

REENTRY ACADEMY FOR TRAINING AND ENTREPRENEURIAL  
RESOURCES (RAFTER): A FEASIBILITY STUDY

FINAL REPORT  
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Orlando García-Santiago, Ph.D. M.P.H. R.N. (Principal Investigator)  
Associate Professor of Sociology  
Division of Social Sciences  
UH-West O'ahu

Konstantinos Zougris, Ph.D. (Co- Principal Investigator)  
Assistant Professor of Sociology  
Division of Social Sciences  
UH- West O'ahu

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# EXECUTIVE SUMMARY

## Project Background

In 2016, the State of Hawai'i Twenty-Eighth Legislature passed Senate Bill 2630, Part II - SECTION 3 that requires the Department of Business, Economic Development, and Tourism's Community-Based Economic Development Technical and Financial Assistance Program to conduct a study to determine the feasibility of establishing a training and mentoring program for qualified prison inmates, to be called the Reentry Academy for Training and Entrepreneurial Resources (RAFTER), that would facilitate the reentry of qualified prison inmates into society.

The purpose of this study is to assist the Hawaii legislature in evaluating the chances of success for a training and mentoring program for qualified prison inmates before the program begins by examining the main factors that could affect the outcome of the desired training and mentorship program. The study will allow Hawai'i's legislature to determine what can be realistically accomplished locally in terms of funding the development of a program that would provide the tools prison inmates need to find meaningful employment upon release and thereby decrease the burden of recidivism and incarceration. The study will also indicate the most effective means of developing a training and mentoring program for qualified prison inmates in Hawai'i.

## Data and Methodology

Our methodological approach was designed to: (1) identify the processes, key actors, qualified participants, designated practices, as well as the operational challenges of several reentry programs, and (2) detect and describe the set of skills, as identified by local employers, and the kinds of training and mentoring required to succeed in various professions, industries, vocations, and trades. Studying two independent types of organizational entities -reentry programs and industry- was vital for this feasibility study in order to identify cohesive practices among reentry training and mentoring practices in Hawaii.

For the first part of our study, based on predetermined criteria (purposive sampling was employed), we conducted semi-structured interviews with representatives of reentry programs and organizations. We interviewed practitioners of two local organizations, *Hope Services Hawaii* and *Maui Economic Opportunity*, and four mainland organizations and reentry program representatives, *The Prison Entrepreneurs Program in Houston, Texas*; *The Alaska Native Justice Center and the Alaska Partners Reentry Center in Anchorage, Alaska*; and *The Delancey Street Foundation in San Francisco, California* to learn what are the best approaches and strategies for success, challenges experienced by each agency, and what is a reasonable timeline for developing, implementing and evaluating a training and mentorship reentry program for qualified prison inmates.

For the second part of our study, the sample was constituted by 39 respondents holding key positions in several industries and organizations in Hawaii. The sampling distribution by industry consists respondents currently holding managerial positions and participating in hiring processes in the following industries and organizations: visitor and resort (5.0%), labor union (10.3%), construction (15.4%), agriculture (7.7%), food service (20.5%), education (15.4%), retail (15.4%), automotive/towing services (7.7%) and hair salon (2.6%).

## **Important Findings and Results**

The findings of the thematic analysis employed to identify the best practices, challenges and reasonable timeline can be summarized as following:

### *Best Practices as Identified by the reentry programs representatives*

Our findings derived of our thematic analysis detected several themes within the context of *Best Strategies for Success*. The best strategies as identified by the participants interviewed can be summarized as following:

- (1) Partnership and Coalition among Community, Government and Industry.
- (2) Purpose/Incentives for change
- (3) Reintroducing values
- (4) Accountability of decisions and actions
- (5) Programs' Structure (Program curriculum)
- (6) Community Awareness and Engagement

In the context of this component, the recommendations of the practitioners revealed the need for collaboration and coalition of multiple organizational entities contributing to the function of an integrative program. The purpose, the values and the accountability were identified not only as key elements of the educational curriculum designed for the ex-offenders, but also for the development of training programs for the practitioners of the reentry programs. Finally, the structure of the program should be linked to the community awareness, industry engagement and coalition among government agencies. That is, at the state level, collaborative practices and coalition programs with clear assigned roles across the entities can establish functional institutional roles contributing to the design, development and implementation of the program. Based on the practitioners' recommendations derived by the interviews, all these elements could be identified as best practices constituting a reentry program feasible.

### *Major Challenges as Identified by the reentry programs representatives*

For the component of *challenges and barriers preventing success*, practitioners identified 5 components that could set barriers to reentry programs' success:

- (1) financial issues
- (2) inability or lack of skilled personnel to deal with inmates facing mental health issues
- (3) identification of boundaries between the personnel and program participants
- (4) Disobedience/ Lack of disciplinary measures
- (5) inadequacy of specialized staff



By incorporating the practitioners' views on challenges preventing success, we can argue that financial issues of existing programs create barriers in hiring adequate skilled practitioners to deal with cases of mental health, disciplinary issues and issues of relational boundaries between practitioners and ex-offenders.

### Reasonable Timeline

Finally, we asked the practitioners of the existing reentry programs to recommend a reasonable timeline for the development of a reentry program. Most of the practitioners identify that a reasonable timeline can be developed when the following factors are considered:

- (1) Size of the program
- (2) Mission of the program and community support
- (3) Educational Curriculum
- (4) Financial Support
- (5) Personnel

Our analysis revealed that the size of reentry program, the mission of the program, the community support, the educational curriculum design to be implemented in the program, the duration of financial support, and the amount of personnel contributing to the program, are all factors that should be considered in order to project the timeline of a reentry program's development and implementation.

### Employers' Perceptions on Likelihood of Hiring Ex-Offenders

The results of the survey analysis revealed the following:

- The duration of sentence could play a role in the hiring process.
- 56% of employers would hire an ex-offender who was sentenced for a year or more.
- 72% of employers would hire an ex-offender who were sentenced for less than a year.
- 52% of the employers consider that the type crime committed is an important determinant of hiring an ex-offender.
- Employers are more likely to hire ex-offenders who were sentenced for immigration status violation, violation of parole, reckless driving drug related offenses.
- Employers are least likely to hire ex-offenders who were sentenced for sexual assault, fraud, theft, armed robbery, manslaughter and murder.

### Desired Qualifications

As expected desired qualifications vary by industry. However, the general expectations of the employers are the following:

- 80% stated that a positive employment record is important.
- Ex-offenders must have some high school, or even better a high-school diploma
- 66% stated that high-school diploma is a standard expectation
- 59% considered that driver's license plays an important role in favor to ex-offenders considered for employment.
- 58% General work readiness

#### Importance of "Soft" and "Hard" skills

- Most employers identified that soft skills such as resilience, respect, friendliness, loyalty, team player attitude, politeness, diligence and punctuality at work, are either important or very important skills that an ex-offender must have had attained before considered for employment in their organization.
- The set of hard skills expected varied by industry. Overall 61% of the employers considered that technical labor skills (i.e. use of machinery and hardware) as important. Also, most of the employers stated that basic math skills, basic reading skills and basic skills in technology use, are important assets for ex-offenders to have before being considered for employment in their organizations.

#### Employers' Awareness on Government Incentives to Hire Ex-Offenders

- 72% of employers appear to be unaware of government incentives for hiring ex-offenders.
- Only 18% of the employers stated that their organization is somehow linked to a current rehabilitation program.
- 70% of the employers identify funding for educational and training programs as an important incentive that would contribute to their willingness to hire ex-offenders.
- Approximately two out of three of the employers interviewed consider legal liability.

### **Recommendations**

Based on the findings and the literature review on best practices on existing programs, we developed a list of endeavors that could facilitate the process of program development contributing to the feasibility of a reentry program in Hawaii.

- Increase community awareness on the benefits of reentry programs.
- Finding available funding through federal, state and private organizations.
- Establish structures that would contribute to program's sustainability.
- Coordination practices among government agencies, local communities and industry in the program development of a reentry program.
- Role assignment among the representatives involved to the program development process.
- Identification of key personnel for the implementation of the program development.
- Address the components constituting a reentry program feasible as identified in this study.

- Educational and training program development emphasizing “soft skills” and basic “hard skills” as identified by the employers of several industries.
- Promoting entrepreneurial practices promoting the sustainability of the program

More detailed description of our recommendation can be found in section VII (page 36) of this report.

## I. Introduction

Although the nation's prison population has declined slightly in the recent past (Bureau of Justice Statistics, 2016), the United States continues to lead the world in incarceration. Each year, more than 700,000 people are released from state and Federal prison, while another 9 million cycle through local jails. Offenders supervised in the community on either probation (3,789,800) or parole (870,500) continued to account for most of the U.S. correctional population in 2015 (Bureau of Justice Statistics, 2016).

Recent statistics indicate that more than two-thirds of state prisoners are rearrested within three years of their release and half are re-incarcerated (Durose, et al, 2014). Former prisoners face a range of challenges to successful reentry into the community, and rates of recidivism — the rates at which they commit new crimes or are reincarcerated — are high. Recidivism imposes huge social and fiscal costs on families, communities, and taxpayers. In addition, it creates more pressure on an already overburdened criminal justice system. For instance, Hawaii's prison system houses many more inmates than it was designed to accommodate and may be in danger of violating federal standards, although there have been continual discussions about building new prison facilities that would be completed in five to ten years. One reason the prison system is overburdened is that 49.6 per cent of convicted felons return to prison within one year after their release (Hawaii Department of Public Safety, 2016). The reentry of former inmates into society has often been difficult because:

- (1) Training they received while incarcerated has become obsolete and is no longer economically relevant;
- (2) They acquired negative habits in prison and are not motivated to seek lawful employment; and
- (3) They lack the necessary skills and training to secure meaningful employment that provides adequate pay and is conducive to a more normal lifestyle.

Given the above, improving post-incarceration reentry programs can be proven essential to the effort of assisting qualified prison inmates with a successful transition to their community by offering inmates an opportunity to learn life training skills (i.e. personal hygiene and grooming, dressing for success, exercise, healthy diets, time management, dealing with family relationships, responsible finances) and professional, vocational, and/or entrepreneurial skills that will facilitate their reentry into society. In addition, effective reentry is a critical component to make communities safer and saving taxpayer dollars by lowering the direct and collateral costs of incarceration. Therefore, a fundamental question concerns the understanding of how would reentry mentorship and training programs - designed for qualified<sup>2</sup> prison inmates - address the necessary set of skills as identified by the employers of several industries in Hawaii?

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<sup>2</sup> The concept of "qualified" inmates is often construed based on the type of crime committed and the status of the ex-offender (i.e. parole, time duration since release date, etc.). The inclusion to the mentoring and training in reentry programs is determined by the prison inmates' profiles determining their eligibility to participate in the reentry program.

In this context, there is a pressing need to identify effective models for making the reentry process more successful. It is hypothesized that joint venture industries between inmates/Department of Corrections and the private sector is a promising type of re-entry into society preparedness aim at reducing recidivism.

## **II. Literature Review**

According to the U.S. Department of Justice, Office of Justice Programs more than 650,000 people are released from state and federal prisons annually. Another 9 million individuals cycle through local jails (Beck, 2006). Research by the Bureau of Justice Statistics published in 2006, has shown that more than two-thirds of state prisoners will be rearrested within three years of their release and more than half (56.7%) are re-incarcerated (Durose, et al, 2014). The number of offenders and the likelihood of their re-incarceration have made reentry a priority for policy makers and criminal justice researchers and practitioners. Breaking the cycle of reoffending and re-incarceration has many important implications for the reentry population with initiatives that aim to improve outcomes.

The following literature review attempts to systematize the existing knowledge on some of the most common reentry challenges faced by previously incarcerated persons, followed by a discussion on relevant information characterizing the best practices of reentry programs in the United States by answering the question: What practices can reentry programs exercise in assisting qualify inmates returning from prison experiences through the reentry stage and enable a successful reintegration back into society?

The reentry of former inmates into society after being released from prison has often been a challenge due to factors such as educational attainment, environment and substance abuse (Astray-Caneda et al., 2011). Prison systems are overpopulated due to the burden of 49.6 percent of convicted felons returning to prison within a year. According to the *2010 Recidivism Update*, Hawaii's statewide recidivism rate was 50.9 percent of the 2,528 offenders tracked over thirty-six plus months (Wong, 2011). To reduce recidivism several states have established training and mentoring programs for prison inmates to facilitate their reentry into society. The past and current reentry programs differ considerably in their structure and the services that they provide. Research has been conducted on programs with varying structure, services provided, and primary focus. A series of research studies on the importance of reentry programs has helped to narrow down some of the most beneficial components of programs as well as the components that may have been disagreeable. The purpose of this literature review is to examine the current research on what is known about prisoner reentry programs, and to evaluate the main factors that could affect the outcome of a training and mentorship program.

### ***An Overview of Re-Entry Practices***

According to research conducted on two groups of inmates released from Missouri Department of Corrections (MDOC) prisons, 122 Project Re-Connect program participants and 158 eligible non-participants, although reentry programs often improve

reentry outcomes for participants, a poorly designed program or badly implemented program may increase recidivism rates (Wikoff et al., 2012). To most efficiently analyze the effectiveness of prisoner reentry programs there are several questions that need to be addressed to ensure any future program be implemented as efficient and effective as possible. The intention or focus of the programs play a large role in what services are provided to eligible participants. Reentry programs have proven most successful when the program appropriately matches services according to the needs of the participant, especially if the participant is at high risk of recidivism (Wikoff et al., 2012). Research conducted for the MDRC "Looking Forward" series suggests a program framework called Risk-Needs-Responsivity (RNR) that targets offenders who are at a high risk of recidivism and provide individualized services to address the behaviors and circumstances associated with crime, and often includes cognitive behavioral therapy that addresses values and thinking patterns (Bloom, 2013). Through the lens of Bandura's (1977) Social Learning Theory, the importance in providing the opportunity for prisoners to reach self-efficacy using observational learning in a supportive prosocial environment is presented through the analysis of a three-year study of 1,205 newly released prisoners. Positive role models and mentors are shown to increase motivation and the self-efficacy needed to create new patterns and abandon old networks (Astray-Caneda et al., 2011).

A study conducted on the program, Project Re-Connect (PRC) a voluntary six-month program that provides participants with case management and direct monetary support, found that successful programs incorporate intensive behavioral and cognitive approaches that encourage prosocial behavior and match the services provided to the needs of the participant (Wikoff et al., 2012). The study revealed how economic difficulties due to a lack of sufficient human and social capital can compromise the offender's ability to reintegrate, and that factors in the participants environment largely influence what services they would most greatly benefit from. Participation in the PRC program was associated with a 42.2% reduction in the conviction hazard rate (Wikoff et al. 2012). There is a cultural component involved in the identification of what type of programs and services individuals being released from prison need. Learning is a continuous interaction between cognitive, behavioral, and environmental influences that is shaped by the social context, and observational learning is the key to participants developing self-regulation (Astray-Caneda et al., 2011). The Corrections Court Reentry Program at the Louisiana State Penitentiary is guided by a philosophy of "moral rehabilitation," and is seen to be teaching morality and change using inmate mentors that have graduated from the New Orleans Baptist Theological Seminary (NOBTS) program. To address the individualized issues, the mentee may encounter, program mentors are with the mentee's continuously to learn about their life, personal issues, disciplinary issues, and educational and vocational progress. The program has seen success through the personal improvement and advancement of the mentors, but also due to that fact that a large majority of the participants have successfully transitioned back into society and have not re-offended (Stagg, 2015).

The transition from prison to a prosocial environment has been found to be a key component in successful reintegration (Astray-Caneda et al. 2011). Participants have been shown to encounter difficulty securing jobs and stable housing, and encounter difficulty re-establishing relationships. Depending on the state, some have restrictions

on former prisoners from voting, receiving certain forms of public assistance, and working in specific occupations. The unfortunate result can be seen in the most recent national data that show that two-thirds of ex-prisoners are rearrested, and half are re-incarcerated within three years (Bloom, 2013). Many prisoners are facing large barriers that result from mental and physical health issues. As reported by Drake and LeFrance, 75% of prisoners suffer with substance abuse problems, 21% with a disability that limits their ability to work, and 16% with a mental illness (Drake & LeFrance, 2007). The occurrence of HIV, Hepatitis C, and TB are five to ten times higher than that of the general U.S. population, and 81% of them do not have any type of health care coverage. According to research, previously incarcerated persons have low education levels and encounter barriers when seeking employment, resulting in employment rates lower than the general U.S. population. The Urban Institute reported that 70% of inmates soon to be released from state prisons are high school dropouts, 50% are functionally illiterate, and 19% have less than eight years of education (Drake & LeFrance, 2007).

Documented research suggests a strong positive relationship between prisoners obtaining education and the reduction of recidivism, and more specifically that prison education systems that include cognitive behavioral treatments such as social learning theory are twice as effective as those that do not (Astray et al., 2011). Six programs were chosen to take part in a study based upon criteria that required the programs to conduct outcomes evaluations, serve previously incarcerated persons as their primary population, take place primarily outside of the prison, and meet multiple needs such as housing, employment, and counseling. According to the research conducted on the six programs found to stand out among the field, the most important factor in reducing recidivism may be enabling the participant to find and retain employment (Drake & LeFrance, 2007). Research conducted on the CEO programs supports the notion that employment is a critical component in reducing recidivism, but only if the employment service providers incorporate a component that addresses the individuals' antisocial attitudes and beliefs that may hinder their ability to succeed in the workplace (Broadus et al., 2016).

A series of rigorous random assignment studies have tested an employment strategy known as transitional jobs (TJ), a model that provides temporary subsidized jobs and support services to help build the employability of individuals with little or no recent work history. When targeted to former prisoners, TJ programs also provide a source of legitimate income in the critical period just after release. The evaluations have generally found that TJ programs for ex-prisoners dramatically increase employment rates initially while people are working in the subsidized jobs. However, there is little evidence that the initial gains translate into longer-term improvements in labor market outcomes (Bloom, 2013). In a three-year follow-up of the CEO replication programs, researchers found that there was an increase of employment during the first year and that the reduction in recidivism persisted throughout the length of the study (Broadus et al. 2016).

The implementation of prisoner reentry programs plays a crucial role in enabling eligible participants to successfully reintegrate back into society, and in turn reduce recidivism. The best practices published by the *Urban Institute's Justice Policy Center* are used

alongside the best practices published in *Federal Probation* by Joan Petersilia (2000) in the identification of some of the best practices recognized by the researchers as a focus on finding and retaining employment, support that is positive and non-punitive, motivational goal setting and role playing, individualized support, and the ability to provide a network of support and services (Drake & LeFrance, 2007). The literature also suggests that the structure and the prosocial environment that a program provides to participants are vital components (Broadus et al., 2016), and that programs that individualize their services based upon the needs of the participants have the highest success rates, whereas a program that is poorly designed or implemented has the potential to increase recidivism rates (Wikoff et al., 2012). Being that employment was found to be the most crucial determinant of participants' successful reintegration into society (Drake & LeFrance, 2007), and with the evidence provided it seems only appropriate to implement training and mentoring programs that incorporate the necessary set of skills as identified by several of the industries that will be potential employment opportunities to eligible participants.

### ***An Overview of Challenges Faced by Re-Entry Programs***

Reentry refers to the transition of offenders from prisons or jails back into the community. The reentry challenges faced by previously incarcerated persons such as lack of transitional and/or permanent housing, family reunification, employment, lack of residential drug/alcohol programs, and access to health and mental health care have been well documented. This section of the report describes some of the challenges previously justice-involved men and women experience and discusses what typical services an ex-offender in Hawaii receives while in prison and at the moment of release as he or she prepares to re-enter the community.

#### ✓ Educational and Vocational Barriers

According to a recent analysis conducted by the U.S. Education Department, state and local spending on incarceration has grown three times as much as spending on public education since 1980 (Brown & Douglas-Gabriel, 2016). When compared to the general population, however, previously incarcerated persons have low levels of education and face many barriers regarding their employability. Data from the Bureau of Justice Statistics suggest that over two-thirds of state prison inmates do not have a high school diploma, with the average state prisoner completing only 10.4 years of schooling (Western, 2008). For men and women of color, who make up the majority of male and female prison populations, the numbers are especially troubling (Western & Pettit, 2010).

While prisoners have high levels of need regarding education and job training, most prisoners do not participate in programs while they are incarcerated, and a small proportion of overall prison budgets are spent on in-prison programs. According to the Urban Institute (2003), only 27% of soon-to be-released inmates reported they participated in vocational programs and 35% reported they participated in educational programs. In 1996, only 6% of all money spent on prisons in the U.S. was spent on in-prison programs involving vocational and life skills training, educational activities, treatment and recreation.



Work-release programs, which allow soon-to-be-released prisoners to begin working, acquiring skills and saving money, are utilized by a very small number of inmates. In 2010, only one-third of prisons operated work-release programs and only 3% of prisoners participated in them.

Taken together, the barriers faced by previously incarcerated persons and the lack of educational and vocational training opportunities in the prison system indicate that previously incarcerated persons need additional supports to prepare them for work and life outside of prison.

#### ✓ Physical and Mental Health Issues

According to data provided by the World Health Organization, mental and physical health disorders are especially prevalent in prison populations. The disproportionately high rate of mental and health disorders in prisons is related to several factors, including: overcrowding, various forms of violence, enforced solitude or conversely, lack of privacy, lack of meaningful activity, isolation from social networks, insecurity about future prospects (work, relationships, etc.), and inadequate health services, especially mental health services, in prisons. In addition, the widespread misconception that all people with mental disorders are a danger to the public; the general intolerance of many societies to difficult or disturbing behavior; and the failure to promote treatment, care and rehabilitation all contribute to poor physical and mental health disorders. The increased risk of suicide in prisons (often related to depression) is, unfortunately, one common manifestation of the cumulative effects of these factors.

Given the above, previously incarcerated persons struggle with a wide range of mental and physical health problems i.e. substance abuse problems, disability that limits their ability to work, vision or hearing problem, and symptoms of post-traumatic stress syndrome related to incarceration among other physical and health problems. While struggling with all these issues, it is estimated that 81% of re-entering previously incarcerated persons does not have health care coverage (Urban Institute, 2003). Additionally, less than 10% of inmates receive treatment for substance abuse and 13% of inmates receive mental health treatment while they are incarcerated. These numbers indicate that many inmates with substance abuse and/or mental health issues are going untreated while they are in prison.

#### ✓ Services Provided upon Release in Hawaii

As discussed above, prisoners face many educational and health challenges. Most do not receive adequate services for these challenges while they are incarcerated. What happens to these people when they are released from prison? What does the typical ex-offender receive the moment he or she re-enters a community? Unfortunately, not a lot of comprehensive information is available about what types of support previously incarcerated persons across the country receive.

Hawaii Inmate Release Process - Most convicted offenders leave the Hawaii prison system under parole supervision. Less than half of Hawaii's offenders are released

through the furlough centers and assisted with readiness for parole, due in part to the extensive number of offenders in mainland facilities. (Nearly 40% of the prison population was housed on the mainland in 2003.)

When offenders are returned to Hawaii for parole or discharge, they are released through a medium security facility. If not released through the furlough centers, Pre-Parole Officers assist with release planning. Inmates placed on parole are eligible for “gate money.” Inmates approved for parole can apply to the Hawaii Paroling Authority (HPA) for such funds. Inmates released for completion of sentence do not receive “gate money.” Donated civilian clothing is available at release if needed.

County prosecutors are notified by law prior to release and given an opportunity to submit comments. Victims are also notified, if required by law or requested. The local police are notified of potentially dangerous offenders as a courtesy to the public. Low risk offenders in pretrial/probation or furlough programs, even though shy of a parole date, can be released to their homes.

Federal grant funds are used for a reentry program for higher risk offenders between ages 18 and 35 who are returning to the Island of Maui. The project partners with agencies to provide substance abuse treatment, mental health services, employment assistance, family reunification assistance, and other transition support.

#### ✓ Principles for Effective Practice

Although there is limited research on what specific components make a reentry program successful, analysis of existing studies has lead researchers to offer the following suggestions (sources are listed at the end):

- *Focus program on the ex-offenders who are most likely to recidivate.* High-risk offenders benefit more from intervention than low-risk offenders. You may think that high-risk offenders will be too hard to reach, but in general, low-risk offenders do not need treatment as they are much less likely to recidivate. It is therefore best to direct your resources to those who are most in need.
- *Intervention should be focused on the qualities that are known to place a person at risk to commit crime.* Many qualities are used to predict if someone is at a higher risk to commit crime. These “predictors” are divided into two categories: static predictors, such as criminal history, which cannot be changed, and dynamic predictors, such as weak self-control skills, which can be changed. Research has shown that dynamic predictors are more influential than static predictors on criminal risk, leaving open the possibility for rehabilitation. Some of the dynamic predictors often exhibited in ex-offenders are positive attitudes toward crime; association with other people that commit crime; impulsiveness; weak social skills; enjoyment of risk; below average verbal intelligence; antisocial behavior; and weak educational, problem-solving, vocational, and employment skills.

- *Intervention should be comprehensive.* Instead of focusing on only one high-risk characteristic, it is more effective to treat all the high-risk characteristics that are exhibited in each participant. For example, you may wish to offer job training to ex-offenders, but if you have a participant that is also struggling with anger management, it might be much more effective to treat both weaknesses at once. If the participant cannot control his anger, then he might have a hard time holding down a job. Thus, a program should treat as many needs of participants as possible.
- *Teach the participants to recognize and resist antisocial behavior.* Because of the environments in which they have lived, ex-offenders may have erroneous ideas of “normal” behavior. Therefore, they may have a hard time even recognizing what is socially unacceptable. But beyond understanding antisocial behavior, they need to learn how to resist the pressures to participate in such activities.
- *Be mindful of the learning styles of program participants and then match them with staff whose teaching styles would best accommodate them.* Treatment is most effective if it is tailored for the needs of each individual participant. Although this is certainly harder to do, the effort is worth the outcome. Treatments are more effective if they are well-structured and include role-playing- if the staff model the behavior they wish to see in the participants and if the ex-prisoners consistently and immediately receive positive reinforcements of desired behavior. (Examples of positive reinforces are verbal praise or approval, monetary gifts, food, or social activities like going to a baseball game.) Treatment is less effective if it is unstructured, self-reflective, and verbally interactive. Research has also shown that punishment is one of the least effective means of treatment.
- *The program should be lengthy on time and be time-intensive.* Finding an optimal length for a program may be difficult as it will probably depend on the curriculum content as well as the needs of the participants. In general, research suggests that longer and time-intensive programs tend to be more successful than shorter programs.
- *Treatment should come from well-funded programs with committed staff.* Even the best interventions will fail if they are not sufficiently supported. Sensitive staff members should be select and train well so that they are able to effectively communicate the curriculum. Monitor staff and offer them help and support when needed.
- *Community-based programs are believed to be more effective than institution-based programs.* This is not to say that institution-based programs are unhelpful. If the ex-offenders have already received some sort of treatment in prison, make sure you coordinate an outside program with the institution-based program. If

you repeat too much of the curriculum they have already received, participants may become frustrated.

- *Involve a Researcher when designing, developing, and evaluating a program.* Someone who has done research in the field of prisoner reentry could offer helpful suggestions on how to structure your program in a successful way. It is also wise to have the program evaluated regularly. For the evaluation to be effective, the evaluator should be neutral and unbiased. Therefore, it should not be someone who helped to design the program.

### **III. Research Questions**

This feasibility study was designed to identify prominent training and mentoring strategies that can lead to successful rehabilitation practices based on which, qualified prison inmates of Hawai'i will increase their potential to find meaningful employment upon release, and thereby, decrease the burden of recidivism and re-incarceration. The study aims at answering the following questions:

1. Why include training and mentoring in a reentry program for qualified prison inmates?
2. What is known about training and mentorship programs in correctional institutions? In other words, a comprehensive literature collection used to guide the research agenda.
3. Does training and mentorship program participation increase post release employment? Under what conditions and for which inmates is it more effective?
4. Does training and mentorship program participation reduce inmate recidivism? Under what conditions and for which inmates is it more effective?
5. Does the training and mentorship program have a strong chance of succeeding?
6. Under what conditions major local entities (i.e. visitor and resort industries, labor unions, the construction industry, community colleges, and the University of Hawaii) lend their support to this project?
7. Who are the key people whose participation is crucial for the success of a training and mentorship reentry program for adults?
8. What are the best approaches and strategies for success?
9. What is a reasonable timeline for developing, implementing and evaluating a training and mentorship reentry program for qualified prison inmates?

The following section describes the methodological approach we used to collect, analyze and interpret data derived from the site visits interviews and survey interviews with local employers.

## **IV. Research Methods**

### ***Overall Approach***

Our inquiry had a two-dimensional approach in scope. It was designed to: (1) identify the processes, key actors, qualified participants, designated practices, as well as the operational challenges of several reentry programs, and (2) detect and describe the set of skills, as identified by local employers, and the kinds of training and mentoring required to succeed in various professions, industries, vocations, and trades.

Studying two independent types of organizational entities -reentry programs and industry- was vital for this feasibility study because it provided the opportunity to learn whether, there is procedural solidarity or a functional continuum between the reentry training and mentoring practices, and the employable skills as identified by the employers of several industries in Hawaii.

We conducted site visits, where we interviewed practitioners of local and non-local organizations already involved in training and mentorship reentry programs. For the second part of our study (employers' perceptions) we conducted one on one survey questioners with local key actors in the visitor and resort industries, labor unions, the construction industry, agriculture, food service, corrections, retail industry, community colleges, and the University of Hawaii.

### ***A. Criteria for Local and Non-Local Program Inclusion***

We began the research process by considering a variety of programs all over the west coast of the country. To narrow down the pool of programs to profile, we adopted the following criteria:

- The program must serve previously incarcerated persons as their primary population (as opposed to some programs which count previously incarcerated persons as one of many populations they serve).
- The program must take place primarily outside of the prison or jail setting.
- The program must meet multiple needs of previously incarcerated persons, such as life training skills (i.e. personal hygiene and grooming, dressing for success, exercise, healthy diets, time management, dealing with family relationships, responsible finances), counseling, housing, and professional, vocational, and/or entrepreneurial mentorship and training.

These criteria were chosen because they allowed us to focus on a sample of programs that have demonstrated success through outcomes, serve multiple needs of previously incarcerated persons (which the literature revealed to be an important best practice), and provide the possibility of a community-based program that the Hawaii legislators could use as a model for new program development and implementation.

Based on the criteria described above, program site visits and semi-structure interviews were conducted with two local organizations and reentry program representatives - Hope Services Hawaii and Maui Economic Opportunity; and four mainland organizations and reentry program representatives - The Prison Entrepreneurs Program in Houston, Texas; The Alaska Native Justice Center and the Alaska Partners Reentry Center in Anchorage, Alaska; and The Delancey Street Foundation in San Francisco, California to learn what are the best approaches and strategies for success, challenges experienced by each agency, and what is a reasonable timeline for developing, implementing and evaluating a training and mentorship reentry program for qualified prison inmates.

### ***B. Semi-Structured Interviews with Reentry Program Representatives***

A total of 13 semi-structure interviews were conducted with key informants maintaining vital professional positions in each of the organizations we visited.

Data Collection Instrument: Our data collection instrument (see Appendix A) was developed to identify the most important components of practices and structures of reentry programs. The open-ended questions were designed and developed based on the purpose of the study. The semi-structured interviews guideline was organized in 4 sections:

**Section 1:** Program history and professional role - This section focused on the history and structure of your program, followed by questions about your professional position in the program.

**Section 2:** Conditions and for which inmates is your program most effective; key people whose participation is crucial for the success of your program; best approaches and strategies for success; and challenges experienced - This section focused on the conditions and for which inmates is your program most effective; key people whose participation is crucial for the success of your program; best approaches and strategies for success; and challenges your program has experienced.

**Section 3:** Social Demographics and Services Provided - This section focused on the social demographics of individual who participate in your program and the services provided by your program.

**Section 4:** Closing statement - This final section focused on any other information that might help us better understand your program's mission, vision, objectives, and effectiveness.

Procedure: An email invitation describing the nature of the research and the purpose of the study and interview was sent to the selected local and mainland reentry program representatives. Explanations of ethical considerations regarding confidentiality of data collected, informed consent to participate in the study and any effects that participation in the research may have on the participants was fully disclosed in the letter.

An interview meeting was then scheduled according to individuals' accessibility with those who expressed interest in participating. All interviewers adhered to the ethical principles of the research process through explanation, reassurance of complete confidentiality and self-determination (participants could stop the interview at any time and do not need to provide any information they feel is of a sensitive nature).

Each interview lasted roughly one to one and half hours and conducted in the interviewee's choice of time and location. Each interviewed was audio-tape recorded with the consent of the participants. Prior to the tape being turned on and commencement of the interview, a verbal explanation of the purpose of the interview was given. Questions or concerns were addressed, and a written consent was received from each interviewee before the initiation of the procedure.

The participants were asked to respond to open ended questions related to their experiences and practices of their current reentry program. The same core set of questions was asked to all participants using ethnographic interview techniques. In follow-up questions, the researcher used terminology that the respondents introduce in the conversation during the interview. During the interviews, the role of the researchers was both, to take notes about what was being said, as well as employing the 'story listening' skill of active listening that included being non-evaluative of the story being told, clarifying and co-constructing meaning with the participant by reflecting on what was said, encouraging participants to tell their story to the end, and giving feedback to the participants to make sure that their story was received 'straight'.

In summary, all the participants were informed about the activities/procedures, time commitment, benefits and risks, privacy and confidentiality and that their participation in voluntary.

### ***C. Survey Interviews with Local Industries/Agencies Representatives***

This section describes the sampling techniques employed, and the data collection procedures for the survey interviews with the employers of local industries and local agencies in Hawaii.

Sampling Techniques: A purposive nonprobability sampling technique whereby each selected interviewee maintains a special characteristic or quality that is vital to the purpose of the study was employed for the survey interviews. In order to increase the sample size, we also employed a snowball sampling, which relies on the identification of more key participants based on the recommendations and suggestions of every interviewee included in the first round of survey interviews. In this study, we identified individuals holding decision-making hiring positions in their organizations. Then, we relied on their recommendations identifying more relevant participants who were willing to take the survey.

Data Collection Instrument: The design of the survey questionnaire (see Appendix B) aimed to gather information on employers' perceptions, attitudes, and opinions on the expected qualifications ex-offenders must obtain in order to be potentially qualified for

employment in several industries, organizations, and agencies in Hawaii. As we mentioned above, the employment sectors assessed include (1) Education; (2) Visitor and Resort; (3) Labor Unions; (4) Construction; (5) Corrections; (6) Agriculture; (7) Food Service; and (8) Retail and (9) other services.

The survey questionnaire included 82 closed ended and 9 open ended questions related to the study participants opinions, perceptions and practices with regards to ex-offenders' desired qualifications, hiring practices and willingness to hire. Most closed ended questions were based on a Likert Scale and were designed as matrix questions.

The questionnaire was organized in the following 7 sections:

**Section 1:** Organization's/Company's Profile.

**Section 2:** Information about the Role of Ex-Offenders' Criminal Background.

**Section 3:** Employers' Attitudes on the Importance of Education, Technical and Social Skills Attainment.

**Section 4:** Employers Willingness to Hire Ex-Convicts and Ex-Convicts Participating in Reentry Programs.

**Section 5:** Importance and Awareness of Government Incentives for Hiring "Qualified" Ex-Offenders.

**Section 6:** Organizational Hiring Policies for Ex-offenders.

**Section 7:** Employers' General Perceptions, Suggestions and Comments (Open ended questions).

Procedure: An email invitation describing the nature of the research and the purpose of the study and interview was sent to local employers of organizations and agencies. Explanations of ethical considerations regarding confidentiality of data collected, informed consent to participate in the study and any effects that participation in the research may have on the participants was fully disclosed in the letter.

A survey interview meeting was then scheduled according to individuals' accessibility with those who expressed interest in participating. Each survey interview lasted roughly forty-five minutes to one hour and was conducted in the participant's choice of time and location. The same core set of survey questions was asked to all subjects participating in this portion of the data gathering. Questions or concerns were addressed, and a written consent was obtained from each participant before the initiation of the procedure.

All survey interviewers adhered to the ethical principles of the research process through explanation, reassurance of complete confidentiality and self-determination (participants were be able to stop the interview at any time and did not need to provide any information they felt is of a sensitive nature). During the survey interviews, the role of the researchers was to ask the question and fill out the survey questionnaire. In summary, all the participants were informed about the Activities/Procedures, Time Commitment, Benefits and Risks, Privacy and Confidentiality and that their participation in strictly voluntary.



## V. Analytical Techniques

The data analysis procedures of this project entailed two stages:

**Stage 1: Thematic Analysis Technique:** In the first stage, we employed a technique known as thematic analysis to detect the most important dimensions of the qualitative data gathered through the semi-structure interviews conducted with representatives of reentry programs. Thematic analysis is a methodical technique that detects patterns of word-concept occurrences without taking into consideration the semantic structure of the text. Thematic analysis is grounded to the methodological family of interpretive textual analysis (Popping, 2000; Roberts, 1997). The purpose of the technique focuses on the description of the content, rather the mode of expression (Mehl, 2006).

With the use of thematic analysis, we were able to identify and categorize textual constructs forming conceptual schemes on integrative practices emphasizing the benefits, risks, challenges, and opportunities of all reentry programs included in this study.

**Stage 2: Descriptive Analysis:** In the second stage of our analysis, we employed a descriptive quantitative data analysis technique to analyze survey data collected from local employers. Specifically, during the second stage, we conducted frequency distributions capturing the perceptions of employers over the expected qualifications an ex-offender must have attained in order to be considered for employment. The items of the questionnaire and the measurement of each variable can be found in the codebook appearing in Appendix C. Basically, a codebook is a document describing the procedure of coding attributes of variables to perform quantitative data analysis by using appropriate statistical techniques. After we assigned numeric codes to each closed ended question through a direct entry, we performed a basic data cleaning process in SPSS. Then we performed descriptive statistics for each of the closed ended questions in order to be informed about the perceptions, attitudes and opinions of employers with regards to the expected qualifications an ex-offender must have before being considered for employment.

## VI. Findings/Results

This study did not aim to generalize its findings/results to the entire population. Rather, it aims to identify and describe successful practices of existing reentry programs (the qualitative portion of the study), and to detect attitudes, opinions, and expectations employers (quantitative portion of the study) that, potentially, are willing to collaborate with the State in being part of a reentry program in Hawaii. Ultimately the findings and results of our feasibility study will assist the 2018 Hawai'i legislature in evaluating the chances of developing a training and mentoring program for qualified prison inmates. This study aims to assist Hawai'i legislature to determine what can be realistically accomplished locally in terms of program development, by examining the main factors that affect the outcome of the desire training and mentorship program. The study will

also indicate the most effective means of developing a training and mentoring program for qualified prison inmates' in Hawai'i.

The findings and results section are divided into two subsections. The first subsection presents the findings from the thematic analysis derived from the semi-structured interviews conducted during the site visits in Hawaii, Alaska, Texas and California. The second part presents the results of the descriptive analysis of the survey data collected by the employers of several agencies and organizations in Honolulu.

***Individual Summaries of Reentry Programs Visited***

*The Hope Program – Hilo, Hawaii*

Table 1. The Hope Program.

<b>Location</b>	<b>Primary Services Provided</b>	<b>Other Services Provided</b>	<b>Population Served</b>	<b>Annual Number Served</b>	<b>Program Funding</b>
Hilo, HI	Housing	Case management and referrals	Vulnerable and marginalized individuals in Hawaii	~ 4,000	Grants, donations, & community partners.

- *Program Philosophy and Mission:* Hope Services Hawaii is a statewide non-profit agency that initiates and provides innovative safety net programs to the vulnerable and marginalized in the state of Hawai'i. The mission of the organization is to bring to life gospel values of justice, love, compassion and hope through service, empowerment and advocacy. The organization envisions a world where those who face great challenges realize their value and self-worth. Hope Services programs are designed to help homeless families and individuals attain the skills needed to maximize their potential, succeed in permanent housing and achieve self-sufficiency.
- *Housing:* Hope Services Hawaii operates emergency, transitional and permanent housing programs in East and West Hawaii.
- *Education, Employment, & Job Training:* Hope Services Hawaii does not provide any formal education, employment, or job training. The organization does have a relationship with the Going Home Consortium, which is a formal link between partners within the community in various services, organizations, and professions.
- *Case Management & Follow-Up:* Case management specific to prisoner reentry that is provided by Hope Services is currently limited due to funding cuts, but the organization does offer *One Stop Centers* that can help with an array of services including mail, food, supplies, counseling, phone, computer and fax usage.

- *Life Skills:* Hope Services does not provide life skills training directly but does provide referrals to various services within the community that aid in the development of life skills.
- *Mentoring:* Hope Services provides one-to-one mentoring for participants through a process of receiving a referral, providing a program pitch to potential participants, conducting an intake interview, the linking of mentor and mentee, and then the scheduling of weekly meetings for the pair.
- *Substance Abuse, Mental Health, & Other Treatment:* Hope Services Hawaii does not provide any type of physical or cognitive treatments directly but can provide referrals to providers within Hawaii.

*Being Empowered & Safe Together Reintegration Program (BEST) – Maui, Hawaii*

Table 2. Being Empowered & Safe Together Reintegration Program (BEST).

<b>Location</b>	<b>Primary Services Provided</b>	<b>Other Services Provided</b>	<b>Population Served</b>	<b>Annual Number Served</b>	<b>Program Funding</b>
Maui, HI	Case management and referrals.	Life skills training, employment readiness, and housing assistance.	Previously incarcerated adults.	No information	State funding.

- *Program Philosophy and Mission:* Maui Economic Opportunity's BEST Reintegration Program provides support services and training to prepare inmates for their successful return to the community. The Mission of MEO is to strengthen the community while helping people in need restore their hope, reach their potential and enrich their lives. Maui Economic Opportunity is a nonprofit Community Action Agency committed to helping low income individuals and families become stable and achieve economic security.
- *Housing:* BEST does not provide housing but does provide housing assistance in the form of referrals through links with community housing resources.
- *Education, Employment, & Job Training:* The BEST program does not directly provide employment but does provide employment readiness training and referrals. BEST also partners with community organizations to aid participants in overcoming barriers in finding employment such as obtaining initial documentation, appropriate dress attire, and transportation. MEO works with more than twenty-five community partners to help people and change lives.
- *Case Management & Follow-Up:* Case management is a primary component enabling the BEST program to provide individualized services to meet the specific needs of each participant. There is currently no formal follow-up procedure.

- *Life Skills*: BEST provides cognitive skills training to participants, as well as provides referrals to various services within the community that aid in the development of life skills.
- *Mentoring*: BEST provides one-to-one mentoring pairing for participants, and participants are expected to meet with their mentors on a regular basis. BEST also hosts activities and events that the mentor, mentee, and even family members can attend to build and nurture their relationship.
- *Substance Abuse, Mental Health, & Other Treatment*: BEST provides mental health services and anger management training, but substance abuse treatment services are currently provided through referrals.

Prison Entrepreneurship Program (PEP) – Houston, Texas

Table 3. Prison Entrepreneurship Program (PEP).

Location	Primary Services Provided	Other Services Provided	Population Served	Annual Number Served	Program Funding
Houston, TX	Life skills, job training, case management.	Housing and referrals.	Incarcerated adults.	No information	Private funding.

- *Program Philosophy and Mission*: PEP uses foundational beliefs to drive them to offer the opportunity for a “fresh start” to reformed inmates who thrive on challenge and accountability. PEP has pioneered innovative programs that connect the nation’s top executives, entrepreneurs, and MBA students with convicted felons. Their entrepreneurship boot camp during incarceration and reentry programs are proven solutions for preventing recidivism, maximizing self-sufficiency and transforming broken lives. The program is privately funded through the support of community partners.
- *Housing*: PEP provides post-release sober living housing opportunities that promote a positive environment of support, connection, and motivation. PEP owns and leases housing properties within the state of Texas that they convert into a home for participants and provide free of cost initially. Although, after 2-3 weeks participants begin paying weekly housing fees.
- *Education, Employment, & Job Training*: PEP directly provides mandatory education and job training as well as referrals to community resources. Employment is not provided by PEP, but assistance in the process of gaining employment and the tools and resources that are needed are provided to participants.
- *Case Management & Follow-Up*: Case management is provided by PEP to participants during participation in the program, as well as after program completion if needed. PEP conducts ongoing follow-ups with past participants.

- *Life Skills:* Life skills training is conducted during the first stage in the PEP program and is mandatory for all participants.
- *Mentoring:* PEP provides mentoring through one-on-one sessions and group sessions, as well as events throughout the year that focus on specific topics.
- *Substance Abuse, Mental Health, & Other Treatment:* PEP does not directly provide any type of physical or cognitive treatment but offers referrals to community partners that can provide the services and treatments needed.

Alaska Native Justice Center (ANJC) – Anchorage, Alaska

Table 4. Alaska Native Justice Center (ANJC) - Adult Reentry Program.

Location	Primary Services Provided	Other Services Provided	Population Served	Annual Number Served	Program Funding
Anchorage, AK	Case Management	Life skills training, mentoring employment assistance, and referrals.	Incarcerated adults.	<b>No information available</b>	State and Federal grants.

- *Program Philosophy and Mission:* The Alaska Native Justice Center Adult Reentry Program involves the use of services targeted at promoting the effective reintegration of offenders back to communities upon release from prison through the use of pre- and post-release services for participants enrolled in a six-month program. The program utilizes a comprehensive case management approach that is intended to assist offenders in acquiring positive life skills necessary to succeed in the community and guides them in proactively addressing the barriers they may face during the transition from prison.
- *Housing:* The ANJC Adult Reentry Program does not provide housing for participants but does provide assistance in acquiring housing.
- *Education, Employment, & Job Training:* The ANJC Adult Reentry Program provides employment and workforce assistance during pre-release services and vocational training and work program assistance during post-release services.
- *Case Management & Follow-Up:* Following a participant orientation, participants are provided individualized case management and transition planning services in the ANJC Adult Reentry Program.
- *Life Skills:* The ANJC Adult Reentry Program provides Moral Recognition Therapy® as a systematic treatment strategy that seeks to increase moral reasoning. The Moral Recognition Therapy uses a cognitive-behavioral approach that progressively addresses ego, social, moral, and positive behavioral growth.

- *Mentoring*: The ANJC Adult Reentry Program provides participants with transitional mentoring and peer-to-peer support groups.
- *Substance Abuse, Mental Health, & Other Treatment*: The ANJC Adult Reentry Program does not directly provide any type of physical or cognitive treatment but offers resources that can provide the services and treatments needed.

Alaska Department of Justice; The Alaska Hope Court – Anchorage, Alaska

Table 5. Alaska Department of Justice; The Alaska Hope Court.

Location	Primary Services Provided	Other Services Provided	Population Served	Annual Number Served	Program Funding
Anchorage, AK	Positive reinforcement, referrals.	Life skills, substance abuse and mental health treatment.	Previously incarcerated adults.	No Information available	No Information available

- *Program Philosophy and Mission*: A primary focus of the Alaska Department of Justice Reentry Program is to remove or reduce barriers so that motivated individuals who have served their time and paid their debt to society are able to compete for jobs, attain stable housing, support their children and their families, and contribute to their communities. The Alaska Hope Court convenes twice a month and provides heightened supervision for high-risk offenders serving terms of probation or supervised release.
- *Housing*: The Alaska Department of Justice Reentry Program does not provide housing to participants but does aid in acquiring housing.
- *Education, Employment, & Job Training*: The Alaska Department of Justice Alaska Hope Court provides assistance in overcoming barriers that participants may encounter when obtaining employment but does not directly provide employment.
- *Case Management & Follow-Up*: The Alaska Department of Justice Alaska Hope Court meets every other week to address the various needs of participants.
- *Life Skills*: The Alaska Department of Justice Alaska Hope Court provides assistance in developing life skills and critical thinking.
- *Mentoring*: At the Alaska Department of Justice Alaska Hope Court, peer mentoring is used to help participants avoid risky behavior.
- *Substance Abuse, Mental Health, & Other Treatment*: The Alaska Department of Justice Alaska Hope Court provides substance abuse and mental health treatment to participants as needed.

Delancey Street Foundation – San Francisco, California

Table 6. Delancey Street Foundation.

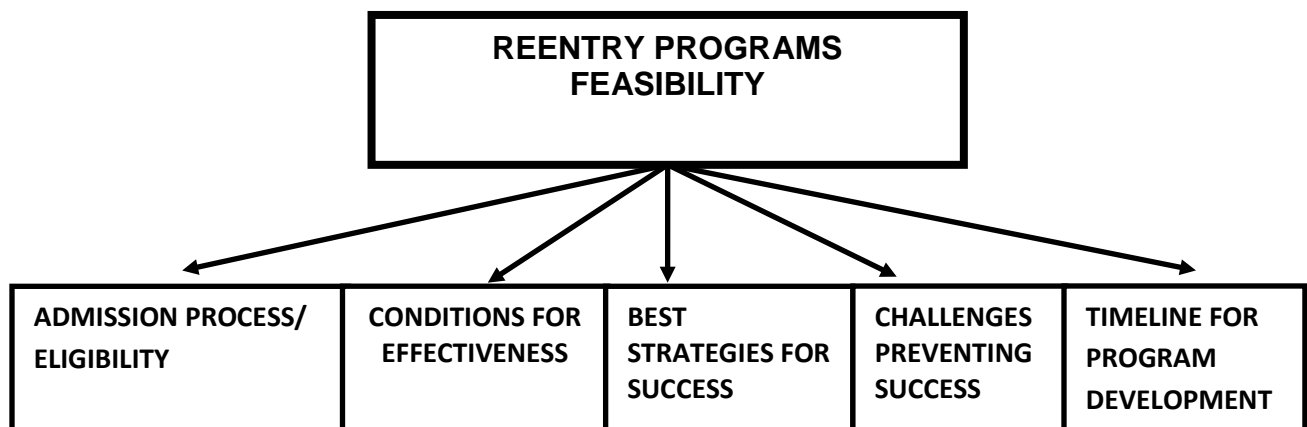
Location	Primary Services Provided	Other Services Provided	Population Served	Annual Number Served	Program Funding
San Francisco, CA	Housing, education, skills training.	Life skills, mentoring.	Eligible adults who have hit rock bottom.		Self-sustaining

- *Program Philosophy and Mission:* Delancey Street is considered a community where people with nowhere to turn, turn their lives around. It is the country's leading residential self-help organization for former substance abusers, ex-convicts, homeless and others who have hit bottom. There is no staff, and the whole place is run by the residents themselves. Each resident receives food, housing, clothing, education, entertainment and all other services at no cost. The goals of Delancey Street are to teach residents to interact positively with the public, help educate the public about the positive changes ex-felons and former substance abusers can make, teach marketable skills to the formerly unskilled, and earn income.
- *Housing:* A key component of Delancey Street is that it is a residential community, so the participants all live at a Delancey Street location– drug, alcohol and crime-free. The foundation started in 1971 with 4 people in a San Francisco apartment, and has since served many thousands of residents, in 5 locations throughout the United States. The minimum stay at Delancey Street is 2 years while the average resident remains for almost 4 years.
- *Education, Employment, & Job Training:* Delancey Street Foundation aids residents in receiving a high school equivalency degree (GED) and trains them in three different marketable skills during their time at Delancey Street. The vocational training programs include at least one manual skill, one clerical/computer skill, and one interpersonal/sales skill. Residents work in one of the trades suited for the participant directly for Delancey Street.
- *Case Management & Follow-Up:* Case management is provided to participants during participation in the program, or length of stay at Delancey Street.
- *Life Skills:* Residents of Delancey Street practice life skills through living, working, and interacting in the community.
- *Mentoring:* At Delancey Street, a form of mentoring is used where residents learn to work together promoting non-violence through a principle called “each-one-teach-one” where each new resident is responsible for helping guide the next arrival.
- *Substance Abuse, Mental Health, & Other Treatment:* Delancey Street Foundation does not provide any type of physical or cognitive treatment directly.

## ***Findings of Thematic Analysis (semi-structured interviews)***

In the first part of our analysis, we detected thematic categories within the context of the factors must be considered before the development and implementation of a reentry program. The design and development of admission and participation criteria is the first crucial component of a feasible program. The criteria to be considered should be based on a concise definition of “who is a qualified” to participate in the program. The type of crime, duration of incarceration, mental health, disciplinary cases, behavioral patterns and willingness to change, were some of the important admission’s criteria determining the eligibility of ex-offenders to participate and successfully complete a reentry program. The admission process must include a series of interviews and a series of evaluation tools (i.e. entry exams) determining the eligibility of ex-offenders willing to participate in the program (see figure 1).

Figure 1. Feasibility Components of Reentry Programs.



The second identified pattern is associated with the conditions of effectiveness. There are both internal and external factors contributing to the success of the program. Based on the practitioners’ suggestions, we found that community awareness and support, participation and willingness of local employers to support the program, and the financial support from the federal, state and other private organizations constitute vital external factors that are crucial to the success of a program. On the other hand, the motivation and desire of an ex-offender to change, and the training opportunities within a program are necessary conditions for success.

The third identified component contributing to the feasibility of a reentry program is associated with the best strategies for success. In the context of this component, the recommendations of the practitioners revealed the need for collaboration and coalition of multiple organizational entities contributing to the function of an integrative program. The following subdimensions must be considered upon the establishment of a feasible strategy of a successful program. First, the justification of the purpose of the program, or else the mission of a program is the starting point. The purpose of the program should be taken into account the cultural component (values) at a local level, as well as the measures of accountability of the ex-offenders and the practitioners involved. The purpose, the values and the accountability were identified not only as key elements of the educational curriculum designed for the ex-offenders, but also for the development



of training programs for the practitioners of the reentry programs. Also, the structure of the program linked to the community engagement and coalition among different organizational entities constitute a key for successful strategies of a reentry programs. That is, at the state level, collaborative practices and coalition programs with clear assigned roles across the entities can establish functional institutional roles contributing to the design, development and implementation of the program. Finally, the role of community is identified; community awareness over the benefits of reentry programs can increase the level of advocacy with regards to the implementation of reentry programs establishing an environment of trust between reentry programs, community and industry. The degree of trust to reentry programs is a determining factor for the transition of ex-offenders to employment sectors, and back to the community. Based on the practitioners' recommendations derived by the interviews, all these elements could be identified as best practices constituting a reentry program feasible.

The fourth component derived from the thematic analysis exemplified the challenges of existing programs preventive success. Some of the subdimensions detected in the context of challenges coincided with the practitioners' recommendations regarding the effectiveness of the program. Therefore, the feasibility of a reentry program is determined by its structure to surpass the following challenges; (1) financial issues; (2) cases of mental health issues; (3) relational boundaries associated with the issues of closeness between the practitioners and ex-offenders; (4) lack of obedience, which is associated with relational boundaries, as well as the lack of skills of practitioners, and (5) inadequacy of skilled practitioners, which again is interlinked with the financial issues. Clearly, within the context of the challenges preventing success, financial issues cause inability to hire adequate personnel constituted by specialized and experienced practitioners to deal with cases of mental health, disciplinary issues and relational boundaries.

Finally, we asked the practitioners of the existing reentry programs to recommend a reasonable timeline for the development of a reentry program. Within the context of developing a reasonable timeline, our analysis revealed that the size of reentry program, the mission of the program and community support, the educational curriculum design to be implemented in the program, the duration of financial support, and the size of personnel contributing to the program, are all factors that should be considered in the program development projecting the timeline of its development and implementation.

The summary of the findings and the conceptual maps derived from the thematic analysis can be found in appendix C.

### ***Results of Descriptive Analysis (survey interviews)***

In this section, we present the results of the descriptive analysis on the perceptions of employers on the qualifications and skills that ex-offenders must have attained to be considered for employment in their companies, agencies or organizations. There is a list of figures and tables presenting the frequency distribution of the employers' responses with regards to their perceptions on expected qualifications, the importance of "soft" skills, and the importance of "hard" skills.

The sample size of our analysis was constituted by 39 respondents holding key positions in several industries and organizations in Hawaii. The sampling distribution by industry consists respondents currently holding managerial positions and participating in hiring processes in the following industries and organizations: visitor and resort (5.0%), labor union (10.3%), construction (15.4%), agriculture (7.7%), food service (20.5%), education (15.4%), retail (15.4%), automotive/towing services (7.7%) and hair salon (2.6%).

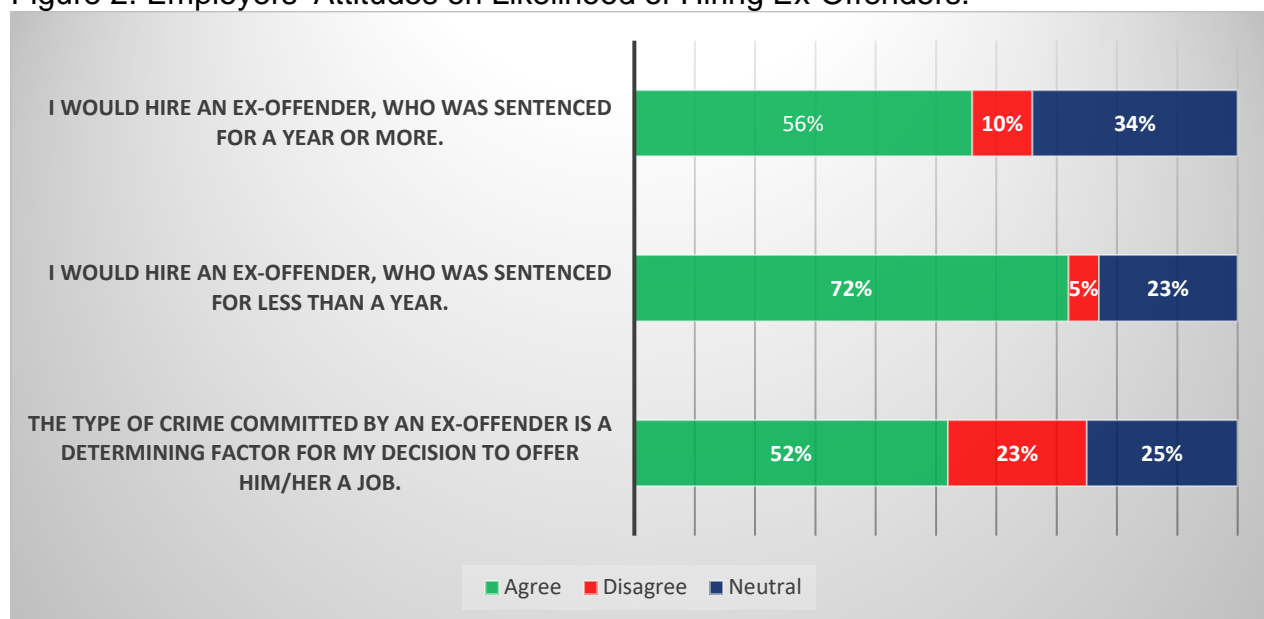
Table 7. Count and Percentage Frequencies of Survey Interviewees by Industry.

Industry	Count	Percentage
Education	6	15.4%
Food Industry	8	20.5%
Construction Total	6	15.4%
Agriculture Total	3	7.7%
Visitor and Resort Total	2	5.0%
Labor Union Total	4	10.3%
Retail	6	15.4%
Automotive/Towing Total	3	7.7%
Hair Salon	1	2.6%
Total	39	100.0%

## Likelihood of Hiring Ex-offenders

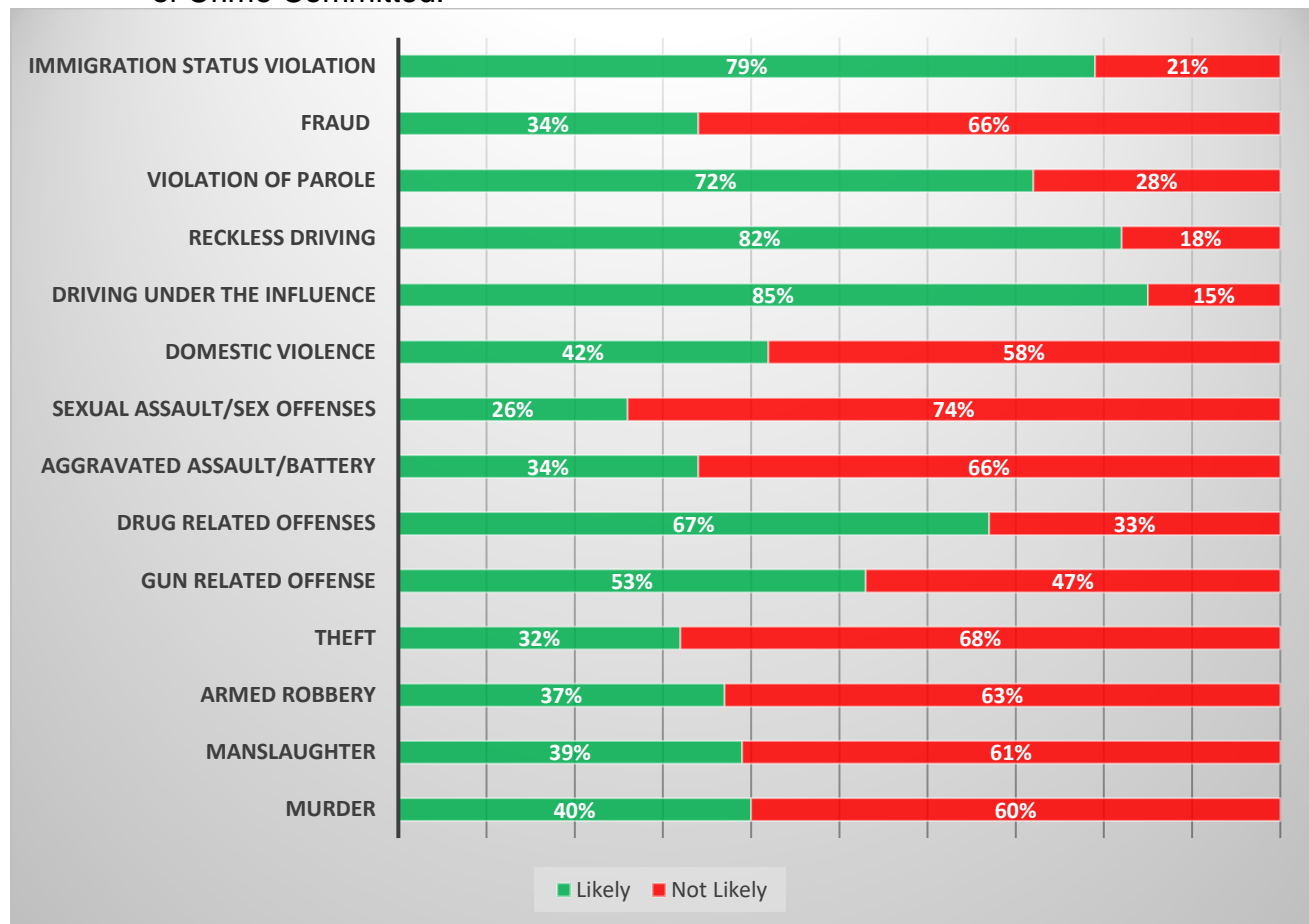
The first part of our analysis attempted to detect the overall willingness of the employers to hire ex-offender depending on the duration of sentence, and the type of crime. Our analysis revealed that 56% of the employers would hire an ex-offender who was sentenced for a year or more, and 72% of them would hire ex-offenders who were sentenced for less than a year. For the type of crime committed, half of the respondents (52%) agreed with the statement that “the type of crime is a crucial determining factor to their decision to hire an ex-offender,” while 23% either disagreed or strongly disagreed with the same statement and 25% neither agreed, nor disagreed with the statement (see figure 2).

Figure 2. Employers’ Attitudes on Likelihood of Hiring Ex-Offenders.



The next series of the questions included in our survey questionnaire aimed to gather data on the employers’ perceptions on the likelihood of hiring an ex-offender based on the type of crime committed. Initially, there were four response categories, *most likely, likely, not likely and not likely at all*. However, after recoding the response categories, we broke down the attributes into binaries. The results revealed that the type of crime plays a significant role on the employers’ perceptions on the likelihood of hiring ex-offenders. Most employers would hire an ex-offender who served his/her sentence for immigration status violation, violation of parole, reckless driving, driving under the influence, drug related offenses and gun related offenses. On the other hand, less than half of the employers would hire someone who served a sentence after being convicted for fraud, domestic violence, sex offenses, aggravated assault, theft, armed robbery, manslaughter and murder. For more information on the likelihood of hiring based on the type of crime committed (see figure 3) in the next page.

Figure 3. Employers' Attitudes on Likelihood of Hiring Ex-Offenders based on the Type of Crime Committed.



### Importance of Qualifications

Regarding the expected qualifications an ex-offender must have attained upon the completion of a reentry program in order to be considered for employment, the majority of respondents indicated that a high-school diploma, or some high school, driver's license, and general job readiness are important factors determining eligibility for employment. The most important identified determinant is positive employment record. On the other hand, higher education, vocational school were identified as important factors by approximately one third of the respondents. For more detailed information (see figure 4).

Also, in terms of the general qualifications that increase the likelihood of ex-offenders to be considered for employment in their organizations, most of the respondents are willing to hire ex-offenders who are strongly recommended by the directors of reentry programs, parole officers, and former employers. The time of release (more than a year, or less than a year since release date) is not a determining factor yet attaining a specific set of technical skills (depending on the job) and appearing to be a good interviewee are both equally important (see figure 5).

Figure 4. Employers' Perceptions on the Importance of Educational Attainment and Training Upon Completion of a Reentry Program.

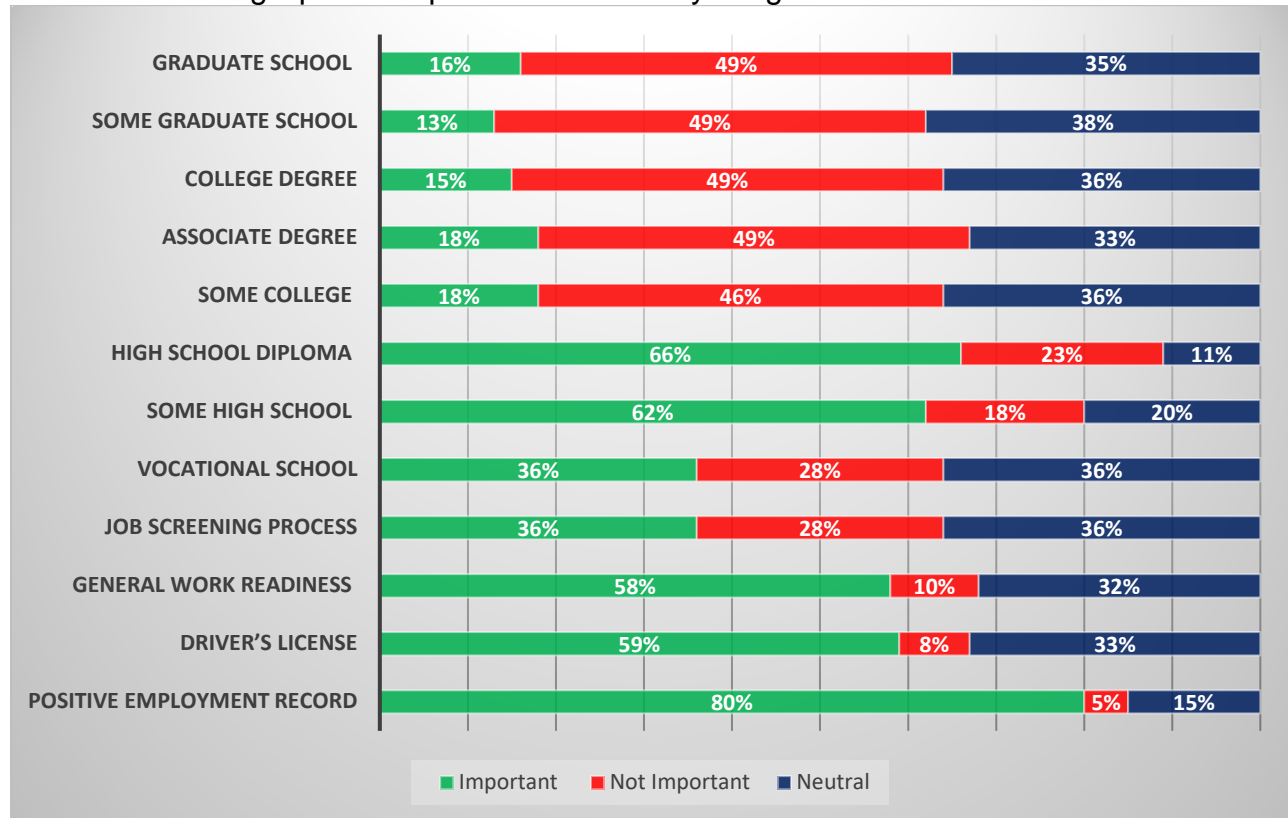
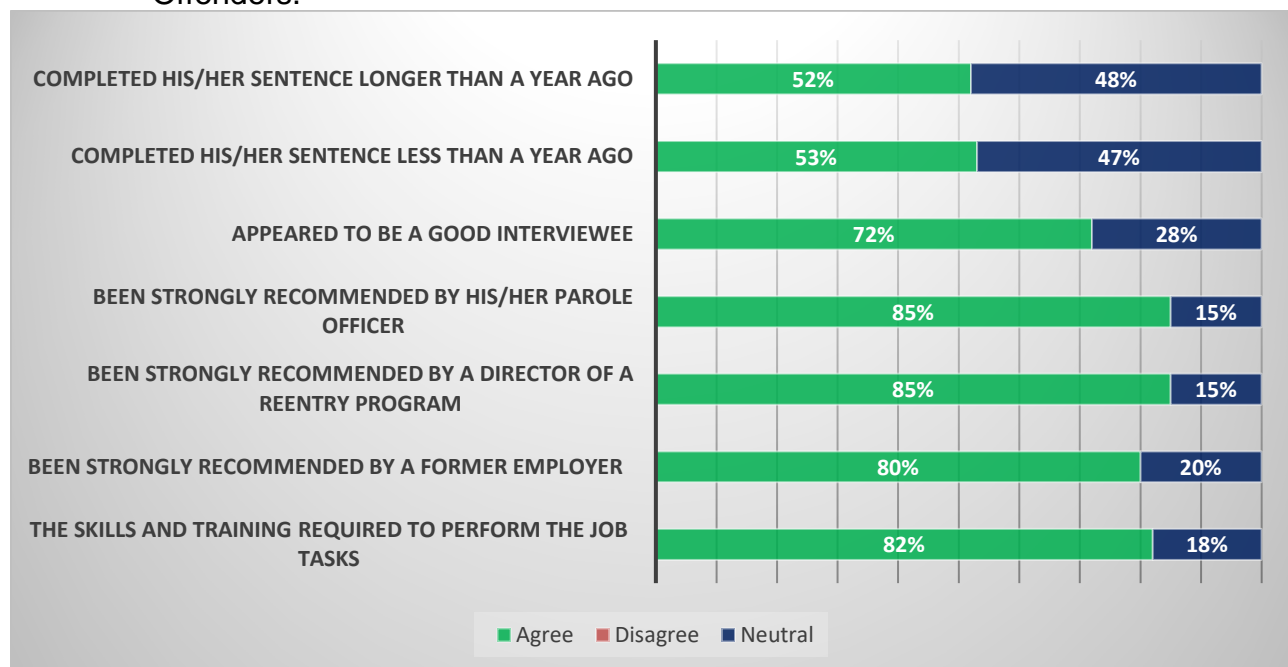


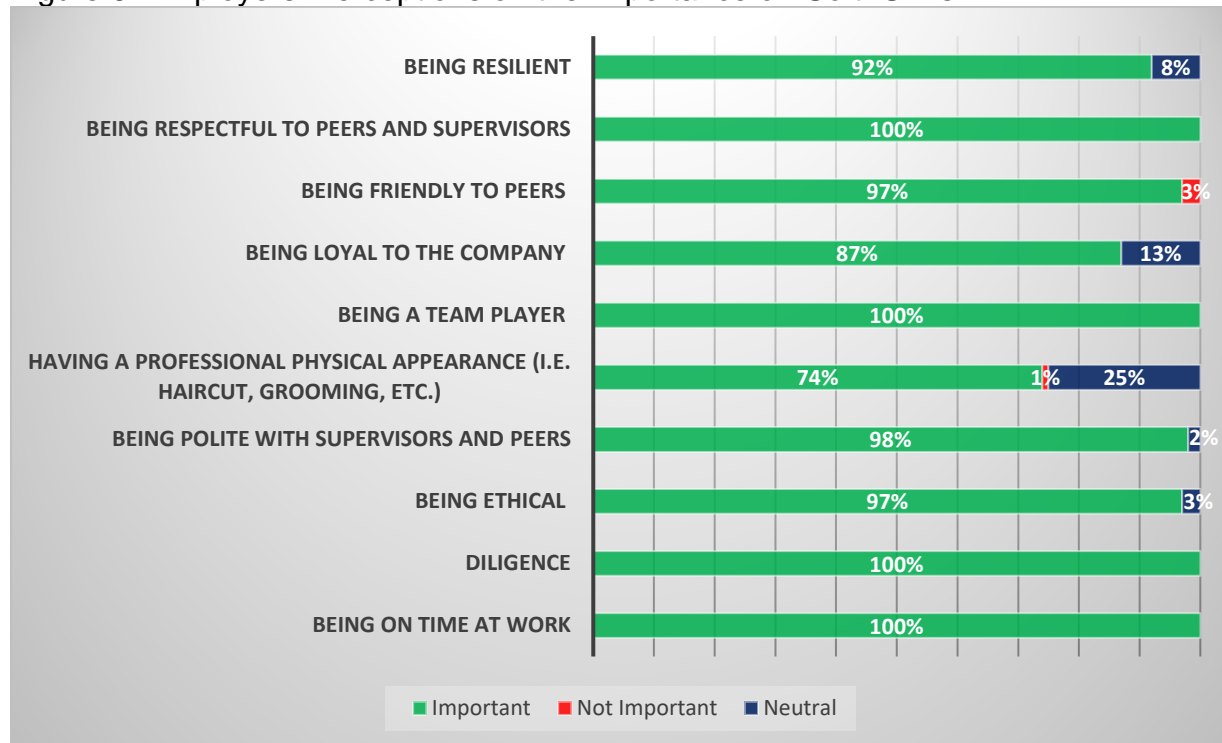
Figure 5. Employers' Perceptions on Factors Contributing to the Likelihood of Hiring Ex-Offenders.



## Importance of “Soft and Hard” Skills

While the previous sections detected the general desired qualifications, an ex-offender must have to be a successful candidate for a job, this part of our analysis focuses on the division of qualifications based on “soft skills” or social skills, and “hard skills.” The majority, if not all, of the employers expect ex-offenders to possess a large set of “soft skills” (see figure 6).

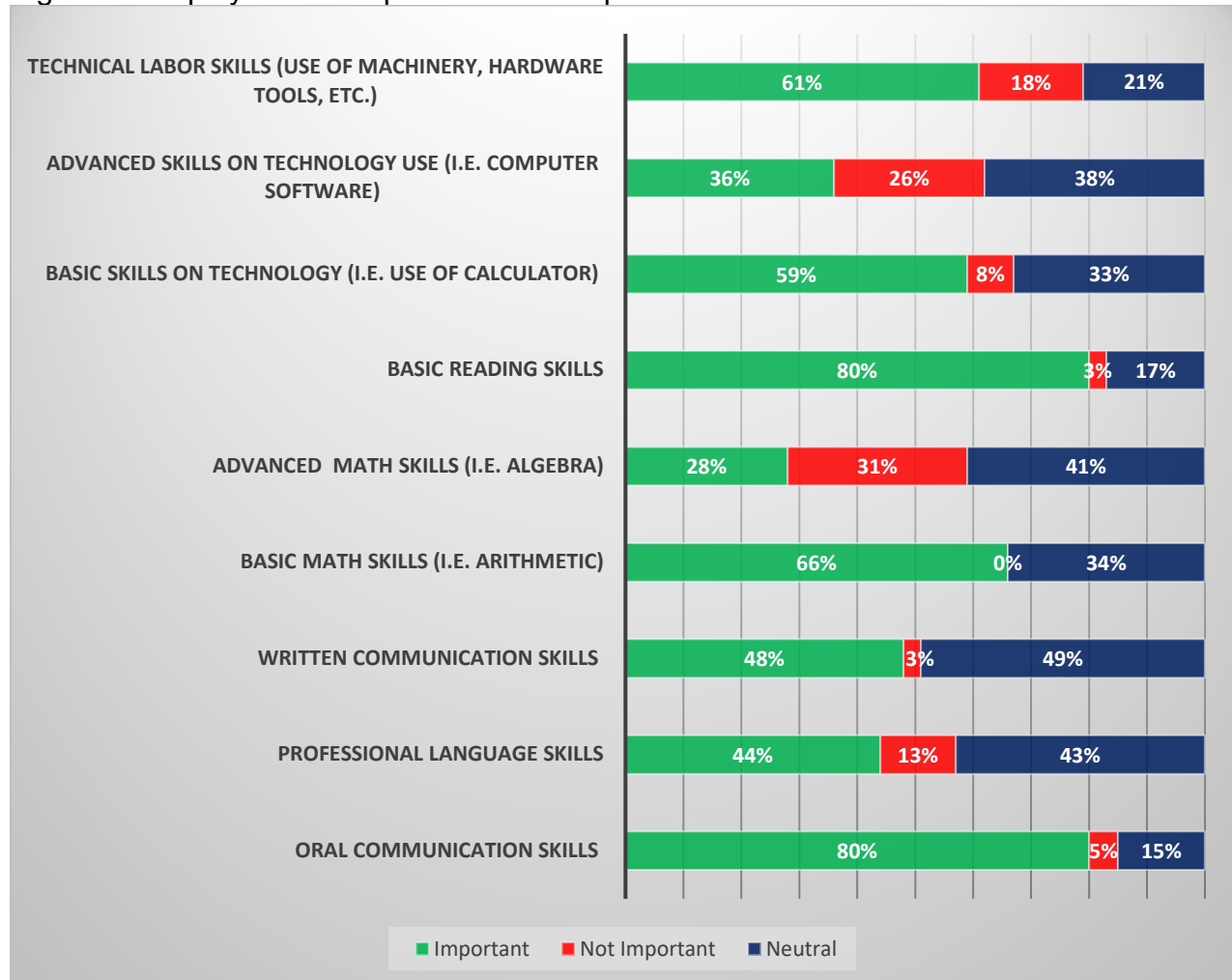
Figure 6. Employers’ Perceptions on the Importance of “Soft” Skills.



All employers (100%) identified respect, diligence, punctuality (being time at work) and being team player as important qualifications that an ex-offender must have attained before being considered for a position in their organization. Also, the vast majority of the employers considered resilience, ethics, politeness, as important qualities, and three out of four also expected an ex-convict to have a professional appearance (grooming, dress code, etc.)

Finally, in terms of the Importance of “hard” skills, the distribution of employers’ perceptions are not as uniform. The majority of the employers considered that technical labor skills, basic technology skills, basic math skills, and oral communication skills are the most desirable “hard skills.” Advanced skills in math, technology, language and communication are not considered as important among the respondents. For more information on the perceptions of the importance of “hard” skills (see figure 7).

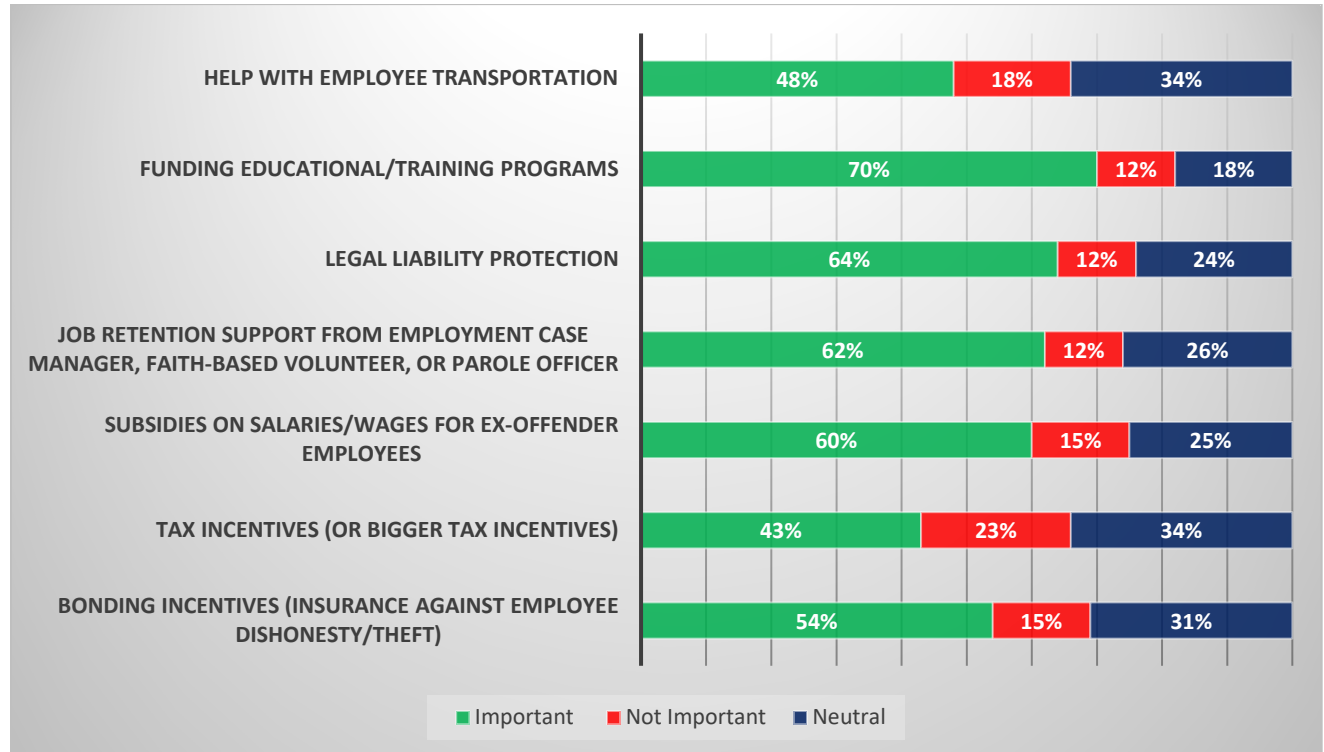
Figure 7. Employers' Perceptions on the Importance of "Hard" Skills.



### Incentives to Hire Ex-Offenders

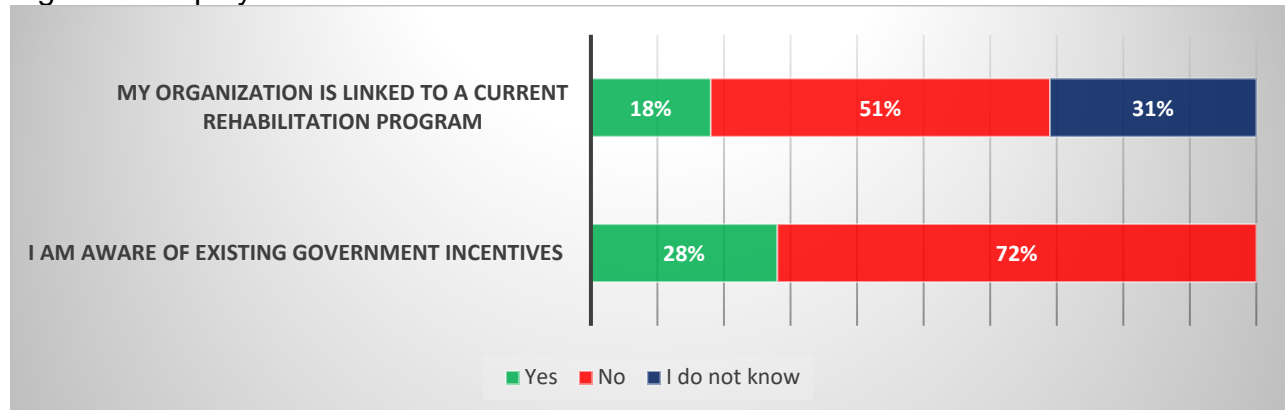
In the final section of our descriptive analysis, we asked the respondents to identify which government incentives would increase the likelihood of hiring ex-convicts in their organizations. Government grants on education and training were identified as important incentives for hiring an ex-offender. Also, more than half of the respondents considered legal liability protection, job retention support, subsidies on wages, and bonding incentives (i.e. insurance against employee dishonesty) equally important. On the other hand, tax incentives, help with employee's transportation did not appear as appealing incentives for hiring ex-offenders. For more information on the importance of government incentives as identified by the employers (see figure 8).

Figure 8. Employers' Perceptions on Importance of Incentives to Hire Ex-Offenders.



Finally, we wanted to find out the degree of employers' awareness on government incentives for hiring ex-offenders. From the 39 employers participating in this study, only 28% stated that were aware of existing government incentives, while 72% percent had no information on such programs. Also, measuring the degree of involvement in rehabilitation programs in Hawaii, we asked the respondents to state whether their organization is linked to a current rehabilitation program in Hawaii. Even though, most employers seem to be unaware of the government incentives to hire ex-offenders, 51% of them were somehow linked to an existing rehabilitation program, and 31% were not sure their organization participates in such activities (see figure 9 below).

Figure 9. Employers' Awareness of Government Incentives to Hire Ex-Offenders.





## VII. Discussion and Conclusions

The main purpose of this study was to identify prominent training and mentoring strategies that can lead to successful rehabilitation practices. We provided conceptual and empirical evidence answering the following research questions: (1) Why include training and mentoring in a reentry program for qualified prison inmates? (2) What is known about training and mentorship programs in correctional institutions? (3) Does training and mentorship program participation increase post release employment? Under what conditions and for which inmates is it more effective? (4) Does training and mentorship program participation reduce inmate recidivism? Under what conditions and for which inmates is it more effective? (5) Does the training and mentorship program have a strong chance of succeeding? (6) Under what conditions major local entities (i.e. visitor and resort industries, labor unions, the construction industry, community colleges, and the University of Hawaii) lend their support to this project? (7) Who are the key people whose participation is crucial for the success of a training and mentorship reentry program for adults? (8) What are the best approaches and strategies for success? (9) What is a reasonable timeline for developing, implementing and evaluating a training and mentorship reentry program for qualified prison inmates?

Based on relevant literature, in the state of Hawaii, half of the ex-offenders are expected to return to prison within 3 years from the date of release. Given the public cost of incarceration, and most importantly the social concern over increasing rates of criminal activity complemented by the issue of overpopulated prison facilities, policy makers, researchers and other members of the community frequently expressed the need for implementing more effective training and mentoring practices for qualified prison inmates. There is an emergent need to develop more effective reentry programs that would contribute to the reduction of the levels of recidivism. Our findings detected structural variations of reentry programs based on the program's mission, strategy and objectives.

Reentry programs have proven to be most successful when appropriately match services according to the needs of the participant, especially if the participant is at high risk of recidivism (Wikoff et al., 2012). The conditions of effectiveness of a reentry program depend on several factors such as community support, participation of local employers and the financial support from the federal, state and other private organizations. There are also internal contributing factors; for instance, we found that motivation and desire of an ex-offender to change, and the quality of the practitioners within a program are necessary conditions for success. Also, the design and establishment of support mechanisms based on motivational goal settings, role playing, individualized support, and the ability to provide a network of support and services are very important conditions improving the chances success (Drake & LeFrance, 2007).

The survey results confirmed the findings of former studies over the importance of education, training, mentorship, and readiness of work. Therefore, we can conclude that education, training and mentorship practices within reentry programs increase the rates of post release employment, and subsequently reduces the likelihood of recidivism. Also, determining the ex-offender's eligibility to participate in a reentry program is

another crucial component. According to most practitioners, there must be clear criteria of “who is a qualified” to participate in the program. The type of crime, duration of incarceration, mental health, disciplinary cases, behavioral patterns and willingness to change, were some of the identified important admission’s criteria determining the eligibility of ex-offenders to participate and successfully complete a reentry program.

For the best strategies for success, and the key people whose participation is crucial for the success of a training and mentorship reentry, we can conclude that collaborative practices with clear assigned roles of the participants, as well as the practitioners can establish a functional environment leading to desired outcomes. Also, the implementation of strategies increasing community awareness over the benefits of reentry programs can increase the level of advocacy with regards to the implementation of reentry programs establishing an environment of trust between reentry programs, community and industry.

Finally, in the context of developing a reasonable timeline, our analysis revealed that the program’s size, mission, the degree of community support, the educational curriculum design, the duration of financial support, and the volume of human resources are factors that should be considered in the program development projecting the timeline of its development and implementation.

Overall, our analysis confirmed the findings of former documented research, and contributed to the body of knowledge over the importance of the development and implementation of reentry programs designed to provide educational, training and mentorship practices.

## **VIII. Recommendations**

A primary cause of high rate of recidivism is the great difficulty, former inmates have in obtaining employment in their communities. Without employment, ex-convicts are three to five times more likely to commit a crime than are those who gain employment after leaving prison (Jackson, 1990). The resulting costs of recidivism to society are enormous: public safety risks, a weakening of family and community ties, public health risks, and rapidly rising criminal justice costs (Prisoner Reentry Institute, 2006).

In the early 1990’s, in response to this long-standing issue, it was suggested that university-based small business and entrepreneurial training programs for soon-to-be-released inmates and for recently-released ex-convicts might increase their opportunities for self-employment and therefore reduce their rate of recidivism (Sonfield, 1992). At that time, this idea was largely conceptual. Today, entrepreneurship and self-employment are considered as viable alternatives to post-prison employment and as means to reduce recidivism.

This section provides a blueprint for developing a five-year pilot Reentry Academy for Training and Entrepreneurial Resources (RAFTER) program in Hawaii. The suggested recommendations here are based on the findings from the interviews carried out with

the Department of Public Safety, Hawaii Correction Industries, and our site visits to the Houston Prison Entrepreneurship Program (PEP), the San Francisco Delancey Street Foundation Program, and the Alaska Native Justice Center Program.

### ***Scope and Nature of the Suggested Hawaii RAFTER program***

The proposed Hawaii RAFTER program should be developed and implemented by an existing State local organization that represent an innovative and holistic approach to mentoring and training for qualified prison inmates in Hawaii. From our perspective, the Hawaii Correctional Industries (HCI) Division is considered here to be the best fit for this venture.

HCI was established in the Department of Public Safety in 1990 and operates as a self-sustaining State entity. As a Division of the Department of Public Safety, the primary purpose of HCI is to provide all qualified, able-bodied inmates with real world work experience, teaching them transferable job skills and a positive work ethic to help them prepare for post release, reentry, and employment in the community. HCI's ultimate goal is to return an economically self-sufficient individual to the community who will be able to immediately join the work force and become a productive, law-abiding member of society.

Through their vocational rehabilitation program in Hawaii's correctional facilities, the HCI employs inmates in real work situations through programs that produce goods and services for government agencies and nonprofit organizations. Qualified, able-bodied inmates are utilized in the manufacturing or production of goods and services needed for the construction, operation and maintenance of any office, department, institution or agency supported in whole or in part by the state, cities, or counties of Hawaii.

Given the above, the proposal recommended here incorporates four components within the exiting HCI, which work together and are designed to reduce the recidivism rate in Hawaii and provide a second chance opportunity for inmates to become productive and tax paying contributors to society upon release from prison.

**1) Small Business Development Training and Mentoring:** Unlike most other programs, the Hawaii RAFTER program should use an "inside-out" strategy that begins by working with eligible participants who have the aptitude, desire, and skill set to own, operate, and run their own small business through entrepreneurial training and mentorship while they are still incarcerated, and continue by providing services to participants after their release. This innovative selective program would provide entrepreneurial training/coaching/mentoring for inmates who desire to open their own businesses upon re-entry into society.

**2) Visitor Industry Training Leading to Placement:** Through the development of teaming relationship with the visitor and resort hotel food service industries RAFTER should offer hands on training for qualified prisoners and may incorporate existing culinary programs in cooperation with the Hawaii Hotel Association and the UH community colleges. KCC and the women's correctional facility in Kailua had such a program in the past.

Visitor industry training can include:

- Hotel management and operations
- Culinary arts
- Food service
- Housekeeping
- Laundry
- Engineering
- Maintenance
- Stewarding
- Health and Beauty
- Landscape and gardening
- Painting and interior design
- Pool maintenance

**3) Vocational and Trade Training leading to placement:** The RAFTER program should incorporate state of the art vocational training and mentoring programs to train qualifying inmates for jobs that have a future in the State of Hawaii. Based on our research, the focus should be on the food industry and teaming relationships with Hawaii based labor unions and the construction industry. RAFTER could partner with the unions and use existing facilities and programs when appropriate. With the current construction needs the trade unions would prefer to train and assist with job placement for their new members.

The vocational and trade training can include;

- Carpentry
- Plumbing
- Electricity
- Heavy Equipment
- Sheet metal
- Framing
- Cabinets and bathrooms
- Glass, stone and granite installation
- Roofing
- Crane operation
- Carpet and flooring installation

**4) Life Skills Training:** A key to the success of the program RAFTER is to also provide life skills training. This is a critical piece for all three of the above items. This vital piece of the program could be modeled after the "Vital Issues Project" which has been adopted by many State departments of Corrections and Public Safety.

The life skills training can include;

- Personal hygiene
- Grooming
- Safe working environment
- Dressing for success
- Exercise

- Time management
- Reading, writing and arithmetic
- Healthy eating habits
- Dealing with relationships and family life
- Responsible finances

**Program Administration:** RAFTER should be administered by the Department of Public Safety HCI Division in collaboration with other community organizations with experience and expertise in this area.

The RAFTER program should be offered to the qualified prisoners towards the end of incarceration selected by their demonstration of good time and behavior and in accordance with past practices.

Prisoners, who qualify, can choose to enroll in RAFTER. The condition of their continuing in the program should be in compliance with all program requirements. This would be a strict tolerance environment and any infraction would result in returning the prisoner to serve the remaining term in a facility. One strike and you're out.

In conjunction with the HCI, evaluations and recommendations that would be processed at the transferring facility could include:

- Type of charges
- Past or present classifications
- Criminal Record
- Drug abuse history
- Physical and mental health evaluation
- Possessing a GED or higher education
- Prior trade certificate or license

Per the current protocol and consistent with past practice, drug testing would be on a 100% basis weekly for the inmates and staff to maintain a drug free environment. During their term at RAFTER, inmates would learn employable skills that allow them to reenter society as a qualified worker.

**Source of Funding:** At the present moment, HCI does not receive any general fund monies. HCI is mandated by law to be a self-sufficient and self-sustaining agency. All monies collected by the Division from the sale of goods and services produced in accordance with H.R.S. Chapter 354D are deposited into the Correctional Industries' revolving fund. The proceeds in the Correctional Industries' revolving fund are utilized for: purchase or lease of supplies, equipment, and machinery; the construction, lease, or renovation of buildings used to carry out the purposes of Correctional Industries; the salary of personnel necessary to administer the enterprises established; payment of inmates for worker assignments and all other necessary expenses.

Given the above, we suggest that the HCI be initially funded by the State to conduct a needs assessment study (proposed estimated budget up to \$250,000) leading to a reentry program development and implementation (proposed estimated budget up to

\$1,250,000.00). The needs assessment study will assess the existing resources and services provided by all relevant operating agencies in Hawaii. Upon the assessment of the existing resources and services provided in the State of Hawaii, we suggest that a program development team must be formed by relevant personnel of all agencies to plan, design and implement a five-year pilot Reentry Academy for Training and Entrepreneurial Resources (RAFTER) program in Hawaii. The financial cost of reentry programs significantly varies based on the size, the mission and scope across the country. Therefore, the estimated cost of the program development and implementation shall be determined by the stakeholders after the completion of the needs assessment study, and upon the completion of the program development phase. Thereafter, Federal, State, and local grants should be considered as a source of funding. Once the program is developed, HCI RAFTER program should work with the private sector to enter into long term support and mentoring relationship with private sector industrial, commercial, and government contractors who share a common vision to provide a second chance for prisoners who are seeking to start their own businesses.

***Program Evaluation:*** One of the integral parts of a promising practice is the inclusion of a rigorous evaluation component to clearly identify the characteristics of the offenders, describe the interventions, and examine the effectiveness of the intervention. Effective program evaluations have become instrumental in assisting various types of programs to determine what works and what doesn't work. Evaluation results are reported to policy makers and funding agencies who use the evaluation results to determine whether to continue their support on reentry programs, and ultimately, the prison transition movement, and are therefore dependent on quality program evaluations for their survival.

Developing and evaluating the impact of an entrepreneurial training program such as RAFTER has not been significantly documented on a local or national level. Furthermore, it is recognized that the offender population is a very difficult one to reach. A successful and innovative program aimed at reducing recidivism could serve as a national model for duplication. If successful, this program would contribute valuable feedback to a field of research that is currently limited.

The Department of Public Safety HCI Division should be engaged as a partner in the RAFTER program charged with providing evaluation services that are aimed at assisting the State to monitor offender outcomes and document the development (e.g., barriers and obstacles) of the RAFTER program. It is expected that this evaluation would assist in the documentation of the impact of RAFTER services on successful reentry. One way that this could be accomplished is through the collection and examination of two primary outcomes: program completion status and criminal recidivism.

Program Completion Evaluation – The Department of Public Safety HCI Division should examine the process of implementing and operating the proposed project in addition to assessing its impact on offenders, noting areas of success, barriers to implementation and steps taken to resolve those barriers. How the additional RAFTER program changes the nature and intensity of the offender reentry should be documented.

Offenders who receive the RAFTER services would be compared and contrasted with those who did not receive them.

Recidivism – The tendency to relapse into a previous condition or mode of behavior would be assessed by several indicators: rates of return to imprisonment, rates of re-arrest for new crimes while under supervision, and rates of new convictions. Details would also be collected on new technical violations, reasons for revocation, the nature of the new offense, and the disposition of arrests for new offenses. This would allow the study to examine whether the new offenses are more or less serious than previous offenses.

The Department of Public Safety HCI Division would provide a senior research analyst and a statistical research analyst who would be funded by the project. RAFTER program staff would work with the Department of Public Safety HCI Division by providing data and participating in surveys and questionnaires designed to evaluate the effectiveness of the program.

***Future Directions and Opportunities:*** With the passage of the “Second Chance Act” in 2007 by President George W. Bush and the general support of re-entry programs with the objectives of ex-convict employment and self-employment, the opportunities for the funding of the suggested RAFTER program now exist. Government funding is now available whereas in the past most of these programs looked for funding from the private sector. Also, in the past, federal and state laws often barred or restricted ex-convicts from holding jobs or operating businesses in fields such as the financial, insurance, healthcare, childcare, transportation and aviation industries. Now the federal government and many states are softening these restrictions; therefore, graduates of these programs will have more opportunities for employment and self-employment.

Partnership is an essential element in developing an addressing a reentry prison entrepreneurship program. Opportunities exist for local collegiate schools/programs of business. Schools/programs of business possess a variety of resources which may allow them to be part of implementing a re-entry prison entrepreneurship program of the nature of RAFTER in Hawaii. Most colleges and universities have administrative offices and people with the knowledge and skills to apply for and obtain government grants, including those now available under the “Second Chance Act” (Reentry Policy Council, 2009). Furthermore, many schools/programs of business have student field-work consulting programs, such as the Small Business Institute program.

One possible reentry prison entrepreneurship program model would be to utilize student teams to work with recently released inmates, assisting them in developing business plans for self-employment endeavors. Another model might involve business school faculty members, either working directly with ex-convicts or in combination with student teams. Still another model, as used by the Prison Entrepreneurship Program in Texas and other programs, would involve alumni of the business school. Involving alumni would bring in different skills than might be provided by student teams or by faculty members. It would also strengthen alumni-school ties and perhaps result in university development benefits. Of course, these various models (student field-work, faculty, or alumni) can work alone or be combined in various ways to suit the specific strengths

and weaknesses of each collegiate school of business that wished to develop a re-entry program. And whichever model is chosen, the involvement of the school/programs of business in the suggested reentry entrepreneurship program should provide positive public relations for the school and enhance its involvement in the growing and often-cited academic discipline of “social entrepreneurship.”

Collaboration between local schools/programs of business and schools/programs of criminal justice can be especially fruitful. Certainly, the combined knowledge and experience of these schools’ faculty and administrators can lead to the more effective design and implementation of a local RAFTER program.

Similarly, local community colleges and universities with organizations which promote student and/or faculty social service outreach programs might collaborate to facilitate the development and operation of a prisoner-targeted entrepreneurial program by having students/faculty work and promote business and entrepreneurial skills in our local communities. Here too these community outreach skills and experiences might be directed toward near-release and recently-released prisoners to foster self-employment and thus reduce recidivism.

Although the long-term future direction and success of entrepreneurial re-entry training programs for prison inmates and recently-released ex-convicts are still unclear, these programs do appear to be a growing phenomenon and now have the support of the federal government. If the political climate and public opinion remain positively supportive of such programs and thus foster continued and further growth in public and private funding, and if the suggested local program demonstrates both cost-effectiveness and recidivism-reduction benefits, then we should see more programs of this nature, serving a greater number of inmates and ex-convicts. Collegiate schools/programs of business should be prepared to join in these efforts.



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## **APPENDIX A**

### **Semi-Structured Interviews Questionnaire (Site Visits)**

#### **RARTER Site Visits Semi-Structure Interview Guideline**

Social Science Division Sociology Concentration  
University of Hawaii-West Oahu Campus  
91-1001 Farrington Highway, Kapolei, HI 96707  
Toll Free: 1-866-299-8656 | Ph: 808-689-2800

**Reminder:** Before we start, I want to remind you that this interview is confidential. No names or other identifiers will be part of the final report. Your participation in this interview is completely voluntary. You may stop at any time with no penalty or loss to you.

#### **Section 1 –Program history and professional role.**

The framework of this interview is structured in four sections. In this first section, I will examine the history and structure of your program, followed by questions about your professional position in the program.

- 1.1 When was the program established? How is it funded?
- 1.2 What is the structure of your program?
- 1.3 What is your professional position in the program? For how long have you been working for the program?

#### **Section 2 – Conditions and for which inmates is your program most effective; key people whose participation is crucial for the success of your program; best approaches and strategies for success; and challenges experienced.**

In this next section I will examine the conditions and for which inmates is your program most effective; key people whose participation is crucial for the success of your program; best approaches and strategies for success; and challenges your program has experienced.

- 2.1 Under what conditions and for which inmates is your program most effective?
  - 2.1.1 What criteria does your program use to accept past inmates?
- 2.2 Who are the key people whose participation is crucial for the success of a training and mentorship reentry program for adults?
- 2.3 What are the best approaches and strategies for success?
- 2.4 What are some of the challenges your program has experienced?
- 2.5 In your opinion what is a reasonable timeline for developing, implementing and evaluating a training and mentorship reentry program for qualified prison inmates?
- 2.6 If a validation survey (or evaluation) of the program has been performed, what was the result?
- 2.7 What level of recidivism was found within the program?

2.8 How does it compare to the recidivism levels of individuals who did not participate in the reentry program (gender, race/ethnicity, age)?

### **Section 3: - Social Demographics and Services Provided**

This next section will focus on the social demographics of individual who participate in your program and the services provided by your program.

3.1 How many individuals participate in the program annually?

3.1 What are the social demographic characteristics of the individuals participating in your program?

3.2 Does the program provide housing for the individuals involved?

3.2.1 Could you please elaborate on the housing opportunities?

3.3 Does the program provide (or help provide) education and/or training?

3.3.1 Could you please elaborate on the education opportunities? What type of education/skills?

3.4 Does the program provide (or help provide) employment?

3.4.1 If yes, could you please elaborate on employment opportunities?

3.4.2 If no, does your program provide referrals for employment? Could you please elaborate?

3.4.3 Can you identify the placement of employment for individuals that successfully complete your program?

3.5 Does the program work in cooperation or in conjunction with other local community organizations?

3.5.1 If yes, could you please identify the type of organizations?

3.5.2 If no, elaborate.

3.6 Is the program located within the home community of the participating individuals?

### **Section 4: Closing statement**

This final section will focus on any other information that might help us better understand your program's mission, vision, objectives, and effectiveness?

1. Could you please share any other information that might help us better understand your program's mission, vision, objectives, and effectiveness?

## APPENDIX B

### Survey Interviews Questionnaire (Local Agencies)

**RARTER Research Study (Survey Interviews)**  
Social Science Division Sociology Concentration  
University of Hawaii-West Oahu Campus

Survey ID: \_\_\_\_\_

#### Section 1: Organization's/Company's Profile

1. Please identify the official name of your organization.

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2. Please identify your current job title.

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3. Please identify the type of industry your organization/company belongs to.

- Visitor & Resort  
 Labor Unions  
 Construction Industry  
 Agriculture Industry  
 Food Service Industry  
 Education  
 Corrections  
 Other: \_\_\_\_\_

4. Which of the following best describes the mission of your organization?

- Non-Profit organization/company  
 For profit organization/company  
 Other: \_\_\_\_\_

5. Is your organization/company considered to be a \_\_\_\_\_.

- Private ownership  
 Partnership  
 Corporation  
 Government Organization/Agency

Other: \_\_\_\_\_

6. Roughly how many full-time employees currently work for your organization/company?

0-20 employees

21-99 employees

100-999 employees

1000+

I do not know

7. To the best of your knowledge, for how many years has your organization/company been operating?

1-5 years

6-10 years

11-15 years

16-20 years

21+ years

8. What is the level of involvement in making a hiring decision for your organization?

Very Involved

Involved

Neutral

Not as Involved

Not Involved at all

## **Section 2: Information about the Role of Ex-Offenders' Criminal Background**

9. To the best of your knowledge, does your organization/company conduct criminal background checks before hiring an employee?

Yes

No

I do not know

10. Assuming that a person with a criminal record meets the minimum job requirements for a position in your organization, do you *Strongly Agree*, *Agree*, *Neither Agree/Nor Disagree*, *Disagree* or *Strongly Disagree* with following statements?

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Neither Agree, nor Disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The type of crime committed by an ex-offender is a determining factor for my decision to offer him/her a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would hire an ex-offender, who was sentenced for less than a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would hire an ex-offender, who was sentenced for a year or more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In a scale from 1 to 4, where 1 means *Not Likely at All* and 4 means *Most Likely*; how likely would it be for you to hire an ex-offender-who completed a Reentry Program- and had served his/her full sentence for...

	<i>Most Likely</i>	<i>Likely</i>	<i>Not Likely</i>	<i>Not Likely at All</i>
	4	3	2	1
Murder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manslaughter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armed robbery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gun related offense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug related offenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aggravated assault/battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault/sex offenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving under the influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reckless driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violation of parole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigration status violation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violation of parole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Section 3: Employers' Attitudes on the Importance of Education, Technical and Social Skills Attainment.**

12. Using a scale from 1 to 5, where 1 means *Not Important at All* and 5 means *Very Important*; please indicate the level of importance of the following items before you would consider hiring an ex-offender who **COMPLETED** a Reentry Program.

	<i>Very Important</i>	<i>Important</i>	<i>Neutral</i>	<i>Not Important</i>	<i>Not Important at all</i>
	5	4	3	2	1
Candidate completed transitional employment program after release from prison and has built a positive employment record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General work readiness training provided prior to employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some Graduate School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver's license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediary agency helps with job screening process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Using a scale from 1 to 5, where 1 means *Not Important at All* and 5 means *Very Important*; please indicate the level of importance of each of the “soft skills” that would significantly increase the likelihood of an ex-offender to be employed in your organization/company in the future.

	<i>Very Important</i>	<i>Important</i>	<i>Neutral</i>	<i>Not Important</i>	<i>Not Important at all</i>
	5	4	3	2	1
Being on Time to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diligence at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loyalty to the Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect to Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resiliency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Using a scale from 1 to 5, where 1 means *Not Important at All* and 5 means *Very Important*; please indicate the level of importance of each of the “hard skills” that would significantly increase the likelihood of hiring an ex-offender.

	<b><i>Very Important</i></b>	<b><i>Important</i></b>	<b><i>Neutral</i></b>	<b><i>Not Important</i></b>	<b><i>Not Important at all</i></b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Oral Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic math skills (i.e. arithmetic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced math skills (i.e. algebra)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic skills on technology (i.e. use of calculator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced skills on technology use (i.e. computer software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical labor skills (use of machinery, hardware tools, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 4: Employers Willingness to Hire Ex-Convicts and Ex-Convicts Participating in Reentry Programs**

15. Do you *Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree* or *Strongly Disagree* with following statements?

Overall, I would consider offering a job to an ex-offender who **COMPLETED** a Reentry Program and has....

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Neither Agree, nor Disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
the skills and training required to perform the job tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been strongly recommended by a former employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been strongly recommended by director of a reentry program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been strongly recommended by his/her parole officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appeared to be a good interviewee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completed his/her sentence less than a year ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completed his/her sentence longer than a year ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Do you *Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree* or *Strongly Disagree* with following statements?

Overall, I would consider offering employment to an ex-offender who **DID NOT COMPLETE** a reentry program, but he/she has...

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree, nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
the skills and training in your organization line of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been strongly recommended by a former employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been strongly recommended by his/her parole officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appeared to be a good interviewee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completed his/her sentence less than a year ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completed his/her sentence longer than a year ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 5: Perceptions on and Awareness of Government Incentives for Hiring “Qualified” Ex-Offenders**

17. Using a scale from 1 to 5, where 1 means *Not Important at All* and 5 means *Very Important*; indicate the level of importance of the following government sponsored incentives to hire an ex-offender who completed a Reentry Program.

	<i>Very Important</i>	<i>Important</i>	<i>Neutral</i>	<i>Not Important</i>	<i>Not Important at all</i>
	5	4	3	2	1
Bonding incentives (insurance against employee dishonesty/theft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tax incentives (or bigger tax incentives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidies on salaries/wages for ex-offender employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job retention support from employment case manager, faith-based volunteer, or parole officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal liability protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding educational/training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with employee transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please list any other incentives not listed above:

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19. I am aware of the incentives provided by Hawaii State Government to hire ex-offenders.

Yes

No

### **Section 6: Organizational Hiring Policies for Ex-offenders**

20. In your opinion, how many years should pass from a person's release date from prison before you consider hiring him/her in your organization?

0-1 years from release date

2-3 years from release date

4-5 years from release date

5+ from release date

I would never hire an ex-convict

21. To the best of your knowledge, does your company have a policy against hiring people with criminal records?

Yes

No

I do not know

22. To the best of your knowledge, does your organization have any hiring restrictions based on the ex-offender's type of conviction (i.e. felony vs. misdemeanor)?

Yes

No

I do not know

23. To the best of your knowledge, does your organization have any hiring policies based on the time passed since the ex-offender has released from prison?

Yes

No

I do not know

24. To the best of your knowledge, has the organization you work for, ever hired an ex-offender who completed a Reentry Program?

Yes

No

I do not know

25. To your knowledge, is your organization currently linked to any of the available ex-offenders' rehabilitation programs in Hawaii?

Yes

No

I do not know

**Section 7: Employers' General Perceptions, Suggestions and Comments (Open ended questions)**

1. What are the positions of employment you are most likely to offer to a person with a criminal record?

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2. Please identify the **MOST IMPORTANT** set of "soft skills" that an ex-offender should attain in order to be considered for employment in your organization/company.

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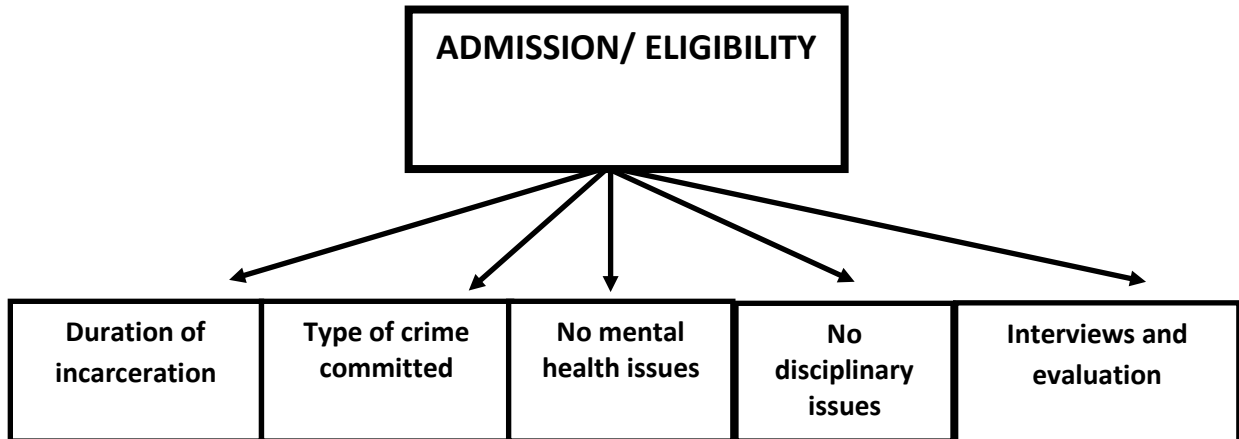
5. Do you have any additional comments about Employment Opportunities for Qualified Prison-inmates who successfully completed a Reentry Program?

Lined area for providing additional comments, consisting of approximately 25 horizontal lines.

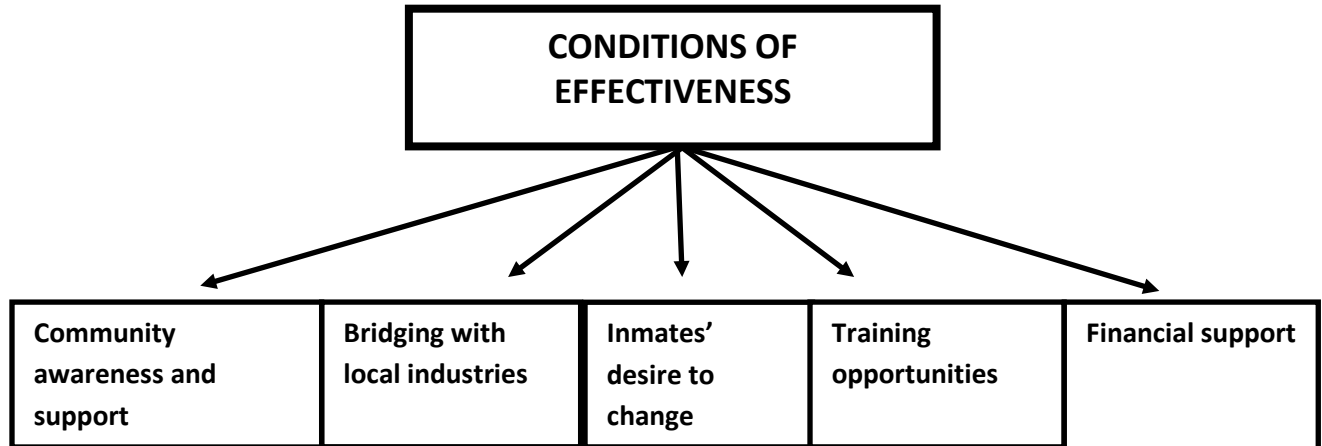
## APPENDIX C

### Thematic Analysis (Site Visits)

#### Conceptual Map on Criteria of Admission/Participation



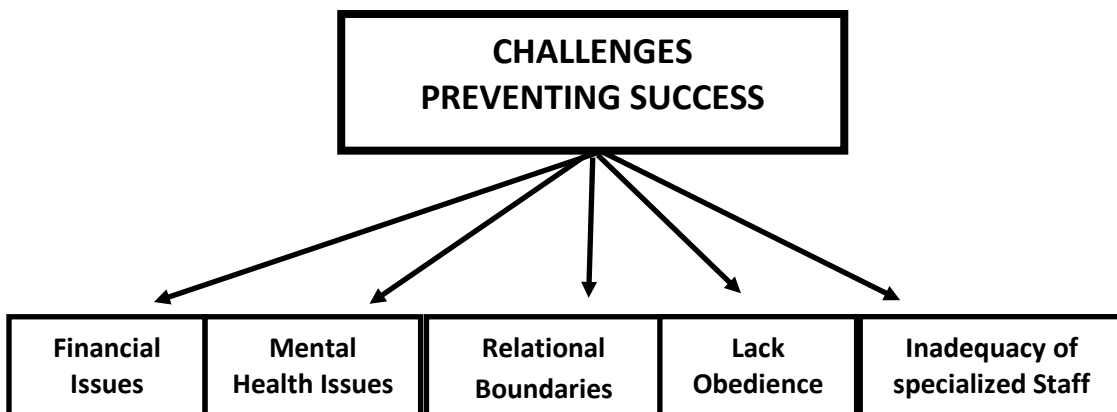
#### Conceptual Map on Conditions of Effectiveness



### Conceptual Map and Processes Involved in Best Practices



### Conceptual Map on Challenges Preventing Success



**Components of Developing Reentry Program Development Timeline**

