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An Evaluation of the County of Santa Clara's Reentry Alcohol and Drug Studies Peer Mentor Program

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Alcohol and Drug Studies Peer Mentor Program

by

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BACKGROUND

Reintegration and the Reentry Population

In the United States, incarceration rates have increased dramatically over the last three decades, soaring above any other country. Significant factors contributing to the increase include changes in sentencing laws and policies that target drug-related offenders and prioritize punishment over rehabilitation. Strict sentencing laws have led to mass incarceration, which has caused severe prison overcrowding and led to the infringement of fundamental human rights in prisons (Gottesdiener, 2011).

According to the U.S. Department of Labor, approximately 600,000 individuals are released from federal and state prisons each year (Carson, 2018). In California, an estimated one in three adults has an arrest record (Practicing Law Institute, 2021). In addition, recidivism rates are high in the state, with 46% of offenders reconvicted within three years of release and even more arrested (Jensen, 2021). In Santa Clara County, the recidivism rate is 45%, slightly lower than the state average (County of Santa Clara, 2019b). The County of Santa Clara (SCC) defines recidivism as any reconviction for a new misdemeanor or felony violation within five years after release from a correctional facility (County of Santa Clara, 2017a).

According to Carson (2018), approximately 95% of U.S. prison inmates are ultimately released and reenter society. Reentry is commonly defined as the transition of an individual from a corrective setting back into the community. There are currently thousands of ex-offenders returning to California communities each year; in 2018, the figure was approximately 38,400 (California Department of Corrections and Rehabilitation, 2020). The growing number of recently released individuals, coupled with high incarceration costs from recidivism—approximately $80k to house an inmate annually (Legislative Analyst's Office,

2019)—has prompted urgent attention to reentry issues. As such, reentry programming and reducing the rate of recidivism are a critical focus of the SCC's criminal justice policy and reform efforts (County of Santa Clara, 2019b).

In addition to the need to reduce recidivism through evidence-based reentry programming, SCC recognizes a growing demand in the workforce for peer mentors—also known as peer support providers, peer specialists, peer advocates, and peer counselors. As many local jurisdictions move away from straight incarceration to treatment strategies for those afflicted with substance and alcohol addictions, there is a growing need for qualified professionals in the field of treatment and recovery (County of Santa Clara, 2019a). Supervisor Susan Ellenberg, Chair of the County Board of Supervisors' Public Safety and Justice Committee, stated, "Since this approach will depend heavily on evidence-based programs, it is important for recovery and treatment programs to have counselors who are certified. The work and contribution they offer to mentees will be invaluable" (County of Santa Clara, 2019a, para. 2). SCC has developed a multi-faceted Reentry Resource Center (RRC) with programming to promote successful reentry and prevent recidivism. This study posed the following research question for one of the programs under the RRC: How is the Alcohol and Drug Studies (ADS) Peer Mentor Program fulfilling its program goals?

Purpose of Research Question

The RRC is an extensive hub that provides over 25 unique services, as presented in Table 1 (County of Santa Clara, 2017b). This study focuses on one facet of the overall county-wide reentry program—the ADS Peer Mentor Program. This research project evaluated the SCC education-based reentry program, which aims to provide a free college education and a career path for justice-involved SCC residents. The primary dataset used in the research comprises a

self-selected group of people who signed up for this program. The ADS Peer Mentor Program

launched in 2017, and SCC has not yet formally evaluated it. According to Sylvia and Sylvia

(2012), program evaluation is critical to ensure the efficient use of public resources. The ultimate

purpose of program evaluation is to use the information to improve programs (Centers for

Disease Control and Prevention, 2012).

Table 1: County of Santa Clara Reentry Resource Centers Services Provided

Supportive Housing	Education & Employment	Pro-Social Programs
- Transitional housing & rapid rehousing - Permanent supportive housing - Rental assistance - Shelter networks	- GED & literacy - Workshops and job readiness - On-the-job programs - Transitional programs - Job fairs - Peer mentor certificate	- Life-skills classes - Cognitive behavioral classes - Domestic violence prevention - Family reunification & parenting
Behavioral Health	Health & Well Being	Other Services
- Substance use assessment and referrals for treatment - Mental health assessment and referrals for treatment - Counseling - Case management	- Behavioral therapy - Mindfulness & stress management - Faith & spiritual awareness - Self-help - Medical & psychiatric care/medication	- Emergency food, clothing, and hygiene - Literacy lab (parolees) - ID vouchers - Bus tokens/passes - Record clearance - Child support assistance

Source: County of Santa Clara (2017b).

This study first evaluated whether the program is working as intended by fulfilling its

goals. The study then sought to answer the research question regarding *how* program goals are

achieved. Finally, the researcher examined what is working well and areas for improvement.

The Problem

Formerly incarcerated (FI) individuals face many barriers when reintegrating into society,

often making successful reentry challenging. Reentry barriers include behavioral health issues,

such as alcoholism and addiction; dual diagnoses; medical issues; lack of stable housing; food

insecurity; family reunification; transportation; childcare issues; unemployment; education; ex-

offender stigma; and a lack of social support. For example, key findings from SCC (2017a) Five-Year Realignment Report suggest that approximately 66% of reentry clients suffer from a substance use disorder. Furthermore, upon release, 69% of reentry clients are unemployed and looking for work, and 37% do not have a GED or equivalent.

Nationwide research has found limited opportunities for recently released prisoners, particularly in education and employment (Marks et al., 2016; Taliaferro & Pham, 2018). In addition, Wallace et al. (2020) posit that access to higher education is less common among incarcerated and FI individuals than among the general population. Institutional barriers to higher education—such as entry requirements, college application barriers, a lack of support programs for FI students on campus, and geographical barriers—create these disparities. Local data from the (2017a) confirms this pattern, revealing that reentry clients have a greater need for education and employment services than non-justice-involved individuals.

Although barriers exist, they are not impossible to overcome. For example, studies have shown that effective and successful reentry programming can reduce recidivism, increase public safety, and significantly improve socioeconomic outcomes (Green, 2019). In addition, it is clear that preventing re-incarceration through evidence-based programs and services is less costly and more effective than having recently released inmates re-offend and be subject to traditional sentencing (Latessa et al., 2013). Furthermore, there are specific benefits to higher education for FI individuals, such as supportive social networks, economic opportunity, and increased civic engagement (Wallace et al., 2020).

SCC's Response to AB 109

In 2011, the U.S. Supreme Court ordered California to address overpopulation in its 33 prisons. In response, Governor Jerry Brown signed California Assembly Bill 109 (AB 109), also

referred to as the Public Safety Realignment Act, into law on April 4, 2011. The goal of the law was to alleviate prison overcrowding by sending low-risk, non-serious, non-sexual, and non-violent prisoners to serve their sentences in county jail facilities, or be released on parole at the county level (California Legislative Information, 2011). AB 109 shifted the offender oversight responsibility from the state to local governments. Between 2016 and 2017, the state intended to distribute $4.4 billion to help California counties manage this change (Lin & Petersilia, 2014). Although AB 109 explicitly directed counties to use the funding towards community-based programming, counties retain spending discretion. Lin and Petersilia (2014) described two approaches that most counties are taking: "expanding offender treatment capacities or shoring up enforcement and control apparatuses" (p. 5).

In the wake of AB 109, SCC acknowledged the high need for diversion services within its justice-involved populations and decided that it was essential to invest in resources and rehabilitation. SCC County Executive Jeffrey Smith stated that

> the County is moving toward a more effective local justice system. This system is less reliant on punitive policy and incarceration and more focused on rehabilitation and stabilization. Empowering those who have committed a crime to move past their mistakes and to rebuild their lives is a fundamental component of effective crime prevention. (County of Santa Clara, 2017b, p. 1).

In SCC, as a result of the passage of AB 109, a paradigm shift has occurred from a punitive justice model to a preventive and rehabilitative approach. The model now focuses on providing reentry support services for those leaving county jail, including housing, education, employment, social services, mental health care, medical care, and peer mentoring (County of Santa Clara, 2017b).

Between October 2011 and September 2016, SCC received $187,608,397 in state funding for AB 109. Of that total, $167,915,592 was spent by the end of 2016, leaving $19,692,805 to be carried over for the following two fiscal years (County of Santa Clara, 2017a). However, as time has passed, costs for AB 109-funded personnel and contracts have increased, rising faster than the revenue source (state-wide sales tax and vehicle license fees). Smith explained why SCC must reevaluate AB 109 funding and expenses:

> In the Santa Clara County Fiscal Year 20-21 Recommended Budget, it was estimated that state funding for AB 109 was $43.8 million in ongoing revenues; however, the ongoing expenditures are expected to be $54.5 million, resulting in a $10.7 million structural deficit. (County of Santa Clara, 2020a, p. 1).

> On March 1, 2011, the SCC Board of Supervisors founded a cross-system reentry network to develop and implement a strategic reentry plan for the county. An eight-member board governs the Reentry Network and is responsible for developing the vision, directing the work, and being held accountable for the outcomes of the group. Any individuals or organizations providing reentry services or supporting reentry efforts are encouraged to join as participating members of the Reentry Network (County of Santa Clara, 2019b).

In 2011, the SCC also established the Office of Reentry Services (ORS) to help facilitate the strategy of the Reentry Network. In early 2012, the ORS opened the doors to the RRC, which now serves as the core of the Adult Reentry Network. The RRC offers a one-stop-shop model linking reentry clients to services. Table 1 provides a comprehensive list of the services provided at the San Jose and South County RRCs (County of Santa Clara, 2017b). In addition, the RRC provides referrals to community education, employment, and family reunification services (County of Santa Clara, 2021b).

The Public Safety Realignment and Reentry Services Five Year Report outlines the one-stop-shop model:

> The one-stop-shop model makes the process easier for both clients and staff and allows for recently-released individuals, or anybody with a criminal history in the county, to visit the RRC and complete multiple objectives at once. In addition, the model allows clients to start the reentry process on a more stable footing as they save time and money on transportation and learn of the resources available to them that they might never hear of otherwise. (County of Santa Clara, 2017a, p. 10).

In addition to operating the San Jose and Gilroy RRCs, the ORS is responsible for implementing effective county-wide policies and evidence-based practices and services to safely reduce the jail population, reduce recidivism, and ensure public safety (County of Santa Clara, 2017b).

Peer Mentorship in the Field of Recovery

The benefits of mentorship have been well established in many areas, including in the workplace, in academia, in the healthcare profession, in work with at-risk youth—as evidenced by the successful Big Brothers Big Sisters Program, and in reentry programs (Delaney, 2017; Grossman & Tierney, 1998; Harrod, 2019; Poon et al., 2021; Raposa et al., 2019). According to the Oxford English Dictionary's definition, a mentor is an experienced and trusted advisor. A peer mentor, more specifically, is defined as someone with lived experience that uses their experiential knowledge to help others (Borkman, 1999).

In the field of alcohol and addiction recovery, there is a growing emphasis on formally incorporating peer mentor support into the array of addiction recovery support services. "Peer-based recovery support services are defined as the process of giving and receiving nonprofessional, non-clinical assistance to achieve long-term recovery from substance use

disorders" (Bassuk et al., 2016, p. 1). As reported in 2021 by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), peer support workers are people who have been successful in their recovery process and who help others in similar situations. Through a shared understanding and mutual respect, peer support workers help their clients stay engaged in the recovery process and reduce the chance of relapse. Often the peer mentor will lead recovery groups, accompany the client to a court hearing or a probation appointment, share resources, build relationships and trust, and advocate for their clients' needs. Peer mentors may also provide training, administer programs, supervise other peer mentors, and educate policymakers, counselors, and the public (Substance Abuse and Mental Health Services Administration, 2021).

SCC offers an entry-level position for unlicensed paraprofessionals in the Behavioral Health Department. Job code D2J is the Mental Health Peer Support Worker. The distinguishing characteristics of the position specify that the Mental Health Peer Support Worker initially receives close supervision and is expected to develop best-practice wellness and recovery skills and techniques through experience and on-the-job training and instruction (County of Santa Clara, 2011). The position pays between $52,800 and $63,648 per year and comes with a complete benefits package, including a pension. The employment standards required include six months of lived experience, six months of experience providing direct mental health peer support or peer recovery services to individuals or working with family members/caregivers of individuals with mental health issues, and a valid California driver's license and county permit. According to the SCC (2011) Mental Health Peer Support Worker class specification, typical tasks include the following:

- Informs peers regarding the wellness and recovery process, including the consumer/family, self-help, and empowerment movements and self-help practices in support of mental health recovery;

- Communicates, represents, and promotes the peer perspective within the mental health system;

- Provides peer assistance and mentoring on a one-to-one basis;

- Develops and promotes wellness and recovery groups;

- Assists in a variety of support activities, including peer support groups, peer recovery, and family and/or psycho-educational groups;

- Advocates for peers in the development of a strength-based wellness and recovery plan;

- Develops effective working relationships with agencies and organizations to advocate for consumer and family/caregiver empowerment, including self-help and wellness/recovery movements;

- May provide outreach to peers in the community;

- Assists peers in the navigation of the mental health system, referral to various county agencies and community mental health organizations, accessing benefits, personal medical services, social and recreational opportunities, special events, conferences, workshops, and training;

- Advocates for peers' needs to be met by appropriate caregivers;

- Develops communication and marketing materials for program activities;

- Confers with professional staff to assist in evaluating peer needs or problems;

- Provides appropriate documentation and paperwork as needed on peer services; and

- May provide transportation to peers (County of Santa Clara, 2011).

SCC also offers a Rehabilitation Counselor position that provides individual and group counseling to assist clients with personal, professional, educational and social adjustment problems. The annual salary for this position ranges from $80,171 to $97,025 and does not require lived experience (County of Santa Clara, 2022c).

Research has validated the importance of peer mentors in many areas, including reentry and mental health and recovery from alcohol and drug addiction. Research on rehabilitation has concluded that "the therapeutic value of one addict helping another is without parallel" (Narcotics Anonymous, 1986, p. 2). SCC expressly recognizes the importance of peer mentors. It offers a career path for peer mentors to grow into higher-paying positions, thereby enabling a positive domino pattern where one can obtain gainful employment, help others in the community, and contribute in a meaningful way to society (D. Ricasa, personal communication, November 12, 2021).

The County Alcohol and Drug Studies Peer Mentor Program

In 2016, a then-Program Manager at the ORS, Daryl Ricasa, identified a gap in services provided by the San Jose RRC—the education piece. Ricasa started exploring ways to bring a collegiate-level, education-based reentry program to the San Jose RRC. At the time, there was a very successful collaboration between San Jose State University and SCC at the Elmwood Correctional Facility in Milpitas, through which inmates took college courses to attain a bachelor's degree. The inmates agreed to continue the program at San Jose State's campus upon release. The program's goal was to provide incarcerated individuals with a sense of hope and achievement through coursework that allowed them to return to the community, put their best foot forward, and help avoid recidivism. The strong positive outcomes from the Elmwood

program enforced the idea that education is the key to providing a path to successful reentry for FI persons (D. Ricasa, personal communication, November 12, 2021).

Ricasa engaged San Jose City College (SJCC) in discussions to bring the accredited ADS Peer Mentor Program through the doors of the RRC, and the ORS launched enrollment for the first cohort in the late summer of 2017. The ADS Peer Mentor Program consists of four college-unit-bearing courses designed to prepare reentry clients for the Certified Alcohol and Drug Counselor (CDAC) track. The program culminates with a certification in Alcohol and Drug Studies, which helps clients obtain employment opportunities. The courses required to complete the certificate are Ethics and Personal and Professional Growth, Introduction to Alcohol and Drug Studies, Blueprint for Success, and Work Experience (San Jose City College, n.d.-a). The courses are offered on Wednesday evenings, from 5:00 to 9:00 p.m., at the San Jose RRC. The program is open to any justice-involved Santa Clara County resident, who must enroll independently at SJCC on a first-come-first-served basis. The ORS sends out clear communications to reentry case managers and community partners announcing the upcoming enrollment opportunity for the program in the spring of each year. The ORS also posts flyers in the jails and around the RRCs.

Upon completion of the program, students are encouraged to continue their education and move forward to obtain the CDAC. Certification and licensing are obtained through the California Consortium of Addiction Programs and Professionals (CCAPP) and are considered the profession's gold standard (CCAPP, n.d.). Students achieve the CDAC with 315 hours of approved education, 255 hours of field practicum, 2,080–3,000 hours of supervised work experience, and a passing score on the examination (CCAPP, n.d.). With the CDAC, students are

approved to be employed at state-licensed and certified facilities and possess the skills required to treat clients in any setting (CCAPP, n.d.).

Many reentry clients are motivated to go back to school because most will qualify for financial aid, typically ranging from $5,000 to $10,000 (D. Ricasa, personal communication, November 12, 2021). The ORS senior management analyst also keeps a list of interested students throughout the year, and uses it to make contact with them when announcing the upcoming enrollment. SCC fully funds all course materials and tuition for RRC participants through AB 109 funds, and the program is capped at 30 students per fiscal year. In addition, SCC has approximately $20,000 per year allocated in the budget for stipends, which allows the students to participate in paid internships at SCC and with partnering community-based organizations (CBOs; County of Santa Clara, 2021b). Because SJCC is a contracted vendor with SCC, it must adhere to all terms and conditions listed in the ADS Service Agreement, including performance targets. Performance metrics include completion rates of at least 50% and evaluation of the contractor's performance by SCC. The program's cost for Fiscal Year 2022 is approximately $56,000 (County of Santa Clara, 2021a).

Both local and statewide research indicate that the SCC ADS Peer Mentor Program is unique because it is designed explicitly for FI SCC residents, the state fully funds it with AB 109 funds, it culminates in an alcohol and drug studies certificate, and the San Jose RRC holds classes in the evenings. There is only one comparable program within the nine Bay Area counties—BestNow! *(Building Employment Strategies Through Networking on Wellness)*. BestNow!, founded in 1998, offers leadership development, empowerment, job training, and support programs (The Alameda County Network of Mental Health Clients, n.d.). BestNow! is an 80-hour Peer Support Specialist training program available to mental health consumers who

want to work in the mental health field as a Peer Support Specialist. The program is free;

however, it is not a county-run program. The sponsor of the program is the Alameda County

Network of Mental Health Clients, which is a non-profit organization comprised of a network of

five peer-run programs throughout Alameda County (The Alameda County Network of Mental

Health Clients, n.d.). The remaining seven Bay Area counties offer various employment,

education, and vocational resources and services to their reentry population, as shown in Table 2.

In addition, all Bay Area counties offer some job search and placement assistance, adult

education programs, and computer literacy training. However, for the reasons mentioned above,

the SCC ADS Peer Mentor Program remains unique throughout the region.

Table 2: Reentry Services in the Nine Bay Area Counties

County	Employment Services	Vocational Services	Educational Services
Alameda	√	√	√
Contra Costa	√	√	√
Marin	√		√
Napa	√		√
San Francisco	√	√	√
San Mateo	√	√	√
Santa Clara	√	√	√
Solano	√		√
Sonoma	√	√	√

Source: Alameda County Reentry Portal (n.d); Contra Costa County (2018); Marin County (n.d.); County of Napa (n.d.); San Francisco County (2020); County of San Mateo (2022); County of Santa Clara (2017b); County of Solano (n.d.); County of Sonoma (n.d.).

Although statewide research uncovered no other known reentry programs in California

offering clients an alcohol and drug studies certificate, many California community colleges

provide alcohol and drug studies certificates and degrees (California Association for Alcohol

Drug Educators, 2021). One example of a community college program targeting the FI

population is East Los Angeles College (ELAC), located in Monterey Park, California. The

college offers a nine-unit Prevention Specialist certificate that graduates can use to gain entry-

level positions in alcohol and drug treatment. However, there is no state funding for FI

participation in this program, and students pay $46 per unit for registration. Some students qualify for traditional sources of student financial aid and fee waivers, while others independently pay the tuition and fees for materials. The ELAC Addiction Studies Program Director, Lisa Vartanian, reported that her students are very well trained. Upon completing the internship portion of the program, 100% of the students are offered employment (L. Vartanian, personal communication, October 25, 2021). Vartanian noted that the stresses related to the COVID-19 pandemic have led to an increase in people experiencing addiction. As a result, there are more available prevention specialist jobs than she can fill with her graduates. This program may serve as a model for other programs, demonstrating stellar post-graduate employment outcomes (L. Vartanian, personal communication, January 14, 2022).

The initial intent of the SCC ADS program was to provide free college courses specifically for justice-involved people, who could experience actual college classes in a comfortable environment with their peers before transitioning to the complete college experience. Furthermore, the program would allow students to use their lived experience to inform their education and access meaningful career opportunities (County of Santa Clara, 2019a). While the program's initial intent has remained the same, its specific goals have evolved since 2017. The current program goals are as follows:

1. Achieve continued interest and enough enrollments to make the program viable each year (with enrollment rates not trending downwards)
2. At least 50% of enrolled students complete the entire academic year
3. Provide networking and job opportunities for graduates
4. Provide a path for graduates to continue college and complete the CDAC track
5. Reduced recidivism rates for students

(C. Martens, personal communication, September 15, 2021).

Investment Versus Long-Term Benefit to the Student

According to the state Legislative Analyst's Office (2019), the annual incarceration cost per inmate is $80,000. The current cost of the ADS Peer Mentor Program for 30 students is $56,000 per year (County of Santa Clara, 2021a), and according to the SCC job specifications, the yearly earnings potential for graduates ranges between $50,000 (2011) and $97,000 (2022c). This financial data makes clear the long-term economic benefits of the ADS Peer Mentor Program. In addition to long-term financial benefits, studies have shown increased public safety benefits and reduced recidivism associated with obtaining an education. Silbert and Mukamal (2020) state, "Higher education develops critical thinking skills, builds social capital and opens career pathways that can transform individuals, families and communities" (p. 2). Ricasa adds, "The costs and the burden to the County are less when students engage in an educational program, do not recidivate, and then become role models for constructive behavior for their families and their children" (D. Ricasa, personal communication, November 12, 2021).

LITERATURE REVIEW

Reentry

Over the last few decades, criminal justice policy and legislation have sought to punish those who break the law, many of whom are drug and alcohol-related offenders. Successful reentry programs allow FI individuals to support themselves through legitimate employment and eventually become contributing members of society. The ability to do so is based on whether such individuals can secure meaningful work, a place to live, and the educational skills necessary to advance in life (Charles Koch Institute, 2018). Recent studies have demonstrated that while high recidivism rates exist in many communities, specific reentry programs effectively improve outcomes for released individuals (Green, 2019). Evidenced-based principles, such as the risk-need-responsivity (RNR) model, have emerged from the current research. However, Green (2019) notes that more replicable, high-quality data is required to advance the "what works discourse" (p. 3). Using the RNR model, the U.S. Department of Justice has proposed five best practices for reentry. These practices suggest that reentry planning should start while individuals are still incarcerated, and reentry programs should be ready and able to make referrals and cultivate community relationships with agencies and non-profits to assist clients and remove barriers to success (Green, 2019).

Researchers in Philadelphia (Andersen et al., 2020) recently conducted a qualitative study to explore how men recently released from prison conceptualize successful reentry. Their findings indicate several overlapping definitions of success, including core concepts of gainful employment, achievement of masculine-based heteronormative expectations (such as being a provider), and using past personal experiences to help other addicts or FI people (Andersen et al., 2020).

Another recent phenomenological study focused primarily on women with substance abuse issues facing reentry from jail. This study was unique, as much of the available research on women and reentry examines women released from state or federal prisons. The research explored the distinct challenges these women faced when reintegrating into society, such as depression, poor self-esteem, family responsibilities, substance abuse, and other mental health issues (Dobmeier et al., 2021). The researchers concluded that service gaps and poor coordination of services between the correctional facility and community services exacerbate the barriers women face at reentry. The recommendations from the study include giving the women opportunities to learn new skills, educational tools, a path to employment, substance abuse treatment, family reunification, counseling services for trauma, and linkage to social services (Dobmeier et al., 2021).

The overarching theme in existing reentry research is the idea of whole-person care, treating the reentry client with support and coordination in health, mental health, and social services. In addition, the emerging pattern evident through prior studies is the notion of providing both personal growth and professional development. Thus, counseling, substance abuse treatment, mentorship, education, and employment are extremely important reentry programmatic areas, and successful reintegration into society can depend on some or all of these modalities (Andersen et al., 2020; Dobmeier et al., 2021; Green, 2019).

Education and Employment-Based Programs

FI individuals have limited opportunities for education, training, employment, and housing (Couloute & Kopf, 2018; Marks et al., 2016; Taliaferro & Pham, 2018). Until recently, there has been a lack of data concerning how many FI individuals can find work. However, in 2018, the Prison Policy Initiative published data showing that this population is "unemployed at

a rate of over 27%, which is higher than the total U.S. unemployment rate at any time in history, including the Great Depression" (Couloute & Kopf, 2018, para. 2).

Although studies have not proven a causal link between employment programs and recidivism, empirical research supports the inverse association (Lea & Abrams, 2016). The importance of having a job is not disputed in the literature. Employment can promote self-esteem, self-sufficiency, and a means to support one's family. According to Latessa (2012), there is a difference between a reentry program that wants to help its clients with employment and education, and one wishing to reduce recidivism. Latessa posits that to reduce recidivism, a reentry program should "focus on targeting criminogenic risk factors and then systematically training offenders in behavioral rehearsal techniques" (p. 90), such as re-learning how to respond to certain situations and how to anticipate difficult or stressful situations. Along those lines, reentry instructors suggest that participants employ practical job-search strategies and recognize cognitive barriers to employment, such as negative self-talk (Lea & Abrams, 2016).

Research has also revealed that access to education and training while incarcerated can increase post-release employability and reduce recidivism (Taliaferro & Pham, 2018; Wallace et al., 2020). These positive outcomes fuel federal and state funding and policy initiatives. For example, the Second Chance Pell (SCP), a partnership between Ashland University and the state of Ohio, offers post-secondary education for prisoners. In 2016, 1,040 students at 11 correctional facilities in Ohio were eligible for Pell funds to complete certificate and degree programs at Ashland University. In the two years since the program started, 181 students have graduated with degrees, and over 300 students were currently enrolled when the case study was published in 2018 (Taliaferro & Pham, 2018). The benefits of higher education for FI people include civic engagement, economic opportunities, and access to supportive social networks. Nevertheless,

many challenges and barriers exist and may impact participation in post-secondary programs (Knoth & Fumia, 2021; Wallace et al., 2020).

The Value of Mentorship

Mentorship relies on the concept that someone who has navigated a complex task in the past is uniquely positioned to support and guide another person facing a similar situation (Sells et al., 2020). In reentry, the purpose of a peer mentor is to provide someone who can help navigate support services and provide guidance during the transition from incarceration to the community. For those who suffer from substance and or alcohol abuse, a mentor may serve as an accountability partner to help provide education about addiction and advise on treatment services and a recovery lifestyle (Chapman et al., 2018).

Extensive literature exists on the positive value of mentorship in professional areas, such as medical education, business, government, and academia. "Mentorship is a key component to the development and success of young professionals early in their career. Leading government officials, CEOs, and thought leaders have each proclaimed the value of mentorship and the role it played in their own success" (Delaney, 2017, p. 1). The value of adult mentors paired with at-risk youth has been proven to have a statistically significant positive impact on educational, social, and behavioral outcomes; mentoring is a popular strategy for early intervention with this population (Poon et al., 2021; Raposa et al., 2019). However, there is a gap in research regarding evidence-based mentorship for adults in reentry programs because such initiatives are typically underprovided and challenging to implement (Sells et al., 2020; Stacer & Roberts, 2018; Umez et al., 2017). A recent pilot study of 55 men examined the effect of peer mentorship on recidivism in order to address this gap in research. The study assigned one group to standard community reentry programming and the other group to standard services plus mentorship. The

randomized controlled trial provided promising data, indicating that those who received

mentorship exhibited significantly lower recidivism rates (Sells et al., 2020). In another recent

study, Harrod (2019) profiled RecycleForce, a company that hires FI persons to recycle donated

electric materials. During their transitional jobs, which last up to 120 days, these employees

receive workforce training, case management, skills training, and peer mentorship. The research

measured participant outcomes after 30 months. At this point, the peer mentor group exhibited

significantly higher employment rates and total earnings and lower recidivism rates than the

control group (Harrod, 2019).

Peer Mentors in Alcohol and Drug Treatment

Although there is a lack of research proving that mentorship, as an evidence-based

practice, reduces recidivism, there is a growing body of research on mental health and drug and

alcohol treatment that highlights the value of someone who has been there, lived it, and who has

shared and overcome the same experiences. Peer providers and mentors with lived experience

contribute positively to the addiction treatment and recovery of others (Bassuk et al., 2016;

Chapman et al., 2018; Fallin-Bennet et al., 2020). In addition, education and training about

addiction and real-life experiences can produce highly qualified people to help others with

similar experiences. Research also shows that certified counselors in recovery can "act as a

resource person for other non-past addicted staff, lend street credibility to the program, and act as

a role model, helping to make it more acceptable to suspicious clients" (Doukas & Cullen, 2011,

p. 1).

Despite the benefits mentioned above, the literature points to distinct challenges (such as

creating and maintaining boundaries) and barriers in the workplace for those counselors who are

personally recovering from addiction. As a result, the turnover rate is high (Doukas & Cullen,

2011). Nevertheless, key findings from studies on recovering addicts working in recovery suggest that "recovery status does play an important role in the level of work-related commitment of substance abuse counselors" (Curtis & Eby, 2010, p. 252).

Overall, the literature conveys that peer mentors and certified counselors with experience in addiction are assets in recovery, despite the barriers and challenges in the workplace. Local jurisdictions with reentry programs may therefore benefit from integrating peer mentoring in their offered services. The addition of educational and employment-based programs focused on teaching alcohol and drug studies can offer FI individuals a path to higher education and a chance to use their experiences to help others.

METHODOLOGY

Type of Analysis

According to Sylvia and Sylvia (2012), the purpose of a program evaluation is to determine whether a program achieves its goal. Therefore, the present study applied a program evaluation methodology to determine whether the SCC ADS Peer Mentor Program was achieving its goals. The evaluation then sought to determine how the program achieved its goals. Finally, the assessment intended to identify any gaps in the service delivery model and pinpoint potential improvement areas. The program evaluation methodology included four phases: problem identification, solution development, implementation, and feedback evaluation. The program evaluation logic model is displayed in Figure 1.

Figure 1: Alcohol and Drug Studies Peer Mentor Program Logic Model

Problem Identification	Solution	Implementation	Evaluation
Incarceration and recidivism rates and costs are high. AB 109 shifted the burden of reentry services to counties. SCC reentry clients have increased needs for drug and alcohol treatment, education-based programs, and employment services.	The Alcohol and Drug Studies (ADS) Peer Mentor Program offers an education-based reentry program to provide a free college education and a career path for justice-involved Santa Clara County residents.	SCC created a community college partnership to deliver ADS Peer Mentor training to reentry program participants through its RRC.	ADS Peer Mentor Program findings based on data collected from 2017 to 2021, including enrollment and completion rates, student survey feedback, recidivism rates of program participants, and vendor insights.

Data Collection

   This study utilized both qualitative and quantitative data. The researcher collected quantitative enrollment and completion data for each program cohort and obtained recidivism data for program participants from the SCC Criminal Justice Information Control (CJIC) database. This research borrows from SCC's definition of recidivism—any reconviction for a new misdemeanor or felony violation within five years after release from a correctional facility (County of Santa Clara, 2017a).

   The researcher also collected qualitative data focused on the program's impacts and areas for improvement using an anonymous, ORS-agency distributed, voluntary survey of past and present program participants. The survey questions solicited specific feedback from past program participants and focused on demographics, completion status, employment readiness, recidivism, continued education, program benefits, and areas for improvement. Most questions allowed for a write-in response if the options listed were not applicable or if the student wanted to provide additional thoughts. The ORS sent the anonymous Survey Monkey link via email on January 7, 2022. Survey Monkey collected responses between January 7, 2022, and February 5, 2022 (Oliveira, 2022). Insights from the data provided that the typical time spent to complete the 18-question survey was three minutes and 39 seconds, and 100% of survey takers who started the survey completed it (Oliveira, 2022). A copy of the survey and consent form is attached as Appendix A and B. Quantitative and qualitative data were also obtained through quarterly reports submitted by SJCC, the educational course vendor. The quarterly reports addressed student participation, challenges faced by the facilitators and students, successes, questions and concerns, and areas for improvement. Lastly, the researcher collected program-specific knowledge from informational interviews with county program staff.

Potential Limitations

The research methods used in this study provided sufficient data to answer the research question. However, the researcher identified several limitations. First, the program had only been in existence for five years at the time of data collection; thus, the data were limited to a short period. Second, due to the SCC's neglect in identifying and tracking students early in the program, data from the first fall 2017 cohort and spring 2018 cohort were largely unavailable. Nevertheless, SCC staff successfully located a few students from the 2017 cohort, and those students did receive and participate in the survey. Third, the researcher confronted challenges in obtaining contact email addresses for all program participants. Of 113 registered students, SCC had contact information for only 85 students. Furthermore, of the 85 students who received the survey via email, 34 responded (40%). This small sample size is a threat to the generalizability of any conclusions.

Another significant limitation is the potential of bias in the survey results. For example, most respondents who completed the survey were not likely to be currently incarcerated and had the physical and mental ability to respond. As a result, the respondents may have been inclined to rate their experience as positive. Conversely, those who did not respond to the survey may have provided vastly different responses, impacting the data and the outcomes.

Lastly, a further significant limitation is the absence of all quarterly vendor reports. ORS's current senior management analyst took over the contract monitoring role in fall 2020 and prioritized the vendor reports. Due to that effort, reports exist for Fiscal Year 2021 and half of Fiscal Year 2022; however, there were no quarterly vendor reports from before that time. The lack of quarterly vendor reports limited the ability to review vendor feedback on the program from the first three years.

IRB Exclusion

   This study qualified for Institutional Review Board (IRB) exclusion because there were no human subjects. Furthermore, the ORS agency distributed the survey and de-identified and anonymized the responses before delivery to the researcher.

<center>**FINDINGS**</center>

The purpose of this research was to determine if, and how, the ADS Peer Mentor

Program fulfills its goals. The secondary objective was to identify any gaps in the service

delivery model and possible areas for improvement. Therefore, the findings section is separated

into two major categories: *findings related to program goals* and *areas for improvement*. Again,

the primary dataset used in the research derives from a self-selected group of people who signed

up for this program.

Context and Survey Demographics

Over the past five years, 113 students have enrolled in the ADS Peer Mentor Program,

and 59 students have graduated and obtained a Peer Mentor Certificate (County of Santa Clara

2022a). Of the 113 total participants, the ORS emailed the survey to the 85 for whom it had

contact information. A total of 34 responses were collected. Due to the timing of the survey and

the paper's publishing, the spring 2022 completion rates were not available; therefore, the

researcher excluded cohort five enrollment data from the overall totals.

<center>**Figure 2: Survey Question 1**</center>

<center>Q1 What is your sex?</center>

Intersex (non-binary, transgender)
2.9% (1)

Male 32.4% (11)

Female 64.7% (22)
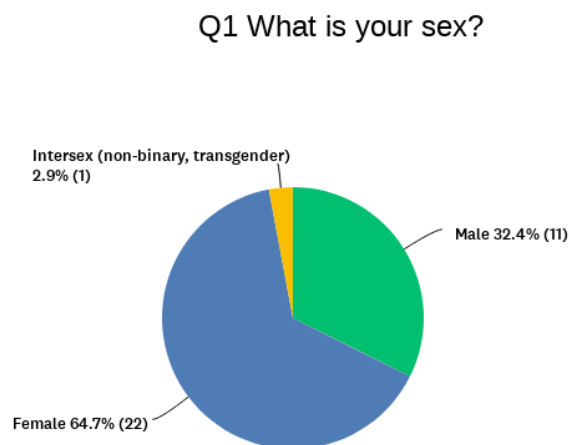
Source: Oliveira (2022)

According to the survey data, 64.7% of participants are female and 32.4% are male, with the average participant age being 35 years old (Oliveira, 2022). The full results are illustrated in Figures 2 and 3.

Figure 3: Survey Question 2
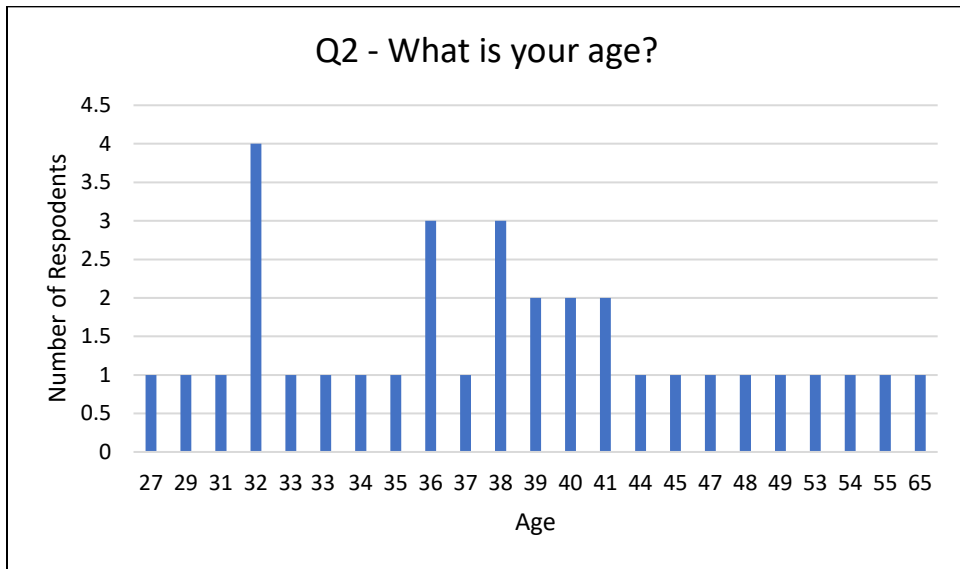
Source: Oliveira (2022)

Figure 4: Survey Question 3
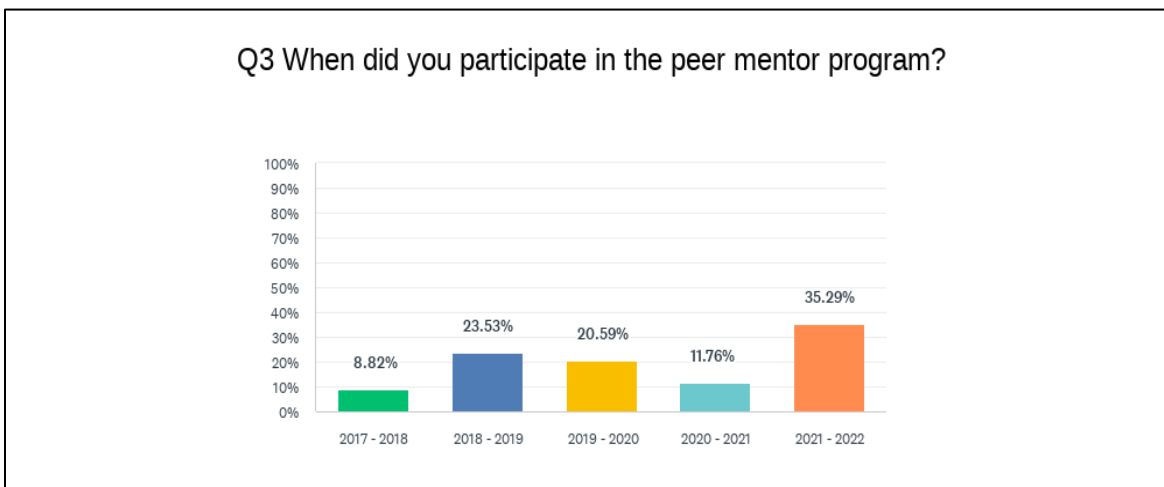
Source: Oliveira (2022)

Figure 4 illustrates that most responses to the survey (35.29%) came from the most recent cohort number four (2021–2022), followed by cohort number two (2018–2019) with 23.5% of responses.

Figure 5: Survey Question 6
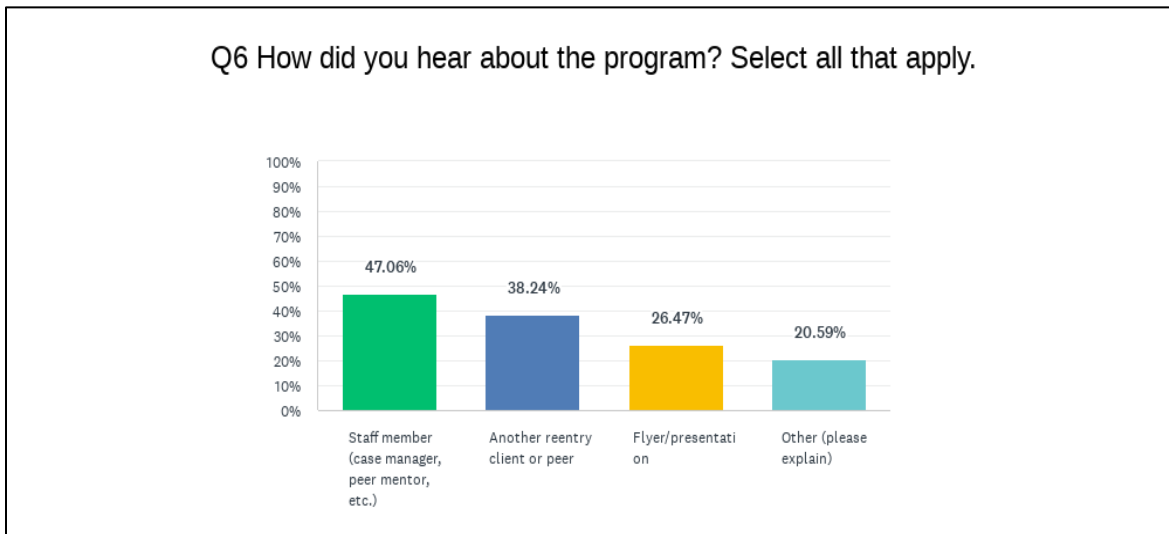
Other (please explain)
1. A friend affiliated with the program
2. Parole agent from the past.
3. Reentry center.
4. Friend
5. Jail, I seen a flyer and knew that's something I wanted to do, something attainable it gave me hope.
6. I learned from a program I was taking CBT
7. Not sure

Source: Oliveira (2022)

Figure 5 reveals that most participants (47.06%) heard about the program from a staff member (case manager, peer mentor), followed by 38.24% from another reentry client or peer, and 26.47% from a flyer or presentation. All 34 students answered this question, and seven provided an "other (please explain)" response. The figure includes students' additional write-in responses below the graphic.

Findings Related to Program Goals

The goals of the ADS Peer Mentor Program are as follows:

1. Achieve continued interest and enough enrollments to make the program viable each year (with enrollment rates not trending downwards)

2. At least 50% of enrolled students complete the entire academic year

3. Provide networking and job opportunities for graduates

4. Provide a path for graduates to continue college and complete the CDAC track

5. Reduced recidivism rates for students

Figure 6: Alcohol and Drug Studies Peer Mentor Program Yearly Enrollment
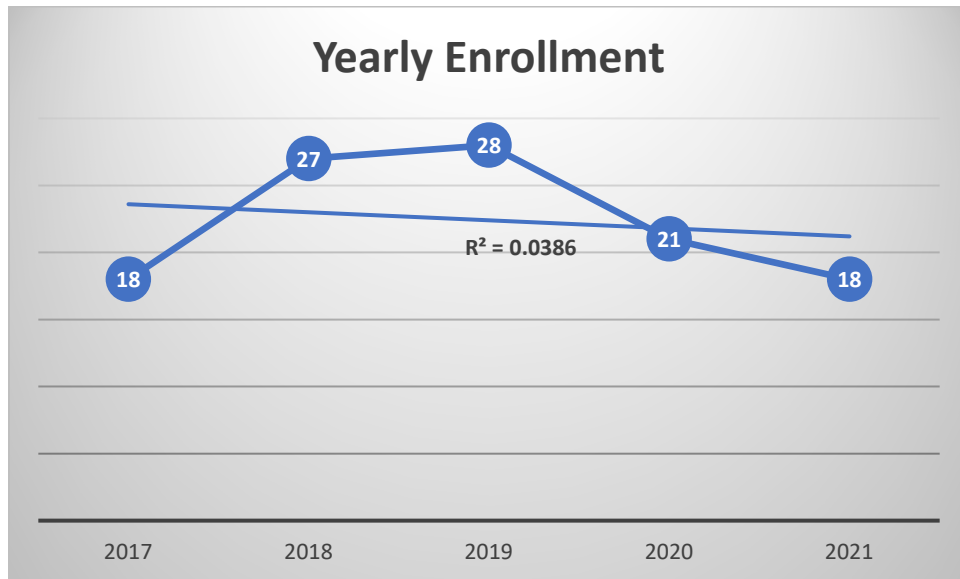
Source: County of Santa Clara (2022)

Program goal number one is to achieve continued interest and enough enrollments to make the program viable each year. Figure 6 depicts yearly enrollment numbers from the beginning of each fall semester from 2017 through 2021. Some students typically will not pass the first semester, and there will be natural attrition from fall to spring (County of Santa Clara, 2022a). Therefore, the data only depicts enrollment figures from the beginning of each year. As Figure 6 illustrates, 18 students were enrolled at the beginning of fall 2017 when the program launched.

Enrollments increased to 27 students in 2018 and 28 in 2019, then dropped to 21 in 2020 and 18 in 2021. The graph in Figure 6 includes a trendline to indicate the statistical significance of the finding.

Table 3: San Jose City College Quarterly Reports (Program Goal #1)

Please answer the following questions about the services delivered and other matters related to working with the ORS.	
Narrative	
Question:	How many clients were officially enrolled in the fall 2020 semester? How many of the clients successfully passed the first semester? How many clients are returning for the winter semester? Please also comment on how the number of ORS clients participating relates to the numbers for other classes across the college.
SJCC Response:	We started the semester with 21 students signed up. We ended the semester with 13 students enrolled in the class. Ten of these students passed the class and will continue in the next semester. These numbers are similar to the numbers shown throughout the college. Most classes lost one-third of the students; it is assumed that the COVID situation caused hardship among students.
Question:	The COVID-19 pandemic has changed many aspects of our work. What have you been doing differently that you are most proud of? What does class look like for ORS clients this semester?
SJCC Response:	I have been more accessible to my students since we are all online. I think the supplemental activities are enriching to the students and I wouldn't have utilized them if we had been in a classroom.

Source: County of Santa Clara (2020b)

The ORS contract monitor develops quarterly reports in collaboration with SJCC towards the end of each calendar quarter. The information is in a question-and-answer format, allowing the vendor to provide a narrative response to SCC's questions, including a few standard questions in each report, such as success stories, questions, and concerns. In addition, the contract monitor uses specific questions to identify problems and solutions. Table 3 displays queries and responses related to ***program goal number one***.

Table 4: Enrollment and Completion from Fall 2017 through Spring 2022

COHORT #1			
	Fall 2017	**Spring 2018**	
Enrolled	18	15	
Passed	15	14	
% Passed	83%	93%	**Overall 78%**

COHORT #2			
	Fall 2018	**Spring 2019**	
Enrolled	27	17	
Passed	17	14	
% Passed	63%	82%	**Overall 52%**

COHORT #3			
	Fall 2019	**Spring 2020**	
Enrolled	28	26	
Passed	28	23	
% Passed	100%	88%	**Overall 82%**

COHORT #4			
	Fall 2020	**Spring 2021**	
Enrolled	21	10	
Passed	10	8	
% Passed	48%	80%	**Overall 38%**

COHORT #5			
	Fall 2021	**Spring 2022**	
Enrolled	18	15	
Passed	14	?	
% Passed	78%	?	**Overall Not Available**

TOTALS		
COHORTS #1 - #4 ONLY		
Enrolled	94	
Passed	59	
% Passed	**63%**	

Source: County of Santa Clara (2022a)

Table 4 lists enrollment and completion figures for all five program years related to *goals one and two*. Each academic year, or cohort, is divided into a fall and spring semester. The figures above calculate the overall pass rate by dividing the number of students passing at the end of the academic year by the number of students enrolled at the beginning. The results indicate completion rates of over 50% for each cohort from 2017 through 2021, except for cohort number four, with a 38% completion rate. The number of students who will pass in the spring of 2022 is unknown; however, the fall completion rate was 78%.

Figure 7: Survey Question 4

Q4 Did you complete the program (both semesters) ?
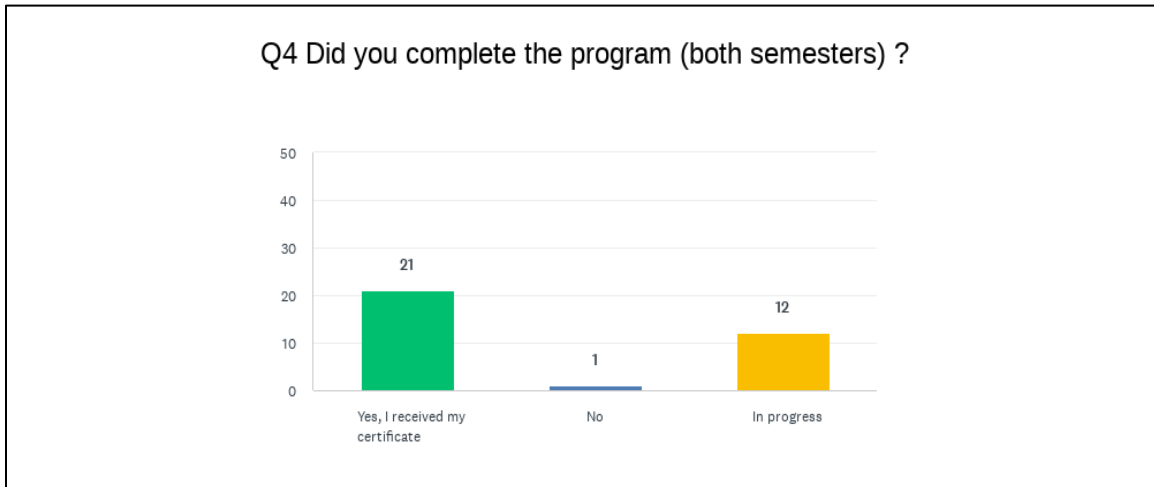
Other (add any thoughts)
1. Not done but will complete this semester.
2. Thank you very much for the opportunity.
3. Would like to further my education to fill a position in employment.
Source: Oliveira (2022)

In addition to enrollment and completion data, Figures 7 and 8 display survey questions related to *program goal number two*. Survey question four asked students if they had completed both program semesters. The figure includes students' additional thoughts captured below the graphic. In total, all 34 students responded to question four, with 21 responses of "yes, I received my certificate;" one answer of "no;" and 12 responses of "in progress."

Figure 8: Survey Question 5

Q5 If you did not complete, what factor(s) prevented you from completing the program? Select all that apply. If you did complete it, please skip this question.
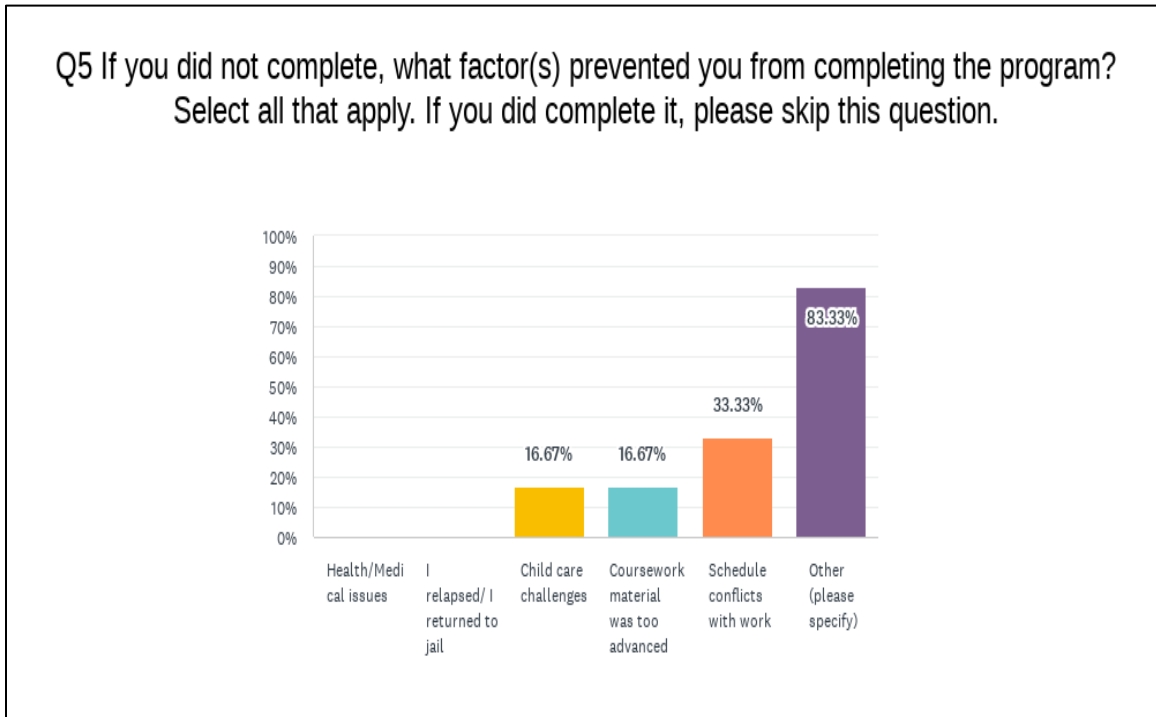
Other (please specify)
1. N/A
2. In progress.
3. Not available.
4. I was pregnant then when the new semester came around, my fiancé had passed away, and I didn't have someone to watch my son.
5. Lack of computer skills. I am also working on expunging my records.

Source: Oliveira (2022)

Figure 8 displays responses to survey question five, which asked, if students had not completed the program, what factor(s) prevented them from completing it? The survey instructed students to skip question five if they had completed the program. The question asked remaining respondents to select as many factors as applied. Twenty-eight students skipped this question, and six responded. One response (16.67%) reported childcare challenges, one (16.67%) reported the coursework material being too advanced, two responses (33.33%) noted schedule conflicts with work, and five (83.33%) indicated "other," as presented underneath the figure.

Program goal number three is to provide graduates with networking and job opportunities. Survey questions seven, 13, and 14 relate to this goal. In addition, data collected from the quarterly vendor reports concerns networking and employment.

Figure 9: Survey Question 7

Q7 On a scale of 1-5, rate your level of agreement with this statement. This program helped you gain employment opportunities.
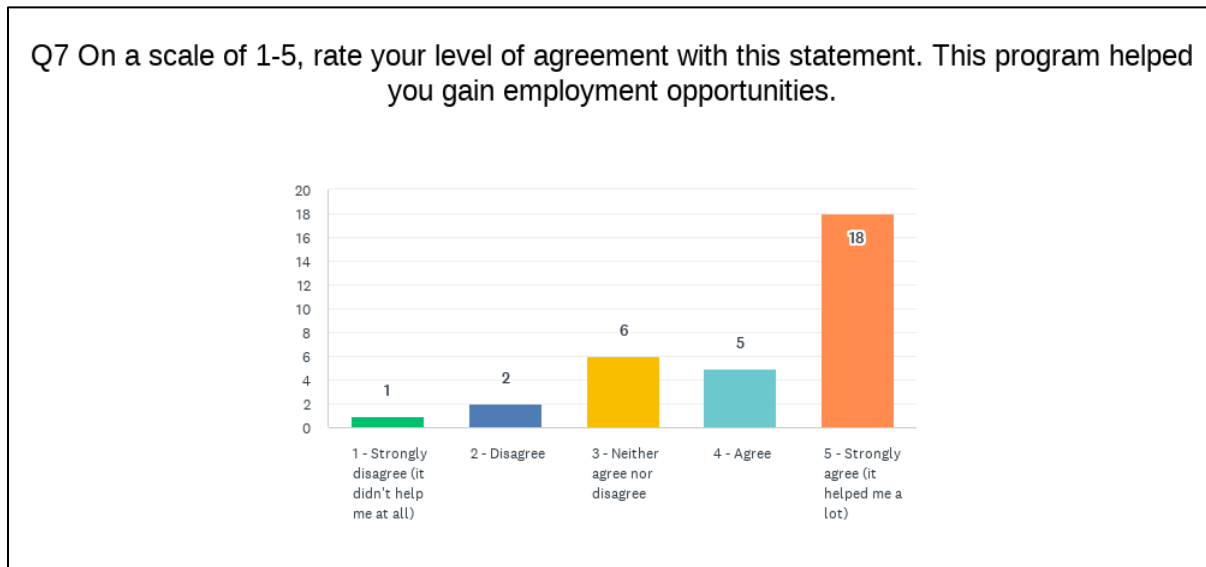
Other (add any thoughts)
1. Not only did it help me find a job, I've had the opportunity to build healthy relationships.
2. I'm still in class but can see opportunity coming in the future.
3. Already had a job.
4. The program help gain employment, but also help you gain a sense of empathy.
5. I have been working with HomeFirst Services of Santa Clara County since April 2020. I have had four different positions with this organization. The education and information I received was very useful for me working with the homeless population. I went on to complete the rest of my required classes for CADC and am now seeking an internship position for Saturday and Sunday as I work full time Monday through Friday. I am really happy that this opportunity was offered to us. I was always afraid of college, and this class being held at the Re-entry gave me confidence. Being around others like myself who shared one goal was the best part and what gave me the confidence to continue to take classes and further my educational career.
6. Still in my process.
7. It absolutely helped me and has led me to many opportunities!
8. If it wasn't for the Peer Mentor Program, I would not be where I am now. I currently work in treatment. Working with addicts and alcoholics such as myself. I chose to continue my education and it gave me a purpose.
9. I believe this question is difficult to answer because during this time period the workforce does not offer positions of this nature, plus the situation with COVID19 did not allow most of us to have an internship or have any practice in this field.
10. I didn't complete the program.
11. I am not a substance use counselor and have pursued a college degree.
12. It's given me a purpose in life, to utilize what I thought was a waste of my life (drug addiction and lived experience) and turn it into a lifelong career helping others without judgment and continuous patients for others who are struggling.
13. I was hired at pathway but then terminated for criminal background after applying for a higher position.

Source: Oliveira, 2022

Figure 9 displays data from survey question seven, which asked students to rate their level of agreement with the statement, "This program helped me gain employment opportunities." This question received 32 responses, and most students (18) selected that they strongly agreed that the program helped them gain employment opportunities. Five students agreed, six students neither agreed nor disagreed, two disagreed, and one strongly disagreed.

Figure 10: Survey Question 14
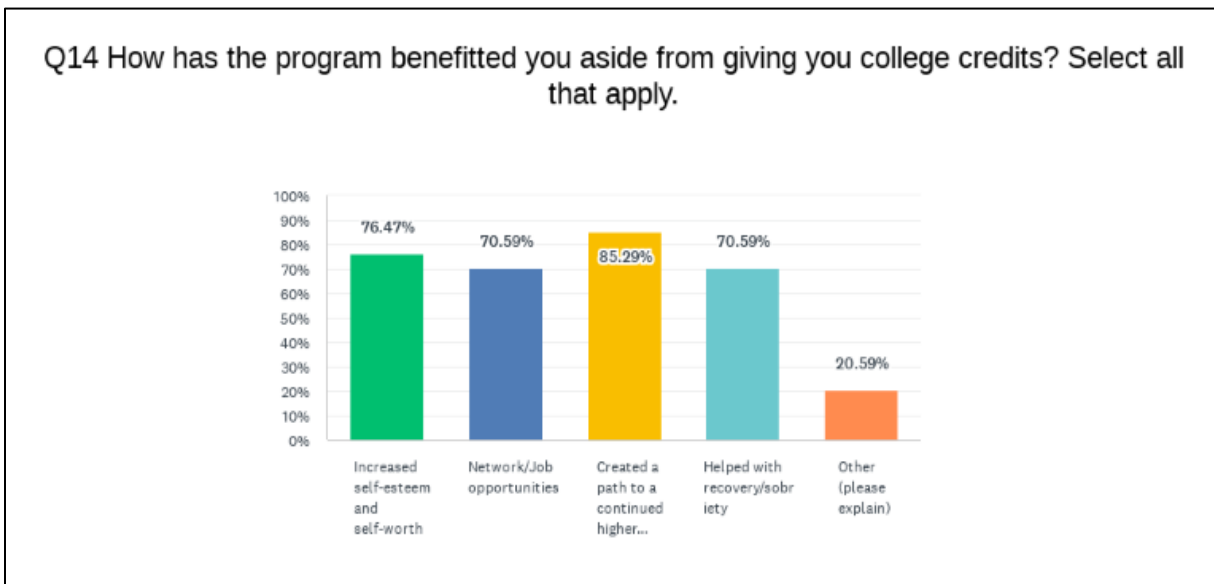
Other (please explain)
1. Increased my ability to have hope towards helping others effectively. This program is teaching me how to communicate with myself and others with professionalism and respect.
2. I will say this program was the start of me realizing that I could thrive in college.
3. Obtained a job with the city of San Jose.
4. Allowed me to educate myself.
5. All the above, I was in a program, taking the bus when I started Peer mentor program. It gave me purpose that on the flyer the requirements were lived experience that can be used to help others. I been incarcerated spent a lot of my years there. This time I seen something that I was already good at helping people, empathizing, giving support, sharing stories, sharing hope. And now they created opportunities to use those skills to help others in the same community and get paid for it. I did it !! and I made it! I stayed clean, I enrolled in college to further my education as an ADS counselor, I'm almost done with school, I never looked back, I applied at a treatment facility, and I work a program of recovery.
6. Been able to find my calling in life.
7. Again. It's given me purpose.

Source: Oliveira (2022)

Figure 10 displays responses to survey question 14, which asked participants to report benefits from the program, aside from providing college credits. This question relates to both

program goals three and four. Students could choose all benefits that applied from the four

options and select "other" to write in a response. The choices were "increased self-esteem and

self-worth," "network and job opportunities," "creating a path to higher education," "helping

with recovery/sobriety," and "other." All 34 students responded to this question.

Table 5: Survey Question 13

	What other resources/training/additional support are needed to assist students after they finish the program? Please list as many as possible.
1	Job placement
2	Self-Care Plan, Stable Housing Options, Continued Education Planning, Burnout Prevention Counseling options.
3	References
4	I would definitely try to establish a work shop and the end of the course, maybe a couple counselors can come out and share their story not only to inspire and motivated us but also to give us a peak of what we as mentors would be looking forward to.
5	I think i am getting plenty of resources through financial aid and the re-entry center.
6	Guarantee job placement, following up with, and a lot of support.
7	Help with hours to achieve credibility
8	NA
9	Job placement
10	Internship
11	Case managers. Peer mentors. School counselors. My group that started the class together in 2019 we have a group chat with all of us on there. We still keep in contact. We reach out to each other with questions about classes and even I've used that for resources for my current position. Some of my classmates now work with other organizations and we have collaborated to bring resources to the community.

	What other resources/training/additional support are needed to assist students after they finish the program? Please list as many as possible.
12	Peer support groups online
13	Well, you know mental health first aid, suicide prevention, maybe help with housing for people who work but still have a hard time with rent and taking care of their families. I still struggle with rent and food. Even with a full-time job.
14	The workforce needs to open up to these types of positions. also, having a full semester of volunteering experience to be able to gain hands-on experience
15	Job opportunities Volunteer to employment opportunities
16	Follow up support more experience
17	Help with enrollment of schooling, and a better understanding of the process towards future within the school year
18	Assistance with immigration status. In-house assistance with services for those who don't qualify but still may need the support in services. On-site shower bus that is stationed at RRC.
19	Expungement of record

Source: Oliveira (2022)

Table 5 presents open-ended responses to survey question 13, which asked students to list resources, training, and additional support that they believe would be helpful to students after they finish the program. In total, 19 students responded, and 15 skipped this question.

Table 6: San Jose City College Quarterly Reports (Program Goal #3)

Please answer the following questions about the services delivered and other matters related to working with the ORS.	
Narrative	
Question:	ORS recently conducted a survey of past program participants, and one question asked how the program could be improved. The most common response was for the class to be held in person, which is not possible at this time. However, two other common responses were: ▪ for the program to provide more networking opportunities to the students ▪ and for the program to provide a more defined approach on how to obtain a job or higher degree after the program. Would there be any opportunities that ORS could help facilitate one or the other of these suggestions?
SJCC **Response**	I think it would be great if each of the programs or organizations that partner with RRC would be willing to do a 20-min presentation to the students about how they work with/help our clients. I also think it would be helpful if each of the organizations that work with the RRC had a good understanding of how peer mentors can help their clients.
Question	Due to the popular response, ORS would be interested in helping to connect CBOs with clients for their work placements next semester. Feedback was provided that it would be useful for the CBOs to come to class during the first semester and present about their organizations. Is there any other feedback that the Contract Monitor should be aware of when reaching out to CBOs about potentially taking on some students?
SJCC **Response**	We have met with SJCC/SUTS/CJS, and they are trying to find an agreed-upon language for bringing peer mentors into their programs. I am waiting on more information. I would really like help to get the programs to come and present to the class what they are looking for. We can arrange 10-20 minutes on any given week for them to come and talk. We would like to get students signed up before the end of the first semester.
Question:	Was there any feedback you received regarding the internship placements with ORS' CBOs that you would like to share?
SJCC **Response:**	I received a lot of positive feedback about the students from the internship placements. They discussed a willingness to go outside of their comfort zones, practiced activities given to them, and showed curiosity. As a teacher, I was very happy to work with these programs.
County **Response:**	The Contract Monitor did mention this opportunity to Behavioral Health staff in an RRC all staff meeting, but next year the information can be shared again with that department and the others listed. Opportunities with the ORS may be limited in the future because ORS has received approval to hire "Community Workers" to do the tasks that have been assigned in the past. The Community Workers hired to date have been graduates of this program.

Please answer the following questions about the services delivered and other matters related to working with the ORS.
Narrative

Question:	Are there any other comments or concerns you wish to address with your Contract Monitor or ORS?
SJCC Response:	I would like to schedule someone to come in from the county to walk students through applying for jobs with the county.
County Response:	I don't know if it will be possible to have someone physically come to the class to demonstrate this. However, I have been given a recording of a webinar covering this very topic, and possibly this could be incorporated into a lesson. If you would like to show this video in class, please let me know, and I will get you a copy on a USB disk.

Source: County of Santa Clara (2020b, 2021b, 2021c)

Table 6 showcases various questions and responses with SJCC regarding networking, job opportunities, internships, and externships, relating to *program goal number three*.

Program goal number four is to provide a path for program graduates to continue college and complete the CDAC track.

Figure 11: Survey Question 9

Q9 Have you continued your education since the program?

Still in the program 32% (11)

Yes 50% (17)

No 18% (6)
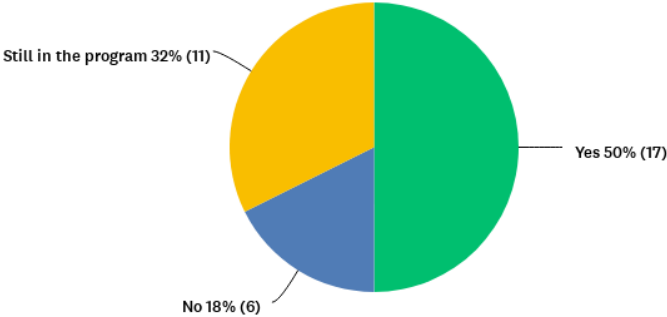
Source: Oliveira (2022)

Figure 11 depicts the responses to survey question nine, which asked students if they have continued their education since the program. All 34 students responded to this question, with 50% affirming that they have continued their education, 18% not continuing, and 32% reportedly still in the program.

Figure 12: Survey Question 10

Other (please explain)
1. Not sure yet.
2. Change my career goals.
3. I chose to move forward enroll in college, and I'm now in practicum B. 2 semesters away from accomplishing the ADS program
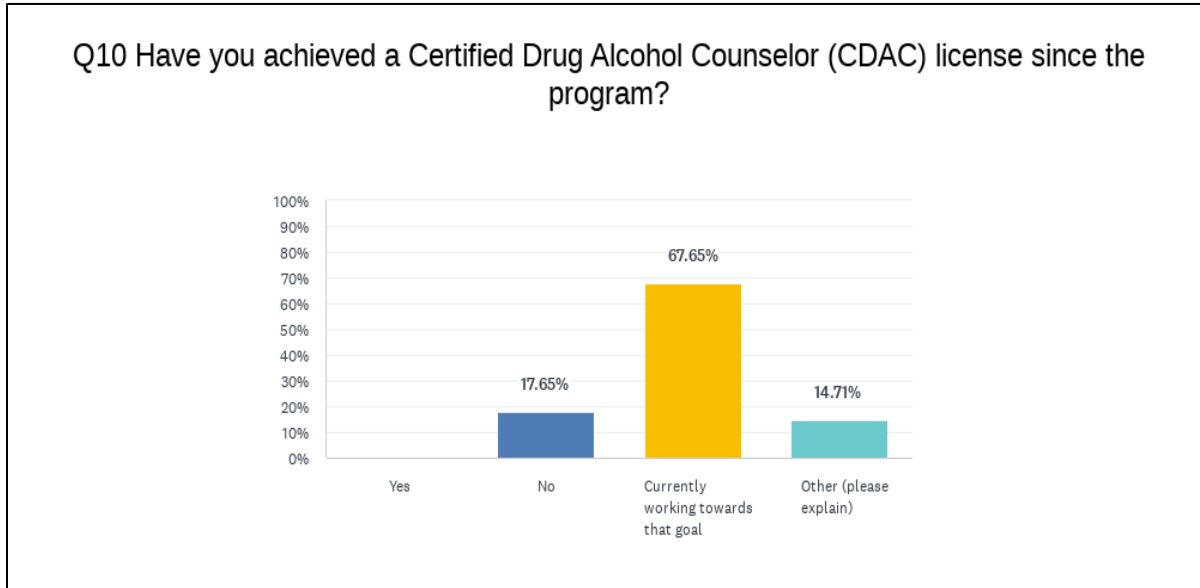4. No, but it made me continue my education around the field of substance abuse disorders and mental health.
5. Planning on pursuing my CDAC. Present goals since I now have more time.

Source: Oliveira (2022)

The data in Figure 12 expound on survey question nine to identify whether students have achieved a CDAC license since the program. All 34 students responded to this question, with 67.65% stating that they are currently working towards the goal of a CDAC license, 17.65% replying "no," and 14.71% choosing "other."

As described above in Figure 9, survey question 14 asked students how the program has benefitted them aside from giving them college credits. Again, 85.29% of respondents selected that the program has created a path to continued higher education.

Program goal number five is to reduce recidivism rates for students. As noted in the literature review, many factors are associated with lowering recidivism, including employment, self-esteem, sobriety, and education (Dobmeier et al., 2021; Green, 2019). Survey questions eight, 11, 12, 14, and 17 relate to these areas. In addition, the CJIC database provided recidivism data for 84 verified program participants.

Figure 13: Survey Question 8
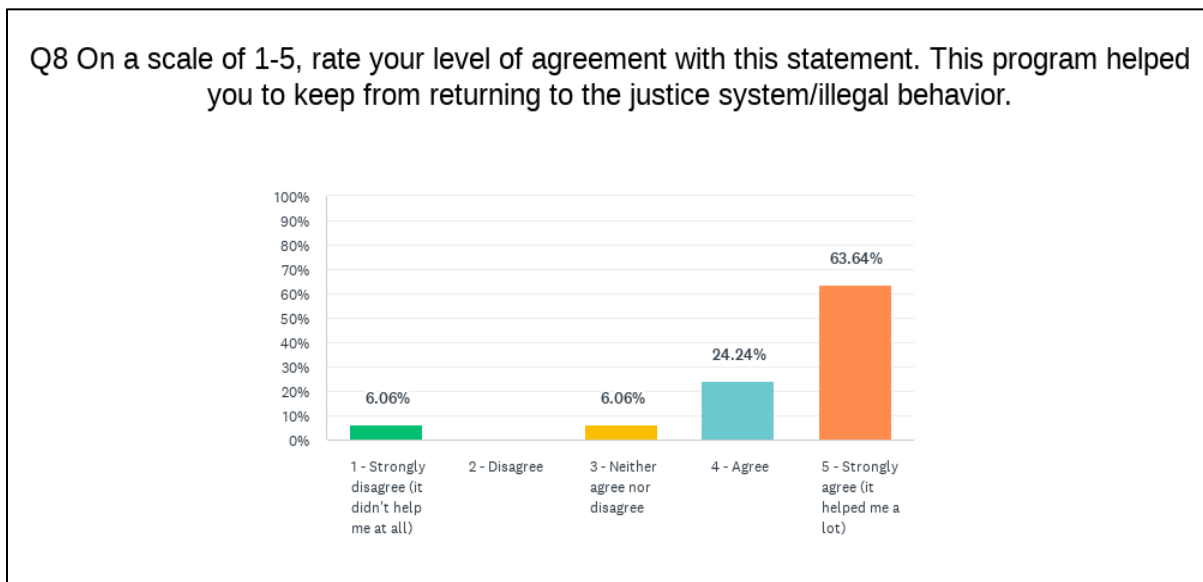
Other (add any thoughts)
1. I am not going back to that life no matter what I'm not taking any more losses.
2. N/a
3. The program also gave me an understanding of who I was and who I am today.
4. I get another chance at a first-class life.
5. Because of this program I have not returned to active use or criminal activities which I spent most of my life doing.
6. This program has given me a place to return to, to get back up on my feet each time I fell.

Source: Oliveira (2022)

Figure 13 displays data collected from survey question eight and reveals that 63.64% of program participants strongly agreed that the program has helped keep them from returning to

the justice system or illegal behavior. Meanwhile, 24.24% agreed with this statement, 6.06%

neither agreed nor disagreed, and 6.06% strongly disagreed. Thirty-three students responded to

this question, and one skipped it.

Q11 Have you been re-convicted for a new law violation since participating in the program?

Yes 2.94% (1)

No 97.06% (33)
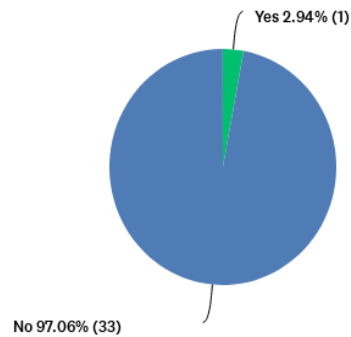
Other (add any thoughts)
1. COVID 19 related
2. I have never looked back.
Source: Oliveira (2022)

Figure 14 depicts the responses to survey question 11, which asked students if they have

been re-convicted for a new law violation since participating in the program. Of 34 responses, 33

indicated "no," with one selecting "yes."

Q12 Have you relapsed since participating in the program?

Other (add any thoughts)
1. I'm thankful for everything this program has given me. I seen this quote and It's one of my favorites. " I chose sober because I wanted a better life. I stay sober because I got one. " Thank you so much. !
2. I have been able to get my life in order and on track.

Source: Oliveira (2022)

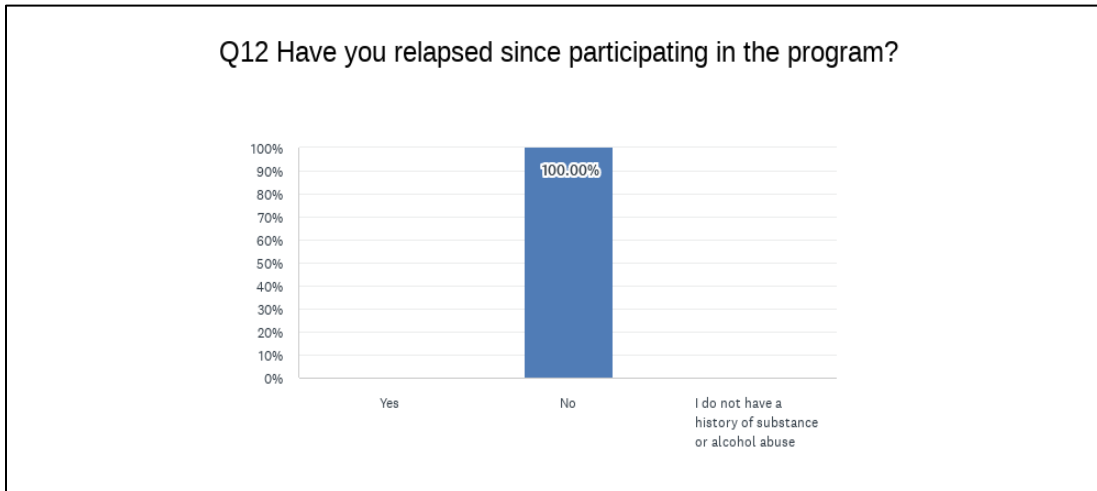Figure 15 presents the responses to survey question 12, which asked students if they had relapsed since participating in the program. Relapsing is a term that refers to using alcohol or drugs after a period of sobriety (Doukas & Cullen, 2011).

Figure 10 above focuses on the program's benefits aside from college credits. This question relates to ***program goal number five*** because the options included "increased self-worth and self-esteem" and "helped with my recovery/sobriety," which are contributing factors to reducing recidivism (Dobmeier et al., 2021; Green, 2019). Additional comments under "other (please explain)" also highlight factors related to reducing recidivism. In total, 76.47% of respondents reported increased self-worth and self-esteem, 70.59% chose "helped me with recovery/sobriety", and 20.59% responded with other benefits such as hope, purpose, self-efficacy, and educational aspiration.

Figure 16: Survey Question 17

Q17 On a scale of 1-5, how much has this program helped with your confidence when it comes to setting and achieving life goals?
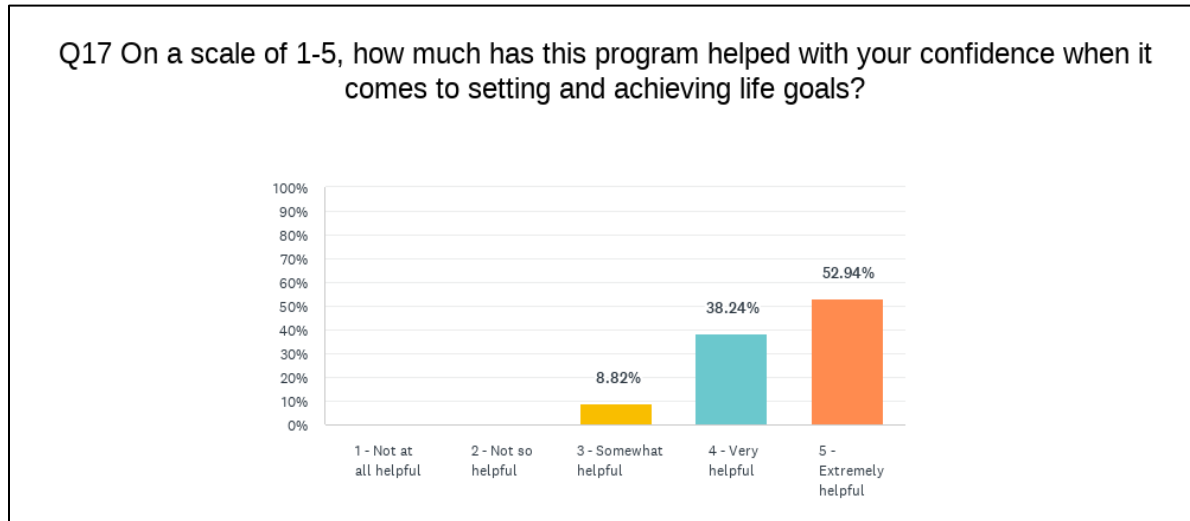
Other (add any thoughts)
1. Sobriety is comfortable.
2. I used to think I was stupid a lot of my life and when I see my grades, my efforts and the support from my classmates and peers. It's an awesome feeling.

Source: Oliveira (2022)

Figure 16 presents the data collected from survey question 17, which concerned self-efficacy. The question asked if students think the program has helped with confidence in setting and achieving life goals. Again, all 34 students responded to this question, with over 50% stating that the program has been extremely helpful.

Table 7: Recidivism Rate of Program Participants

Total PFNs Run	Re-arrested since Program	Charged	Convicted	Recidivism Rate
84	27	12	1	0.011904762

Source: County of Santa Clara (2022b)

Table 7 illustrates the number of ADS Peer Mentor students convicted since enrolling in the program. The ORS ran a query in the CJIC database of 84 personal file numbers (PFNs) from the group of 85 identified program participants. Of these, 27 students were re-arrested after their SJCC start date, with charges ranging from possession of unlawful paraphernalia to second-degree burglary. The District Attorney's Office (DAO) charged 12 of these individuals, and one

was ultimately convicted (County of Santa Clara, 2022b). Following SCC's definition of recidivism, the recidivism rate is 1.19%.

Findings Related to Areas for Improvement

The secondary purpose of the research was to identify possible areas for improvement in the program. Data from the survey and the quarterly vendor reports contribute to this section of the findings. Survey questions five, 13, 15, and 18 are related to possible areas for improvement. Survey question five, as depicted in Figure 8 above (page 40), asked students what factor(s) prevented them from completing the program. As previously noted, those who had completed the program were instructed to skip this question. A total of six students responded to the question, with 83.33% selecting other, 33.33% choosing schedule conflicts with work, 16.67% stating the coursework material was too advanced, and 16.67% indicating childcare challenges.

Survey question 13 asked students what other resources/training/additional support are needed to assist students after finishing the program. Surveyors were asked to list as many resources as possible. A total of 19 responses were collected, as illustrated in Table 5 above (page 43). Several of the responses mentioned job placement, continued support, and internships.

Figure 17: Survey Question 15

Q15 What has been the most challenging aspect of the program for you? Select all that apply.
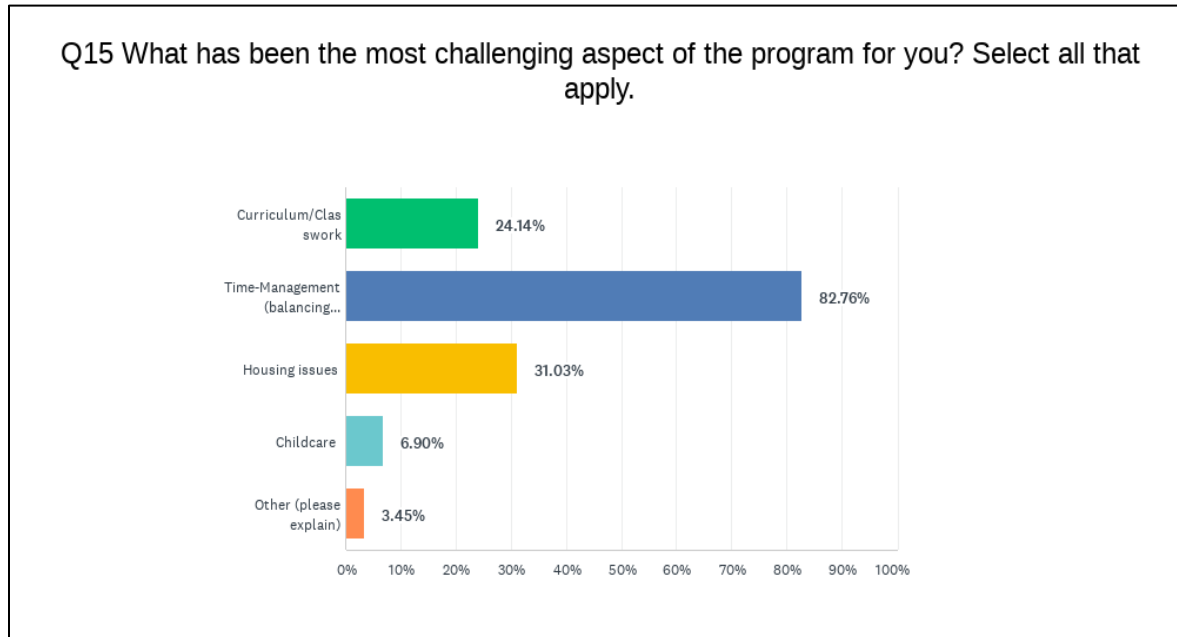
Other (please explain)
  1. Lack of computer skills.
Source: Oliveira (2022)

Figure 17 documents the responses from survey question 15, which asked program participants what had been the most challenging aspect of the program and instructed them to select all that apply. In total, 29 students answered the question, and five skipped it, with 82.76% selecting time management, 31.03% noting housing issues, 24.14% identifying curriculum/classwork, 6.90% choosing childcare, and 3.45% choosing "other."

Table 8: Survey Question 18

	Do you have any suggestions/comments that will help us make the program better? Please list as many as possible.
1	Not at the moment
2	I would like to say that the work experience portion of the program is a great part of the program. I also am grateful for how it helped me see the clinical perspective.
3	Thank you this program is amazing.
4	All I have to say is I couldn't ask for a better instructor. And as i continue this journey in school my only hope is that, other instructors will teach like Demetria.
5	I think the program is in its early stages and will help many people who made mistakes and want to change their life.
6	N/A
7	N/A
8	Not at this time.
9	I think you should have this class more often.
10	Read the answer on question 13.
11	Follow up Motivation support.
12	I love this program, it has changed my life! Keep it going.

Source: Oliveira (2022)

Table 8 displays the responses to survey question 18, which asked students to list as many suggestions or comments as possible that would help make the program better. Respondents provided 12 write-in comments, offering various positive feedback answers, and recorded two not applicable responses.

**Table 9: San Jose City College Quarterly Reports (Areas for Improvement)**

Please answer the following questions about the services delivered and other matters related to working with the ORS.	
Narrative	
Question:	Have any challenges from being required to move the class on-line in March 2020 continued into this semester? Any new challenges? Is there any way that ORS can help with these challenges?
SJCC Response:	Client engagement and ability to utilize CANVAS by all students continues to be a challenge. I will be inviting students who have consistently participated to contact the school to borrow a Chromebook. It would be helpful if the RRC could help get students an internet hotspot as some of the students lose internet when they can't pay their phone bills.
County Response:	In case it applies, I will provide a flyer I created that you could share with clients about internet resources available in San Jose. The RRC is looking at the possibility of opening the computer literacy lab for another program later this month, so there is a possibility of the lab being open during Wednesday night class times. I will follow up outside of this report with you to discuss this option because it would be limited to a small number of clients and there would be other issues to consider. Unfortunately, ORS will not have the ability to provide clients with Hotspots.
Question:	Have there been any new challenges during Q2, either related to COVID-19 or not? Are there any ways that ORS could help?
SJCC Response:	The main challenge has been technology-based. Although students were able to log into the system from anywhere, there were issues with having reliable internet, having enough computers or phones to allow other family members to get their work done. And many students had work schedules that began interfering with class as other employees went out sick. None of these issues could have been prevented under the circumstances.
Question:	Are there any ORS services or partners you would like more information on? Are there any partner organizations you would like to be introduced to so you could refer clients?
SJCC Response:	This program is set up so that students can help the RRC with the clients who come in with criminal justice issues. But through the school it is part of the Alcohol and Drug Studies program. I would like to see the behavioral health department take an interest in utilizing the peer mentors graduating from this program. I always recommend and help the students finishing this program to enroll in the additional classes at SJCC so that they can be certified as peer mentors through CCAPP, the California credentialing program. There is the hope that they continue to work on their own program and eventually be able to get their counseling certificate.

County **Response:**	Thank you for this feedback. I will reach out to our behavioral health team and see if there might be any opportunities to connect the clients participating with that team. I will also make sure that I include you when I reach out.
Question:	Have there been any new challenges during Q4, either related to COVID-19 or not? Are there any ways that ORS could help? Also, eight of 10 clients who enrolled in the winter semester graduated, so the contract goal was met this term, but the program is far smaller than previous years. We have discussed that distance learning impacted class size across campus, but if shelter-in-place orders were revived in a future outbreak, is there anything ORS could do differently to keep clients active?
SJCC **Response:**	I believe that this last quarter went very well. The students maintained consistent contact, attended online classes, and excelled in their outside placements. I think that the one thing we need to establish from the beginning moving forward is that this is a program where the students are expected to be computer literate and have access to technology. I am going to emphasize to the students that they need to connect with the SAS program at the school and the counseling center. I think this will help them if they need help in the future.
Question:	Are there any ORS services or partners you would like more information on? Are there any partner organizations you would like to be introduced to so you could refer clients?
SJCC **Response:**	It would be great if we could get partners who are interested in using peer mentors to come speak to the class. Having someone come in and give a 15-20-minute talk about their program may help students transition from the first semester to the second more consistently.
Question:	Have all returning students been matched with an organization to earn their experience hours? ORS reached out to all partner CBOs about this opportunity, and some did respond, but the opportunities may be limited in the future. For future classes, are there any other County departments that you would like the ORS to reach out to about the opportunity?
SJCC **Response:**	It has been strongly suggested that the students find placement before the beginning of the semester. I do not know if they have all found placement yet. They will have until the 3rd week of school to finalize. I would like to see placement at the RRC itself - I'd like to see them working with the sheriff's department, parole and probation, and social services. This certification is based on a history of criminal justice - they could be a huge asset to helping clients. I would also like to see behavioral health utilize peer mentors.
County **Response:**	The contract monitor did mention this opportunity to Behavioral Health staff in an RRC all staff meeting, but next year the information can be shared again with that department and the others listed.

Source: County of Santa Clara (2020, 2021b, 2021c)

Table 8 displays vendor feedback from SJCC on questions relating to areas for improvement. The topics covered range from student and facilitator challenges to extra resources that SCC can provide and partnerships that will help strengthen the program.

Figure 18: Survey Question 16
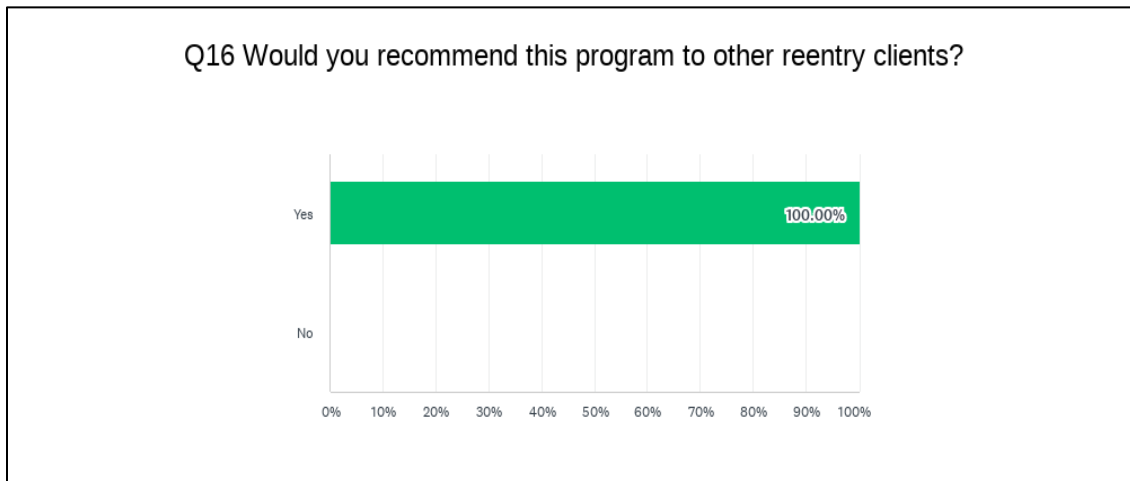
Other (add any thoughts)
1. Strongly support this program to be effective for reentry clients due to my personal success of rehabilitation.
2. Absolutely! I think this is a program that can benefit not only the individual who is taking the course but also impact the community. I myself was told I was too old, not smart enough or based on you been to prison that I'm not worthy of an opportunity like the one that has been given to me threw the Reentry center. All a lie so not only do I encourage others to take this class, this gift if you will, I advocate it.
3. If they felt that they wanted to give back and help others.
4. I always do :)
5. I do recommend this program to any I come across. I tell people about it all the time. What it did for me, It can do for you.
6. I have recommended this program to others.
Source: Oliveira (2022)

Lastly, Figure 18 depicts the responses to survey question 16. These data do not fit into the other categories of demographics, program goals, or areas for improvement; nevertheless, the insights are important to consider. Survey question 16 asked program participants if they would recommend this program to other reentry clients. All 34 survey takers selected "yes" and provided additional comments.

ANALYSIS

This study applied a four-step program evaluation methodology to interpret the findings and thereby answer the research question, how is the ADS Peer Mentor Program fulfilling its goals? The first part of the analysis determined whether the program is achieving its current goals and examined how the goals are or are not being fulfilled. The second part of the analysis identified possible areas for improvement.

Analysis Related to Program Goals

Program goal number one is to achieve continued interest and have enough enrollments to make the program viable each year, with enrollment rates not trending down. As illustrated in Figure 6, yearly registrations were increasing until 2020, when the Coronavirus pandemic forced many schools to shut down entirely or move their programs online (Burke & Smith, 2022). Data from the SJCC quarterly vendor reports in Table 3 indicate that the ADS Peer Mentor Program shifted from an in-person modality to virtual classes in March of 2020. At first, the transition was difficult for students (County of Santa Clara, 2021b). According to SJCC, most courses across the college lost about one-third of their students, and COVID-19 caused hardship for students. However, the shift did allow facilitators to add supplemental activities that enriched the students' learning and would not have otherwise been used if they were in the classroom (County of Santa Clara, 2020b). The trendline in Figure 6 illustrates a weak regression line, indicating that the evidence does not support a downwards trend in enrollment rates. Instead, program goal number one is fulfilled by ORS staff communicating to clients about the program, word of mouth from reentry peers, flyers and presentations, and other sources, such as parole agents, friends, and affiliated programs (refer to Figure 5, page 35).

Program goal number two is for at least 50% of enrolled students to complete the entire academic year. According to the results in Table 4 (page 38), cohorts one, two, and three each met this goal. Cohort four demonstrated a completion rate of only 38%. Finally, the statistics from cohort number five suggest that 78% of students completed the first semester, though completion rates will not be available until after the publishing of this study. The average completion rate of cohorts one through four indicates an overall completion rate of 63%. Twenty-one of 34 survey respondents, or approximately 62%, completed the program and received their certificate, (refer to Figure 7, page 39). Although the program did not achieve its goal in the 2020–2021 academic year, overall statistics suggest that it meets goal number two by keeping more than half of enrolled students engaged and thriving throughout the academic year.

According to the survey results, students who did not complete the program cite childcare challenges, overly advanced coursework, a lack of computer skills, and schedule conflicts with work as the reason (refer to Figure 8, page 40). The SJCC facilitator recommended communicating to students early on that this is a program where students are expected to be computer literate and have access to technology (County of Santa Clara, 2021b). The researcher provides further analysis in the areas for improvement section of this paper.

Program goal number three is to provide graduates of the program with networking and job opportunities. While the program requires the students to complete a minimum number of hours of work experience, the goal is for students to network and build opportunities for themselves outside of the program. According to the statistics in Figure 9 (page 41), over 56% of survey respondents strongly agreed that the program significantly helped them to gain employment opportunities. The survey data also suggested that over 70% of students felt that the

program benefitted them by providing network and job opportunities (refer to Figure 10, page 42).

While overall figures indicate that the program is meeting goal number three, students reported that additional support, such as guaranteed job placement, would help with meeting the hours needed to achieve credibility and internship opportunities. The ORS has historically provided between one to four internships per year, typically at the RRC (S. Ward, personal communication, October 11, 2021). The quarterly vendor reports also indicate that the SJCC facilitator would like partner organizations and CBOs to visit and give presentations to the students about how they work with and help clients. The facilitator also suggested that having someone come in to show students how to apply for county jobs would be helpful to the students.

The program is achieving goal number three by introducing the students to organizations where they can complete the required work experience, securing partner agencies and CBOs to speak with students, and providing references and referrals to students.

Program goal number four is to provide a path for program graduates to continue college and complete the CDAC track. The results from Figure 10 (page 42) demonstrate that 85.29% of survey respondents reported that the program has created a path to continued higher education. Many of the optional comments provided under this question reveal that the program helped to educate the participants, supported them to find a calling and purpose in life, inspired them to seek further education as an ADS counselor, and spurred a realization that they could thrive in college. The data from Figure 11 (page 46) demonstrate that 50% of students have continued their education since participating in the ADS program, while only 18% have not. In addition, over 67% of program participants stated that they are currently working towards achieving the CDAC license (refer to Figure 12, page 47). The evidence therefore demonstrates

that the agency is achieving program goal number four by preparing students with the prerequisite units required to continue the CDAC track, and offering emotional support and guidance from ORS staff and the facilitator.

　　Program goal number five is to reduce recidivism rates among students. As many factors contribute to whether a person recidivates or not, this study examined several influences via the survey tool. According to Figure 13 (page 48), 63.64% of survey respondents strongly agreed that the program helped keep them from returning to the justice system and illegal behavior. In addition, 24.24% agreed. Therefore, a total of 87.88% agreed that the program helped them to stay out of jail. The optional comments under this question provide insight into participants' reasoning and describe that the program offered a positive path away from drugs and promoted better self-understanding. An overwhelming 97% of students disclosed that they had not been re-convicted for a new law violation since participating in the program, and 100% indicated that they had not relapsed (refer to Figures 14 and 15, pages 49 and 50).

　　Additional recidivism data from the CJIC database suggest that about one-third of the PFNs run, or 27 students, were re-arrested since participating in the program; however, only 12 were charged. The ORS program manager posited that this is relatively common, as the officer makes a charge at arrest, and the DAO decides whether to move forward with the charges (C. Martens, personal communication, April 11, 2022). In many of these instances, there may not have been sufficient evidence or reason to move forward. Of the 12 individuals charged, there was only one reported conviction, equating to a .01% recidivism rate in the sample size of 84. This number is low compared to the SCC average rate of 45%, but aligns with the survey data. As mentioned in the potential limitations section, this outcome may be a product of self-selection bias, as the people who enrolled and participated in this program were at a point in life where

they had committed to better themselves and turn their lives around. It is reasonable to conclude

that those who have enrolled in college and are planning careers are less likely to re-offend than

those still using drugs and alcohol and engaging in criminal activity.

The survey results also indicate that the program helped over 76% of students with

increased self-esteem and self-worth, and helped over 70% with recovery and sobriety. In

addition, all students reported that the program helped build their confidence in setting and

achieving goals, promoting self-efficacy (refer to Figures 10, p. 42 and 16, p. 51). These factors

positively contribute to an individual not recidivating (Dobmeier et al., 2021; Green, 2019). The

agency therefore achieves goal number five by providing hope, education, self-sufficiency,

recovery tools, self-worth, and purpose through the program.

Analysis Related to Areas for Improvement

Survey question number five asked students who had not completed the program what

factor(s) prevented their completion. The researcher asked this question to elicit feedback from

students and understand what barriers may have prohibited them from finishing the class. Of the

six responses collected, most students revealed that they were unavailable either due to work

schedule conflicts or childcare challenges. Since the RRC offers the courses in the evenings from

5:00 to 9:00 p.m., alternate arrangements must be made when most traditional childcare facilities

are closed. A possible solution to address the scheduling conflicts with work could be to have

two sessions per year, one in the day and one in the evening. However, this solution would only

be viable if enrollment volume justified the additional session.

According to the survey data, computer literacy and advanced coursework material also

contributed to a lack of successful completion. The data does not distinguish if this was a

problem before COVID or if it is likely to continue to be a problem for future students now that

classes have resumed in person. However, it is reasonable to conclude that COVID may have exacerbated this issue. One possible solution to address the computer literacy issue could be to have students complete SCC's computer literacy lab, offered at the RRC, as a pre-requisite to enrolling in the class. As indicated in the quarterly vendor reports, the SJCC facilitator also recommended notifying potential students that computer literacy and access to technology are program requirements. This messaging could be disseminated through case managers, on the SJCC program website, via marketing materials for the program, and through announcement at the beginning of the first class.

Survey question 13 attempted to identify additional resources, training, or support that would be helpful to assist students after they finish the program. The goal was to determine how the ORS can provide follow-up care for graduates so that they may continue to advance their education, career goals, and overall well-being. The results in Table 5 (page 43) indicate that job placement is the number one request from students. Addressing this need is complex, as the ORS collaborates with many potential employers, but does not guarantee job placement. One solution to increase job opportunities for graduates could be to hold job fairs at the RRC, where employers who hire peer mentors would be encouraged to participate.

Students reported that other types of support—such as mental health resources, health and wellness classes, stable housing, rental assistance, food, continued education planning, internships, support groups with peers, record clearance, and immigration services—are also needed. Some of these resources are currently available through the RRC to students, such as housing assistance, supplemental nutrition assistance, mental health support, record expungement, and counseling services. The ORS could explore other resources and additional support. Some of the suggestions can be easily implemented and would have little to no impact

on the budget, such as allowing graduates to form peer support groups. Other recommendations, such as continued education planning, could be provided by case managers or through a continued partnership with SJCC. SJCC has a career counseling center with job placement assistance for students.

Survey question 15 sought to identify the most challenging aspects of the program. The responses from this question can help shape the curriculum in the future and offer insights into which resources would be most helpful to students. The findings represented in Figure 17 (page 53) reveal that 82.76% of students found time management to be the most challenging aspect of the program, followed by housing issues and then classwork. Time management is a skill that many college students need to practice and for which they need to develop tools (Heibutzki, 2021). A possible solution may be a time-management workshop hosted by SCC, or an additional module built into the beginning of the first class session.

The purpose of survey question 18 (refer to Table 8, page 54) was to elicit as many suggestions as possible on improving the program. While some answers to this question were not applicable, there were several key recommendations. First, students praised the program and the instructors and recommended that it continue, noting that it should have more class offerings. Follow-up motivational support was also requested, which corresponds with the suggestions provided in Table 5 (page 43).

The findings from the quarterly vendor reports in Table 8 (page 54) show that client engagement, the ability to use CANVAS (a student portal software), internet stability, and work scheduling conflicts were challenges for some students. The facilitator noted that some of these challenges relate to COVID-19, such as difficulty using the computer when other family members work from home, or being called into work shifts due to other employees calling in

sick. The facilitator requested that the County Behavioral Health Department take an interest in using peer mentors graduating from the program and partnering with other SCC departments, including the Office of the Sheriff, the Probation Department, and the Social Services Agency. The ORS contract monitor agreed to reach out to Behavioral Health to investigate opportunities for students and other SCC departments. Again, the issue of computer literacy emerged in this data from SJCC. A possible solution is for the facilitator to emphasize the Student Accessibility Services at SJCC, which help to provide students with specialized support services (San Jose City College, n.d.-b)

During the study, the researcher observed other possible areas of improvement. For example, the ORS currently manually collects student information and enrollment/completion data. The agency should instead use a database to automate the collection of program participant information and enrollment and completion statistics, which would help with future data collection efforts. In addition, the agency should electronically document work experience hours, internships, externships, and peer mentor employment information for each program participant. Furthermore, there is currently no program visibility on the agency website. The researcher therefore recommends linking the main RRC webpage to a subpage with a brief description of the program, a "how to enroll" instruction section, and testimonials from past participants currently working as peer mentors. Lastly, annual status reports to the Board of Supervisors would help provide more visibility and further validate the program, increasing enrollments.

CONCLUSION

Incarceration and recidivism rates in SCC are high, as are the related costs. SCC has consequently focused on reentry programming and reducing the rate of recidivism. In response to the specific education and employment needs among the SCC's reentry population, the ORS implemented the ADS Peer Mentor Program in 2017.

Analysis of the data collected in this study indicates that the program fulfills each of the five stated goals by various means. However, some objectives, such as the enrollment rate goal, are barely being met. In addition, the research has uncovered several areas for improvement in both the service delivery model and program management. Implementation of the recommendations provided in the analysis portion of the study may serve to improve the program's outcomes and keep the program viable for the future. Despite program gaps and needed improvements, the survey data overwhelmingly indicate that students credit the program with helping them stay clean and sober, continue their education, stay out of jail, and give back to the community.

Future Research

The main limitation of this study is the short length of the program's existence. Future research should include data points from a 10-year evaluation and at regular intervals after that. In addition, the passage of time and the implementation of a more robust program management system will allow for a larger sample size and more reliable data.

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County of Santa Clara Alcohol & Drug Studies Peer Mentor Program Survey

1. What is your sex?
   a. Male
   b. Female
   c. Intersex (non-binary, transgender)
   d. Decline to state

2. Age (write-in) _____

3. Cohort (when did you participate in the peer mentor program?)
   a. 2017–2018
   b. 2018–2019
   c. 2019–2020
   d. 2020–2021
   e. 2021–2022

4. Did you complete the program (both semesters)?
   a. Yes, I received my certificate
   b. No
   c. In Progress
   d. Other (add any thoughts)

5. If you did not complete, what factor(s) prevented you from completing the program? Select all that apply. If you did complete it, please skip this question.
   a. Health/medical issues
   b. Child care challenges
   c. Schedule conflicts with work
   d. Coursework material was too advanced
   e. I relapsed/I returned to jail
   f. Other (please explain)

6. How did you hear about the program? Select all that apply.
   a. Staff member (case manager, peer mentor, etc.)
   b. Another reentry client or peer
   c. Flyer/presentation
   d. Other (please explain)

7. On a scale of 1–5, rate your level of agreement with this statement. This program helped you gain employment opportunities.
   1. Strongly disagree (it didn't help me at all)

2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree (it helped me a lot)
6. Other (add any thoughts)

8. On a scale of 1–5, rate your level of agreement with this statement. This program helped you to keep from returning to the justice system/illegal behavior.
    1. Strongly disagree (it didn't help me at all)
    2. Disagree
    3. Neither agree nor disagree
    4. Agree
    5. Strongly agree (it helped me a lot)
    6. Other (add any thoughts)

9. Have you continued your education since the program?
    a. Yes
    b. No
    c. Still in the program

10. Have you achieved a Certified Drug Alcohol Counselor (CDAC) license since the program?
    a. Yes
    b. No
    c. Currently working towards that goal
    d. Other (please explain)

11. Have you been re-convicted for a new law violation since participating in the program?
    a. Yes
    b. No
    c. Other (add any thoughts)

12. Have you relapsed since participating in the program?
    a. Yes
    b. No
    c. I do not have a history of substance or alcohol use
    d. Other (add any thoughts)

13. What other resources/training/additional support are needed to assist students after they finish the program? Please list as many as possible.

14. How has the program benefitted you aside from giving you college credits? Select all that apply.
    a. Increased self-esteem and self-worth
    b. Network/Job opportunities
    c. Created a path to a continued higher education
    d. Helped with recovery/sobriety
    e. Other (please explain)

15. What has been the most challenging aspect of the program for you? Select all that apply.
    a. Curriculum/Classwork
    b. Time-Management (balancing school/work/home responsibilities)
    c. Housing issues
    d. Childcare
    e. Other (please explain)

16. Would you recommend this program to other reentry clients?
    a. Yes
    b. No
    c. Other (add any thoughts)

17. On a scale of 1–5, how much has this program helped with your confidence when it comes to setting and achieving life goals?
    a. Not at all helpful
    b. Not so helpful
    c. Somewhat helpful
    d. Very helpful
    e. Extremely helpful
    f. Other (add any thoughts)

18. Do you have any suggestions/comments that will help us make the program better? Please list as many as possible (write in)

    _____

Anonymous Survey Consent Form

You are invited to participate in a survey. Your answers will be completely anonymous. The survey will help inform a research project that is collecting information on and evaluating the *County of Santa Clara Alcohol & Drug Studies Peer Mentor Program.* The study will analyze the impact of the program and the information collected will be used to help make improvements. The research project is being conducted in partnership with the County of Santa Clara Office of Reentry Services by a university student from San Jose State as part of a thesis/dissertation.

<u>The Survey</u>

- Your participation is anonymous (no one will contact you).
- Your responses will help improve the program.
- Please complete the survey as soon as possible.

If you have any questions about the study, you may contact Chad Martens, Program Manager at ORS at (408) 535-4298 or <u>chad.martens@ceo.sccgov.org</u>.

Thank you.

Oliveira76