The

axial coding process is described with a series of charts

that explain the codes themselves and the relationships

between different codes. The words within the themes are

the open codes. The process of open coding is illustrated

in the charts, as well.

The themes identified in this study were:

upbringing, contributing factors, label, family affects,

and starting over. The themes within this chapter are

labeled as headings. The open codes that emerged into

these themes were: raised, family relationship, gang,

prison, drugs, emotional problems, family problems,

choices, lazy, cops, jobs, positive, society, validation,

parolee, criminal, felon, discrimination, loss,

appearance, trust, hurt, family coping, re-build

programs, social services, employment, goal, reality,

voting, incarceration programs, final thoughts, now,

advice, and life change. These codes are labeled as sub

headings in this chapter.

After the themes and codes are discussed, there is

an axial coding chart that shows the dimensions of the

codes and links between codes. This chart provides the

reader with a visual image of the themes and codes

involved in this study.

Upbringing

"Upbringing", refers to what sort of childhood

experience that these parolees may have had. This theme

includes the following codes: raised, family relationship

and gang.

Raised

"Raised", refers to who raised the parolee himself.

The researcher decided to question the parolees about who

raised them, because the she anticipated that many of these parolees came from, "broken homes".

This code was picked because, Interviewee #4 stated that his mother and father both raised him, and they are still involved in his life today (Interview #4, page 2). Another piece of data that contributed to this code was when, Interviewee #5 stated that his father raised him and he said the following about his mother, "Well I used to live with my mother. We used to live together in Compton back in the day when I was six. My mother left and then I just met her again that was like three years ago" (Interview #5, page 3). Another example of this code is when, Interviewee #13 stated the following when asked who raised him, "Myself" (Interview #13, page 1).

The following axial coding chart shows the code, "raised". The dimensions of the code, "raised" are depicted within the chart.

Raised By Intact Family	Raised By Broken Family
Mother & Father	Only Mother
Mother & Step Father	Only Father
Mother & Kin	Oneself
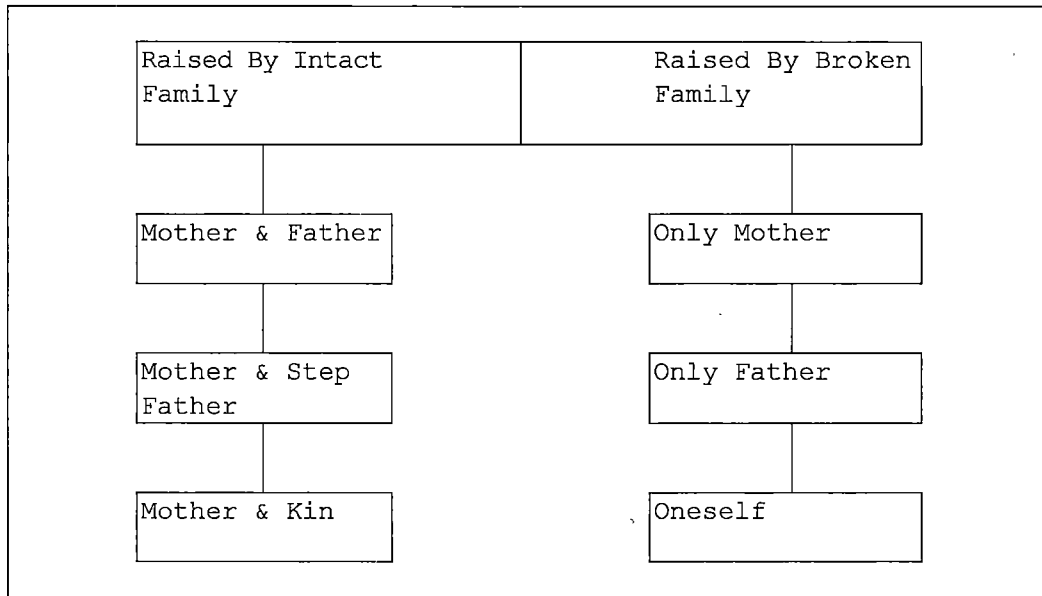
Figure 1. Experience of Upbringing

This chart demonstrates that there were two quadrants of the code, "raised". The quadrants displayed that the parolees were either raised in an intact family or in a broken family. The quadrants are broken down even further to describe the three different definitions of the concepts of being raised in an intact family and a broken family. These definitions were developed from the parolee responses and can be found in the data.

Family Relationship

"Family Relationship", refers to the relationship that a parolee may have had with his family before incarceration and how that relationship is now. The researcher chose this code, because during interview #5

52

she realized that the family relationship and family support are very critical to the parolee experience.

This code was picked because, Interview # 7 stated the following, in regards to the relationship that he has with his family, "They don't look at me as a little kid no more and they know I'm not. They look at me like I'm the outcast of the family. None of my family ever been to jail before they've all done good. They might have done a little bit of county time for like three or four days and got out and here I am on parole" (Interview #7, page 2-3). Another example of data that supports this code is, Interviewee #12 stated, "It was good with my siblings but me and my mom always went at odds". Regarding his relationship with his family now he stated, "It's good but I been locked up for a long time so you know we just getting to know each other" (Interview #12, page 2).

The following axial coding chart shows the code, "family relationship". The dimensions of the code, "family relationship", are depicted within the chart.

```
┌─────────────────────────────────────────────────────────────┐
│                    Before                                     │
│                    Incarceration                              │
│                         │                                     │
│                                                               │
│        1                │              2                      │
│    Strong                                    Weak             │
│    Family       ────────┼────────           Family           │
│    Relationship         │                    Relationship     │
│                         │                                     │
│                                                               │
│        3                │              4                      │
│                                                               │
│              After Incarceration                              │
│                         │                                     │
└─────────────────────────────────────────────────────────────┘
```
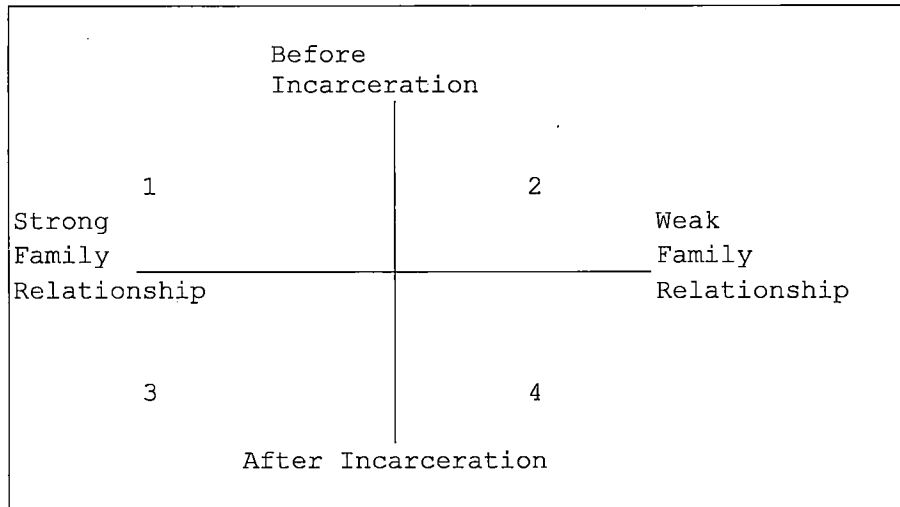
Figure 2. Family Relationship

This chart demonstrates the different dimensions of

the code, "Family Relationship". The study participants

in this study were asked what their relationship was like

with their family before their incarceration period and

after. Based on their responses, I discovered that there

were four different categories that described the

relationships that they had with their families. The

parolees all fit into one of the four categories, as

portrayed in the chart above.

Gang

"Gang" refers to gang activity. This code was chosen

because the researcher realized during her fourth

interview, that many of the parolees interviewed may be

or have been involved in a gang. The researcher chose to

put this code under the, "Upbringing" theme, because she believe that involvement in a gang may serve the purpose to many youth, as a family structure does.

This code was picked because, Interviewee #5 reported that he was in a gang that he has been in since the year 2000, which means that he was approximately 13 years old when he joined the gang (Interview #5, page 11). This code was also supported when, Interviewee #13 stated the following when questioned about his gang status, "I'm not, you can't say it's a gang, it's a movement, a belief" (Interview #13, page 2). Interviewee #13 also stated the he joined his, "movement" after he was incarcerated, that he was still a part of it and he declined the researcher's offer to share any information about his, "movement" (Noted in Interview #13, page 2).

The following axial coding chart shows the code, "gang". The dimensions of the code, "gang" are depicted within the chart.

Not ever a gang member.		Joined Gang before incarceration.
	Parolee	
Still an active gang member.		Joined Gang after incarceration.

Figure 3. Gang Involvement

This chart describes the different stages of the code, "gang". Based on the interviews the study participants shared that they were currently a member of a gang, previously a gang member, or had never joined a gang before. However, some of the study participants reported that they were still affiliated with their gang. It is important to note that the researcher questioned the study participants as to when they joined their gang, before incarceration or after. The researcher discovered that there was a link between those who had joined the gang before incarceration, and those who were raised in a broken home. This will be further discussed in the, "Selective Coding" section.

Contributing Factors

"Contributing Factors", refers to the factors that have led to incarceration at all or more than once. The

researcher chose this idea as an overarching theme of codes, because most of the interviewees have been imprisoned more than once. The researcher thought it was important to recognize the factors that would lead an individual to make choices that would resolve in them being incarcerated again, considering they are aware of the harsh prison lifestyle.

Prison

"Prison", refers to any family members of the parolees that have done time in prison. The researcher chose this code because it occurred to her, that she should question the fact that family served prison time, may be an influential factor in the lives of these parolees. She wondered if this family association would have an effect on the life choices that the parolees had made.

The researcher picked this code, because Interviewee #11 stated that there were members in his family that went to prison (Noted in Interview #11, page 3). Another example of this code was when, Interviewee #15 stated, "Me, my uncle, my mom, my dad, cousins", when questioned about family members and prison (Interview #15, page 3).

Family Problems

"Family Problems", refers to problems that families may have, as the foundation of an individual's success or lack of success in life. The researcher chose this code because, living in an unstable environment leads individuals to grow up and become unstable people, who may not be equipped with the right tools to make the right choices, which in turn could lead to multiple imprisonment. The researcher also included some of the parolee responses to the question about their family relationships, within this code. The researcher believed that there was a connection between the codes, "Family Relationships" and "Family Problems". This will be explored further during the selective coding process.

This code was picked because, Interviewee #1 described family problems as contributing to this drug use, and he described drugs as a factor that led him to multiple times of imprisonment. It was clear that these factors were connected to the lifestyle choices that he made, that led to him becoming a parolee.

Another piece of data that supported this code was when, Interviewee #15 stated, "It was from the age of zero to seven it was real good cuz my father was there

58

and he showed me a lot of love. He would take me places
and do things. Then when he left my mom despised me
because my dad loved me and the household was split up.
It was like a war in the family. Out of the six kids it
was me and my sister and the second youngest. She would
treat us real bad and the oldest, the third oldest and
the youngest she would love and give them whatever they
wanted and we hated that. Sometimes she would discipline
me for my other brother's actions or things that they
did. And that happened a lot cuz I didn't like to see
them cry" (Interview #15, page 2).

The following axial coding chart shows the codes,
"prison" and "family problems". The chart shows the
dimensions of each code, and how they are connected.

Relatives have been to prison.	High level of family problems.
Relatives have not been to prison.	Low level of family problems.

Figure 4. Problems and Relatives' Incarceration

This chart demonstrates the connection between the two codes, "Family Problems" and "Prison". Both of these codes were grouped together as form of contributing factors that led the parolees to incarceration and multiple incarcerations. The researcher discovered that there is a link between the relatives of parolees having been to prison and family problems, as happening before their incarceration or after. The code of, "family problems" was determined by one parolee who stated that family problems were the first of many contributing factors that led to his incarceration. The researcher determined that there is a connection between a study participant's relationship with their family and family problems as well and this will be explored further in a later section.

Drugs

"Drugs" refers to the fact that drugs have a powerful affect over individuals, which encourages them to commit crimes without feeling remorse. Drugs may also give an individual a false sense of courage that they are capable of committing a crime and they will not have to suffer any consequences. The researcher also believed that people commit crimes to get access to drugs. The

researcher chose this code because she believed it may be a common factor in the lives of parolees.

This code was picked initially, when the researcher questioned interviewee #1 about factors that led him to go to prison twice, "drugs" was his immediate response (Interview #1, page 2). Another example of the data was, Interviewee #4 stated that "Alcohol" was the contributing factor that led him to go to prison twice. The researcher asked him to explain his response and he stated the following, "I party on weekends um. I was with this friend in Riverside and I um started drinking a lot and usually if I drink a lot I start doing stupid things" (Interview #4, page 3).

During another interview, Interviewee #7 stated the following, "I was doing drugs, um stealing, robbing, hurting people" (Interview #7, page 2).

The following axial coding chart shows the code, "drugs". The dimensions of the code, "drugs" are displayed and the summary will further explain them.
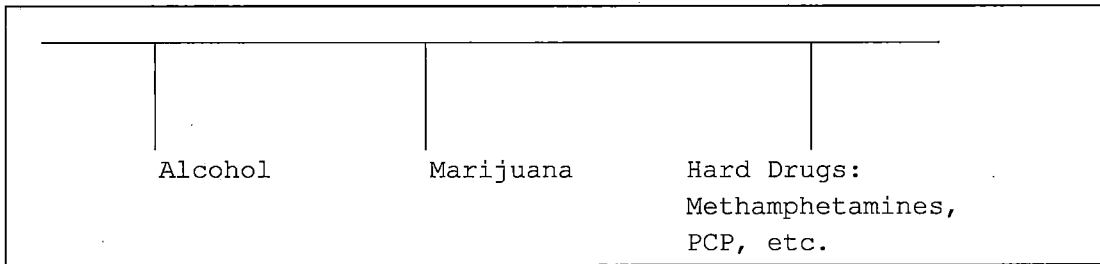
Figure 5. Substance Abuse

This chart shows the different dimensions of the code, "Drugs". These dimensions are on a continuum, as reported by the study participants. The parolees who named drugs as a contributing factor to their experience of incarceration, described how they started using drugs. Many of the parolees stated that they started with Alcohol, then moved on to Marijuana and finally they moved on to hard drugs. The term, "hard drugs" was defined by the study participants as mainly methamphetamines and PCP.

Emotional Problems

"Emotional Problems", refers to the idea that emotional problems could lead an individual to commit crimes and end up incarcerated multiple times. This code was chosen because of a response that the researcher received during Interview #1. Interviewee #1 gave the following answer when questioned further about

contributing factors to multiple times imprisoned,

"Emotional issues. Like family problems. That's what led

me to drugs in the first place" (Interview #1, page 2).

The researcher also picked this code because, Interviewee

#9 stated as the reason why he was incarcerated, "Uh

anger, I'd say it's mostly anger" (Interview #9, page 2).

Choices

"Choices" refers to a reason why parolees get

incarcerated, specifically bad choices. The researcher

chose this code, because she believed that it may be a

common response to contributing factors of going back to

prison/jail. The researcher decided to ask a question

about this, after Interview #5.

This code was picked because, Interviewee #5 stated

the following reason as to why he has been incarcerated

four times, "Bad decisions" (Interview #5, page 4).

Another example of data that supported this code was

when, Interviewee #10 stated, "Not having any money. No

patience to wait to get it, and just immaturity"

(Interview #10, page 2).

The following axial coding chart shows the codes,

"emotional problems" and "choices". The dimensions of

these codes and the connecting factors linking these
codes are also displayed.

```
                    High Self Esteem
                          |
                          |
           1              |         2
 Positive  _____|_____    Negative
 Choices                  |                 Choices
           3              |         4
                          |
                          |
                    Low Self Esteem
```
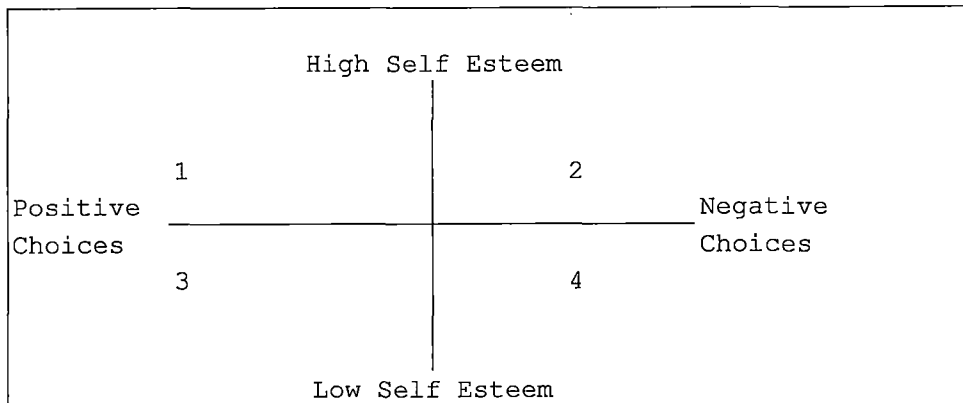
Figure 6. Emotional Problems and Choices

    This chart demonstrates the dimensions of the codes,

"Emotional Problems" and "Choices". Based on the

responses of the study participants, there is a

connection between a person's level of self esteem and

the choices that they make in life. Each of the parolees

who described their choices and emotional problems as

contributing factors to their incarceration or repeated

incarceration, can fit into one of the four quadrants.

For example the first quadrant introduces the idea that

an individual can have high self esteem and make positive

choices. The second quadrant shows that an individual can

have high self esteem and still make negative choices.

Each quadrant has a meaning, but all of the quadrants are linked between an individual's level of self-esteem and the choices that they make.

Lazy

"Lazy" refers to a contributing factor that has led some parolees to go back to prison/jail. The researcher chose this code, because it was the exact term used in a response that the researcher got from interview #3. Interviewee #3 stated the following, "I'm just, how do you say? Repeating the same behaviors like not learning from what I did. My mistakes and stuff, not learning from em'. Being careless, being lazy. Not motivated to work and stuff, take care of my business. Things of that nature right there" (Interview #3, page 3).

The following axial coding chart shows the code, "lazy". The dimensions of the code, "lazy" are demonstrated in the chart.

Lazy/No Motivation		Driven/Motivated
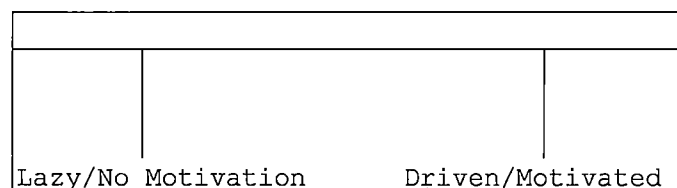
Figure 7. Lack of Motivation

This chart shows the dimensions of the code, "Lazy". The dimensions were defined by one of the study participants. However, many if the study participants took responsibility for their actions and described lack of motivation as a contributing factor to their incarceration.

Label

"Label", refers to the labeling that individuals face as a parolee and some even face as a felon. This code was chosen as an overarching theme, because this label affects the life of a parolee in many different aspects, which are described as different codes.

Cops

"Cops", refers to the way that many parolees are treated based on their felony label or the fact that they are a parolee, by police officers. This code was chosen because interviewee #1 specifically names, "cops" as having knowledge of his felony and having a sense of control over him.

An example of data that shows why this code was picked was when Interviewee #11 stated, "whenever I come into any police contact whether is be for a traffic

violation um for any kind of just um anything, if a cop

talks to me the first thing he asks me is, are you on

parole? I answer yes so now instead of me being a helpful

guy, now I'm just a criminal cuz most of the time when I

get pulled over I get handcuffed and put in the back of

the cruiser and they bring a dog and k-9 to search for

drugs. And I get harassed and at first you're like ok

its, don't get me wrong I'm not saying that I shouldn't

be on parole. I committed my crime and I have to pay my

debt to society. Obviously when I was younger I was bad.

I was bad enough to go to prison you know. Now I know I

still have to pay the consequences" (Interview #11, page

6-7).

Another example of data was when Interviewee #1

stated, "Cops, Jobs, just people in general. People in my

life as in Ms. Marsha earlier you know what I mean,

talking about I just feel like they all have control over

my life and they know it so they abuse it. You know what

I mean?" (Interview #1, page 3).

Jobs

The code, "Jobs" refers to the idea that for some

parolees gaining a job may be a challenge, as a result of

the felon label or as a result of their criminal back

ground. This code was chosen because interviewee #1 describes, "jobs" as one of the ways that being a felon has affected his life.

This code was picked because, Interviewee #2 states the following about how being a felon has affected his life, "It's like I really can't do the things I...like in a job where I wanna work at and stuff and then it's kinda hard cuz you want the job and they check your back ground like oh you can't not work here. It's like, Ok" (Interview #2, page 3).

Another example of why this code was chosen was when, Interviewee #10 stated, "You can't get a like a like a decent job, which is not like being in a wharehouse. Cuz background checks so it affects you" (Interview #10, page 2).

Discrimination

"Discrimination", refers to the discrimination that individuals may experience as parolees. This code was chosen because the researcher believed that most people are faced with some sort of discrimination at some point in their lives, without a criminal history, and she was curious about how having a criminal history may contribute to this discrimination.

This code was picked, because Interviewee #3 felt

like he was discriminated against, just like everyone

else because people stereotype each other. The researcher

probed further and asked him what kinds of stereotypes

people may have of him and he answered with the

following, "Me? Being a thug or something" (Interview #3,

page 12). Another example of data that supports this code

was when, Interviewee #11 stated that, "Of course" he was

discriminated against. Then he proceeded to explain

different ways that this occurred as follows, "Ok, um.

I'm a firm believer that you don't judge a book by it's

cover, ok? Um the way I dress and I'm gonna explain it to

you, my hair is very short, ok. I have a white t shirt on

and I have some shorts on. These shorts are very

comfortable alright? They are very very comfortable. The

white shirt, it's really hot so obviously I'm not gonna

wear a dark shirt or as dress up shirt unless I'm going

out. Um I get a lot of stares from the older population

you know and I get a lot of um don't look at him don't

look at him from moms and their kids in the store. And I

get a lot of if I'm walking down the street on one side

and somebody else is coming on this side, they will cross

the street you know" (Interview #11 page 14).

Society

   "Society", refers to the way that people in society treat parolees when they have knowledge of their felony label or their criminal history. This code was chosen because Interviewee #1 had an interesting experience about society's views of him, that he shared during his interview.

   This code was picked because, Interviewee #1 stated the following, "People in my life as in Ms. Marsha earlier you know what I mean, talking about I just feel like they all have control over my life and they know it so they abuse it" (Interview #1, page 3). Interviewee #1 is talking about an incident that occurred before our interview, where Ms. Marsha, (who is a teacher in a job placement program that he is in) contacted his parole officer for a minor incident that occurred where interviewee #1 spilled a drink on the carpet at the job placement program. Apparently she was not satisfied with his apology, so she confronted him about it, which made him feel like she was cornering him, so he used profanity towards her and then he walked away.

Appearance

"Appearance", refers to the question in the
interview, where the researcher asked the parolee if they
changed their physical appearance while they were
incarcerated and if they did, do they feel like people
may treat them differently due to this change. This code
was chosen because the researcher thought that that
parolee's physical appearance upon their release, may
have affected their success to reintegrate into society.

This code was supported in the data when,
Interviewee #3 expressed that he changed his physical
appearance before going to jail. He got his gang tattooed
on his arms. Although he said that he did not care if
people treated him differently as a result of his
physical appearance, he did state the following, "Cuz I
mean they know I must be no good" about the reactions
people may have towards him (Interview #3, page 17).

Another example of the data was when, Interviewee #4
stated that he did in fact change his physical appearance
while incarcerated. He lost weight and he got tattoos. He
felt like people did in fact treat him differently, but
he expressed that he did not care about that. He also
expressed that his tattoos reflected his involvement in a

white supremacy gang, which according to him influenced

the way that people treated him (Noted in Interview #4,

pages 8-9).

The following axial coding chart links the codes,

discrimination, jobs and cops. The chart shows the

dimensions of each of the codes and how these dimensions

are connected.
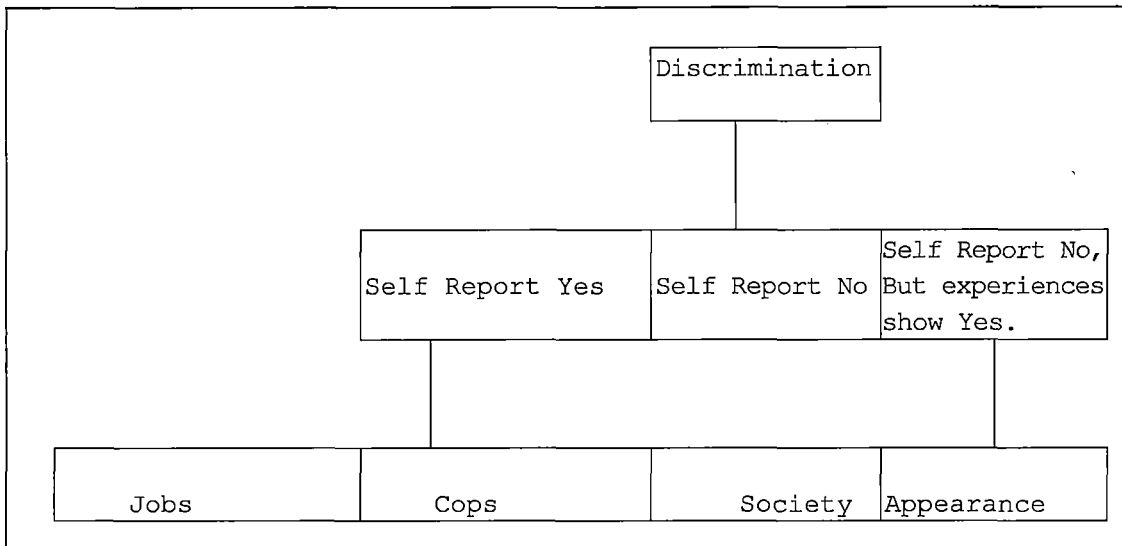
Figure 8. Experience of Discrimination

This chart demonstrates different codes within the

theme, "label". The chart shows the different dimensions

of the code, "discrimination". Some of the parolees

reported that they did not experience discrimination as a

result of their status as a parolee. Others reported that

they did in fact receive discrimination. Finally, some of the parolees reported that they had not faced discrimination, however they described experiences that did in fact demonstrate discrimination against them. The codes where discrimination was prevalent towards the parolees were, "jobs", "cops", "society", and "appearance". Within each of these codes, the parolees shared experiences that showed that they had dealt with discrimination, that they believed was related to their parolee status.

Felon

"Felon", refers to a question in the interview, in which the researcher asked the parolees what the term, "felon" meant to them, if they considered themselves a felon and if they had faced trouble in life because of this label. The researcher chose this code, because some of the parolees carry the, "felony" label or they have a criminal background that seems to plague them in the same nature that the label would.

This code was picked because, Interviewee #1 stated that he is reminded of his gang/neighborhood when he thinks of the word, "felon" because the word is in the name of his gang. However, Interviewee #1 did not

perceive himself to be a felon (Noted in Interview #1 page 14-15). However Interviewee #1 has faced trouble in life as a result of his felony label, "School like sometimes I can't get enrolled in certain. Schools because of my age and I'm on parole, cuz I have tattoos. So I don't know" (Interview #1, page 16).

Another example of the data was when, Interviewee #4, defined the word felon as "A convicted crime." When the researcher asked him if he considered himself a felon, he stated "Um yeah, I guess. Yeah" (Interview #4, page 7). However, Interviewee #4 did not feel like he had trouble in life as a result of his label.

Parolee

"Parolee", refers to the affects that an individual faces, by being a parolee. This code was chosen because, during Interview #3 it was brought to the researcher's attention that some of her study participants were not considered felons. The researcher wanted to ensure that she was using the correct term in the interviews, in order to receive honest responses from her participants.

This code was picked because, Interviewee #3 stated the following in regards to how being a parolee has affected his life, "Me? Alright, it's sorta like a lot of

my freedom. I got a lot of restrictions you know? can't do a lot of things I enjoy doin' you know. But it's all for the good. That's how I look at it you know. It's been keepin' me outta trouble so that's how I look at it. I mean I don't know. I ain't got a negative attitude towards it. I guess it's alright" (Interview #3, page 4).

Another example from the data was, when Interviewee #13 stated the following as to how having a criminal background has affected him, "Um, my whole out look on life is different from normal people.

Um well I could say for the good things ok? When something good happens you appreciate it a lot more because you know you don't deserve it or you don't have it normally. So you try to grasps onto the good things that you have and savor them while they last because it feels like they won't last" (Interview #13, page 4).

Criminal

"Criminal", refers to the question in which the researcher originally used the word, "felon". The researcher asked the parolees to define the term, she asked them if they considered themselves one, and then she asked if they had, had any bad experiences associated with this label. The researcher substituted the word

felon, for the word criminal. This code was chosen, because many of her interviewees were not in fact felons, so she did not want to confuse them with the incorrect term.

This code was picked because, Interviewee #16 defined a criminal as, "A bad person, somebody that just screwed up their life." He did in fact consider himself a criminal and he reported that this label affected him in the following ways, "Just the same thing, they judge you as a criminal, you can't get jobs you can't go to certain (inaudible)" (Interview #16, page 5).

Another example from the data was when Interviewee #17 defined criminal as, "Something that you done in the past that harmed society and put people in danger. Something that you did that was negatively that's gonna stick with you." Interviewee #17 stated the following when asked if he considered himself a criminal, "Before yeah, but now no" (Interview #17, page 8).

The following axial coding chart links the codes parolee, criminal and felon. The dimensions of each code and how they are connected, is demonstrated in this chart.

Label		
Parolee	Criminal	Felon
Yes	No	Yes	No	Yes	No
Positive Effects	Negative Effects	Positive Effects	Negative Effects	Positive Effects	Negative Effects
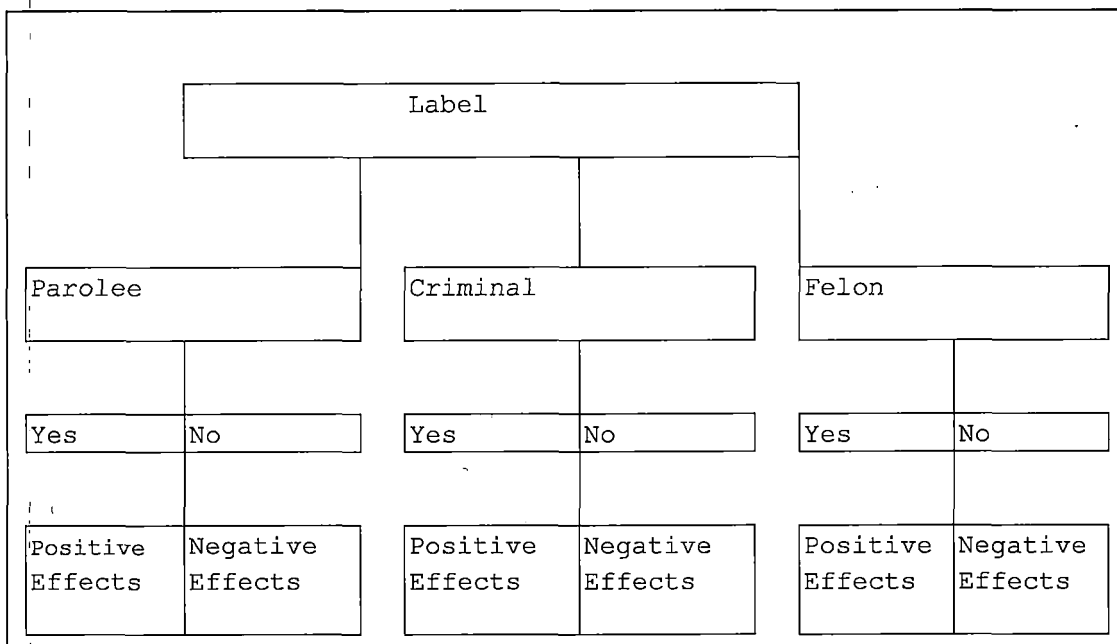
Figure 9. Effects of Label

This chart shows the link between the codes,
"parolee", "criminal", and "felon". The terms are used
interchangeably for this study. During Interview #3 the
researcher discovered that using the term felon, may not
apply for all of the study participants. So the
researcher resolved to replace the term felon, into
parolee or criminal background. Using these terms the
researcher asked the study participants what these terms
meant to them and if they considered themselves a felon,
parolee or a person with a criminal background. If they
identified with these terms, the researcher questioned
how this identification affected their lives. The chart

77

demonstrates that the study participants either responded with yes they do identify with these terms, or no they don't. All of the respondents who identified with these terms described the way their lives were affected, as having positive implications or negative implications.

Positive

"Positive" means that for some parolees/felons they may perceive their label, as having a criminal back ground, as a good thing. They may have seen it in a sense, as saving their lives from the gang/street lifestyle. The researcher chose this code because Interviewee #8 brought this point to her attention, when she asked him how being a felon has affected him.

This code was picked because Interviewee #8 stated, "Well I see it in a good way you know cuz if I wouldn't, if I wouldn't of gotten busted I probably would have been dead or something you know cuz I was gang banging on the streets. I was doing drugs and I think this happened for good you know?" (Interview #8, page 2).

Another example of data that supported this code was when Interviewee #11 stated, "So I said ok the opportunity came up and I was talking to some guy and he says you know what I make parolee stickers. I was like

let me get one of those cuz that's gonna keep me in check, keep me from carrying a firearm or and I get pulled over by cops and they tell me are you really on parole. Yeah that's pretty stupid or yeah but you pulled me over right and that's keeping me in check. I'm not gonna be caught carrying a gun or anything you know. He's like alright. So I mean that's the most positive thing you know, just it keeps me in check" (Interview #11, page 9). "Well actually now I'll be able to share my story with the youngsters with the young kids at juvenile halls. I do speeches, I do a lot of speeches at juvenile.

The following axial coding chart shows the code, positive. The dimensions of this code are described within the chart.

Positive Affects Parolee Label			
Not Dead		No Drug Use	No Illegal Activity	
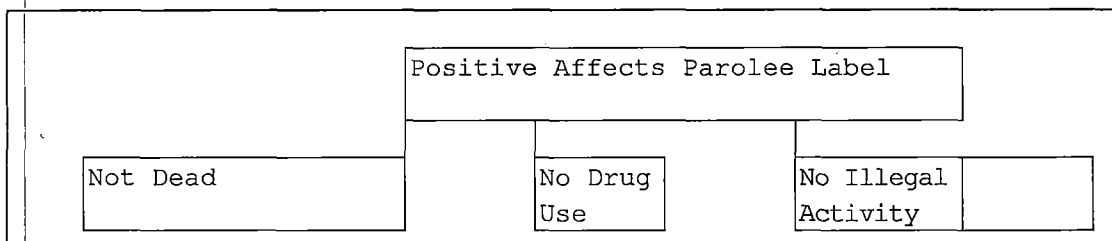
Figure 10. Optimistic Perspective

This chart shows the dimensions of the code, "positive". These dimensions are defined by the study

participants, in which they were asked how they perceive their label of parolee. Some of the parolees saw their label as a positive attribute to their identity, because if they had not been arrested and convicted or committed, they might still be using drugs, be involved in illegal activity or even be dead. Their parolee label may have actually saved them from experiences far worse than what they were experiencing now.

Validation

"Validation", refers to the rhetorical questions that some of the parolees that were interviewed used. This code was chosen, because this was discovered to be a reoccurring theme during many of the interviews.

This code was picked because Interviewee #1 constantly asked the following throughout the interview, "You know what I mean?" Based on his affect and his openness to share his experience as a parolee, the researcher interpreted this rhetorical question in two different ways. First, the researcher determined that he was not actually anticipating a response from her, in actuality he was trying to emphasize his points by checking in with the researcher to see if she was empathizing with his experience. Second, this rhetorical

80

question was part of his everyday slang language, which

the researcher believed represented that interviewee #1

felt a level of comfort sharing his experience with her.

This code was picked because Interviewee #3 used the

phrase, "you know what I'm saying?" throughout the

interview (Noted in Interview #3, throughout).

Loss

"Loss" refers to feelings of loss, that parolees may

have about their lives. The reason that the researcher

chose this code was because Interviewee #3 mentions these

feelings of loss that he experiences, when he reflects

back on his life.

This code was picked because, Interviewee #3 stated

the following, "Man, just time with my teenage years, you

know what I'm sayin'? My freedoms, stuff I'll never get

back you know? Lot a little things like birthdays that I

ain't had since I was thirteen. All types of little

things. Christmas, (inaudible) passin'. Stuff like that.

It's crazy" (Interview #3, page 14). Another example from

the data was when Interviewee #8 describes a loss that he

has experienced, "Um like lost relationships" (Interview

#8, page 2).

The following axial coding chart makes the
connection between the codes, validation and loss. The
dimensions of these codes are described in the chart.

	Validation			
		Feelings of Loss		
Adolescent Years	Relation ships	Holi- days		Freedom
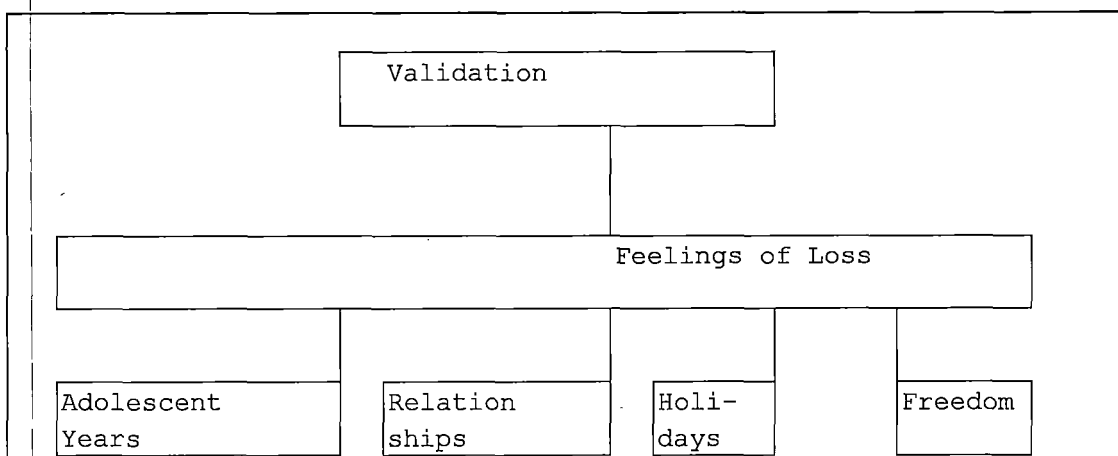
Figure 11. Experience of Loss and Validation

This chart shows a link between the codes, "loss"
and "validation". Based on the interviews the researcher
felt as though the study participants experienced
feelings of loss in regards to their parolee status. The
areas that the parolees shared as missing out on were
their adolescent years, relationships, holidays, and
finally their personal freedom. The researcher linked
these codes, because the study participants seemed to be
searching for an empathic response from the researcher or
a feeling of validation that the researcher truly

understood what it was like to miss out on experiences that non-parolees make take for granted.

Family Affects

"Family Affects", refers to the different ways that parolees' family members are affected by their felony label/criminal background/parolee status. The researcher chose this theme because she believed that everyone in the family is affected by the experience of having a parolee in the family.

Trust

"Trust", means that family members have a lack of trust towards their parolee family member, which the researcher believed was understandable. The researcher chose this code, because it is a common issue that parolees and their families must accept.

This code was picked because Interviewee #1 stated the following, when asked about how being a felon has affected his family, "Trust. They don't really trust, like they want to, they love me, they just can't" (Interview #1, page3).

Another example from the data was when Interviewee #3 stated the following in regards to this question,

"Hmm, I lost a lot of trust with em'. They look at me differently. They probably still think I keep secrets and stuff, still be lying to em'. Still think I'm doing my old ways and stuff but I know once you loss trust with somebody you try to, you wanna make it work you gotta regain your trust back with them, so that's what I do by my actions, by the stuff I do. Just know that I'm doing good inside you know. Put all that stuff behind me, but it will show in time if my actions, you know what I'm sayin'?" (Interview #3. page 5).

The following axial coding chart shows the code trust and the dimensions of this code.
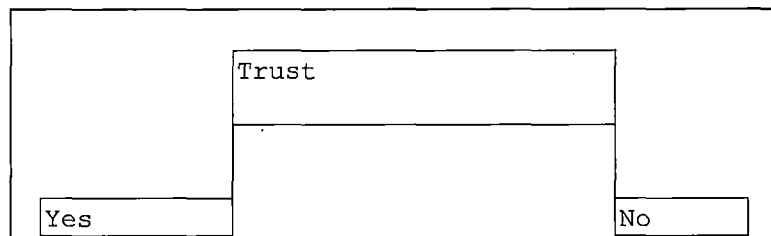
Figure 12. Experience of Trust

This chart demonstrates the code, "trust" and its dimensions. According to the study participants, some of them reported that their parolee status has changed the level of trust that their family has towards them. The

code is broken down into, "yes" or "no". If the parolee described the trust within their family to have been affected by their status then they would fall into the, "yes" dimension of the code, "trust". If the parolee did not report a change in the trust within the family, they would fall under the, "no" dimension in the code, "trust".

Hurt

"Hurt", refers to the family being hurt emotionally by the parolee being a felon or having a criminal history. The researcher chose this code because she discovered that it was a consistent response during the interviews of the affects on the parolees' families.

This code was picked because Interviewee #2 stated, "Uh it kinda hurt em' cuz I didn't at first when I first got locked up I didn't call em'. So I'm like ok they ain't it's gonna, they gonna be mad so and the next day I called em' and they was, they was mad so I'm like Ok" (Interview #2, page 3).

Another example of data that supported this code was when Interviewee #8 stated, "I haven't seen them for like five years and stress on my family, my mom you know. My

aunt be stressing you know stuff like that. Haven't seen

nobody for quite a long time" (Interview #8, page 2).

Family Coping

"Family Coping", refers to the question that asks

what programs are offered to the parolees' families to

help them to cope with their situation, and if there were

any programs at all.

This code was picked because Interviewee #1 answered

with the following, "No. They were pretty much just

warned to stay away. Which makes me upset because they

weren't my victims but..." (Interview #1, page 6).

Another example of data that supported this code was

when Interviewee #7 said that there were not any programs

offered to his family (Noted in Interview #7, page 3).

The following axial coding chart connects the codes

hurt and family. The dimensions of each code are

displayed in the chart.
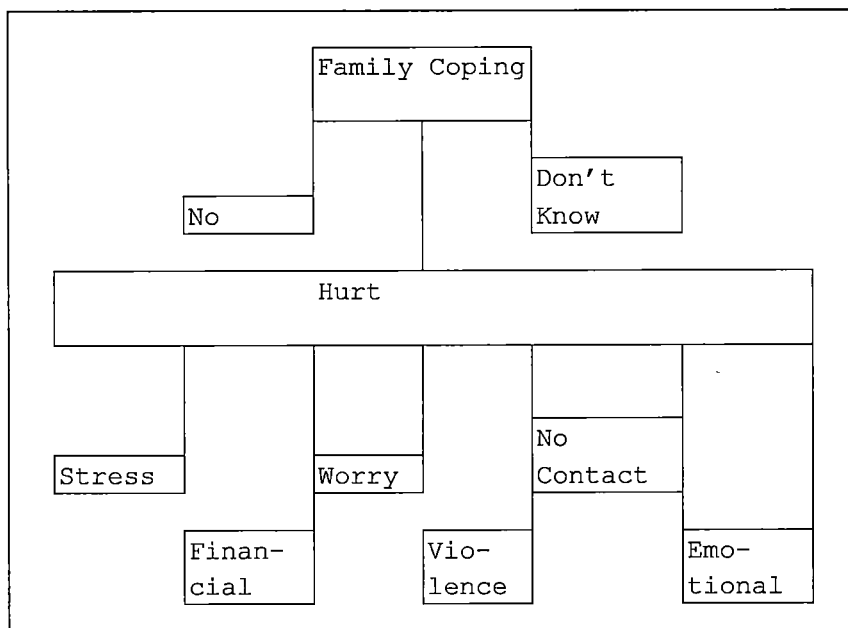
Figure 13. Experience of Family Members

This chart links the codes, "hurt" and "family coping together". In regards to coping programs offered to the parolee's families, all of the parolees reported that there were not any programs offered or that they did not know if there were programs available. The researcher connected these two codes, because many of the parolees had responded that their parolee status had hurt their family. The dimensions of the code, "hurt" are broken down to show the different ways that the parolees felt that they had hurt their families. The researcher was curious to see if there were any programs offered to the parolee family members to help them to cope with the hurt

that they felt towards their parolee family member. Unfortunately, based on the study participants responses there were not programs offered to their family to help them to cope.

Starting Over

"Starting Over", refers to the different questions in the interview that pertain to the experience that parolees have re-entering into society. The researcher asked about the programs that are offered to help them to re-build their lives, programs that may help their families to cope, social services that they may be eligible for and any experiences that they have had applying for jobs. Each of these questions is broken down into a code to demonstrate the different parolees' experiences. The researcher believed that this theme was important, because it sheds light on the lifestyle that parolees' experience upon their release. Based on the answers during these interviews, the researcher found that this population is in great need of social work practice.

Re-Build Programs

"Re-build Programs", reflects the responses to the interview question that asks if there were programs designed to help the parolees get back onto their feet. The researcher chose this code because she thought that these programs or lack there of, would heavily impact the success of the parolees as constructive citizens in society.

This code was picked because Interviewee #1 answered with the following statement, "No. The twelve step program that I'm in, it's just a place to stay" (Interview #1, page 4). Interviewee #1 also mentioned a job placement program called Bridge, but he expressed dissatisfaction with the program in the following statement, "That was a bridge program that was supposed to get me a job but I've been there for three months now and they promised me a job after four weeks, or they promised me an interview. They couldn't get me the job but they promised me an interview. They haven't gotten me even an ID or nothing" (Interview #1, pages 4-5). Apparently not having an ID as a parolee is a serious offense, that is considered a walking violation. Interviewee #1 expressed to the researcher that he was

supposed to get an ID before his release from prison from the Bridge program, but that was not accomplished.

Another example of data was when Interviewee #7 stated that there were not any programs available (Noted in Interview #7, page 3).

The following axial coding chart shows the code, re-build programs. The dimensions of this code are displayed in the chart.

Don't Know		Re-build Programs				No	
		Yes					
School	Halfway House	Job Place-ment	Voca-tion/ Trade	Sub-stance Help	Coun-seling	Group Homes	
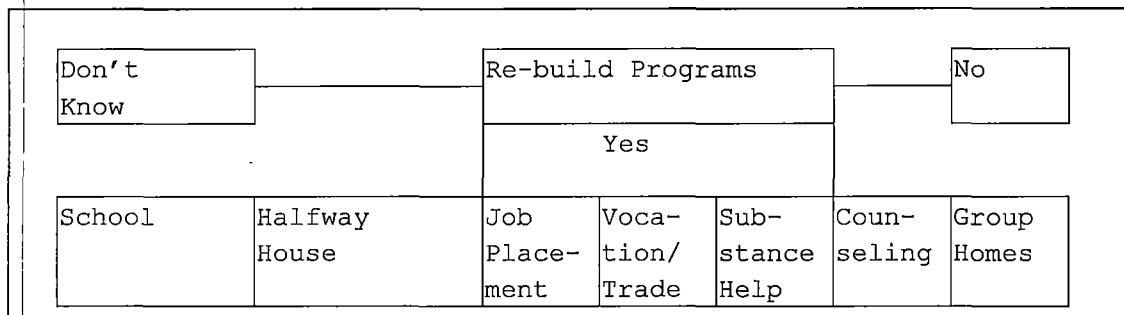
Figure 14. Rehabilitation After Incarceration

This chart shows the different responses that the parolees reported about the program offered to them after their incarceration. A few of the parolees did not know of any programs or they stated that there were not any programs offered. The parolees who reported that there were programs available to them, fit into the, "yes"

dimension. The different programs that were offered, is
shown in the chart.

Social Services

"Social Services", refers to the parolees'
eligibility for social services, since their conviction.
The researcher chose this code because, many parolees
were unaware that they were ineligible for many social
services once they have been convicted of a felony or
have served time in an institution. The researcher
believed that this was a significant issue that parolees
may face.

This code was picked because Interviewee #1 was
questioned about his involvement in social services.
Initially Interviewee #1 was confused about the term,
"eligible", once the researcher clarified this word, he
simply stated that he had not tried to get any social
services (noted in Interview #1, page 11).

Another example from the data was when Interviewee
#2 stated that he had not applied, nor did he know if he
were eligible for social services (Noted in Interview #2,
page 6).

The following axial coding chart shows the code,
social services and the dimensions of this code.

```
┌─────────────────────────────────────────────────────────┐
│                      ┌──────────────────┐                │
│                      │ Social Services  │                │
│                      │        │         │                │
│  ┌───────────────────┤        │         │  ┌───────────┐ │
│  │ Did Not           │        │         │  │ Did       │ │
│  │ Apply             │        │         │  │ Apply     │ │
│  └───────────────────┤        │         ┤  └───────────┘ │
│                      └──┬───────────┬───┘                │
│                         │ Did Not Know │                 │
│                         │  If Eligible │                 │
│                         └──────────────┘                 │
└─────────────────────────────────────────────────────────┘
```
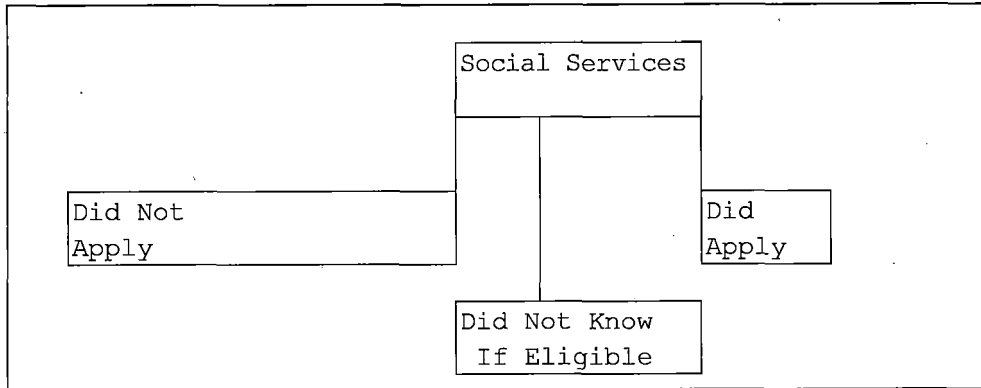
Figure 15. Experience of Social Services

This chart shows the dimensions of the code, "social services". In the interview process the researcher asked the study participants if they were eligible for social services. Most of the study participants did not know if they were eligible, because they had not applied. A few of the parolees did apply. The dimensions of this code were determined by the parolee's responses.

Employment

"Employment", refers to the experience that parolees have when applying for employment, since their release. The researcher chose this code because she learned that parolees have a profoundly different experience when applying for employment, in comparison to those who are not on parole.

This code was picked because Interviewee #1 had applied for employment, but according to him, no employer had offered him an interview because he did not have an ID. The researcher probed further into this idea, because she wanted to know what Interviewee #1 thought his experience would be like after he got his ID and he said, "Well I mean it's my past, you know what I mean? I'm trying to do good and I'm not trying to get a job to rob somebody and then try to get a job to make more money, you know what I mean?" (Interview #1, page 9).

Another example of data that supported this code was during Interview #3. Interviewee #3 reported that he does not currently have a job. He described a specific situation that he has encountered in the past when applying for employment, "Yeah. Cuz when they...it was Wal Mart as a matter of fact. Cuz I made it to the third interview. Ready for the drug test and everything, the back ground check. They never called me back" (Interview #3, page 11).

The following axial coding chart shows the code, employment and the dimensions of this code.
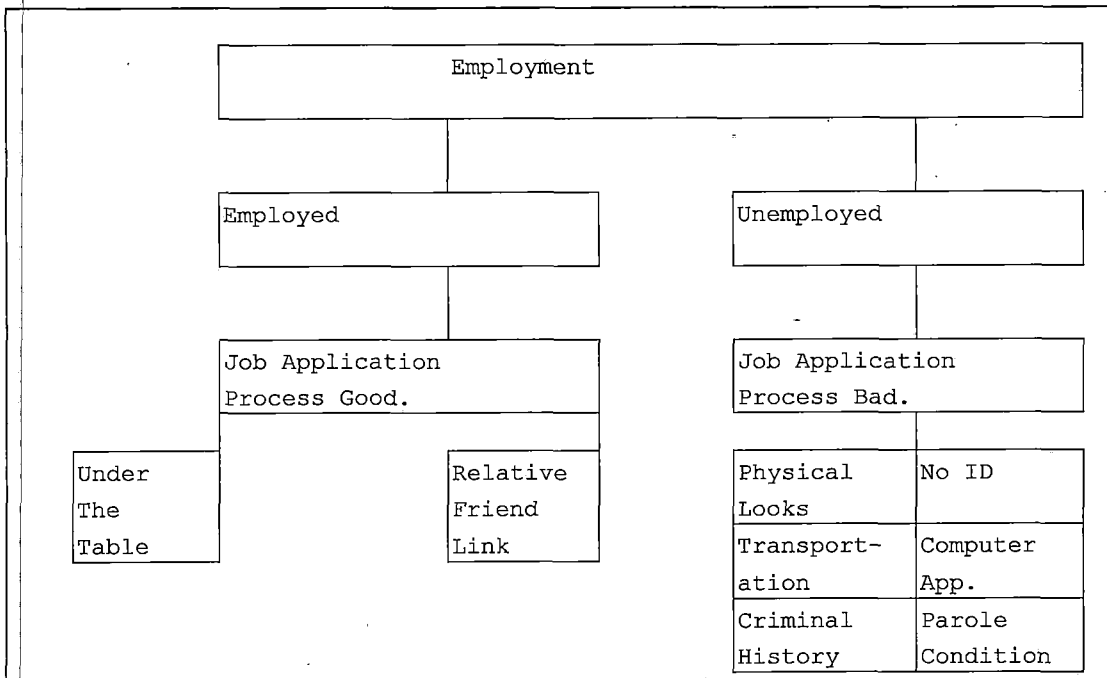
Figure 16. Experience of Employment

This chart shows the dimensions of the code, "employment". These dimensions are based on the responses of the parolees. The parolees were asked what experiences they have had when applying for employment and if they were currently employed. The researcher found that if the parolees were employed and in turn had a good experience when seeking a job, they were either working under the table or they were working with their friends or relatives. Most of the parolees were unemployed and therefore had experienced a bad application process. The reasons that the parolees reported for having a bad

94

experience or that the researcher conferred based on their responses, are listed in the chart.

Goal

"Goal", refers to the question in the interview process that asks what kind of goals the parolees want to accomplish in the next five years. The researcher chose this code because it demonstrated that parolees, like non-parolees had basic needs and goals that they desired to have met. These goals show that these individuals have desires to redeem themselves and make positive choices in their lives.

This code was picked because Interviewee #1 stated that he wanted to do the following, "Get off parole. Stay alive and maintain drug free" (Interview #1, page 7).

Another example of data was during Interview #3. "I don't know like I don't really try to think about it like I don't know I just look at it as today you know? See what I'm gonna do, you know what I'm sayin'? Like immediate future, so I don't know. I just wanna get like a job in the mean time so I can save some money and get a car and stuff. Find better jobs that one ain't cool enough already, you know what I'm sayin'. You know get my own spot. A place to live and then I do wanna go back to

school try to be like a (inaudible) or something"
(Interview #3, page 7-8).

Reality

"Reality", refers to the reality of the parolees'
goals. This code was chosen because the researcher
inquired about how much confidence that parolees have in
achieving their goals.

This code was picked because Interviewee #1 stated
the following when questioned about the reality of his
goals, "Yeah. I figure if I stay drug free I can get off
parole and if I just stay out of trouble I can stay
alive" (Interview #1, page 7).

Another example of data that supports this code was
when Interviewee #3 stated the following, "Uh Huh. If I
apply myself, yeah I believe so. I did it before you
know?" (Interview #3, page 8).

The following axial coding chart shows the
connection between the codes, goals and reality. The
dimensions of these codes are also displayed in the
chart.

Off Parole	Alive	Career	House	Apart-ment
	Goals			
Family	Attend School	Car	Earn GED	Earn Degree
Join Military	Own Business	Learn Trade	Pro Sports	Stable Finances

Don't Know

Reality

Possible

Somewhat Possible

Drug Free

Hard Work
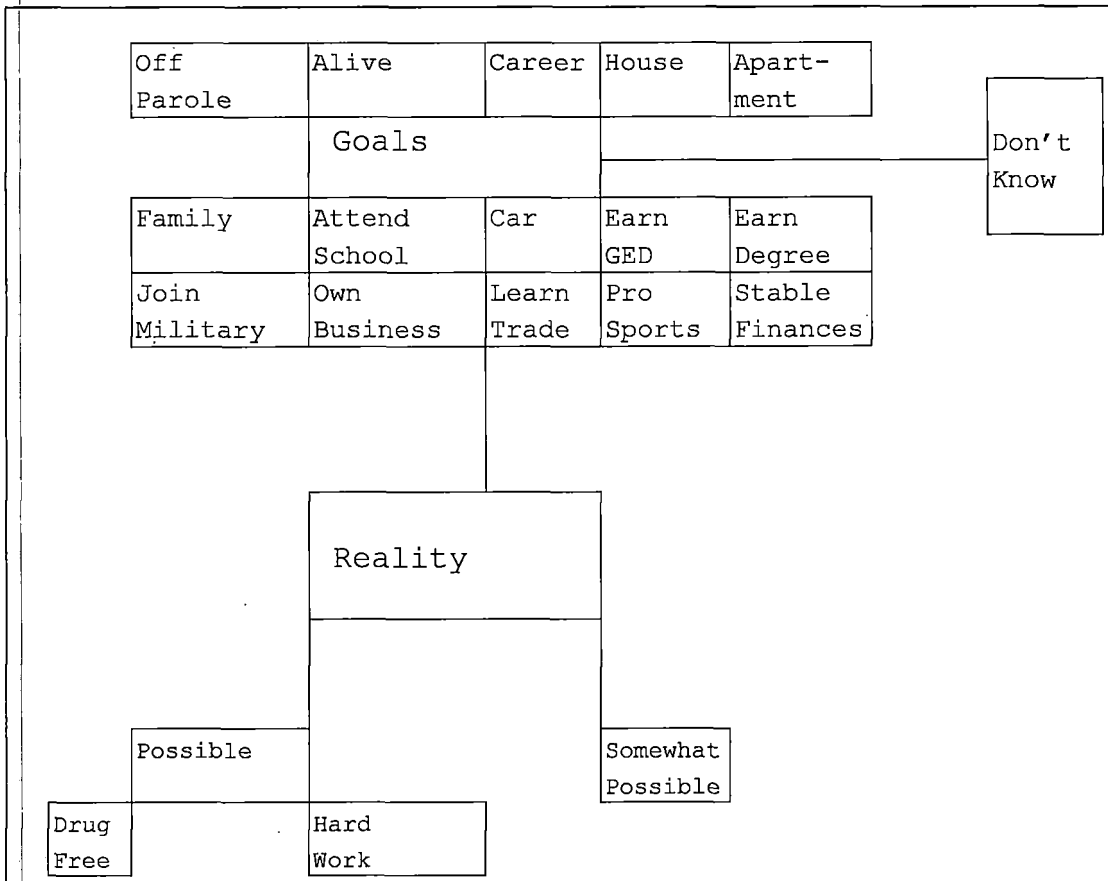
Figure 17. Future Outlook

This chart links the codes, "goals" and "reality".
The study participants were asked what their goals were
over the next five years and the reality of achieving
these goals. The chart shows what the goals are that the
parolees reported having. The goals are connected to the
code, "reality", and its dimensions are depicted. The
dimensions were self reported by the parolees as possible

97

goals or some what possible goals. None of the parolees reported that the goals were not possible.

Voting

"Voting", refers to the parolee voting rights. When someone is convicted of a felony, they lose their right to vote. The researcher chose this code because some of the parolees had been convicted of felonies. While others have been adjudicated, which indicates that they were tried as juveniles and would not have a felony charge on their record.

This code was picked because Interviewee #1 was not aware that a felony conviction voids one's right to vote in this country, he said that following about that, "Pretty much I don't know. I mean I'd like to vote if I could have the chance to but if their not gonna let me then it's not like a major loss you know what I mean? It's not like my votes gonna count anyways. When I think of electoral votes and all that stuff I don't know that's what I hear. I never voted before so I don't know" (Interview #1, pages 13-14).

Another example of data was when Interviewee #4 stated the following in regards to his loss of voting rights, "I don't even care" (Interview #4, page 7).

The following axial coding chart shows the code, voting. The dimensions of this code are also displayed in the chart.

```
                          Does Vote
                              |
                              |
                              |
                              |
Does not      _____|_____      Cares about
care about                    |                      voting right
voting right                  |
                              |
                              |
                              |
                         Does Not Vote
```
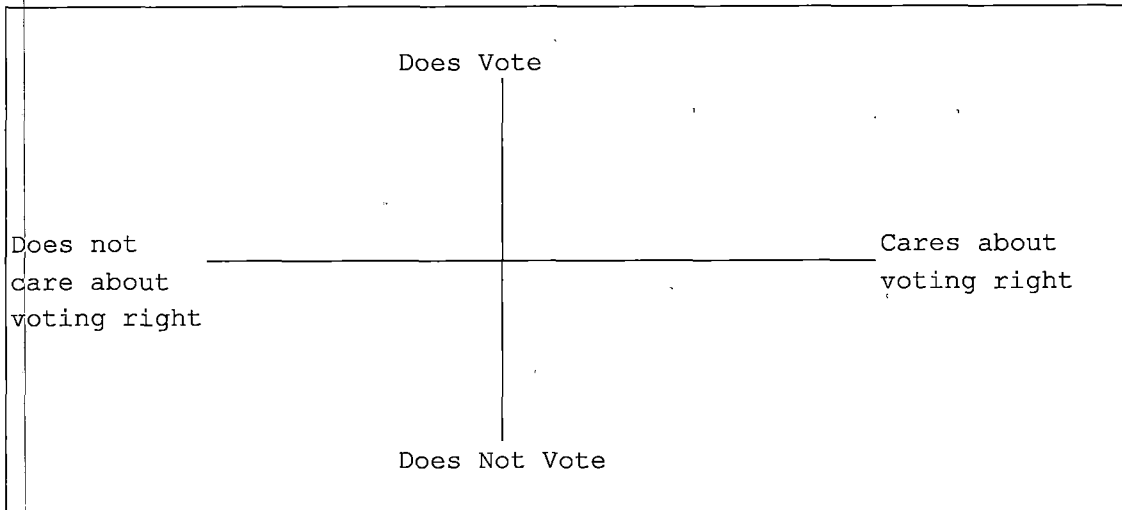
Figure 18. Voting Rights

This chart shows the four different quadrants of the code, "voting". These quadrants reflect the parolee responses. The parolees reported that they either vote or do not vote and care or do not care about this right. Most of the parolee responses demonstrated that they did not care about their potential loss of voting rights, (for those who are convicted felons).

Incarceration Programs

"Incarceration Programs", refers to a question that the researcher decided to ask in Interview #10, about what if any programs were offered while the parolee was incarcerated. The researcher also questioned if these programs were helpful, and how they could be more helpful. The researcher chose this code, because she realized that she was neglecting this area.

This code was picked because Interviewee #10 stated, "Not helpful programs. A journal, writing in a journal. Talking about I mean reading, I mean watching a video of drug addict and their recovery and uh gangs is not helpful" (Interview #10, page 8). In regards to how these programs could be more helpful he stated, "For certain school. Any any, help people get a couple skills cuz the majority of people that come out of jail got no skills whatsoever. That's why they end up with the temp jobs where you can't make a career out of it. That's really not money cuz they pay you every week and you spend it so you don't really have any money so you just working for nothing. But people have communication skills, couple trades, they would be a lot better off. They would be successful" (Interview #10, page 8).

Another example of data that supported this code was when Interviewee #13 stated the following in regards to programs offered during incarceration, "Um yes but the fact is if there's a rehabilitation program and they put you in it, if you don't wanna change you're not gonna" (Interview #13, page 4). Interviewee #13 stated the following in regards to ways to better these programs, "Probably put staff in there that cared" (Interview #13, page 4).

The following axial coding chart shows the code, incarceration programs. The dimensions of this code are demonstrated in the chart.

Incarceration Programs			

Journal Writing	Drug Videos	Gang Videos	Counsel-ing
NA	Wounded Child	Drug Rehab	Fire Camp

Positive Attitude		Helpful				Not Helpful	

	People Skills		Work W/ Others	Need School		Mandate Inmates
				Supportive Staff	One-One Therapy	Outreach
				Motivated Inmates	Smaller Groups	Separate Races
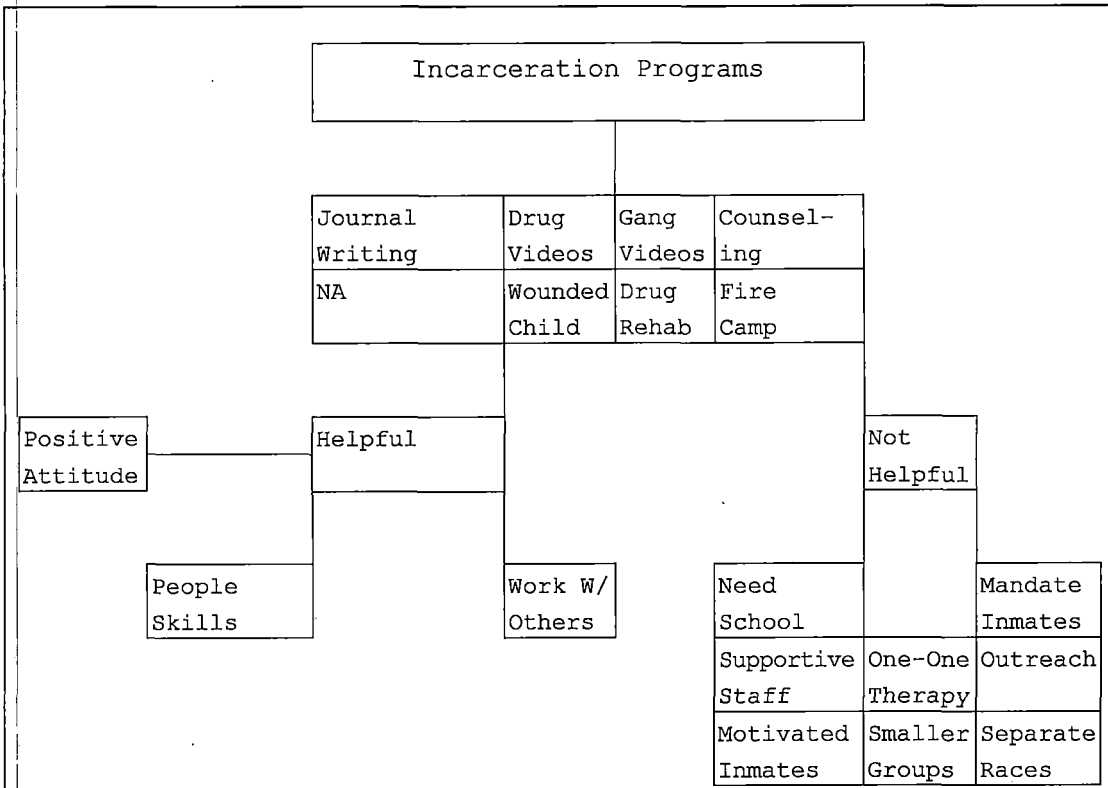
Figure 19. Rehabilitation During Incarceration

This chart shows the different dimensions of the
code, "incarceration programs". These dimensions are
based on the parolee responses as to what programs are
offered during the incarceration period, if these
programs were helpful and how they could be improved.
First the programs offered are listed and then they are
separated into two different categories, helpful or not
helpful. The parolees that felt like the programs were
helpful, found that the programs instilled a positive
attitude in them, taught them people skills and how to

effectively work with others. The parolees who found the programs to be unhelpful, reported a series of reasons as to how they felt the programs could be improved. These reasons are listed in the chart connected to the category of, "not helpful".

Now

"Now", refers to the question in which the researcher asks the parolee what they would like to do with their life from this point forward. This code was chosen because it gave them an opportunity to share any short term goals with the researcher.

This code was picked because Interviewee #1 stated the following, "Get a job. A good job. A straight job. Something that pays over Ten dollars an hour and makes you sweat" (Interview #1, page 17).

Another example of data was when Interviewee #2 stated the following, "Just keep working and keep my ass straight. Don't let nobody interrupt me with that. That's why I ain't got no kids yet. I'm trying to focus on what I need to do right now. So I ain't got no kids yet so… Yeah. I just got to keep my goals up to you know?" (Interview #2, page 9).

Life Change

"Life Change", refers to the question in which the researcher asked the parolees if they could change anything in their life, what would they change? This code was chosen because it humanized the parolees and demonstrated that they had feelings similar to everyone else in society.

This code was picked because Interviewee #1 stated the following in response to this question, "My past. I just wanna start over. Like twelve" (Interview #1, page 19).

Another example of data was when Interviewee #3 stated, "Taking people for granted. Being selfish" (Interview #3, page 19).

The following axial coding chart links the codes, now and life change. The dimensions of each code is displayed in the chart.

Past	Criminal Record	Life Change		Joining Gang	Jail/ Prison
Being Selfish	Relations W/Parent			Physical Looks	Negative Thinking

Nothing

Job	Stay Alive	House	Now		Driver's License	Rapper	Have Kids	Normal Life
Girl-friend	Degree	Save Money	Productive Positive	Million-aire	H/S Diploma	Pit Bull Breeder	Football Pro	
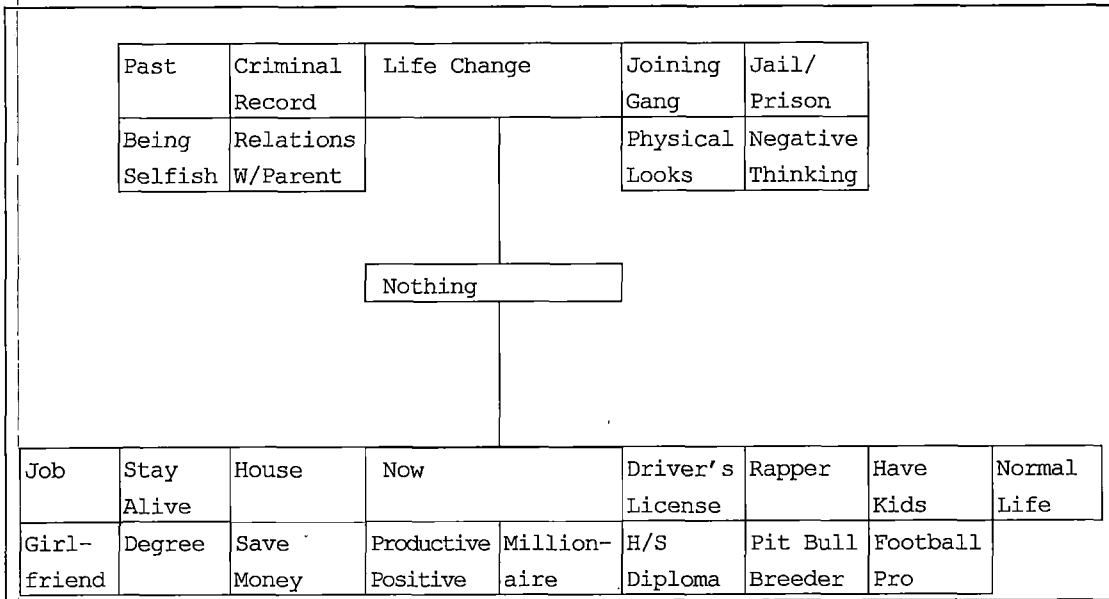
Figure 20. Current Experience and Looking Back

This chart links the codes, "now" and "life change". The, "now" section of the chart shows what the parolees reported that they are doing from the time of the interview. The, "life change" section shows all of the changes that the parolees would make about their lives. In this section, the chart shows that many of the parolees had regrets about their criminal background and desired to start over. Some of the parolees reported that they would not change anything, because they felt like their incarceration period may have saved their lives.

Final Thoughts

"Final Thoughts", refers to the question where the researcher gave the parolee an opportunity to discuss any other experiences that he may have, that he may not have shared. This code was chosen because it gave the individual an opportunity to express his final thoughts on the whole process.

This code was picked because Interviewee #2 chose to share the following, "Naw, just I been doin' good. I should be getting' off next year so I been doin' good" (Interview #2, page 9).

Another example of the data within this code was when Interviewee #10 stated, "Experience. Experience about being in jail, well it makes you worse in some cases. Most of the time it will kinda, what you think, it's not good. Cuz you got time to think and if you really don't want to be in jail then you think about, you blame a lot of people. You think about doing stuff to them, you find out ways to. It's just if you act on it I think makes you bad. But it depends on you, how you want, how you make it, how you look at it. I mean some people look at it as a vacation. Some people look at it as being caged like an animal. It's just, it's just I don't know.

106

How you grew up, how you think if you have a brain and
use it. You could just use it to help you out" (Interview
#10, page 7).

Advice

   "Advice", refers to the question in the interview
that asks what advice the parolee would give to his own
children or children that he knows, about life. This code
was chosen, because some of these individuals may be
parents and the researcher was curious as to how they
were going to protect their children from repeating some
of the choices that they had made in their own lives.

   This code was picked because Interviewee #2 stated
the following, "Not to follow my foot steps like I try to
let them stay in school and don't hang around with
negative people" (Interview #2, page 9).

   Another example of data was when Interviewee #5
stated, "But I would raise him though. Give him all the
love that I have. Not just material you know, love. What
I didn't have. His mother would be there and I'm just
gonna pick a girl that she knows she gonna be or
something you know. That's why I gotta put my part she
gotta put her part and if my son still wanna come a gang
member, I'm gonna let him know what I been through you

107

know. And if he still wanna choose, he's my son well what else can I do? I'm gonna support him all the way. That's the part everyone thinks negative things but he's my son" (Interview #5, page 13).

The following axial coding chart shows the codes, final thoughts and advice. The chart displays these codes dimensions and the connection that they have together.
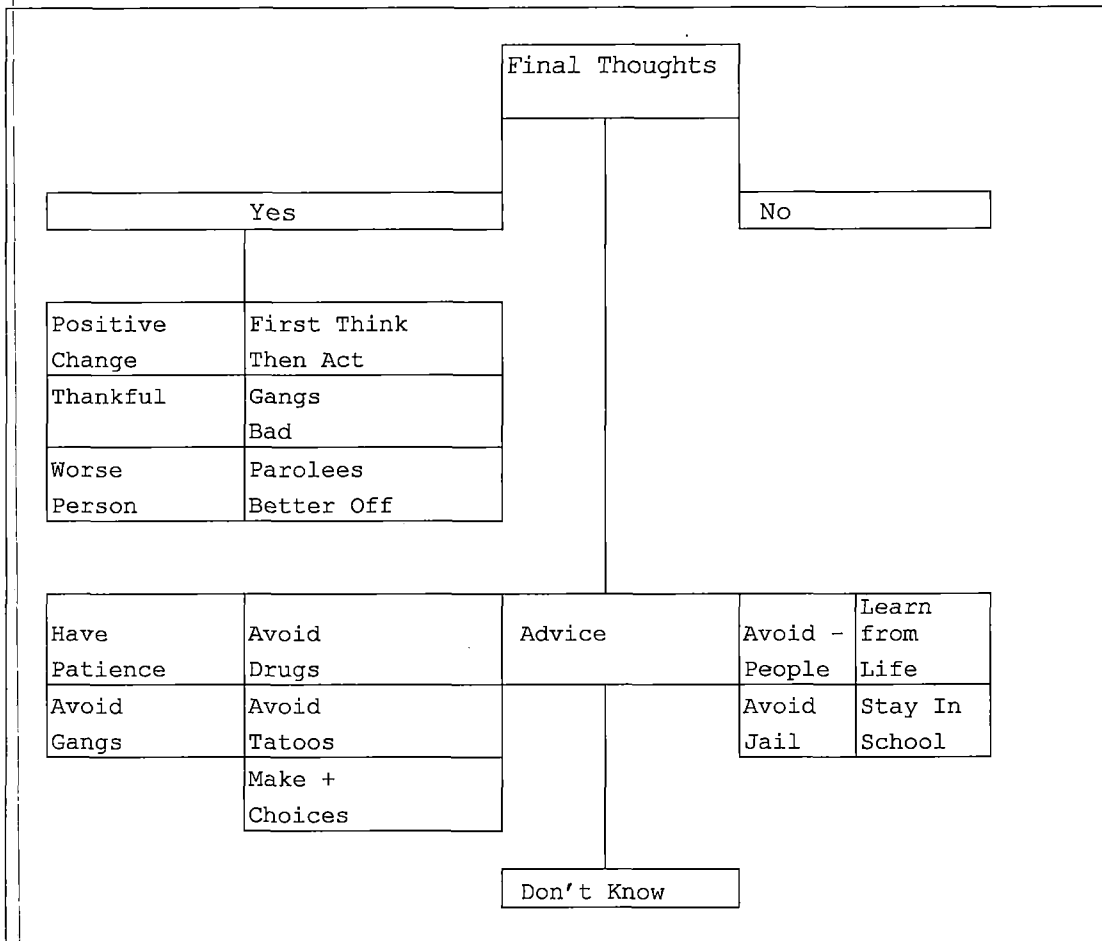
Figure 21. Final Thoughts

This chart shows a link between the codes, "final thoughts" and "advice". The study participants who had any final thoughts about their experience as parolees, were given the opportunity to share their thoughts during this question. Some of the parolees took this opportunity to share their perspective and those responses are attached to the term, "yes". However, some of the participants did not have any other thoughts or feelings to share, and this is demonstrated by the term, "no".

The parolees were given an opportunity to share any advice they would have for their own children or other children. They reported many different responses that are attached to the code, "advice". Some parolees were not willing to give advice, and they are depicted by the terms, "don't know".

Selective Coding

The researcher began her data analysis by using open coding to determine the common themes and categories within her data. Next she took these open codes and defined the dimensions within these codes, and made connections among the codes, in the process of axial coding. The researcher developed axial coding charts

within the study, to create visual images of the underlying stories that began to emerge. Using these axial coding charts the researcher began the selective coding process.

The researcher ended her data analysis by using the process of selective coding. According to Morris (2006), "Selective coding is the process of integrating and refining the categories and their dimensions to develop theory" (p. 116). The researcher used the process of selective coding to discover the theory that emerged in her data. In order to determine the story of her study, the researcher developed a selective coding chart to visually display the commonalities and differences within her data, which led to connections and statements about her study. These discoveries were identified as the unifying social phenomenons found during this process. The process of selective coding made the story of the experience of parolees come alive, and a theory was built.

```
+-------------------------------------------------------------------------+
|            The Experience of Parolees                                   |
|                                                                         |
| +---------------+  +---------------------+  +-------------------------+  |
| |Before         |  |During               |  |After                    |  |
| |Incarceration: |  |Incarceration        |  |Incarceration:           |  |
| |Upbringing and |  |                     |  |Label, Family            |  |
| |Contributing   |  +---------------------+  |Affects and              |  |
| |Factors        |  |Incarceration        |  |Starting Over.           |  |
| +---------------+  |Programs             |  +-------------------------+  |
|                    +---------------------+                               |
| +---------------+                          +-------------------------+  |
| |Raised         |                          |Felon,                   |  |
| +---------------+                          |Parolee,        and      |  |
|                                            |Criminal Back-           |  |
| +---------------+                          |ground.                  |  |
| |Family         |                          +-------------------------+  |
| |Relationship   |                                                       |
| +---------------+                          +-------------------------+  |
|                    +---------------------+  |Discrimination           |  |
| +---------------+  |Jobs                 |  +-------------------------+  |
| |Gang           |  +---------------------+                               |
| +---------------+                          +-------------------------+  |
|                    +---------------------+  |Positive Effect          |  |
| +---------------+  |Cops                 |  +-------------------------+  |
| |Emotional      |  +---------------------+                               |
| |Problems       |  +---------------------+  +-------------------------+  |
| +---------------+  |Society              |  |Loss and                 |  |
|                    +---------------------+  |Validation               |  |
| +---------------+  +---------------------+  +-------------------------+  |
| |Choices        |  |Appearance           |                               |
| +---------------+  +---------------------+  +-------------------------+  |
|                                            |Trust                    |  |
| +---------------+                          +-------------------------+  |
| |Drugs          |                                                       |
| +---------------+                          +-------------------------+  |
|                    +---------------------+  |Hurt                     |  |
| +---------------+  |Personal             |  +-------------------------+  |
| |Prison         |  |Reflection           |                               |
| +---------------+  +----------+----------+  +-------------------------+  |
|                    |Life      |Final     |  |Family Coping            |  |
| +---------------+  |Change    |Thought   |  +-------------------------+  |
| |Family         |  +----------+----------+                               |
| |Problems       |  |Now       |Advice    |  +-------------------------+  |
| +---------------+  +----------+----------+  |Re-build                 |  |
|                                            |Programs                 |  |
| +---------------+                          +-------------------------+  |
| |Lazy           |                                                       |
| +---------------+                          +-------------------------+  |
|                                            |Social                   |  |
|                                            |Services                 |  |
|                                            +-------------------------+  |
|                                                                         |
|                                            +-------------------------+  |
|                                            |Employment               |  |
|                                            +-------------------------+  |
|                                                                         |
|                                            +-------------------------+  |
|                                            |Goals                    |  |
|                                            +-------------------------+  |
|                                                                         |
|                                            +-------------------------+  |
|                                            |Reality                  |  |
|                                            +-------------------------+  |
|                                                                         |
|                                            +-------------------------+  |
|                                            |Voting                   |  |
|                                            +-------------------------+  |
+-------------------------------------------------------------------------+
```
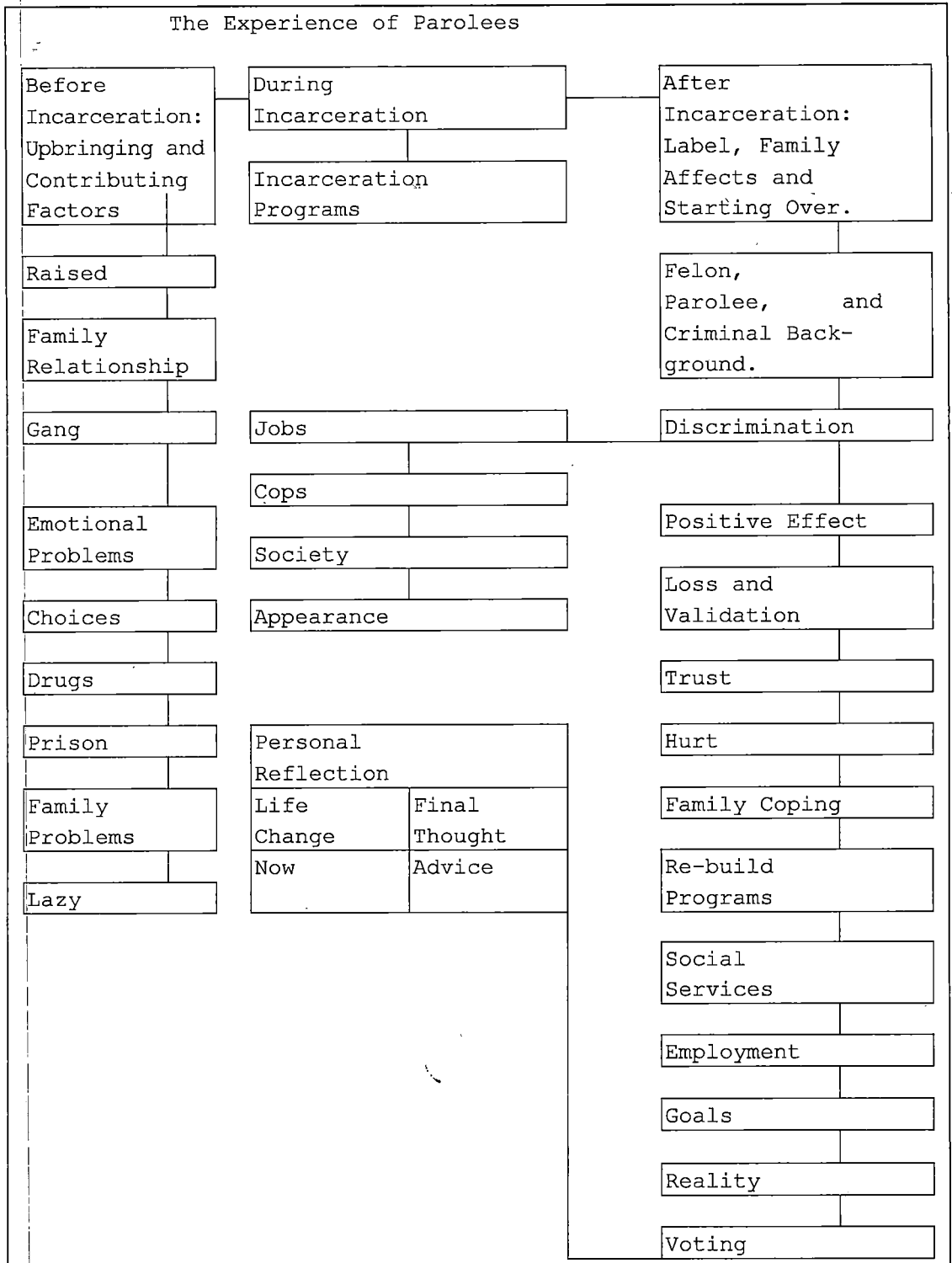
Figure 22. Experience of Parolees

The theory that the researcher discovered during the data analysis process was, that parolees may endure similar experiences before their incarceration period, during their incarceration period and after their incarceration period, which will reveal common personal reflections based on these experiences. The chart above shows the unifying social phenomenoms, before incarceration, during incarceration, after incarceration and personal reflection. Within these social phenomenoms are the themes, which were discovered in the data analysis process and are based on the parolee responses. Under the themes, the codes themselves are listed. The codes were defined by and directly related to the actual answers that the parolees shared during the interview process.

Before Incarceration

According to this theory parolees go through common experiences before their incarceration, which are defined by the themes, "upbringing" and "contributing factors". In regards to the parolee's upbringing, the researcher found that the most of parolees interviewed were raised in broken homes and did not have a strong relationship with their families. Many of them reported that the

112

relationship that they had with their families after their incarceration was weakened during their incarceration period. Most of the parolees were involved in gangs, which they joined before, during or after their incarceration period. The researcher discovered that those parolees who joined their gang before their incarceration, may have had a weak relationship with their family, and as a result of this, their gang may have taken the role of raising them.

Regarding the factors that contributed the parolees to be incarcerated one or more times, some of the parolees reported that they experienced emotional problems, including low self-esteem. The researcher found a connection between parolees having low self esteem as contributing to them making negative choices, which in turn contributed to their incarceration.

Drugs were a common answer reported by the parolees as a factor that contributed them their incarceration. The researcher believed that there was a connection between emotional problems and drugs, because those who have low self-esteem are know to use drugs as a tool to fill a void in their lives. Some parolees reported being lazy as a contributing factor to their repeated

113

incarceration, because they did not have personal motivation to do otherwise. There is a connection between the code drugs and lazy as well, because substance abuse is known as a force that can drain one's motivation.

Many of the parolees were asked if they had any other family member who had served time in prison, reported that they did. The researcher found a connection between the codes, "family problems" and "prison". The connecting force was that parolees who reported a high level of family problems and a weak family relationship, seemed to have family members who had been to prison. The researcher also believed that there was a link between drugs and family problems, because those who do not have the ability to cope with life stressors, including family problems, often resort to medicate themselves by using substances.

During Incarceration

The code found within the unifying social phenomenom of, "during incarceration" was, "incarceration programs". Most of the parolees who were questioned about the rehabilitation programs offered to them during their incarceration period, were able to identify a few. These parolees also mentioned the strengths and weaknesses

associated with these programs, and methods that could improve these programs.

After Incarceration

Within the unifying social phenomenom, "after incarceration" the following themes were included: "label", "family affects" and "starting over". In the theme, "label" it was discovered that the parolees experienced discrimination based on their parolee, felon, or criminal background status. Interestingly most of the parolees reported that they had not experienced discrimination, however the researcher discovered based on their responses to other interview questions, that they had in fact faced discrimination. The parolees reported that they were treated differently by cops, from potential jobs, from society in general and based on their physical appearance. The researcher believed that the parolees may not have understood the term discrimination, which is why they answered that they had not felt discriminated against.

Some of the parolees reported experiencing positive affects as a result of their label, because they felt that this label in a sense saved their lives. These parolees felt that their label prevented them from dying,

115

continuing to use drugs and preventing them from participating in illegal activity.

After their incarceration period, many parolees felt a sense of loss about their lives. They reported feeling that they had in a sense missed out on their adolescent years, relationships, Holidays, and personal freedom. During the interviews, when the parolees spoke about their losses, they seemed to thrive on validation from the researcher. The researcher believed that the parolees wanted to know that she understood them and they wanted the message of loss to be emphasized in their responses. The researcher practiced empathetic listening skills during these interviews and she acknowledged their feelings.

Within the theme, "family affects", the parolees reported that their incarceration period and their parolee status inflicted hurt on their families. Most of the parolees felt like they had lost trust from their families, after their incarceration period. The researcher found it to be very interesting that most of the parolees reported that there were not any family coping programs offered to their relatives, to help them to heal from losing their child to incarceration as well

116

as teach them to recover their relationship with their child after their incarceration.

Within the theme, "starting over" most of the parolees reported that there were in fact programs to help them to re-build their lives after incarceration. Most of the parolees had not applied for any social services, nor did they attempt to vote or care about their voting rights.

Most of the parolees were unemployed after their incarceration and they reported it to be a struggle to gain employment after their incarceration, as a result of their criminal background. Those who were unemployed described different ways that they were discriminated against by potential employers based on their physical looks, no identification, criminal history, etc. Those who did successfully gain employment, were fortunate enough to have a friend or relative give them a job or were working illegally under the table.

After their incarceration, all of the parolees had goals that they wanted to accomplish. Some of these goals were normal basic desires such as, rent an apartment, attend school, get a job and own a car. The parolees reported how realistic they felt their goals were, and

all of them suggested that their goals were possible or at least somewhat possible. The determining factors that would help them to achieve their goals were, if they stayed drug free and worked hard enough.

Personal Reflection

Finally the parolees were able to participate in the unifying social phenomemon of, "personal reflection". Within this phenomenom the parolees were given the opportunity to share with the researcher what they were working on in their lives and what they would change about their lives. Almost all of the parolees reported that they had some form of regret about the experiences they had, had with their past and criminal record. Some of the parolees reported feeling grateful that they had experienced their incarceration, because it made them who they are today.

The parolees were given a final opportunity to share with the researcher what it is like to be a parolee, and most of them participated in this process. The parolees were asked to share advice for their children or other children and most of them were open to do this.

Implications of Findings for Micro and/or Macro Practice

From a micro social work perspective, this study may have contributed to social workers developing a stronger repoire with the parolee population. This study has shed light on what it is like to be a parolee and the struggles that they face. Social workers can learn from the after incarceration experience that parolees have and from their personal reflections. This feedback can contribute to positive interactions between social workers and parolees. It can also help social workers to discover interventions and treatments, that would better benefit this population.

In the before incarceration experience that parolees have, family dynamics and the social environmental factors that the parolees reported, are areas that social workers have experience in. This study could teach social workers preventative methods and interventions, to use when working with adolescents and families who have a history of incarceration and dysfunction. Social workers who focus on the youth population, can work with them to overcome emotional problems and help them to develop self

motivation coping skills that would prevent them from future incarceration.

During the incarceration period, social workers who work in prison institutions can use the valuable feedback provided in this study from the parolee perspective. This feedback can teach social workers, to work more effectively with incarcerated individuals.

From a macro perspective, this study can influence social workers to develop programs that cater to the incarcerated population. These programs can better serve the prison population to a successful reintegration into society. Social work practice can put forth emphasis on program development of family coping programs, to teach them how to cope with their loved one's incarceration and how to cope upon their loved one's release into society.

Social workers can impact this population by representing and supporting legislation that encourages the rehabilitation of the prison population. Social workers can work as advocates for the parolee population to fight for legislation, that will help end the stigma and discrimination that they face in society.

Limitations of Study

There were a series of limitations associated with this study, which the researcher discovered after completion of the study. The first limitation was related to the study sample size, which were twenty male parolees. For future studies, it would be beneficial to increase the study sample size, in order to develop a broader understanding of the experience of parolees.

Another limitation of the study, were the terms used during the interview process. The researcher discovered that the study participants, may have been confused or may not have understood some of the terms used. For example the study participants reported that they did not feel like they were discriminated against, however they reported in other questions that they had in fact experienced discrimination. The researcher believes that the study participants may not have recognized the term, discrimination.

The researcher was faced with time constraints during this study, that may have hindered the development of the study theory. For future studies, it is suggested that the researcher allocate enough time to conduct the study interviews and analyze the data.

Another limitation observed by the researcher, was that the researcher did not ask all of the parolees the same questions. Since the researcher used the post positivist paradigm, she found that her questions evolved during the interview process. In future studies it would be beneficial to ask all of the study participants the same interview questions, in order to get a more concrete theory. Furthur research is suggested.

Summary

Chapter four unveiled the data analysis section of this study. The researcher used the data from the parolee interviews, to develop codes, which in turn developed into themes, that built the theory of the experience of parolees. The researcher discovered that there were unifying social phenomenoms and they were, before incarceration, during incarceration, after incarceration, and personal reflection. These social phenomenoms were underlying experiences that the parolees who were interviewed had in common. Finally this chapter explores the different ways that this study can contribute to micro and macro social work practice. In this chapter,

the researcher also disclosed the limitations that she

discovered upon completion of this study.

CHAPTER FIVE

TERMINATION AND FOLLOW UP

Introduction

Chapter five discusses the termination process that

the researcher implemented. This chapter describes the

method in which the researcher chose to communicate her

study findings to her research site and her study

participants. The researcher discusses the methods that

she used to terminate the study, from a post positivist

perspective. The researcher did not pursue an ongoing

relationship with the study participants and that

decision is described in this chapter and explained in

this chapter.

Communicating Findings to Study Site
and Study Participants

As stated previously, this study was conducted from

a Post Positivist perspective. This perspective commits

to report findings back to the study site and to the

study participants. The researcher prepared a

presentation that introduced the theory that the

researcher had discovered. This presentation included a

poster that clearly represented the study focus and the

demographics of the study. The poster was presented at California State University, San Bernardino during, "poster day". The study participants and the gatekeeper were invited to attend this event.

The study findings were also typed into an official typed document. Upon approval, the study will be located in the John M. Pfau library at California State University, San Bernardino. A copy of the study was presented to the gatekeeper, as a method of gratitude for his participation in the study and as a means for the study participants to view the study.

Termination of Study

Termination for this study involved reporting the research findings to colleagues in the MSW program and to the research site. To terminate the relationship with the gatekeeper, the researcher invited him to attend the presentation of the study findings, which took place at California State University San Bernardino. The researcher gave the gatekeeper a copy of her final project.

The researcher presented her research findings to the study participants to demonstrate her appreciation

for their cooperation and contribution to the study. The researcher expressed her utmost gratitude for the study participants and thanked them for their willingness to share their stories with her.

Plan for Follow Up

The researcher does not have any plans for follow up with the study participants or this study focus. Aside from presenting the study to the participants at the poster day presentation, the researcher has completed her communication with this population. The researcher does not have plans to conduct anymore research on this study focus.

Ongoing Relationship with Study Participants

At this time the researcher does not plan for an ongoing relationship with the study participants. However the researcher does consider finding employment working with this population. The researcher perceives this project to be a very valuable learning experience that she could use to be an affective social worker.

Summary

Chapter five discussed the researcher's method of termination with the study site, the study participants, the gatekeeper and the study itself. The researcher has expressed sincere gratitude towards the gatekeeper and the study participants for their participation in the study. The researcher has learned valuable information from this study that she has benefited from to be a better social worker.

APPENDIX A

DATA COLLECTION INSTRUMENT(S)

Introduction Questions: These questions will serve the purpose of engaging the study participant.

1. What is your ethnicity?

2. Where were you born?

3. What is your educational background?

4. What is your age?

5. How do you make a living?

6. How much income do you earn?

7. Do you have any children?

8. Who raised you?

9. Did you have a father figure in your life?

10. Growing up, how was your relationship with your family?

11. How is your relationship with your family now?

12. Has anyone in your family ever been to prison?

Transition to Criminal Background Questions: The researcher will make a statement explaining that the direction of the interview is shifting towards questions about the participants criminal back ground. The researcher will inquire about the participant's reflections on his/her back ground.

13. Have you ever been involved in a gang?

14. Did you join the gang before or after prison?

15. Are you still affiliated with this gang or another gang?

16. Have you ever had a problem with alcohol or drugs? If so, tell me about it?

17. How many times have you been to prison?

18. If you have been to prison more than once, what factors in your life led you to go back to prison?

19. How long have you been out of prison, this time?

20. Are there rehabilitation programs in prison? If so, how did you learn about these programs?

21. How do you think that they could change prison rehabilitation programs to better serve you?

22. How has being a felon/criminal/parolee affected you?

23. How has being a felon/criminal/parolee affected your family?

24. Are there programs that have helped you to re-build your life after prison?

25. Are there programs that have helped your family cope with you being in prison?

26. What are some goals that you would like to accomplish in the next five years?

27. How realistic do you think these goals are?

Transition Phase to Experience Questions: The researcher will make a statement explaining that the questions will be aimed to find out the participant's experience as a felon out of prison.

28. Have you been able to get a job and make a living for yourself since your release from prison? In your opinion, why or why not?

29. Tell me about any experiences that you have had, when applying for a job, since your release from prison?

30. Have you been eligible for social services since your release from prison, such as welfare or medi-cal?

31. Do you feel like you are discriminated against?

32. If so, in what ways?

33. How important to you is your loss of voting rights?

34. What does the term, "felon" mean to you?

35. Do you see yourself as a felon?

36. If so, have you had trouble in life because you are labeled a felon/criminal/parolee?

37. Did you change your physical appearance while you were in prison, such as get a tattoo?

38. If so, do you feel like people treat you differently because of your physical appearance?

39. Since your release from prison, do you feel like people treat you differently? Tell me about this.

40. Is there anything else that you would like to share with me about your experience?

Conclusion Questions: The participant will be informed that the interview is coming to an end. These questions will serve the purpose of concluding the interview.

41. What would you like to do with your life at this point?

42. If you could give advice to your own children or children that you know, what would you say?

43. If you could change something about your life, what would you change?

End of Interview: The researcher will thank the participant for their time and for sharing their experiences. Finally the researcher will ask the participant if they have any questions in regards to the study, for the researcher.

APPENDIX B

INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate parolees' experiences. This study is being conducted by Karen Torres under the supervision of Dr. Tom Davis, Professor at California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this study you will be asked to participate in an interview, that will ask you a series of questions about your experiences. With your permission, this interview will be audio recorded. Once the study is complete, the audio recording of the interview will be destroyed. The interview should take about 45 to 60 minutes to complete. All of your responses will be held in the strictest of confidence by the researcher. Your name will not be reported with your responses. Your answers to the interview questions in this study will remain confidential and will not be shared with other study participants or officials that work at this agency. Your name will not be connected to your responses. The interview process will take place at the agency in an office area, in order to ensure the privacy of your responses. There are no foreseeable risks of participation in this study. You may receive the group results of this study upon completion on September, 2007 at your agency.

Your participation in this study is totally voluntary. You are free not to answer any questions and withdraw at any time during this study. If you make the choice to discontinue participation in this study, your relationship with your agency will not be jeopardized. When you have completed the interview, you will receive a statement describing the study in more detail. In order to ensure to validity of the study, we ask that you not discuss this study with other participants. Participation in this study will contribute to social work research. Your responses will help create a better understanding of the issue of the experiences that parolees have, which will benefit social work professionals in working with parolee populations.

If you have any questions or concerns about this study, please fell free to contact Tom Davis at 909-537-3839.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age

Place a check mark here ☐   Today's date:_____

APPENDIX C

DEBRIEFING STATEMENT

AUDIO USE
INFORMED CONSENT FORM

As part of this research project, I will be making an audiotape recording of you during your participation in this study. Please indicate what uses of this audiotape you are willing to consent to by marking an, "X" in the box below. In any use of this audiotape, your name would *not* be identified. If you do not mark an, "X" below the interview will not be audiotaped.

Please indicate the type of informed consent

☐Audiotape

(AS APPLICABLE)

- The audiotape can be studied by the researcher for use in this research project.

Please mark with an, "X": _____

I have read the above description and give my consent for the use of the audiotape as indicated above. By marking the line below with an, "X", you are indicating that you understand and agree to having your interview audio recorded. If you do not mark the line below with an, "X", the interview will not be audio recorded.

Please sign with an, "X"_____   DATE _____

APPENDIX D

DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate your experience as a parolee. In this study you were interviewed about your life experiences. The investigator will report your responses during the interview, and your name will not be revealed. If you would like to speak with a counselor about any feelings or reactions that you may have after completing this study, please contact: Catholic Charities Counseling at 909-388-1239.

Thank you for your participation in this study and for not discussing the content of the interview with others. If you have any questions about the study, please feel free to contact Professor Tom Davis at 909-537-3839. If you would like to obtain a copy of the group results of this study, please refer to the California State University, San Bernardino, John M. Pfau Library after September 2007.

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