

8-30-2011

Student Perceptions of the Charter School Experience at Metropolitan Detention Center

Christopher Pauls

Follow this and additional works at: https://digitalrepository.unm.edu/educ_hess_etds

Recommended Citation

Pauls, Christopher. "Student Perceptions of the Charter School Experience at Metropolitan Detention Center." (2011).
https://digitalrepository.unm.edu/educ_hess_etds/61

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Health, Exercise, and Sports Sciences ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

Christopher E. Pauls

Candidate

Health Education and Sport Science

Department

This thesis is approved, and it is acceptable in quality and form for publication:

Approved by the Thesis Committee:

Dr. Christina Perry , Chairperson

Dr. Shawn Hrcir

Dr. Magdalena Avila

**STUDENT PERCEPTIONS OF THE CHARTER SCHOOL
SCHOOL EXPERIENCE AT METROPOLITAN DETENTION
CENTER**

by

CHRISTOPHER E. PAULS

BACHELOR OF UNIVERSITY STUDIES

THESIS

**Submitted in Partial Fulfillment of the
Requirements for the Degree of**

Master of Science

Health Education

The University of New Mexico

Albuquerque, New Mexico

Summer, 2011

©2011, Christopher E. Pauls

DEDICATION

This document is dedicated to the men with whom I work at Metro Detention Center, without whom this study would not have been possible.

My sincere wish is that we all never stop learning and growing. The future is not set, and it's never too late to change.

ACKNOWLEDGMENTS

Dr. Perry, I'm so thankful for your support. If I hadn't run into you in the halls of Johnson Center 2 years ago, I fear I would never have made it through this program. There are not words to express my gratitude for your consummate professionalism, your dedication, your patience, your generosity and your friendship.

Dr. Hrcir, your positive energy, excellent edits and warmth make me realize why you made the choice you did to enter into this profession. I appreciate your insights and flexibility regarding each step of this process. I only wish I could have experienced you as a professor in this program. My deepest gratitude.

Dr. Avila, your encouragement and your faith in my work have been a true Godsend. I value your enthusiasm, your grit, and your sense of fair-play. You have been one of my favorite instructors throughout this program. Thank you.

To the staff at Gordon Bernell Charter School, especially the director, Greta Roskum, without your interest and support, this never would have gotten off the ground.

Finally, I would like to acknowledge Natalie for her input and support through this process. I would not have made it without you as a sounding board when I was frustrated and as a pillar of support when I felt I would collapse. I love you, Babes.

STUDENT PERCEPTIONS OF THE CHARTER SCHOOL EXPERIENCE AT METRO DETENTION CENTER

By

Christopher E. Pauls

Bachelor of University Studies, University of New Mexico, 1996

Masters of Health Education, University of New Mexico 2011

ABSTRACT

Student perceptions of a charter school experience at Metro Detention Center in Bernalillo County, New Mexico were examined via in-depth interviews of two groups of students. One group consisted of 12 new students who had not attended classes yet. This group was re-interviewed at 3 weeks to determine any changes to their perceptions. The second group consisted of 10 graduates of the school. This group had met the state requirements for graduation and had attained a diploma. None of the graduates had been released from incarceration at the time of the interviews.

All interviews were transcribed, summarized and analyzed for content themes by the principal investigator and cross validated by the faculty advisor. Results indicate that students of the charter school value rigorous curriculum that is focused on literacy, writing and mathematical skills and that includes a cognitive therapy element. Additionally, students value meaningful nonjudgmental relationships with teachers and staff.

Table of Contents

Chapter 1: Introduction	1
Background	1
Purpose of the Study	2
Significance of the Study	2
Research Questions	4
Definition of Terms	4
Chapter 2: Literature Review.....	6
Education and Recidivism.....	6
Literacy.....	8
Programming.....	10
Alternative Practices	12
Conclusions	14
Chapter 3: Methods.....	17
Research Design.....	17
Methods.....	17
Interviews	17
Confidentiality.....	19
Risk and Benefits.....	19
Data Analysis	20
Chapter 4 Results	22
Sample.....	22
Initial Interviews	23
Why did you decide to attend school here at GBCS?.....	24
In the next month, what do you hope to accomplish by attending school?.....	25
What do you hope to gain long term from attending school?	25
What were your educational experiences like before you came to GBCS, particularly your experiences with teachers?	26
Second Interviews	27
What are your impressions of the packet system we use here at GBCS?	28
How have your experiences with your teachers been here at GBCS?.....	29

What are your short term goals while attending school?.....	29
What are your long term goals from attending GBCS?.....	30
What kind of impact has MRT had on you, or what impact have you observed in others?	31
Graduate Interviews	32
What are your impressions of the packet system here at GBCS?	32
How has acquiring your high school diploma and attending school impacted you?	32
What impact did MRT have on you?.....	33
Chapter 5 Discussion, Recommendations and Implications.....	36
Discussion	36
Recommendations for Further Study	40
Implication for Practice	42
Appendix A.....	45
Initial Interview Transcripts.....	45
Appendix B	81
Second Interviews MDC.....	81
Appendix C	105
Graduate Interviews	105
Appendix D.....	128
Interview Summaries	128
Initial Interview Summaries:.....	128
Second Interview Summaries:.....	132
Graduate Interviews:	135
Appendix E	138
Appendix F.....	142
References.....	144

Chapter 1: Introduction

Background

"Prison-based education is the single most effective tool for lowering recidivism" (Karpowitz, Kenner and Initiative, 1995). Recidivism has been defined by Merriam Webster as a tendency to relapse, especially into criminal behavior or activity. However, very few jails (i.e. institutions used for holding of prisoners awaiting trial or short term sentences < 1 year) have established schools within their walls. Gordon Bernell Charter School (GBCS) was created in New Mexico 2.5 years ago to serve the needs of incarcerated adult men and women at Metropolitan Detention Center (MDC). It is one of only two charter schools nationwide located inside jails. GBCS also has a satellite school located at 4th and Roma Street in downtown Albuquerque. This location is used for students on Community Custody Program (CCP) and/or students released from MDC who wish to complete their high school diplomas; its services are also available for any student who would like to complete his or her high school diploma. Unlike most jail based education programs, GBCS offers students a high school diploma, not a GED. According to the Correctional Education Association (1997) simply attending school while incarcerated reduced the likelihood of re-incarceration post-release by 29%. For every dollar spent on education behind bars, over two dollars were returned to citizens in reduced costs for imprisonment. With charter schools facing increased scrutiny in New Mexico, it is important to communicate the benefits of educating prisoners in the state.

Purpose of the Study

The purpose of this study was to determine what inmates' initial impressions, motivations, and expectations are regarding participation in GBCS and to follow up at 3 weeks to determine if students' impressions regarding these factors changed with increased participation in the program. Additionally, graduates were interviewed to determine their impressions regarding earning their high school diplomas and whether or not that accomplishment had an effect on their lives.

Significance of the Study

This initial qualitative study lays the foundation for further research regarding the long-term effects of participation in GBCS. As stated above, GBCS is one of only two charter schools located inside a jail in the United States. As such, there is a clear knowledge gap regarding the effects of a program such as this one on individuals participating in it. At the time of this writing, there are no known peer reviewed articles addressing charter high schools located within jails in the United States. Because the vast majority of individuals incarcerated at MDC will be released back into the general population of New Mexico and because the positive effects of education while incarcerated are well known and documented, it is critical to determine what motivations and expectations these individuals have. This information gathering is especially timely regarding potential reallocation of funds for public education statewide and proposed budget cuts for all New Mexico schools. Attempting to assess what factors make participants more likely to succeed at GBCS is a critical public service and may help shape future public policy in the state.

Early in its development, staff at GBCS realized that the typical manner in which a high school curriculum was delivered to students was inappropriate for a jail setting, so the curriculum was modified to revolve around a series of 12 mastery packets that staff expected would take most students a week per packet to complete. A series of mastery tests was created for each of the 12 packets. Thus, students can work at their own pace and at different places in the curriculum simultaneously. This change has produced promising results, and in its third year, GBCS has produced 85 graduates. Hence, staff members are interested in conducting research to determine the effectiveness of GBCS's course of study and its long-term effect on students.

Based on personal professional experiences and a review of the literature, the principle founders determined that some form of cognitive therapy was needed if students were to make changes to their criminal and addictive behaviors. Literature strongly suggests that a therapeutic component is critical to a program's success in correctional educational settings. Moral Recognition Therapy (MRT) is a widely known and effective program, which is used in correctional facilities throughout the country. MRT was developed in the late 1970's and early 1980's with the intent of helping inmates recognize that their thoughts often are the root of their addiction issues. By raising the moral awareness of inmates, it is hoped that they will make different decisions after they are released. In point of fact, because drug use is so widespread in jails and prisons (MDC being no exception), many inmates are able to put the concepts taught in MRT to use while in attendance at GBCS. In order to qualify for high school credit, the MRT curriculum was adapted by Dr. Ron Gallegos so that it meets state board of education

standards for Communication Skills, a requirement for graduation in Albuquerque Public Schools. Furthermore, MRT has been adapted to work with GBCS's packet system.

The two primary areas that staff would like to focus on currently are student experiences at GBCS and recidivism.

Research Questions

The aim of this qualitative study was to describe students' perceptions and expectations regarding participation in a charter school in Bernalillo County Metro Detention Center (MDC).

The research questions for this study were:

1. As students progress through Gordon Bernell Charter School (GBCS), how do they describe their academic experiences?
2. How do the perceptions of new students at GBCS compare to the perceptions of those same students at 3 weeks and to those who have graduated?

Definition of Terms

The following terms are defined in this study:

MDC is an acronym for Metro Detention Center located in Bernalillo County, New Mexico

GBCS is a charter school located within MDC; there is also a satellite location at 4th and Roma Street in downtown Albuquerque, New Mexico.

Students are defined as male inmates currently enrolled in GBCS at MDC.

Graduates include students who have met the state requirements for high school graduation at GBCS. As state requirements have changed over the years in New Mexico, these requirements are different for each student, but generally students must have earned between 20 and 23 credits with a minimum of credits in core subjects: English, Social Studies, Math, Science, Practical Arts and Physical Education.

Chapter 2: Literature Review

According to Sedgley, Scott, Williams and Derrick (2010), “Over the past two decades, expenditures on corrections have grown more rapidly than any other spending category of state budgets with the exception of health care...Recidivism is a significant issue when one considers that over 630,000 prisoners are released each year and that more than 95% of all state prisoners will eventually be released from prison” (p. 497). Additionally, Hall and Killacky (2008) conclude that 90% of the 2 million prisoners in America’s prisons will be released without basic literacy and job skills and that “the importance of education in the criminal justice system has not been given adequate recognition” (p. 301). Finally, Beard, Johnson and Kemp (2003) recognize that “It took fifty years between 1930 and 1980 for the federal and state prison population to double but it took only twelve years from 1980 to 1992 for America’s prison population to triple...Although this strategy appears to have aided in the reduction of crime rates across the board, it has failed in two significant aspects: preparing offenders for reintegration back into society and reducing recidivism” (p. 2). Consequently, states should seriously consider educational programming and its effects when examining budget concerns and making decisions regarding prison education. Considering that many prisons and jails are overcrowded, including MDC, preparing inmates for reintegration needs to be of paramount importance. If education proves to be a positive factor in reducing recidivism, it should be considered a front-runner for state funding.

Education and Recidivism

Many states require prison inmates who do not have either a GED or a high school diploma to work toward their GED while they are incarcerated in prison.

However, few programs exist that educate inmates while they are in jail, which is

normally for short-term periods of incarceration such as serving sentences for misdemeanor offenses or while inmates are awaiting trial. It is well-known that education is one of the most effective ways to reduce recidivism; “simply attending school behind bars reduces the likelihood of re-incarceration by 29%. Translated into savings, every dollar spent on education returned more than two dollars to the citizens in reduced prison costs” (Karpowitz et al., 1995, p. 4). Thus, an examination of what effect education has on recidivism is in order as is a consideration of whether or not these findings could be translated to a jail-based program.

In an examination of inmates in an education program in Texas prisons, Karpowitz et al. (1995) found that as education increased, recidivism decreased significantly. Recidivism rates by degree were as follows: “Associate’s (13.7%); Baccalaureate’s (5.6%); Master’s (0%)” (p. 4). In other words, as an incarcerated individual becomes more educated, his or her likelihood of recidivating reduces toward zero. System-wide, however, recidivism was as high as 43%. In a similar vein, Hall and Killacky (2008) found that inmates who had at least two years of education in prison were rearrested at a rate of just 10%, compared to the general prison population, which recidivated at a rate of 60%. Finally, Nuttall, Hollmen and Staley (2003) report that earning a GED while incarcerated made a significant impact on recidivism when compared to those who did not earn a GED while in prison: 40% vs. 55% for inmates under the age of 21, 32% vs. 37% for those over 21. Simply put, education works, and these findings strongly suggest that education has a marked effect on recidivism.

Moreover, the above findings are by no means unique. In Steurer and Smith’s seminal 3 state study of education and recidivism, they found that education in prison

significantly affects earning potential post-release and decreases recidivism (S. J Steurer and Smith, 2003). Jenkins (1995) also found that education has a positive effect on post-release employment, salary, and parole completion. Beard et al. (2003) report that 60% of those incarcerated will return to prison; having a high school diploma reduces that statistic to 24%. Furthermore, Beard et al. state, “the (Earl Carl) Institute formally takes the position that the single most effective solution to reducing the recidivism rate is education in the prison system” (p. 3). Sedgley et al. (2010) affirm that education not only reduces the chances that inmates will return to prison, but that education saves a significant amount of money for states who invest in education programs. Their findings do not account for savings from reduced crime either, so the potential savings from educating prisoners is even higher. In the end, perhaps Hrabowsik and Robbi’s (2002) words strike to the heart of the issue, “It is Impossible to overstate the importance of education to people who have gotten in trouble with the law... Acquiring their high school degree can mean the difference between returning to society and playing a positive role as a citizen or becoming a career criminal” (p. 96).

Literacy

According to Leon, Krezmien, Mason and Meisel (2005), “Reading is likely the single most important skill acquired through formal schooling, an essential foundation for educational progress and mastery. In today’s world, a basic level of reading proficiency is no longer sufficient for the demands of the workplace. Reading failure contributes to a host of long-term negative outcomes, including frustration which may lead to more generalized academic and behavior problems, high rates of suspension and limited access to employment opportunities in adulthood. Youth with pronounced reading difficulties

are vulnerable to marginalization in their schools and communities and at lifelong risk of involvement in the juvenile and criminal justice systems” (p. 95). Clearly, literacy is extremely impactful in regard to long-term life success, and it may help keep people out of jail, but what effect does it have on those already incarcerated?

Vacca (2004) found that literacy skills are important to prisoners both in and out of prison. “Inmates need these skills to fill out forms, to make requests and to write letters to others in the outside world. In addition, some prison jobs require literacy skills and inmates can use reading as a way to pass their time while they are behind bars”(p. 320). Furthermore, Leone et al. (2005) found that prisoners involved in reading programs developed decoding skills, fluency, vocabulary, contextual skills and increased reading speed. Greenberg, Dunleavy, Keitner and White (2009) found that as education increased in prisons, so did literacy. In fact, literacy increased across many parameters from document literacy to prose literacy to quantitative document literacy. Bazos and Hausman (2004) conclude that with increased literacy comes increased education and increased employment post incarceration. In other words, literacy is a key that unlocks many doors in one’s life. Though it is clear that literacy can be improved while incarcerated, by how much remains less clear.

Coulter (2004) found that for every month an incarcerated student spent in an intensive reading program in a youth detention center in Southern Colorado, that student improved 9 months in terms of reading level. Drakeford (2002) followed 6 inmates through a corrective reading program, consisting of 3 one hour sessions a week with a pre and post test. He found that even in short-term programs there was a positive relationship between oral fluency, grade level reading and attitude toward reading (Drakeford, 2002).

Reading levels increased 3 months for every 1 month of instruction in programs based in Maryland (S. Steurer, 2000). Although some may criticize short-term literacy programs, the literature supports that even short duration programs produce positive results. Furthermore, it is clear that literacy is both important and that it can be significantly increased via education programs based in prisons.

Literacy is one of the most important skills an inmate can develop while incarcerated. Literacy skills have been proven to affect future employment and employability, reading levels are increased via direct instruction, and increased literacy skills positively influence an inmate's lifelong attitude toward education. Therefore, literacy programs must be considered of utmost importance in prisons. As Harlow, Jenkins and Steurer (2010) so eloquently put it in their paper, "GED Holders in prison read better than those in the household population... There are many criticisms of the correctional systems in the United States, but the fact that the setting encourages education and more reading is a very positive finding... The creation of more resources and opportunities for reading is important for everyone, especially for prisoners. In fact, it also improves public safety" (p. 91). Although many politicians talk about being tough on crime, education (especially literacy education) is critical to reducing recidivism, and it may very well be the solution to truly getting tough on crime.

Programming

Findings suggest that programming is a critical factor in the success of prison-based education programs. Unruh, Povenmire-Kirk and Yamamoto (2009) interviewed juveniles in various educational programs in correctional facilities. They found that keeping inmates busy and focused on positive ways to pass their time was a major factor

in inmates' success. Similarly, O'Neil, MacKenzie and Bierie (2007) report that 50% of a program's success is due to access to education and that 50% is due to quality of programming (2007). Sarra and Olcott (2007) followed a group of students as they attended a day of school in prison and found that those who were most successful were those able to focus on learning on their own. Further, they found that teachers in correctional settings had to enjoy what they did in order to be successful. Finally, Forman (2008), who interviewed students and staff at Oak Hill Charter School, a charter school for adjudicated youth, found that teachers who care, rigorous curriculum, small classes and high expectations were critical in achieving success with at-risk students. These findings suggest that simply offering a program of study is not enough. In order to be successful, quality programming and caring relationships are requisite in prison education.

Another factor in successful prison education is the inclusion of cognitive/behavioral elements in programs. Unruh et al. (2007) surmise that because criminal activity is due to a myriad of factors, psycho-social function of inmates enrolled in education programs must be addressed through cognitive behavioral therapy because this type of therapy targets self-regulation and self-control and teaches students that their behaviors are plastic enough to be self-regulated. O'Neill et al. (2007) also report that therapeutic programming is important for success with prison populations. Many of these programs build self-esteem and self-efficacy toward problematic behaviors that have plagued participants, and they teach inmates that they can lead a crime-free life outside of prison. Further, Vacca (2004) found that treating inmates as "whole people" who have value and the ability to improve combined with teaching morality and critical thinking

skills was critical in correctional education success. A traditional curriculum containing solely academic elements appears to be too limited for correctional education.

Incarcerated students need the addition of psycho-social training and therapy in order to meaningfully change their lives.

As the above findings suggest, any correctional education program when evaluating its successes and failures must consider the quality of its programming as well as the make-up of the program. Teachers must be motivated and engaged in what they are doing. Additionally, creating meaningful and caring relationships is important. Many prisoners felt disenfranchised from traditional school when they were in school prior to incarceration. The damage done by this disenfranchisement is profound and long-lasting, and simply providing traditional education does little to counteract this. This is not to say the correctional education should not be rigorous. In fact, studies suggest that incarcerated students must be challenged by the curriculum offered by correctional education programs. Finally, correctional educational programs must include cognitive/behavioral elements in their programming. Because involvement in the prison system is normally due to a constellation of causes, prisoners must be taught that they can positively affect their own behaviors.

Alternative Practices

There is little doubt that correctional education is an alternative practice; setting, curriculum, peers, staff, age and transience together create an environment that is nontraditional at best. Although not always recognized as effective by the established community of practitioners, alternative practices have proven to be beneficial. For example, traditional schooling is a long-term process that relies on a 36 week term of

coursework. However, many correctional education programs have students for a very limited time. Never the less, these alternative programs have proven to be effective in many regards. Leone et al. (2005) found that even though most juvenile offenders were incarcerated for a short period of time, some programming was better than none at all. Vacca (2004) discovered that although facility lock-downs, inmate moves and transfers and lack of continuity in program delivery disrupted the effectiveness of programs, these programs were still effective overall. Even short-term interventions have pronounced effects on literacy (Drakeford, 2002). Because of the challenges of short-term educational programs, resources must be “maximized” and much needs to be done in a short period of time (O'Neill et al., 2007). Finally, Jenkins (1995) finds that most sentences are shorter than 40 months; thus, programs should focus on reintegration of inmates.

Hand in hand with this concept, correctional education programs are most effective when there is follow up post-incarceration. In Wilson et al.'s (2000) meta-analysis of correctional education programs, researchers found that the most successful programs had follow-up programs post-release. In the end, although correctional education programs tend to be much shorter duration than traditional educational programs, this does not mean they are ineffective. Thus, just as with other alternative practices, correctional education must be taken seriously. Additionally, providing inmates options upon release can have a significant effect on the success of the program.

Another significant factor that affects programming success in correctional education programs has to do with the relationships teachers form with their students. Foreman (2008) found that inmates wanted, “teachers who cared deeply about them, thought they could succeed, and were willing to both challenge and support them” (p.

47). Similarly, building self-esteem via personal relationships ranked high among inmates reporting on the success of educational programs (O'Neill et al., 2007). Sarra and Olcott (2007) found that teachers who enjoy working one-on-one were predictive of correctional education success. Additionally, Coulter (2004) reports that one-on-one personalized practice has a positive effect on program effectiveness. Finally, Vacca (2004) concludes that staff attitudes are paramount for program success. Successful correctional education programs tend to have staff who are invested in their students' success.

Conclusions

In conclusion, legislators must recognize what wardens, inmates, and correctional educators have known for decades, correctional education saves money. Foreman recognizes that, by any measure, investment in educating at-risk populations like prisoners benefits society as a whole. A "\$1 million investment in incarceration will prevent about 350 crimes, while the same investment in education will prevent more than 600 crime. Another way to look at this is that correctional education would only have to be responsible for a 6% reduction in recidivism for its costs to break even with those of incarceration. Research indicates that the true effect of correctional education on recidivism is most likely somewhere between ten and twenty percent" (Bazos et al., 2004, p. 9). Hrabowski and Robbi (2002) report that "the cost of incarcerating 100 individuals over four years is approximately \$10 million. For an additional \$1 million, those same individuals could be given a full, four-year college education while incarcerated. Assuming a recidivism rate of 15%... 85 of those individuals would not return to prison" (p. 96). "Translated into savings, every dollar spent on education returned more than two dollars to the citizens in reduced prison costs" (Karpowitz et al., 1995, p. 4). Beard et al.

(2003) report that the potential savings from education in prisons is \$95 million a year in the state of Texas alone. Steurer and Smith (2003) found that prisoners who did not return to prison as a result of education saved the state of Maryland \$24 million a year, twice what the state invested in correctional education programs. Finally, Hrabowski and Robbi (2002) report that, “of all crime prevention methods, education is the most cost-effective”(p. 98). Correctional education is a money saver, not a money waster.

Research indicates that correctional education works. It has been found to have a profound effect on literacy, and literacy may be the most important skill a prisoner can acquire. Not only does literacy lead to success in jobs and in education both in and out of prison, literacy can lead an inmate to self-realization and self-actualization. Education lowers recidivism. As a result, tens of millions of dollars can be saved nationwide on the cost of incarceration, not to mention the cost reduction in lower crime rates. The results regarding correctional education are incontrovertible; there is consistency across the board in study after study that education works. However, correctional education is not without its need for improvement. In several studies, inmates and teachers alike report that there is a real need for correctional education to focus on relationships and on rigorous and relevant curriculum. Additionally, correctional education programs are most beneficial when they offer programs post-incarceration and cognitive/behavioral curriculum. Unfortunately, too few programs offer follow-up programming, nor do they offer behavioral therapy. Finally, research on correctional education has its flaws. There is a need for rigorous studies with adequate controls and multiple measures. In the final analysis, however, there is little doubt correctional education is the number one way to save money and reduce crime overall. As Hrabowski and Robbi (2002) point out when

quoting J. Michael Quinlin, former Director of the Federal Bureau of Prisons, “Society should recognize that the cost of college is really very insignificant when you compare the cost of the damage done by crime” (p. 96).

Chapter 3: Methods

Research Design

This study was exploratory and descriptive in nature. A qualitative research design using in-depth elicitation interviews was utilized for exploring inmates' perceptions of their experiences in GBCS.

Methods

This study was approved by the UNM-HRRC prior to data collection. A list of student names meeting the study requirements was generated by the PI, and the group was solicited in the residential pod prior to signing consent forms and being interviewed. Participation was strictly voluntary. All participants signed consent forms (Appendix E) prior to data collection. An interview script was used and all interviews were transcribed verbatim and summarized (Appendices A-F).

Interviews: The study design consisted of approximately 12 in-depth interviews of incoming students to GBCS, as well as follow-up interviews with these students at a period of 3 weeks post-intake in the program (two total interviews per student were conducted). Additionally, past graduates of GBCS were interviewed to assess their perceptions regarding earning their high school diplomas (one total interview per graduate was conducted). Interviews lasted between 10-15 minutes per interview and were conducted in a secure and private classroom at GBCS in MDC. All interviews were conducted out of earshot of GBCS staff and correctional officers.

A sample of the interview questions used in this study included:

Orientation Questions:

1. Why did you decide to attend GBCS?
2. What are you hoping to gain short term (during your stay at MDC) by attending?
3. What are you hoping to gain long term (post release) by attending?
4. How would you describe your educational experiences before attending GBCS, especially focus on your mid and high school experiences (teachers, class-work, peers, problems)

Midpoint Questions:

1. What are your thoughts about the packet system? (Be specific)
2. Describe your educational experiences up to this point. (teachers, class-work, peers, problems)
3. What are some features of GBCS that you like?
6. What are you hoping to gain short term from attending GBCS?
7. What are you hoping to gain long term?
8. If you participated in MRT, what effect (if any) has it had on you? (best/worst)

Graduate Questions:

1. What did you think of the packet system? (best/worst)
2. How would you describe the impact that acquiring your high school diploma has had on your life?

3. How have your experiences at GBCS changed or impacted you personally, positively or negatively?
4. If you took MRT, how would you describe your experiences?
5. Are there any particular effects that you feel impacted your life long term, positively or negatively?

Confidentiality: All participants signed informed consent forms, and all responses were kept confidential. Though names of participants were known by the principal investigator, these names were not divulged nor associated with the participants directly. Pseudonyms were used for all reporting in order to protect confidentiality and anonymity. All interviews were transcribed by the principal investigator and independently analyzed for content themes. Cross-validation of the findings was conducted by thesis advisor, Dr. Christina Perry.

Risk and Benefits: Participants were at no undue risk from involvement in the study do to several factors and assumptions. GBCS is a very open entity at MDC where students talk regularly with staff about various subjects. All incoming students provide anonymous demographic information, so an interview will not seem out of the ordinary. All students sign media and demographic release waivers upon entry into the school; therefore, signing forms will also not seem out of the ordinary. All interviews are confidential and anonymous. Participants could opt out at any time. A participant would only have been removed from the study if he was transferred out of the school before an interview took place. A potential benefit of the study is the satisfaction of having one's voice heard and feeling like one is making a difference and that he matters. Potential

benefits to staff include increased awareness of student perceptions of the school, especially in regard to curriculum effectiveness. Additionally, staff may recognize where particular focus should be placed regarding curriculum. Knowledge of student perceptions can also inform staff of potential areas for improvement and/or modification.

Data Analysis

One of the most common methods for generating themes is identifying repetitions within and across narratives (Ryan and Bernard 2003). This method of qualitative data analysis was implemented in this study and guided by Patton's steps to qualitative data analysis (2002). The steps we followed included:

1. Transcribing the interviews verbatim from audio tapes
2. Read and code – data was coded into meaningful categories (coding) using two phases: initial coding, which generated numerous category codes and focused coding, which eliminated, combined or subdivided coding categories
3. Data presentation and interpretation – data was thematically analyzed for pattern recognition, recurring irregularities and convergence. Data was descriptively presented by charting themes and supportive data segments to ground the interpretive analysis in the actual data collected. Data interpretation required an analysis of what the data was indicated relative to the research questions.
4. Consensual validation – The PI and the faculty advisor identified consensual themes and interpretations across all narratives.

The following questions were also considered when coding the data (Berkowitz, 1997):

1. What common themes emerged in responses about specific topics?

2. How did these patterns (or lack thereof) help to illuminate the broader central question(s)?
3. Were there deviations from these patterns? If so, are there any factors that might explain these deviations?
4. What interesting stories emerged from the responses? How did they help illuminate the central question(s)?
5. Did any of these patterns suggest that additional data may be needed? Did any of the central questions or hypotheses need to be revised?
6. Were the patterns that emerged similar to the findings of other studies on the same topic? If not, what might explain these discrepancies?

Chapter 4 Results

In this chapter, a brief description of each interview group is presented and followed by a summary for each question asked. Specific quotations are included, which represent typical answers to questions and/or may be particularly poignant examples of student impressions and rationales for attending GBCS. A table, which summarizes the analysis done on interview transcripts, is included.

Sample

A convenience purposeful sample of students was recruited for this study. The participants included 22 current and former male students from GBCS. Although there is a campus at MDC for female students, no female students were included in the interview groups. Limited access to the female population for the interviewer, lack of centralization with regard to placement of female inmates at MDC (students are scattered into various residential pods instead of being located in one centralized pod like the male students) and extremely high turnover among female students were all deterrents to inclusion in this study. The inclusion criteria for student participation included current enrollment in GBCS, enrollment lasting at least 3 weeks and/or graduation from GBCS.

The first group interviewed (new students and follow up interviews at 3 weeks) included 12 students. Although no formal demographics were solicited, visual observation and anecdotal evidence showed that the sample was of mixed race and ethnicity with the majority of the group consisting of Hispanic men. African-American, Native American, White and Mexican groups were also represented. Their ages ranged from 19 to 49. Because student to teacher contact time is so high at GBCS (each interviewee had 90 contact hours with teachers and faculty between the first and second

interviews, allowing them sufficient time to develop relationships with teachers and students and to invest in the curriculum at GBCS), 3 weeks was determined to be a sufficient time lapse between the initial interviews and the second interviews in order to detect a potential change in student rationales for attending school and in short and long term goals.

The second group consisted of 10 graduates from GBCS. All 10 graduates were still incarcerated at the time of the interviews, and all 10 were still in residence with current students at GBCS in MDC. Again, although official demographics were not solicited, visual observation revealed that this group was also a mix of predominantly Hispanic men with White, African-American, and Native American groups represented. Ages ranged from 19 to 36 years old. Because students enroll at GBCS with various academic histories, enrollment durations varied. Some students had been enrolled at GBCS for as little as 4 months; others had been enrolled and attending at both the downtown Albuquerque campus and the MDC campus for over 2 years.

Initial Interviews

Initial in-depth interviews were conducted with 12 students who for the most part had not participated in any classes at GBCS prior to being interviewed. However, because of some unplanned overlap between orienting new students and actual enrollment in classes, a few of the participants had attended 1 or 2 classes prior to being interviewed. The interviews lasted from 10 to 15 minutes and were conducted in a secure classroom located within the residential pod at MDC. All interviews were tape recorded, transcribed and summarized prior to analysis (Appendices A-D). The interviews were conducted one on one, and participants were assigned a simple numerical value for ease

of transcription. No names were used. The questions used in the interviews and their summary analysis follow.

Why did you decide to attend school here at GBCS?

Participants overwhelmingly replied that they enrolled in school to avoid “*dead time*” in the regular pods. “*Time in here goes a lot faster when you have something to do. Work to do while you’re going to school. Rather than sit here tryin’ to do nothing.*”

Another typical response included, “*I decided just because I was tired of being stuck in a unit not doing anything. Just doing dead time, and I’ve been locked up on and off since I was like 15 and a half, and I didn’t want to just sit around doing nothing.*” Students also responded that they were motivated to learn while they were incarcerated, “*Well, I’m just trying to educate myself. I was trying to learn more because I mean I dropped out in 6th grade.*” Almost all participants expressed a desire to further their educations and/or finish what they started but never finished, “*To better my life, further my education and when I get out, so I can get a good job and stuff, support my family.*” Finally, students had heard that discipline in the school pod was better and that inmates got along better in the school pod.

This appeared to be an important determining factor when deciding to attend school. One participant replied that this was a “*better*” pod than others. When asked what made it better, he replied, “*Um, TV, basketball court. We don’t get locked down as much. Pretty much it.*” Another student expressed a similar sentiment when asked why this pod was better, “*Yeah, There’s no lock downs*” (In a lock down situation, inmates are forced to stay in their cells, sometimes with as many as 3 inmates to a cell, and they are not allowed to move about in an open and common area). One inmate revealed that his

former pod was locked down so often that inmates were calling it the new “Seg” (Segregation, where inmates are locked down 23 hours a day. It is reserved for high risk inmates or child sexual offenders in order to protect them from other inmates).

In the next month, what do you hope to accomplish by attending school?

Participants frequently stated that they wanted to be part of a positive environment. When asked what he had heard other students say they wanted to accomplish in school, one participant responded, *“Probably the same thing, probably just to keep themselves going, and keep their mind occupied while they’re here instead of just sitting around thinking what drugs they’re gonna do or what criminal activity they’re going to do once they get out. Now they’re thinking about school and what positive things they can do with themselves now.”* Another typical response to short term goals was to learn and to earn credits. *“I’m just trying to educate myself as much as I can.”* Another responded, *“Um, credits. Lots of credits so I can get up there and graduate. I don’t know how many credits I need, but still gonna work.”* In general, students were interested in progressing academically, being in a positive environment, and earning credits toward graduation.

What do you hope to gain long term from attending school?

Typical responses to this question included graduating, continuing with their educations, and increasing opportunities for employment after being released from jail. *“After I get my diploma, I plan to go to college and learn how to be a car designer.”* This particular participant also understood that simply working on cars was an attainable goal and one that would require more education, *“That’s what I want to do. Like I’ve always wanted to do. I’ve always worked on cars my whole life. Like get an old car, fix it up, put on new rims, paint it, fix it up... A lot of guys just want to get the diploma so they can get*

a better job out there.” Another participant had a similar response, “Get my diploma so I can be like a mechanic or something.” Other participants were interested in continuing with their educations and saw a high school diploma as a means to that end, “I want to go to TVI for business. But I know I need to get my reading up because I’m at the 1st grade reading level.”

What were your educational experiences like before you came to GBCS, particularly your experiences with teachers?

Responses to this question were particularly surprising. Because many of the participants were disenfranchised from school, expectations were that their remembrances of teachers and of the school experience in general would be negative. Typically just the opposite was true. Many participants recounted at least 1 or 2 teachers who expressed a sincere interest in their success. *“My teacher was the soccer coach and I like sports... He was cool. If I didn’t do my school work, he wouldn’t let me play... Because he was my teacher and the coach, he expected more of me.”* Additionally, many of the participants took responsibility for their failures at school and did not blame the school system or teachers for their dropping out, *“What I think is like you can learn if you want. It’s up to you. It’s not up to the teacher or up to other people, just do you want to learn? Sometimes other people, like me, they decide to go another way.”* *“I’m really disappointed having not taken advantage of the teachers and their dedication there.”* A further trend in responses to this question revolved around drug use. For many participants, drug use was a major factor in their lack of focus at school. When asked what he most remembers about school, one participant responded, *“Ditch. Because we had already decided to go smoke a doobie or go smoke some cigarettes or whatever.”* Another participant responded with the trite, *“Sex, drugs and rock and roll. Pretty much.*

I wasn't very much the school going type. I barely got as far as I did." Though some participants did respond that they felt teachers were not interested in their success, most responded that at least some teachers seemed to care and that they, the participants themselves, were responsible for their failures either through drug use, general disinterest, or disciplinary issues.

Second Interviews

A second set of interviews was conducted on the same group at 3 weeks post enrollment in school. Because of disciplinary reasons, 3 of the initial 12 were removed from the school pod, so a total of 9 second interviews were conducted. Of the remaining participants, each had received approximately 90 contact hours with teachers since his first interview. Added questions addressed the curriculum at GBCS and student perceptions of the MRT curriculum. GBCS uses a series of mastery packets, which address state content standards for a given class. Once a student has completed the required packet, he must pass a mastery test with a 70% or higher grade before he is allowed to move on to the next packet. After completing 6 packets and 6 tests, he is awarded ½ credit for that course. A full credit is awarded for completing 12 packets and passing 12 tests with a 70% or higher grade. Students are on different levels and packets simultaneously in each teacher's class with instruction consisting mainly of one-on-one tutoring, mini-lessons, and peer tutoring. Student work is entirely self-directed, and students work at their own pace. MRT is a cognitive therapy that addresses addiction issues and focuses on a series of steps, which lead a student through self-discovery of the roots of his addiction. Each step is presented to a group before the student is allowed to

move to the next step. MRT classes are lead by a PhD Psychologist, Dr. Ron Gallegos, or a certified Social Worker, Denise Armenta.

What are your impressions of the packet system we use here at GBCS?

Participant responses clustered around several major categories:

- Students enjoyed the self-paced nature of the curriculum, *“You’re not in a rush. It gives you a chance to understand and once you hit a certain amount of packets, then you get a credit. It works.” “You get to learn at your own pace; you do your own thing.”*
- Students appreciated the progressive nature of the packets from easier to more challenging, *“They start me from like lower grade levels and teach you from the bottom to work myself up.”*
- Students felt it was easy to get help from teachers and/or other students on the packets, *“Soon as you ask a question, they’re right there. They help you out quick.” “...even when we’re out of the classroom, everybody is still respecting each other and helping each other out...”*
- Students felt that there was a sense of community and of getting along in the school pod, *“I just like the way everything is under control, how everybody gets along.” “We’re not always locked down. It’s way better here.”*
- Several students felt the packets would be better, however, if they included more examples, *“More examples. More problems.” “Yeah, more examples and instructions on how to do it would help.”*

How have your experiences with your teachers been here at GBCS?

Responses to this question were a mix with some participants stating that they felt the teachers at GBCS were similar to teachers they had at traditional schools and others claiming that the teachers at GBCS were more helpful than in traditional schools. For example, *“Yeah, it’s the same. They don’t mistreat you. They don’t judge you.”* Additionally, *“No, actually they’re the same.”* On the other hand, several participants felt that they got more help from the teachers at GBCS than they did in regular school, *“On the outs was more different. I think I get more help in here.”* *“I had problems with teachers. I did. It didn’t work out. But see, like I told you before, they had problems explaining things, and they would give me attitude. I take it disrespectful, and I would argue with them, and there would be a big argument. My minds off work by then, but in here they don’t do that. They’ll explain it to you. They’re real helpful.”*

What are your short term goals while attending school?

Responses to this question fell into 2 major categories: learn (with special emphasis on reading, writing and math) and earn credits.

The majority of participants expressed a desire to learn the ‘3 R’s’ (reading, writing, and arithmetic) while attending GBCS. Particularly, students were focused on increasing reading skills, learning to write better (especially in regards to language mechanics), and developing better math skills (Table 1).

Table 1. Participant quotes regarding the 3 R's

Reading	Writing	Math
<i>There are a lot of words I don't really know</i>	<i>Like how to write a letter</i>	<i>my math fucking sucks</i>
<i>Just get more from my reading</i>	<i>Working on my grammar</i>	<i>Working on my math</i>
<i>Definitely my reading skills aren't what they used to be</i>	<i>Learn where the commas and stuff go</i>	<i>Brush up on my math</i>
<i>Working on my reading</i>	<i>I didn't know what adjectives, pronouns, and all that were.</i>	<i>Basically I want to get my math together</i>
<i>Hoping to see if I can level up (move up a grade level in the reading program)</i>	<i>Know how to write a letter correctly and shit.</i>	<i>I need to go beyond where I left off in math and go way up there. That's the class where I really need to focus.</i>

Participants were also interested in earning as many credits as possible in the short term. *"I'd like to get the most credits I can. That's my only goal to get the most credits I can."* Similarly, this participant when asked what he hoped to gain short term from attending said, *"Try to get my credit. And try to learn."* Learning to read, write and cipher and earning credit were the primary short term goals of students who had some experience attending GBCS.

What are your long term goals from attending GBCS?

Participant responses to this question primarily centered on one of three things: graduation, further education, and positive direction in life.

- Graduation: *"Long term, graduate."* *"My diploma."* *"A diploma."*
- Further education: *"Go to CNM, I guess."* *"Try to finish school, go to college."*
- Positive Direction: *"Try to be somebody better if I could."* *"My diploma and a better life."*

Though the responses to this question are broken into three categories, it is plain to see from the included quotations that many of the students blended these concepts

together. In other words, students paired finishing their high school diplomas with the opportunity to further their educations. Similarly, students paired education, learning, and earning a diploma with having a “better life” or being a “better person.”

What kind of impact has MRT had on you, or what impact have you observed in others?

In general, participants responded that MRT helped them look at their addictions and the directions their lives had gone to this point in time. Many participants stated that the sharing element of MRT helped them in a two-fold manner. One, sharing their problems with others helped bring light to those problems. Two, hearing other’s stories was a cathartic experience because it brought to light that others have had similar or possibly even more traumatic life experiences. A couple of participant quotations were particularly poignant. *“Helping me explain my problems, my addiction. Sharing that out loud with my classmates, it just helps you out. Reading the MRT book, you can realize how you’re **going** to live your life. Either you want your life to be doing good or you want your life to be in here, death or in prison”* Similarly, this participant explained what being in MRT was like for him, *“I don’t know, there are some things like in those classes., I never took classes like that before, but like, everybody works in a group. Like the ones who do drugs, the ones that bang. My life, I wish I did this. Or my life is like this, or I’m gonna **still** be like this, so you start seeing everybody, how they talk, and you start seeing your **own self**.”* Even if students claimed not to have addictions problems, several acknowledged that the element of sharing had a positive impact on them, *“I’m like damn, people have more problems than me. I’m on the streets...I get shot at and the cops be burning me and shit... I’m thinking straight. I want to start a clean slate for myself, so I can do better. This MRT is helping me with that.”* Generally, responses to the MRT

program were positive especially in regard to the act of sharing openly and in a semi-public forum.

Graduate Interviews

A series of 10 interviews was conducted. All 10 graduates were still incarcerated in MDC at the time the interviews took place, and all 10 were still housed in the school unit. Interviews 1-7 were conducted after students had completed all graduation requirements but had not yet participated in the graduation ceremony. Interviews 7-10 were conducted post-graduation ceremony. These three participants were in jeopardy of not meeting the requirements for graduation, so it was not known until the last minute whether or not they would graduate, hence the delay in their interviews.

What are your impressions of the packet system here at GBCS?

Answers to this question closely mirrored those of the midpoint interviews with responses falling into 3 general categories.

- Self-paced: *“I thought it was pretty good. It was...I got to go at my own pace with it.” “..., just self paced. You weren’t rushed to complete a project.”*
- Progressive in nature: *“Starting from basic skills and progressing on.” “Yeah, yeah, you can see your progress as you move through.” “It’s a lot easier to understand for people like us who haven’t been to school in a long time.”*
- More variety needed: *“Change it up. Just don’t be using the same packets” “They could be more involved; I think they were pretty simple.”*

How has acquiring your high school diploma and attending school impacted you?

Answers to this question fell into 5 general categories:

- Provided an “escape” from the stifling confines of the jail even though they were still in jail. For example, *“it helps me to escape from here.” “It’s not like jail; it’s like a school.” “It changed my whole mentality about being in jail.”*
- Provided a positive environment in which to do their time in jail: *“School keeps us occupied.” “It’s positive.” “It’s been positive.”*
- Provided the opportunity to further education: *“Because now I can go further in the educational world.” “Well, it’s going to give me an opportunity to go back to school for one thing.” “So it opened doors for me. Now I can go on to college.”*
- Provided a sense of accomplishment and pride both from within and without: *“I feel more confident.” “I feel really good that I accomplished something.” “It’s made my mom proud.” “I’ve accomplished something as a father.” “Yeah, it’s made my family look up to me. They are proud of me.”*
- Reduced discipline issues: *“I think this occupying my time here and out there, being involved with you guys has probably prevented who knows what?” “I’m either involved in everything around me in the pod, which is a bunch of crap, or I’m going to be involved in the school, and you can see which is the better thing to be involved in.”*

What impact did MRT have on you?

Responses to this question were mixed. On one hand, participants felt (just as in the mid-point interviews) that the sharing element of MRT was personally helpful and that hearing other’s stories was also beneficial. On the other hand, several of the participants felt that many of the MRT students were insincere in their efforts in MRT.

One common thread was that change comes from within and that one must be open and ready for that change. (Table 2)

Table 2. Themes and quotes regarding Moral Recognition Therapy (MRT)

Sharing is Positive	Insincerity	Change from within
<i>Getting to talk out some things was the best part of MRT.</i>	<i>Some of these little youngsters don't know what they're doing. They're going to fuck around, but we're serious about our stuff sometimes.</i>	<i>It depends on the individual. If you're serious or not.</i>
<i>I liked it. I love it. I like all the talking.</i>	<i>the ones who are still getting high are the ones who are bull-shitting.</i>	<i>Some of the people in there could be more serious about it...What do they have to lose? Besides their freedom.</i>
<i>It was a good counseling session for me.</i>	<i>I've seen people do MRT and then go get high right after.</i>	<i>I'll be driving down the street and think, I shouldn't do that. MRT says I shouldn't do that. So it comes back on you.</i>
<i>I got to bring up some old issues that were buried.</i>	<i>I can't really trust what they say because they are two faced.</i>	<i>I think it's something you just have to be ready for.</i>

The following table represents an overview of emergent themes from all three sets of interviews:

Table 3. Breakdown of Themes by Interview Group and Question

Interview Question	New Students	At 3 weeks	Graduates
Why attending GBCS	<ul style="list-style-type: none"> • Pass the time • Get diploma • Learn • Stay out of trouble in better pod 	n/a	n/a
Short term academic goals	<ul style="list-style-type: none"> • Earn credit • Learn (especially reading and math) • Be in a positive environment 	<ul style="list-style-type: none"> • Learn (especially reading and writing and math) • Earn credits 	n/a
Long term academic goals	<ul style="list-style-type: none"> • Graduate • College • Better job 	<ul style="list-style-type: none"> • Graduate • Further education • Positive direction in life 	n/a
What was school like before GBCS (work, experiences)	<ul style="list-style-type: none"> • Unfocused on work • Focused on social aspects and drugs 	n/a	n/a
Impressions of school	n/a	<ul style="list-style-type: none"> • Self-paced • Everybody gets along 	
Experiences with teachers before and after GBCS	<ul style="list-style-type: none"> • Many remembered 1 or 2 specific teachers as being helpful and caring • Many blamed themselves for not being focused on school, hence teachers were not focused on them. 	<ul style="list-style-type: none"> • More willing to help one on one • A lot like regular school • Seem caring like in regular school 	n/a
Packet system impressions (best, worst, helpful, improvements)	n/a	<ul style="list-style-type: none"> • Progressive in difficulty • Self-paced • Easy to get help • Need more examples 	<ul style="list-style-type: none"> • Self-paced • Progressive and easy to track progress • More variety needed
MRT impact	n/a	<ul style="list-style-type: none"> • Sharing is helpful • Helps with addiction issues especially through sharing 	<ul style="list-style-type: none"> • It's positive and important to share and to hear other's stories • Many guys are insincere about it
Impact of attaining diploma	n/a	n/a	<ul style="list-style-type: none"> • Proud of accomplishing it • Example to family • Positive focus during my time in jail • Further education
Impact of attending school	n/a	n/a	<ul style="list-style-type: none"> • "Escape" from jail environment • Positive place to do your time • Reduced discipline issues

Chapter 5 Discussion, Recommendations and Implications

Discussion

The interviews conducted at GBCS in MDC indicated that participants were grateful to have a program available that allows them to pass the time spent while incarcerated in a meaningful and positive way. The mantra of “this pod is more positive” was a constant refrain throughout the interviews. The idea that providing a meaningful and positive environment for inmates to spend their time while incarcerated is supported in the literature (Unruh et al. 2009). Additionally, participants found that the residential pod in which the school is housed was a safer and more cooperative place to serve their sentences. Again, according to Vacca (2004) educational programming for incarcerated individuals reduces discipline issues. Several students indicated that the school pod was like a metaphoric escape from jail. In fact, one student described the school pod as being akin to a boarding school, “*We all wear uniforms, we all have the same schedule, and we all help each other out.*” Clearly, GBCS is providing a positive, productive, and safer environment for inmates to serve their time.

Students and graduates of GBCS perceive value in rigorous curriculum that focuses on basic skills, especially the skills of reading, writing and arithmetic (the “3 R’s”). A majority of participants stated that they wanted to focus especially on reading, writing and math. When pressed, students responded that writing was an important skill, useful for communicating both legally and socially. Vacca (2004) avers that reading and writing skills are needed for writing letters, filling out forms, and for participating in many jobs inmates acquire in prison. Anecdotally, students who have been through the grammar curriculum at GBCS state that they find themselves “*correcting*” letters from

family members and being more cognizant of their own writing style and mechanics. Several students claimed that reading was the basis for all other learning and that their reading skills needed to be improved in order to progress through the packets GBCS uses. Leon et al. (2005) state that reading is the single most important educational skill for incarcerated individuals, and this finding is mirrored in the interviews conducted at GBCS. Most especially, students felt that math was useful in the work environment. From measuring square footage at a job site to keeping accurate accounting records, math was thought to be a vital skill among study participants. This focus on basic and rigorous curriculum is supported by Forman (2008) who found that rigorous curriculum, caring staff and small classes were important factors for successful correctional education programming. Finally, Jenkins and Steurer (2010) surmise that reading in prisons may actually lead to increased public safety through lower recidivism rates. Participant responses at GBCS appear to bear out this sentiment that focused, rigorous curriculum is of critical importance.

O'Neill et al. (2007) found that educational programming and the relationships it established built self esteem among participants. Similarly, participants of this study reported a sincere sense of pride and accomplishment in both earning credits toward graduation and in attaining their high school diplomas. One student expressed that it was good to relearn that he was an A/B student. Others reported a real sense of pride in themselves and reported that family members were also proud of what they'd accomplished. More than one graduate reported that he would be writing to his immediate family in order to "*light a fire*" under relatives who had been "*slacking*" on their high school diplomas. Several fathers reported that they felt they were better role

models to their children as a result of participating in the school program. Clearly, earning credits and/or a diploma created a sense of pride and accomplishment.

Meaningful relationships with teachers who are willing to work one on one with students were important to participants. Although several participants related that they felt they had not taken advantage of the help and concern offered to them by teachers in traditional schools, most also acknowledged the value of the student/teacher relationship at GBCS. More than one participant specifically acknowledged that the teachers were the ones who inspired them to truly commit to their educations. Creating meaningful relationships with teachers in a correctional education program is validated by Foreman (2008). Additionally, Coulter (2004) states that teachers who are willing to work one-on-one with students are more successful in correctional education settings. Many of the participants singled out the one-on-one assistance they received from teachers at GBCS as important for their success.

Another aspect of the curriculum at GBCS, which was particularly effective for participants, was the self-paced nature of the packet system. The vast majority of participants mentioned that they enjoyed the self-paced curriculum and felt that it took a lot of pressure off of them compared to a traditional school environment. As the packet system used at GBCS is unique to its setting, there is no literature to support these conclusions; however, it is worth noting that a system in which students can work at their own pace and direct their own educations was very popular among participants.

Many students felt that earning a high school diploma was a ticket to continued education and a better life. As Hrabowsik and Robbi (2002) so eloquently put it, “It is

impossible to overstate the importance of education to people who have gotten in trouble with the law... Acquiring their high school degree can mean the difference between returning to society and playing a positive role as a citizen or becoming a career criminal” (p. 96). Although many of the new students reported that earning their high school diplomas would open doors to further education and a better way of life, this sentiment was especially prevalent among the graduates. Graduates reported that earning their high school diplomas liberated them from “*just being that felon*” who was incapable of producing something meaningful. One participating graduate in particular broke down in tears after the graduation ceremony and declared that earning his high school diploma was the “*only thing positive I’ve ever done in my life on my own.*” Simply seeing his name embossed on his diploma was the trigger that set off this wave of emotion. It is clear that attainment of a high school diploma was a stepping stone in creating a more meaningful, positive and productive life.

Additionally, participants felt that the inclusion of a cognitive therapy program, MRT, was beneficial to changing their ways of life both in jail and out on the streets. Vacca (2004) states that teaching “morality” is important in a correctional education setting. It follows suit that Moral Recognition Therapy is an integral component of the curriculum at GBCS. Although several of the participants, especially the graduates, questioned the sincerity of students in MRT, almost all participants in this study acknowledged that MRT was beneficial. Having a safe space to tell one’s story and to hear other’s stories had a strong intrinsic and extrinsic value for participants. According to Unruh et al. (2009) inclusion of therapeutic programming in correctional education is of paramount importance. It is difficult if not impossible to know if and how an

individual has changed, especially one who has struggled with addictions, but participants seemed to truly value MRT as a positive influence on their lives; thus, findings at MDC support Unruh et al.'s assertion that therapeutic programming is important in a correctional education setting.

Recommendations for Further Study

There were several limitations to this study which warrant recommendations for future study. First, because of IRB timeframe restrictions the interval between initial interviews and second interviews was shortened significantly. Although students at GBCS receive more contact hours daily than students at traditional high schools, it is thought that a longer interval would produce results that more accurately reflect a potential change in student perceptions regarding the school. Second, it is recommended that participants from the women's program be included in any future studies. As was stated previously, access to the women is difficult because their placements in MDC are scattered, and the turnover rate among female inmates is even higher than males, so the potential for losses due to attrition is greater. However, changes in the programming at MDC will make future studies with women easier because all the women enrolled in the school will now be centralized in one housing unit. Third, as part of the analysis it was discovered that participants were particularly interested in reading, writing and arithmetic; this was not revealed until the interviews were summarized and themes were revealed. In future studies a series of follow up interviews and/or more probing questions related to why participants were particularly interested in these three areas of study could reveal richer data. Finally, though no participants fell into this category, it would be helpful to have a plan in place to follow up with participants who may have been released

during the duration of the study in order to garner feedback regarding their perceptions of the school post release. In a related vein, because none of the graduates who participated in this study were released during the study's duration, it was impossible to gather any data on recidivism. Hence, any statements made by graduates or other students involved in the study is purely conjecture. Never-the-less as past research clearly shows, education (especially education in literacy) is the number one factor in reducing recidivism, so it may be fair to conjecture that recidivism rates among GBCS students would be lower than those not participating in the school program. A longer study that followed participants post-release would help in providing information on recidivism.

In qualitative research, the researcher himself/herself is an instrument (Glesne, 1999). Because the principal investigator (PI) is an employee of GBC, an educator of 13 years and a graduates student in community health education, he has a bias toward finding that education and health education would be beneficial to students at GBCS. Furthermore, as a reading and writing teacher with a special emphasis on language mechanics, he has a further bias toward reading and writing as valuable and fundamental components of a quality high school education. Instead of asking broad open-ended questions about student perceptions of the school, the design of the questions attempted to pinpoint aspects of the curriculum, namely the packet system and MRT. Never the less, the literature related to correctional education overwhelmingly pointed to the conclusion that correctional educational programming is extremely valuable. Furthermore, as was pointed out above in recommendations for further research, the theme that the 3 R's were of particular value and importance to the participants of this study came as a complete shock. Hence, there were no follow up questions aimed at

student perceptions of the value of reading and writing in particular. Though bias as an educator, an employee and a student is evident in the study design and could jeopardize the validity of this research the PI tried to present as clear and untarnished a picture of student perceptions of their experiences at GBCS as is possible. To minimize this, techniques designed to increase internal validity such as cross-validation methods where an external person reviews and verifies the data and interpretation of the notes to ensure a realistic record of the data (Glesne, 1999) was used. Thick description was also used which is the detailed description of the research data so that the readers are allowed to enter the research context (Glesne, 1999). Equally important is that the PI's experiences as a student and teacher could enrich the meaning and implications of this study.

Implication for Practice

The purpose of this study was to glean student perceptions of the charter school experience as they progressed through the curriculum at GBCS and attained a high school diploma. The findings of this study may be particularly relevant to both the staff at GBCS and to correctional educators in general. In fact, there are implications for educators in general. First, inmates regard educational programming as a valuable and positive way to spend their time while incarcerated. In particular, inmates value rigorous curriculum that focuses on the "3 R's," reading, writing and arithmetic. Inmates point out that not only are these the building blocks for all learning, but they are central to being productive and successful both in continued educational pursuits and in employment post-incarceration. Hence, staff at GBCS, as well as staff in other correctional education programs, should focus on these basic subjects. Though not explicitly stated by participants in this program, it can be inferred that traditional schooling should focus on the 3 R's as well.

As students matured and faced the negative “real world” consequences of a lack of focus in traditional schooling, they began to realize the true importance of a sound foundation in basic reading, writing, and mathematical skills and their applications in the job market. More than one special education student lamented that he did not receive enough instruction in traditional schools in these vital skills, and he now felt deficient in them, so educators may well heed the hard lessons many of these men have learned when embarking on the difficult road of literacy (both language and math).

Second, developing meaningful relationships with teachers is of paramount importance regarding the success of students in correctional education programming. Teachers must be willing to help one-on-one and must express a sincere and genuine interest in their students. Findings further suggest that creating and maintaining meaningful relationships with teachers in traditional education setting is also beneficial to student success. Many participants reported that they felt a particular bond to just one or two teachers during their experiences in traditional school. Others reported that teachers seemed to just be “doing their jobs.” Several participants reported feeling judged unfairly by teachers, so creating meaningful and judgment free relationships with students is of utmost importance in both correctional education programs and in traditional educational programs.

Third, participants reported that the MRT curriculum was of particular value to them as they progressed through the curriculum at GBCS. Though many reported that they felt other participants were insincere in their efforts regarding MRT, most also reported that MRT had a significant and profound impact on their own lives. Addressing substance abuse issues and establishing new patterns of thinking and behaving regarding

these addictions, as well as their concomitant behaviors, is essential in creating successful educational programming. Though it is impossible to truly know if an individual has changed, programming that addresses cognitive issues is of crucial importance.

Finally, many participants stated that they valued teachers who were “non-judgmental.” Operationalizing what non-judgmental means to students could be a topic of future investigation. Does this have to do with language teachers use one way or the other? Is there a way to train teachers in correctional settings or, indeed, in traditional settings to be less judgmental? These questions are fertile ground for further study.

In conclusion, having educational programming available to inmates, not just at the penitentiary level, but also at the jail level is a good idea. Education works. Additional to this educational programming, meaningful and nonjudgmental relationships with teachers as well as cognitive therapy programming enrich the experience inmates have while enrolled in these programs. Though there is no silver bullet with it comes to recidivism and reduced crime, it is clear that educational programming in a correctional setting, both long and short term, is a monumental step in the right direction.

Appendix A

Initial Interview Transcripts

Subject 1

Question: Why did you decide to attend Gordon Bernell Charter School (GBCS)?

Because I got my GED, but I want to get my high school diploma. Cuz it would be a benefit to do more when I get out.

Ok. Can you think of any other reasons why it would be good to attend the school?

Time in here goes a lot faster when you have something to do. Work to do while you're going to school. Rather than sit here tryin to do nothing.

Question: What have you heard other people say?

Same shit really. Just they just want to come, well, most people I don't know what they want to do because they say to do work but mainly it's just to hang out because time in here goes a lot faster than in other pods, just play basketball play other sports, you do a lot more in this pod than in any other pod.

So, this pod just seems to have more activity?

Yeah. Time goes faster. Activity with school, and it's not as lively as the other pods. You're not as likely to get in trouble or get in a fight as in other pods.

Question: In the next month, what do you hope to get out of being here in the school?

Graduate. Well, in the next month, at least one credit cuz I haven't been in school for 5 years. I can do more, I'm pretty sure I can do more, but at least one, so I can at least have this.

What about other guys who have been the school for awhile, what have you heard that they want to get out of the school in the next month?

Graduate, get a lot of credits. That's what they get. They happy. They get credits like (nickname), he get real happy.

Question: What about long-term? Like let's say a year. What are you hoping to get out of it?

Graduate. High School diploma.

Anything else.

Out of the school?

Mmm hmm. Out of attending. It could be something that you get for you, not from the school but that you got for you out of attending the school, long-term.

I'm gonna feel good about myself. I'm dying to graduate. I went to 2 different high schools, and I ain't close to graduating, close to even reaching the next level, so if I can graduate, I'm gonna be good.

So you know at least one graduate because you know (name) , and what did he say he got out of it or what did he say?

He graduated. A lot of his time went by real fast graduating, so when he gets out, he can do a lot more with his life rather than just go [unclear].

Question: Tell me what school was like before you came to GBCS. What was it like for you in other high schools or mid school?

Hmm. Just playin around. I wasn't interested in school, I was young, so I wasn't interested in school like that. You know what I mean? Now, right before, I was going to CNM; I was interested in going to school. Before in school, I wasn't interested, I'd just go do what I wanted to do. I had to worry was I going to get in trouble with my dad or somebody. It was more of a force. I had to go. If I didn't go I'd get in trouble, so sooner or later, when I got older, I said fuck it and didn't go. I wasn't as focused and I wasn't as I've been now.

Q: What about the school work? Do you remember anything about the school work?

Some of it was difficult. A lot of it was difficult. I mean at the same time I wasn't focused. If I asked how to do it, I listened to 'em to not get it wrong, but then I was like fuck it, and I'd cheat and give up and ask my home-boys or something. But I'd just give up. Or do good in the things I was good at like English I'd do that English, typing, grammar, reading. But not math. PE sports, I was good at that. Anything that was difficult for me, I'd just give up on that.

Q: Think about your teachers before GBCS, think about them for a minute, and I want you to give me three words that describe them.

The teachers?

Yeah, three words

I don't know. I had some teachers. They seemed bad, but I wasn't there to learn, so they wasn't taking the time to help you learn. Basically, we see that he doesn't care, so we just gonna let him do what he wants.

Can you think of a word?

Helpless

Helpless, OK. How about another one

I got other teachers that was good teachers too.

So what would you say. How would you describe them?

Helpless, helpless, encouraging, caring.

OK. Helpless, encouraging, caring. That's it.

That's it?

Subject 2

Q: OK. Tell me why you decided to attend school here at GBCS?

So I can finish my schooling

Your high school diploma?

Yeah

Ok. Any other reasons you can think of?

Um, I had nothing else to do so might as well.

Ok. What about other people? What have you heard other guys say about why they came to the school?

Probably for the same reason.

Finish high school?

Yes

Or pass the time or both?

To pass the time too. Try to get out of the pod. Get into a better pod.

What's better about this pod?

Um, tv, basketball court. We don't get locked down as much. Pretty much it.

Q: In the next month, what do you hope to get out of the school? What are you hoping to gain or get out of it?

Hmm. Hopefully some good words about me in court. That's another thing I could get.

Like good words for the judge.

Yeah.

Ok. What else? Can you think of anything else?

Umm. Not right now.

That's fine. What about other guys? Like, what do they say they get out of being in the school?

I don't really talk to people in here.

Q : Um, what about long term? What about in the next year? What do you hope to get out of being in school?

Hm, I don't know. I didn't really think that far ahead.

What about, have you heard, like, do you know anybody in the jail who's graduated. Have you heard anything they've said they got out of the school? Or have you heard anybody in the pod say "I got this or that out of the school"?

I don't really talk to anyone in the pod.

Q: Think about. Did you go to high school before or did you just go to mid school?

Yeah, mid school.

Think about mid school. What was school like?

It was alright I guess. It was boring. I was only in school for about half the time. I left there for probation. Actually, I was on probation the whole time in school. I had to deal with that.

Q: What about the work? Do you remember anything about the work, how that was for you

No. I don't really remember.

Don't really remember the work?

Q: What about your teachers? How would you describe them?

They were alright. They were kinda cool. And... yeah they were alright I guess. I didn't really remember them either. They were helpful, I guess.

Didn't really remember them? But you would describe them as helpful?

Yeah

Anything else you can remember about your teachers that would help describe them?

Um, well they let us smoke for one thing. That was alright. I don't know. They were like teachers, I guess.

That's it.

Subject 3:

Q: Why did you decide to attend the school in here, in MDC?

Uh, outside I go to CNM and uh I decided in here you know take up my time because [unclear].

Say that again.

Outside, I was running around with a bad crew. I was on the streets and I was homeless. And so this is one thing I'm trying to do, uh, I tried to go to school, but I knew if I go to school and I get in more shit, so I decided I'd come to jail so I could get this shit over with just time on a bench warrant.

So did you come to jail to go to the school?

To get the bench warrant off my back. The charges I have before me.

Gotcha.

When I went to CNM, a cop could stop me [unclear] I didn't want that to happen if I was attending school and be like "fuck" You ain't got shit, and I go on my way before class, so I was, I came here.

Gotcha. So to get the bench warrant off your back and to get the judge off your back and to try to finish up your schooling?

Hmm Hmm

Q: What about other people. What do you hear out there? Why do they come to the school? What do they say?

I really don't listen to what other people say.

You don't?

Nah.

You really haven't heard anything one way or the other?

I don't ask anybody WHY! they come to school. They go to school. Why do you go to school. Are you a nerd or something? I don't ask that? Do what you gotta do.

Q: What about, what are you hoping to get out of the school in the next month? What are you hoping to gain from attending?

Uh, like, because I haven't going to school in like awhile. 7 years, I was in Job Core for like 2 years. And uh in Job Core I did this competency exam and I passed it, and they said I was supposed to get my certificate like my diploma, but I had to go classes. And I was like fuck it, I didn't really get much of any of them. I was like half way through and I got kicked out and I was on the streets, and I needed to get myself ready or some shit.

You're hoping to get prepared to do a GED in the next month?

Knowledge, so I won't look stupid when I go to class.

Ok, yeah. Have you heard anything in the pod that people say. Like, oh, I get this or that out of the school?

Uh, some people, like do something with their time.

Pass the time in jail?

Yeah, There's no lock downs.

Fewer lock downs in this pod? So it's better to be in this pod?

Yeah. Like, most cat's when they come to jail, they want to go to church, you know, and like whatever. (laughter).

Ok that's fair. Q: What about long-term. What do you hope to get out of school here?

In here?

Yeah, in the school. Or what do you think it might do for your life in the next year?

I just wanna. Back on the streets, I just. I wanna. It's just mandatory. If you wanna do something with your life you gotta you gotta do what you gotta do. I'm tired of chasing life on the streets. I'd rather do something to get away from all that.

So it gets you away from life on the streets?

Yeah like fuckin school, get a job, do what you're doin, Man. You know. That's where it's at.

Have a good job, get off the streets, have a home, like that?

Yeah, that's how it is.

Q Think about your experiences in school outside of MDC, what was it like?

Oh, no big thing. I just go about my ways and just see people, you know. It's just another day. I might get a little nervous, you know, fuck man, what if something goes wrong? But there's all that chaos, nothing's right at home, you know, like everyone's talking shit, not giving a fuck, if you're not dead, they're not even lookin at you. Just do what you gotta do.

Q: What about the work? What do you remember about the school work? Anything?

Ah, Man. I like one on one. Like show you this and that, but all these other cats like getting in and asking all these fucking questions and shit it's kind of hard, but you know, you just gotta pay attention but...

Q: What about the teachers? How would you describe them?

Ah, Man, they're just kick back. They cool. Yeah, you know, you ask questions, they there, you know. They don't leave you hanging, ask what you want. What's on you mind. What do you want? What's your problem? What do you want? (laughter) You know, that's it.

So, like they were interested in you?

Yeah, they tight. You have a problem ask, What's your problem?

Ok That's it.

Subject 4:

Q: Why did you decide to attend school here at GBCS

Because I did some time in prison, and I was trying to get my GED there, but instead they brought me here on a bench warrant, so I'm trying to get at least my diploma because I think I'm going to be coming back a couple of years down the road, so that's why I was at least trying to get my diploma, but I guess it's going to be awhile. I think I'll be able to get it.

What do you mean coming back?

Coming back to the United States.

Oh, ok. So you're, are you Mexican?

Yeah, Mexican.

What about any other reason that you're attending school here?

Well, I'm just trying to educated myself. I was trying to learn more because I mean I dropped out in 6th grade. The rest of the time anything after that, I was just ditching and having fun with the friends, not going to school and not paying attention.

What about guys in the pod. What do you hear? Do they say anything?

To tell you the truth, I haven't really talked to any of the guys here in the pod about school. Once they're in here, they pretty much go about their own business. I see some of them doing their homework a lot of them doing their homework, but I never really talk to anybody about what they're doing or what they think or anything, but I see a lot of them doing homework all the time.

Q: What are you hoping to get out of the school in the next month, short-term?

My education. I'm just trying to better myself with the next month, the amount of time I'll be here. I'm just trying to better myself. I'm just trying to educate myself as much as I can

So what do you think that means to better yourself?

To keep the negative thoughts out of my head and to try to stay positive all the time.

And you're hoping the school can help you do that?

School does help.

How?

Because you start thinking differently when you start to educate yourself. You start to read more. You want to learn more, so that keeps you from thinking negative thoughts. Saying, ah you know, the hell with all this. Once you get started, for me, you just want to keep going and learning. I've been going to school for the last two years since I was in prison. I stayed in school for the whole 2 years. I mean I didn't have to. I could have just dropped out or whatever. But I like it I liked school.

Where were you in prison?

Florence, Colorado. I got out then they brought me here off that bench warrant, but I want to continue education as much as I can because I'm liking it now. Before I didn't really like it. I didn't really pay attention. When I was in elementary, I liked school, but once I got in mid-school, the 6th grade, everything started changing because I started to fit in with the rest of the guys.

So sort of the social thing is what distracted you from school?

Yeah, the social thing is what distracted me from actually continuing. And I let that distraction get in my way.

So now, you like school? What do you like about it?

I like math. I like social studies and science. I'm alright. I'm a good reader. Um, I'm a good speller. Um, that's what I like. I like learning math.

Ok.

I want to keep on learning math, as much as I can. I also want to get on the computer also.

The typing program?

Yeah, the typing.

And have you done the reading program yet?

I don't think so. With her (teacher) 3rd period I'm still doing orientation.

Oh, ok, yeah alright.

So got her for 1st period grammar, so I'm doing alright in grammar.

Yeah. What about other guys. Do they say what they get out of the school?

Like I said, I don't really talk to other guys about school. (Interruption from another student; his stepson comes in and delivers coffee) He (the step son) talks a lot about school. He wants to do something with his life once he's done here. He's trying really hard to get his diploma because he's trying to change his whole life around.

So you have heard guys talk about school?

Yeah.

Q: What about long term? I mean that really leads into my next question. What are you hoping to get long term out of it? I mean the next year, five years. What do you think it...?

I mean, since I'm getting deported, I don't really know what's going to happen once I get over there because I don't really know a lot about Mexico. To tell you the truth I've never even really been to Mexico. I was raised here. I was here since I was a kid, so I don't know what's going to happen once I get over there because I don't know that town that I'm going to be living in has, you know, I don't know what's there, but

Do you speak Spanish?

Yeah, I speak fluent Spanish, too, but once, it will be at least another 3 years before I can come back because my daughter's the one that's going to be able to send for me legally because she'll be 21, so hopefully they'll let me come back once I'm done with my probation over there, which is 3 years.

So are you hoping to finish high school here so that you're done with it before they deport you?

I don't think I'll have that time. I mean, I've already been here over a month, and I'll probably be here at least another 2 months and that's about it.

But you mentioned (name), I mean, he's hoping long term, what do you think he's hoping for long term?

He actually told me, what he wanted to do with his life once he's out of here, what career he wanted to uh what he wanted to get out of high school out of studying and all that, but I know when I talk to him, he talks about continuing school once he gets out.

Yeah, College?

Yeah, college. He's just trying to become a way better person than what he was before.

Alright. Think about high school or whatever school you went to before you came here. What was it like?

I never made it to high school.

You made it to mid-school?

I went one year, but I ditched like 96 days out of the whole year, so I got kicked out.

Ok, so what do you remember about it? Anything?

Not really anything because I was always ditching.

You weren't really there?

Not really. I was always ditching. I'd be there for like morning attendance. Then, I'd jump over the fence and just be gone.

Do you remember anything about the work that you had to do, or how that was?

Well, when I was in (Name) Junior High in (City, State), I remember doing some of the work there like social studies and spelling and all that. I liked it but as far as making it to the classes after that was gone. I was gone after that. But when I was there I paid attention. I paid a lot of attention. I tried really hard to do what ever I had to do to keep up with everybody else, but just for that one moment. Once I was out of that class and it was time to take off, I would just take off

So you say it was time to take off. What do you mean it was time to take off?

Ditch. Because we had already decided to go smoke a doobie or go smoke some cigarettes or whatever. Anything to get us out of school.

Ok, so when you were in school, you paid attention, but you had plans with friends...

Once I was out of that classroom and bumped into my friends and they started talking about how they didn't want to be there or whatever, I was like, whatever, I don't want to be here either. Let's just go.

Alright. What about your teachers? Do you remember anything about your teachers?

I remember like my Spanish teacher, Mr. (name). I mean he was a really good teacher. He was really patient with me and everything, too. I actually got some uh trophies for that school at Spanish contests that we used to go against other mid-schools. We got we actually got some trophies because of me and some other girl that were doing really good in that class.

What about do you remember anything else about the teachers?

Actually, just Mr. (name).

And you remember he was patient?

Yeah, he was patient. He was a really good person.

Anything else about him?

Besides just being there for you in the classroom, he would also try to become your friend and talk to you about not ditching so much. He would actually ask you if you needed a ride to school or help with your homework because his son was actually attending that school. So they were trying to help people like me and my friend who were acting like, we don't need this.

Alright, great that's it. I really appreciate it.

Subject 5

Q: Why did you decide to attend school here?

I decided just because I was tired of being stuck in a unit not doing anything. Just doing dead time, and I've been locked up on and off since I was like 15 and a half, and I didn't want to just sit around doing nothing.

Any other reasons?

That's really about it.

Just to pass the time

Yeah.

What about, do you talk to other guys in the pod? Do they say why they attend the school?

I think that's really about it. To pass the time and to keep themselves occupied to keep themselves busy while they're doing the time here.

Ok. Q: In the next month what are you hoping to get out of the school. What are you hoping to get out of being here?

In the next month, I'm hoping just to kind of get myself started back again, starting to get back into school. Cuz like I said, I did a lot of dead time not... I took my GED when I was 15 and passed. It was a 745 battery, so I did pretty good. But I haven't been in school since, so I wanted to get back into school um, and one more time if you could just tell me the question, I kind of lost track of what I was saying.

That's ok. In the next month what are you hoping to get out of being here in school?

In the next month, I'm hoping to get some sort of certificate or to kick start myself back into doing something.

What about other guys? What do you think they hope to gain short term?

Probably the same thing, probably just to keep themselves going, and keep their mind occupied while they're here instead of just sitting around thinking what drugs they're gonna do or what criminal activity they're going to do once they get out. Now they're thinking about school and what positive things they can do with themselves now.

Q: What about long term? What are you hoping to get long term out of being in school?

Well, I did receive 3 months in my court hearing yesterday, so I'm hoping to get some certificate or some sort of proof that I've been in school for the last little while, and I don't think I'm going to get my full diploma while I'm here at Gordon Bernell, but maybe I could go downtown once I get out and have my high school diploma and my GED. If that's allowed.

Oh, yeah, that's allowed in the state of NM. What are you hoping that might lead to or be for you?

Well, hoping that will lead to me getting into college and having a better future than I would have had if I had just stuck to the same path I was on already. It was pretty criminal.

Ok, so you want to get away from criminal activity and get into more legitimate activity?

Yeah, to get into a more positive peer group really more than anything.

What about other people. What have you heard, like say, I wanna get this or that out of it?

Um, I really don't know. I really don't know their whole agenda. I mean, I'm hoping that their agenda is the same as mine just to occupy on something positive, stay in school instead of going back out there and getting into heroin use. I mean a lot of my friends are on heroin.

Q: What about, think about school before you came here. What was it like?

Nonexistent since I was like 16, so it was like middle school.

What do you remember?

Um, lunch with my girlfriend (laughter). Because we didn't have the same lunch, so I would leave my class and go to her lunch. With a bathroom pass (laughter).

Do you remember anything about the work?

Um, yeah I remember all the work. I mean it was freshman year. How long have you been in Albuquerque? Awhile?

Me?

Since 2005?

Oh, yeah.

Do you ever remember a teenage fatal hit and run with (Nickname)? I don't really remember his name, but I got in an accident and ran him over with my back right rear tire of my truck freshman year at (Name) High School. So I did a youth program from 16, pretty much 16 to 21. So school hasn't really been there for me because I had my GED when I first went in and I wasn't in school.

Yeah.

So it's been a long time since I've been in school. I remember going to school. I remember some of the work. I think I did ok on my testing. It's just a matter of not having been involved in school for so long. It's hard to remember some of the... I mean really I know the math. I just don't know the equations. I mean I don't know the formula for pi. Otherwise I could do it. It's just a matter of not having been around it for so long.

What about the teachers? Do you remember anything about the teachers?

They didn't really like me very much. No because I wasn't really very interested in class. My dad kept me. He was a horrible, horrible, horrible alcoholic when I was going to school. And so for him it was easier to give me a car and a motorcycle and clothes and whatever. Go with your sister to the mall, than it was for him to spend time with me. so I mean I didn't really have a big reason to stay motivated in school. I had an R6 (motorcycle) and a brand new F150 (truck) and I didn't give a fuck. I just didn't care.

So what about the teachers? Do you remember anything?

They were good. (Name) was a really good school.

What was good about it?

They would try and try and try and try to get through to me and I think their frustration was only after I was so dedicated to staying high and to running around doing whatever I wanted. Then, things started to change.

Anything else you can remember? You said they were dedicated.

They were good. There were some good teachers there. I wish I would have taken the time to pay attention and do good while I was there. It really would have helped me.

Yeah.

Have a better future. I mean I look at some of my friends now. And they're half way to their degrees and they're doing good, and I'm 22 years old and I haven't even started. I mean I have a couple of credits but like 3 or 4.

Yeah.

That's it. I really disappointed having not taken advantage of the teachers and their dedication there at (Name). Then I got kicked out of (Name) and went to (Name) and they tried even harder. A hundred percent harder. They were, I mean they didn't give up. They tried and tried and tried and tried, but the same arrangement I had. I had my bike and my car and I didn't care. I just wanted to be with girls and get high.

Ok. That's it.

Well, thank you very much.

Subject 6

Q: Why did you decide to attend school here at MDC?

Um, because I want to better my life, and I wasn't going to school on the outs, so I decided to come to school while I'm in the jail. Cuz I want to better my life. Get my diploma.

Can you think of anything else?

Um. And to make my family happy.

Ok. What about other guys. Have you heard any other guys say why they decided to come to school here?

Um, not really. Not as much. My celly (cell mate) does it to better his life too. We both have done like a hard life, and we both dropped out of school so we both have children and we both want to do better so.

Has your celly been here for awhile?

Yes.

Ok. Q: What are you hoping to get out of it in the next month?

Hope to get enrolled in classes and then to start my classes and get on my school work. Become a better learner, I guess.

Anything else?

What I hope to get?

Yeah, short term. Like, this month I want to... fill in the blank.

I want to feel more positive about myself.

What about other guys? What do you hear those guys say? Anything?

No, not really. Not really no.

Ok. Q: What about long term?

Get my diploma and go to college and start a better life. Start a new life.

Ok. What about other inmates? You said your celly was talking about it.

He wants to go to college too and maybe start a trade and whatever goes on from there. It'll be positive. You know what I mean? Make your family happy. That's about it.

Ok. Q: Tell me what school was like before you came here.

School. Well I dropped out in the 10th grade, and I wasn't really into school. I guess maybe I was hanging around the wrong people. And I was just influenced by drugs and stuff like that and uh, just didn't comprehend with it. I just didn't want to go attend no more, so I just dropped out.

Do you remember anything about the work?

Work? Some of it was pretty easy. Some of it was hard, so I guess like an equal amount and the work, I didn't really like doing the work either, and uh, that's about it.

What about your teachers? Do you remember anything about them?

Um, teachers, I think there were just there for the job I guess. They didn't really participate. They just said what they had to say and then you had to just pull out the book and start going to work and that's about it.

Anything else about the teachers? Like if you had a word you could use to describe them or two words you could use or something like that, what would you do?

They're alright.

They're alright?

Maybe I wasn't in the right focus mind. Maybe they were good, but they were alright to me.

Anything else?

Nah, it was just boring.

That's it. Thanks.

Subject 7

Q: Why did you decide to attend school here at GBCS?

To better my life, further my education and when I get out, so I can get a good job and stuff, support my family.

Anything else that you can think of?

Um, do it for myself too. I mean cuz I went all the way to high school, and in 9th grade I wasn't going to class, hanging out with friends. And then I actually had to repeat my 9th grade year. In the middle of the year, they moved me to 10th grade because I caught up with all my work. So they passed me, and 10th grade came around, I made it. I passed 10th, but when I got to 11th, I just didn't want to go. I was having a bad time in my life, so I think now like everything that's happened in my life, my little niece being born, it gets me happy. My sister and my brother passed away. I got over it, like, I know they're in a better place, so that motivates me to get my education because my sister, before she died, she was always pushing me to get an education, so that's what I'd like to do.

What about other people? What do you hear from people in the pod? Why do they want to go to school?

MMMM. Lot of them want to get an education, but a lot of them just want to play basketball. Some are about it, and some are not. Like the majority of them want to get an education and learn. Like my cousin, I was in a high felony pod, and we would never get to see each other, and now I came to the school pod and he came to the school pod and we are able to help each other out.

So your cousin's in here. Who's that?

(Name). Yeah, so I motivate him. He motivates me. Like when you don't want to get up in the morning, it's like, get up, get up you gotta go to school or you're going to get kicked out. If I'm lazy or something, he'll tell me get up. It's good to have my cousin, somebody who actually cares, like family.

Q: So in the next month, what are you hoping to get out of the school?

Um, credits. Lots of credits so I can get up there and graduate. I don't know how many credits I need, but still gonna work.

Anything else besides credits?

Learning how to read better because I've always struggled with reading.

Are you in the reading program?

Yeah.

What about other guys? What do you hear they want to get out of it? Short term.

Just a lot of credits, knowledge. Want to get their diploma right away. Gotta get it right away.

Q: What about long term? What do you hope to get?

After I get my diploma, I plan to go to college and learn how to be a car designer. I don't know if you've heard of UTI. It's like a fabrication. You go to college to learn about fabrication. I don't know, have you seen that "pimp my ride" where they fix up a car?

Yeah.

That's what I want to do like I've always wanted to do. I've always worked on cars my whole life. Like get an old car, fix it up, put on new rims, paint it, fix it up.

And you're hoping to go to a university or technical college to learn more about that?

Yeah, learn how to fabricate cars and design cars for the future.

What about other guys? What do you think they want long term?

Um, I heard some guy say he wanted to be like a doctor or something. That's good.

So you hear guys talk about further education? Get you high school diploma, it's like a stepping stone to something more.

Yeah. A lot of guys just want to get the diploma so they can get a better job out there. They don't really care about further education. They just wanna get a better job out there.

Q: What about school before you came here? What was it like? What do you remember?

Before I dropped out?

Yeah.

9th grade I was fooling around. I was happy because I finally made it to high school. We had the older guys punking the other little guy's nuts to be bad to prove ourselves because we were just 9th graders. You know how high schoolers are. And I messed around a lot, so I ended up not passing. So it was a little tough, but I brought myself back up there. But I told you I had a bad life experience. My brother passed away. My sister

passed away. My uncle, my auntie. My dad broke his back. My mom got in a car accident. My sister got in a car accident. And it all happened in one year. And it really discouraged me a lot and made me not care about life anymore. Not go to school. I would like stay at home in my room all day being sad, you know what I mean? And then a year after that, I met my girlfriend, the one I'm with today, and like she was getting to know me better, and we were going out to movies and stuff. Like I was interacting, not just staying at home and um she brought me up there. She made me happy. She was always there for me and stuff. And I've been with here for 4 years already, and she's always been there for me, so actually cuz she had a hard life too, know what I mean. Like important people in her life passed away, too. Like her grandpa, her auntie and stuff.

What about like the work? Do you remember anything about the work?

Some of it was easy and some of it was hard. (School Name) you needed like a D to pass, it was very easy. It's just if you want to do the effort.

It's more about your motivation?

Yeah.

Q: What about the teachers? What do you remember about the teachers?

Um, I had a lot of help from all the teachers. Cuz I was in special ed. It was mainly for behavior issues, but then I wanted someone there one on one to show me stuff cuz like it didn't know how to read and stuff. Like I would read a question, and I didn't know what the heck it meant and stuff, so I would ask for help, and the teachers would help me a lot and stuff, but then I think it was stupid because I started not going to school, and I screwed it up not going to school and stuff cuz I like had so much help, and I just screwed it up.

Do you remember anything else about the teachers?

There were some teachers who weren't my teachers, but just teachers in the school that would like always bother me and stuff. Like they'd get mad because I'd always walk my girlfriend to class cuz she was new to that school, and she didn't know anybody, so she'd always want me to walk her to class, and I'd walk her fast so I could get to my class, and they would always like harass us like just b/c we were together like we were going to class. I mean, what does that matter? It's stupid. Security harassed me a lot, too, cuz like when I'm out in the sun, my eyes will get like red and stuff. Irritation, like my eyes were always red, and security would always accuse me of being high. I'm like no. and they'd take me to the security office and search me, and I didn't have anything on me, but they I'd end up being late to my class and stuff, and I'd tell my teacher, look I was being

harassed. That's why I really hated it. I was like always ditching. I'd go to school, and I'd like sneak off.

Anything else?

That's pretty much it.

Ok thanks.

Subject 8

Q: Ok, so why did you decide to attend school at GBCS here in the jail?

Trying to learn how to read.

Ok so you're interested in learning how to read? Anything else?

Trying to get my high school diploma.

What about other guys? What do you hear they say why they joined the school here in the pod?

Learn.

And get a diploma or basically just to learn?

Learn, get a diploma, finish high school. They never finished.

Q: What do you hope to get out of attending here in the next month? What do you hope to achieve or gain from being here?

I wish I could just get more from my reading. Higher my reading cuz I don't read well.

Have you started classes yet?

Nope.

So make sure you get in the reading program with either me or (Name) because that will really help your reading skills. What about other guys? What do they say they want?

Um. Wanna be mechanics. Some of them want that. Some of them want science and stuff like that. Finish their high school. That's the one thing.

Q: What about long term? What are you hoping to get. Like in the next year, five years?

Get my diploma so I can be like a mechanic or something.

What about other guys?

I don't know. Just finish their diploma.

What was school like before you came here?

On the outs?

On the outs. What do you remember?

What I think is like you can learn if you want. It's up to you. It's not up to the teacher or up to other people, just do you want to learn? Sometimes other people, like me, they decide to go another way.

So you decided to go another way and not to learn?

Yeah.

What about the work? Do you remember anything about the work?

Yeah. Math. Science.

What about it?

Stuff like that, like I never seen before. Learning things that I never thought of or knew before.

Q: What about the teachers? What do you remember about the teachers?

They were good.

They were good?

Some of them, I guess.

What was good about them? Tell me what was good about them?

There were some teachers who do wanna be there and wanna show you it doesn't matter who you are. They just wanna show you. Wanna get you grades and stuff like that. But I guess there are some teachers who just don't care. They give you your work and "do it".

Anything else you remember about the teachers?

That's it.

Ok. We're done. Thanks.

Subject 9 (Subject has a tracheotomy, so interviewer repeated all of his statements back to him)

Q: So why did you decide to attend school here at GBCS?

To pass the time

Anything else?

To catch up.

Anything else?

Try to get my diploma

What do other guys say?

Pass the time

Anything else?

Try to stay out of trouble in the jail.

Q: What do you hope to gain out of school in the next month?

Try to get back on track with school. Do some work. Earn some credit.

What about other guys?

Earn some credits.

Q: What about long term?

Get my diploma so I can do a trade.

What about other guys?

Go to college. I don't really talk to other guys.

Q: What about school before GBCS? What do you remember?

I dropped out when I was 13, so I don't really remember much about school.

Do you remember anything about it really?

It was boring.

What about the work?

Math was my favorite thing.

Q: What do you remember about the teachers?

Nothing.

Can you think of a word to describe them?

I went to all kinds of schools.

Do you remember anything about the teachers?

My teacher was the soccer coach and I like sports.

What was he like?

He was cool. If I didn't do my school work, he wouldn't let me play.

So he had expectations of you?

Yeah. Because he was my teacher and the coach, he expected more of me.

Anything else?

Not really. It's been a long time.

How old are you now?

25

Subject 10

Q: So why did you decide to participate at the school here at MDC?

Um, brush up on my math because when I get out, I'm gonna retake my test for my GC98, which is a construction contractors license test.

Anything else?

I decided to attend CNM.

And you're hoping the school will help you with that?

Yes.

What about other guys in the school? What do you hear them say?

It depends on them. They have a goal, you know. See if they can accomplish something while they're here. Like, they're not getting any younger. For me anyway, it gets me out of the pod. The time passes by fast because I'm learning something, you know. All the benefits, I'm getting. As far as I'm concerned, staying in the pod, they're not doing themselves any good. So I encourage everybody that I come in contact with that seem friendly, you know, to join the school. You won't necessarily be in here all the time, and when you get out, you can take classes downtown, you know?

Q: In the next month, what do you hope to accomplish in the school?

Well, I'm hoping to get into pre-algebra. And things are going pretty good right now, and as far as my writing is concerned, I'd like to brush up on that as well. That's about it.

What about other guys? What do you hear them say they want to get out of the school in the next month?

Um, I don't know. Everybody wants to get their GED. Some people are really very into it. I sit out here with people, and you can distinguish people who want to study from the other people that just want to get out of the pod, that's it.

So some of the guys seem serious about actually learning, and other guys are just killing time trying to get out of the pod?

Yeah, they do their homework. They stay a step ahead. I sit in my room and do 3 lessons a night and they I try to take 3 tests in a day. But it's all up to the individual to go forward.

Q: What about long term? What do you hope to get out of school long term?

Um, right now I'm 49 years old, half my life is over. Basically I want to get my math together. Like I said, I'm a construction worker, and I had my license before, but every year something new comes up, and it's a lot of math. Construction is a lot of math and you need to have that to do that work. It's good to have math to help with accounting so you know if you're being overcharged. Plus, it helps on the job site. You have to measure your square footage. Everything. Basically, you know what you're doing. You're a step ahead of other contractors. Basically that's my long term goal, progress and get my own company. A big company. I had a company, but it was just 3 or 4 guys.

What about out there? Do you hear anything from other guys that they hope to get out of school long term?

Um, not really. A lot of people want to go to CNM or trade school.

Q: What do you remember about high school?

It was good. All the way to my 11th grade year, and I got kicked off the basketball team, so I decided to get my GED.

So you were in h.s. until you were in 11th grade, and you got kicked off the basketball team, so you decided to get your GED?

Yeah. Then I got bored staying home, so I went back to school.

Oh, wait so do you have a high school diploma?

Yeah.

Oh, well because of this study, I won't say anything.

Yeah, I want to refresh my mind, so I said I didn't have a high school diploma.

What do you remember about the work in high school?

It was good. It was basically like, you don't have to get this assignment in by tomorrow. It was like that. You work at your own pace. They're not pushing you to do it.

Not here at MDC. At regular school?

Oh. Yeah, it was like, I liked it at a young age. Doing assignments and stuff like that. I enjoyed high school to tell you the truth.

What do you remember about the teachers?

All of them were good.

What was good about them?

Um, my math teacher was real good.

What was good about him?

She pushed me to excel, which was good. If you decided to fall back down, she would push you to catch back up? She didn't have time to come and tutor you if you didn't want to do the work. She had people who needed her, so she would just drop you down a level. People who wanted to excel, let them go.

Anything else?

My basketball coach was good , a real good guy.

Oh yeah. What was good about him?

He was a good coach. He pushed you. If you wanna win, you gotta have it in your heart, you know.

So what you remember about your teachers, both of them, is that they pushed you.

Yes.

Subject 11

Q: So why did you decide to attend school here at GBCS in the jail?

I found out that it was a high school diploma that they were working towards. And I didn't quite graduate high school. I almost did, but I missed it by like 2.5 credits or something like that.

Did you go to high school here?

Yes.

So did we request your transcripts?

I believe so. I filled out the paperwork.

How old are you?

I'm 32.

Well it's good for us to know that you're close.

I'm real close. I actually had 12 classes my senior year. I was trying to make up the whole 2 years, but I missed it by like 1.5 credits or something like that. I'm an electrician, and so far I've been skipping by on like leading people to believe that I was a high school graduate, but I wasn't really. But when I came here, I figured I might as well do it because maybe it will come in handy. It will come in handy.

So, any other reasons?

Um, well when I get out of here, I do intend to go to Colorado for a lighting protection certification. My electrician journeyman's license, so I do need confirmation of a high school diploma for that.

What about other guys? What do you hear about them. Why do they join the school?

Um, I'd say it's split between some who are here to pass the time and some are here to please the judge. I think a lot of them get into it once they start. They start to realize that they were lacking something from before, whatever it is, so they decided it makes more sense to keep doing it.

So you see a change?

Yeah, I've been here in this pod for about a month and a half, but I've been in this pod before, so I've known about the school.

Q: What do you hope to get out of it in the next month?

In the next month, I'm hoping to find out exactly where I am in terms of my credits and credits needed. Over the next few weeks, I'll be able to find that out, and brushing up pretty much. I really think some of my math isn't what it used to be. Definitely my reading skills aren't what they used to be. Basically, I don't read much. I can read, but I just don't. I watch TV. I read blueprints on the street.

What about other guys? What do you think they want out of it short term?

Um, short term I know some of them are here to help them with their reconsiderations. Go back and see the judge and say "Hey, I got my high school diploma." And it helps. It looks good for them. Plus, they do the MRT too and judges like that stuff, too. All of them just to pass the time because they need something to keep them busy in here.

What about long term. What are you hoping to get out of school?

Well, long term be able to remember some of this stuff. High school was a blur to me, so all that everything pretty much that I learned was just bits and pieces. Here and there, hopefully I'll be able to retain more of this information. I'm not terrible like I used to be. I'm not just having fun. I'm actually doing it for a reason. You know, when I was in high school I didn't really have a purpose. It was just something I had to do.

What about other guys?

I'm not too sure. Jobs? Better income? Better chances of getting better jobs? I guess. To better themselves or their families are what they're hoping.

Q: What do you remember about school?

Sex, drugs and rock and roll. Pretty much. I wasn't very much the school going type. I barely got as far as I did. By the end of my junior year is when they told me "you're not going to graduate on time. You're gonna be here 5 years." I think my counselor lit a fire under me. I tried hard after that. Like I said, I had 6 classes my senior year. I tried to get both junior and senior year out of the way in one chunk. I didn't quite make it, but I came close. Most of it was just partying.

What about the work? Do you remember the work at all?

I didn't do a lot of homework. If I ever even really did any homework. Most of the time when I did pass my classes. Like I was always really good at math if I tried, and I would just look at the work before I took the test, and I would ace the test, and I wouldn't have to do the homework. And I'd still get by with a D or a C. That's all I was in it for was to get by. I wasn't looking to get anything out of it. College was so far beyond my reach for what I thought, so I was there to have fun pretty much.

Q: What about the teachers?

Some of them seemed to care about it, about what they were doing, but then there were some that I guess they looked at me as someone who was hopeless, you're not going to learn in here, so they would blow us off, or they would let us skip by, bare minimum, realizing that you didn't really care and you probably were never going to care, probably wouldn't amount to much, so they let us skip by with the minimum amount of work. There were classes I remember like Film Criticism was one of the ones I failed because I thought I could skip by on that one. I had 6 classes that year and I figured I could use this class to sleep. Well that didn't work, I guess, because that was one of the classes I failed. My algebra teacher I liked. She was one of the ones who didn't really push me too hard. She understood that I came to class and took my tests, and that was all I was willing to do. There was an English teacher I remember who was good.

What made them good?

When I did choose to participate, they encouraged me. They didn't push me if I didn't want to participate, but when they did see a spark they would encourage me at that moment.

So you would call them encouraging but flexible?

Yeah. They didn't want to push me so hard that I wouldn't come back, but when they did see that spark in me, they would encourage me to participate. One of them was the football coach, too. He didn't like me. I was a Chollo and a trouble maker. I never would have thought he was one of the ones, but he was one of the ones who was really flexible. When I did show an interest, he would give me a little push, and I liked that.

Subject 12

Q: So why did you decide to attend school here at GBCS in the jail?

So I can get my diploma and better myself for my kids. And to have something to look forward to so that I can actually say that I finished something.

Can you think of anything else?

Well, it also helps me out because one of the first times I actually tried something out was in F pod and when I tried chiva (heroin) so when I went back to F pod, I thought this might help me out so I know in my mind to stay away from everything because I've been drug tested 2x already in the school pod. And I never challenged myself. Like I was surprised that I got through high school as long as I did because I never tried. I always ditched. I noticed now that the work's not so hard.

What about other guys. What do you hear them say about why they are in the school?

Some people do it because they get their lunch late, they get to wake up earlier, time passes by faster. Just to be out in the halls.

Q: What are you hoping to get out of the school in the next month or so?

I'm hoping to see if I can level up.

In the reading?

Yeah, that's my main goal is to try to level up.

Anything else?

Try to get my diploma. That's my goal in 2 months. Because I left when I was a junior.

Ok.

If my transcripts come in, maybe I can be done in the next 2 months.

What about other guys?

A lot of them they do it for credits, and with help getting housing and jobs. That's another reason I kind of want to do it. Not really for the housing, but for the job help.

Q: What about long term?

I want to go to TVI for business. But I know I need to get my reading up because I'm at the 1st grade reading level.

What about other guys?

Some people say they are doing it because it looks good in front of the judge and other say they want to go to college after.

So you hear more than one thing?

Yeah.

Q: What about school? What do you remember from regular school?

Really nothing. I was in special ed, and to me it seemed like they were just giving me my credits and passing me to try to get rid of me.

Really?

Yeah. That's what it seemed like. This is the most work at this school that I've ever done.

So do you remember anything about the work from regular school?

Just my science, my junior year, Mr. (Name), that's all I remember .

What do you remember about him?

He was mostly hands on with the science work and he didn't like most teachers that I had would always get mad when you asked a lot of questions, and he was like hands on, and he would ask you like if you had a problem. That's what I like about this school. You work at your own pace, and if you have a problem, you can ask a teacher, and they won't even hesitate to help you or get mad.

So do you remember anything else about the teachers on the outs?

Not really. I didn't get along with them. They were always like, "I can't wait for you to just drop out. You don't even know how to read." A lot of the teachers at a lot of schools, I left because of the teachers.

So when you say you left because of the teachers, what do you mean?

The disrespect, right away. It's like the old saying, don't judge a book by its cover.

And how do you think that applied to your teachers?

They would automatically start judging me because of the way I looked the way I would act. It's partly my fault because the way I would act, but when I really needed their help, they had their favorites. Like the ones who were honor roll, the ones who did everything correct. They had their favorites, and when I would ask a question, it was like "ah!" But with others they would show them, and I was like why can't I get that attention?

And you felt like that was because of how you looked?

Yeah.

Anything else you remember?

Not really.

Ok thanks.

Appendix B

Second Interviews MDC

Subject 1

Q: What are your thoughts about the packet system? What do you think about how we do the packet system?

Actually I was just talking about it last night, and I like because it gives you a chance. You're not in a rush. It gives you a chance to understand and once you hit a certain amount of packets, then you get a credit. It works. It's a lot better than.... It works with our mind and how we do things, too.

So what parts of it help?

What parts?

Yeah, what parts specifically about the packets do you think are helpful for you?

I got packets in social studies and math, and the math, how the packets goes, it explains to you, gives you some practice problems, and then it gives you a chance to do some problems, and then it goes on with the assignment. Social studies explains it and then it has a packet with everything you need. You don't have to go look at the book. It has everything you need right there, so you can get the packet and go to work.

Is there anything you don't like about it?

I ain't never had anything like that. Usually you have to look in the big old book and it's gets a little bit more difficult a little packet; it's a lot better.

Do you think it could be better, or how?

Not really. I think it's good where it's at.

Q: How do you feel about your teachers?

Teachers? Yeah, I like the teachers. I like all of them: Mr. Bailey, you, Beirbaum. I like all of them. The MRT.

Are your experiences with the teachers here different than your experiences in other schools?

I didn't like teachers. I had real problems with teachers in high schools and middle schools and all. I had problems with teachers. I did. It didn't work out. But see, like I told

you before, they had problems explaining things, and they would give me attitude. I take it disrespectful, and I would argue with them, and there would be a big argument. My mind's off work by then, but in here they don't do that. They'll explain it to you. They're real helpful.

Q: What do like about the school? What do you really like?

I guess my mind is a lot more with school now. Before it wasn't. Now that I come to jail it's like aww man, I'm locked in this cell every day, watching the same TV and playing cards. But then we get to go do school and we get the credits fast. You get your credits fast and they don't rush you. They don't say, here's homework, come back tomorrow if it's not done, you get an F. It's like you take your time with it, and it works. Know what I'm saying? It works.

Q: So the last time I asked you what you were hoping to gain short term from being in school, and I'd like to ask you that again.

Short term, well we about to be in May, so I'd like to get the most credits I can. That's my only goal to get the most credits I can.

Q: What about long term?

Long term, graduate. I'm glad I'm graduating.

And are you in MRT?

Yes

Q: Has it had an effect on you? What do you like about MRT?

Others do. Everybody that has MRT, they have problems with different drugs that I don't have problems with. I've never had any encounters with those type of drugs. So it's, I'll listen and everything; it's good to hear people's stories and to understand that they really want to change, and it's sad, honestly because of how their life story goes. But it's cool. Then I do my little packet. It just reminds me, but it doesn't help me honestly. I ask a lot of questions that I don't think it goes by me but at the same time it does, so that's why I still do it. I just started on packet.

So if it doesn't really have an effect on you, do you think it does on other guys?

Yeah, I know it has an effect on almost everybody else. Everybody, it has an effect on.

What do you hear?

They are able to be honest with themselves and they are able to talk about it to other people who feel their same pain. Like if somebody else was doing this type of drug, there's at least 5, 6 other people doing this type of drug that they lost their family, lost kids, lost houses, lost money and be in jail because of it. Their other family lost family members because of it. Like it helps them understand why they need to change their ways. Helps them to understand the need to go down a different road.

Ok. Thanks that's it. That's the last question.

Subject 2

Q: Ok, so this is interview number 2. What do you think about the packet system that we use here?

I think it's pretty good, gets to the point I think and you know?

What do you like specifically about it?

Like with the... to be honest I don't really like the packet system. I like the computer. Computers work a lot better.

So you prefer the computer learning system to the packets?

Yes

How come?

I don't know. I just like working with computers. Packets. Looking at papers and all that just makes me bored.

So what do you... how could it be better do you think?

Make them shorter.

Q: What have your experiences been like with your teachers?

They're good. I like my teachers. Can't complain about them. Good

Do you feel like your experiences out here are different than they were in a regular school?

Yeah I do. No, actually they're the same.

What do you like about the school particularly?

Not really. I like it like my regular school on the outside.

The same?

Yeah, the same.

Q: What are you hoping to gain short term out of being in school, like from now until the end of school in June?

My diploma.

You're hoping to graduate?

Yeah.

Q: What about long term?

Long term?

Yeah. So you're going to get your diploma and then what?

Go to CNM I guess.

Are you in MRT?

Yes

Q: What do you think about MRT? Has it helped you at all?

I haven't really done much in MRT

What about other guys? Do you think it helps them?

It looks like it helps them.

How?

Well, I don't know, it points out, I don't know. I really don't know because they're on a whole different level than me, so I don't know.

Meaning they've been in it longer?

Yeah.

But it looks to you like it's helping?

Yeah.

Ok. That's it. Thanks.

Subject 3

Q: What are your thoughts about the packet system?

That's cool. Actually, I like that man.

What do you like about it?

You get to learn at your own; you do your own thing. Because like most classrooms, you're doing the same shit with the teacher talking, trying to explain what to do. It's too much questions and shit. On the packet, it's just right there. You do your own thing, and when you need some help, you talk to the teacher.

Do you think it could be better?

No, it's good. I think it's alright

How do you feel about the teachers?

The teachers are cool, man. They laid back. They let you go at your own pace. It's just the morning times get me, ya know, man? Morning times I can't even get anything done. I gotta have a shit-load of coffee and sugar to get any work done.

So you like the teachers, but it's a little hard to get things done in the morning?

Yeah.

Is it different than it was in regular school with the teachers?

Nah, teachers are the same in regular school; I think they are anyway.

Q: What do you like about the school here?

Man, I'm gonna have me something when I get out.

Do you think it's gonna help you when you get out?

Yeah, yeah. Cuz I was, on the outside, I was trying to get to some classes. And fucking, the only way I could do it was to come here. It just worked out and shit. I was thinking when I get out, I could take some of my credits and enroll downtown and maybe transfer to CNM.

Q: What are you hoping to get from the school by the time school lets out?

Some credits.

Do you have a number in mind?

Shit, man, I just. Well I was hoping I could graduate on the outs, but I didn't have enough, and my math fucking sucks, so...

So you're hoping to get some help with math?

Yeah, math.

Q: What about long term? What are you hoping to get?

Fuck, man, I don't know. A diploma.

Are you in MRT?

Yeah.

Q: Is it helping you at all?

Yeah.

How?

Well it's like Alcoholics Anonymous. You hear people's problems and shit. It's like, damn. I was thinking, I already had my shit planned and straight, and this is just some shit I have to get through. It's helping me as well because I don't have to go robbing and shit, you know? I have my head straight. I know I have a clean slate. And fucking, listening to people in MRT, it just breaks it down, so you just hear the same shit over and over. They just beat you in the head with that shit.

So can I rephrase what you're saying. MRT is helping you get off of your drug habits and you think that's going to help you stop doing robberies?

Nah. I don't do drugs outside. I'm talking about fucking, I'm a paper chaser. I go out and go rob drug dealers and shit. Cars, fucking take that shit apart.

And you're going to stop doing that because of MRT?

They talk about fucking problems, and I'm like damn, people have more problems than me. I'm on the streets, I'm doing all this shit. I get shot at and the cops be burning me and shit. But fucking I'm thinking straight. I want to start a clean slate for myself, so I can do better. This MRT is helping me with that. People with drug problems, alcohol problems, but I don't have those problems. I got money problems because I'm a paper chaser. I chase money. I stack that shit up quick. But MRT is helping me and shit. I can't keep doing this shit, robbing and shit. I need to do something right like 9 to 5.

So you have other issues that are like the issues that people address in MRT even though it's not exactly the same it helps you?

Yeah, man, yeah.

Subject 4: Removed from pod

Subject 5:

Q: How do you feel about the packet system we use here at GBCS?

They're actually pretty good. When I was at the feds (federal penitentiary) I almost got my GED. I was short two points but I never got it because I went to the shoe.

I'm sorry. What's the shoe?

Segregation

Oh, thanks.

Ok, these packets are showing me more that what they did at the GED test or the GED prep course. They're a lot better. They start me from like lower grade levels and teach you from the bottom to work myself up.

Is there anything you don't like about it?

The packets?

Yeah

No I like everything about the packets.

Do you think they could be better?

Nah, I think they're good as it is.

You like them?

Yeah. Cuz they start you off good. They start you from low grade levels. Like me I dropped out in the 6th grade, practically. 7th and 8th grade I was just ditching and you know whatever and I never really got to know what the noun the pronoun what they really were what they really meant, and that's what I'm learning now. I'm a good speller and I'm a good writer. I can use my commas and my periods and all that. I know where everything goes and how to write it down, but I didn't know what adjectives, pronouns, and all that were.

So are you in the grammar curriculum?

Yeah, I'm in grammar.

And it's been helpful?

Yeah, it's been helpful.

Q: So what about your experiences with your teachers? How have they been?

The teachers?

Yeah.

All the teachers that I've meet here, they're just like regular school teachers.

So you would say it's the same as regular school?

Yeah, it's the same. They don't mistreat you. They don't judge you. Soon as they ask you a question, they're right there. They help you out quick.

Is there anything about the school you particularly like?

I just like the way everything is under control, how everybody gets along. And everybody is actually doing their homework and doing their work and paying attention to the teachers when we're in the classrooms, and even when we're out of the classroom, everybody is still respecting each other and helping each other out with whatever you need in homework or whatever. You just go up and ask anybody, and they'll help you out quick.

Q: What are you hoping to get short term out of the school?

I don't know. Short term? I'm just like I said because it's starting me at a lower grade level, I'm just hoping a little bit more about the things that I already know like how to write a letter and whatever. And this is teaching me how to understand what means what like in verbs and you know.

So, developing some basic skills?

Yeah, exactly.

Q: What about long term?

I don't know about long term.

You don't.

Yeah, because like I said I'm getting deported so... but still I'm, the whole time I was in prison, I was in programming. I like learning. So that's why I continued to do it here.

Are you in MRT?

Yeah, I'm in MRT.

Q: Do you think it's helping you?

I haven't really got into MRT yet.

How about for other guys?

In my class, it's pretty slow. So nobody's really gotten into it yet. Nobody's really wanting to talk about their life. Maybe like one or two people at the time, but.

So you don't really see it helping guys in your class in particular?

I don't see anything happening.

Subject 6

Q: How do you feel about the packet system here at GBCS?

Packet system, um, they're pretty good.

What do you like about it?

I like because you are able to work ahead or work at your own pace. Or whatever you want to take. Or if you want to be on the ball right away you get the packets done, but if not then you can just go at your own pace. I like it.

Is there anything you don't like about it?

Not really. It's alright.

Do you think it could be better?

Nah. It's good how it is.

Q: How about your experiences with your teachers? How have they been?

Most teachers here are pretty helpful and they answer all my questions, and they're good. Better teachers than when I was back in high school. They want to help you out more. Back in high school, I didn't really get that much, maybe because I wasn't paying attention, but it seems like the teachers get a lot done for you.

Is there anything about the school that you really like?

Not really. Just that I like going back to school. It's in jail. That's what I really like about the school. Cuz you aren't wasting time. You can start in here, and when you're released, you can start out there. That's what I like.

Q: What are you hoping to get short term out of being in the school?

Learn more. I'm working on my math and my grammar and stuff like that, so that's what I basically need to improve.

Q: What about long term?

My diploma and a better life.

Are you in MRT?

Yeah.

Q: Are you getting anything out of MRT?

Yes. It's helping me a lot.

How so?

Helping me explain my problems, my addiction. Sharing that out loud with my classmates, it just helps you out. Reading the MRT book, you can realize how you're going to live your life. Either you want your life to be doing good or you want your life to be in here, death or in prison.

You like both the sharing in class with your peers and the book?

Yes.

Do you think other guys are getting anything out of MRT?

Some if you're serious about it, but if not, if you don't want to change, it's not going to help you. But it's all about if you want to change.

Ok, cool that's it. Thanks.

Subject 8

Q: How do you feel about the packet system we use here at GBCS?

They're alright.

What do you like about it?

Learning more stuff about it.

What about it helps you learn?

Like for me, reading, math.

Are you in the reading program?

Yeah.

What do you like about that?

Things I never heard, like health. I never knew stuff about health.

So the readings that you do in the reading program that are about health, you never knew about that stuff?

Yeah, stuff like that.

And the math packets? You like them, too?

Yeah.

What do you like about them?

They are like easy and then they start going harder and harder.

They progress?

Yeah.

Q: What about your experiences with your teachers?

They're nice. They help me out.

Is it any different than when you were in school on the outs?

On the outs was more different. I think I get more help in here.

You get more help in here?

Yeah.

What about the school do you like?

How everybody works. How the teachers help you. Everything.

Q: What are you hoping to get out of the school short term?

Try to get my credit. Try to learn more.

Q: What about long term?

Try to finish school, go to college. Try to be somebody better if I could.

Are you in MRT?

Yeah.

Q: And is it helping you?

Yeah.

How?

Cuz it's like, I don't know, there are some things like, in those classes, I never took classes like that before, but like, everybody works in a group. Like the ones who do drugs, the ones that bang. My life, I wish I did this. Or my life is like this, or I'm gonna still be like this, so you start seeing everybody how they talk, and you start seeing your own self.

So hearing other people talk about their lives, helps you see your life.

Yeah. You can change your life but everything's up to you, not to nobody else.

Do you think it helps other guys? Do you see it helping them?

It seems to.

How do you think it helps them?

Because they see that drugs are no good, and the way that book says, talks about prisons and stuff like that, so it explains a lot of things about yourself.

So you like the book and the sharing?

Yeah.

That's it. Ok. Thanks.

Subject 7

Q: What do you think about the packet system?

I think it's actually pretty cool because I mean the packets are real easy and even though they give examples for learning, like if you don't know how to do a problem, if you look at all the examples, I mean it shows you how to do it, what steps to do, so you can do the problem, so I think it's real easy. Like from me being in high school, the teachers were just like, "Here. Do this." Not like, "Well, can you explain it? Can you help me?" and they wouldn't really explain it to me, and the packets explain it to me.

Packets help explain it?

Yeah, like in math, they show me how to do the problem, and I get it. I'm already gonna get half a credit because I'm on packet 6.

Do you think they could be better?

The packets?

Yeah.

More examples. More problems.

Q: What about your experiences with your teachers?

Here, it's real good because they show me how to do the problems. They show me how to do it and help me. Like Bailey (math teacher) he will sit with me one on one. And then here there's not like 30 students in a classroom so...

Oh, so the smaller classes help too?

Yeah. I like being around a lot of people, but school wise, I don't like being around a lot of distractions. Class clowns. That's why I never really got my work done because I myself was a class clown, and I never really went to school. I stopped going to school, so that's what kind of messed me up.

But you feel different about it in here?

Yeah, I feel like I can get something done. It's either here or another messed up pod where you're always locked down. You don't get the opportunity to go out and get an education. And I've been here 13 months, and for 12 months, I've been trying to get in the school pod and they wouldn't let me come, and finally Captain Candelaria spoke for me, gave good word, and I got over here.

Oh, I didn't know you were trying to get in for so long.

Yeah.

So it's not just the school? You like the way the pod operates, too?

Yeah. We're not always locked down. It's way better here. It was cool when we had the TV here, but there's always someone to mess it up. But the pod I came from, we were locked down for a whole month, only 15 minutes out a day, sometimes not even 15 minutes out a day. They were calling that pod the new seg. because we were locked down so much. And we weren't getting our time out. When people would come out to shower, people were getting in fights just so they could go to seg because seg got an hour out. Sometimes we were locked down all day. The only time out was to get our tray (food), that's it. I like it here a lot. It's pretty cool.

Q: What are you hoping to get out of the school in the short term?

An education, my diploma. I got my transcript and I made it up to 10th grade, and I only got 8 credits. I need 23 totally to graduate, so I have 15 credits remaining, so I hope to accomplish that. And hopefully I can get out on CCP, and they said they would be really, really strict on me if I got CCP, but my main goal is to show them that I'm doing good. I've never been on CCP, but I hope to show them that I can do good. My dad is a pastor, so I'll be going to church, Bible study, stuff like that. If they let me. I don't see why they wouldn't let me go to church. Go to school. Go to church. And then my dad's boss, he does a Thanksgiving dinner for the homeless, and what I do is go over there, help everybody cook, and then help serve the homeless, all that.

Tell me about long term.

Hopefully I'll get my diploma so that I can go on to UTI. Tech school. I want to customize cars and design new cars and stuff like that.

Are you in MRT?

Yeah.

Q: Do you think it's helping you?

MRT, I mean, I didn't know what it was, and finally someone told me it was a drug abuse addiction something. I'm like, "how is that going to apply to me?" because like I've never used drugs out there at all. I mean, every once in awhile I'd smoke weed. I've tried alcohol, but I was never really stuck on it. I told all the guys, "Can I see the first packet, what I'm supposed to do?" and the first question is like "When did you start using? How long did you use drugs? Why did you start using?" I'm like, those questions are not really based on me because I don't really use drugs. So I told the principal, can I take other classes because I hear that's an elective class. And he said it was required. But I'm like

what I'm supposed to do when I go to present a packet and I'm like well I never really used drugs.

So you don't think it applies to you?

Yeah, it doesn't apply to me.

What about other guys? Do you think it helps them?

Yeah. It helps a lot.

How?

There's a lot of guys that are dealing with drugs, and that program helps them. Helps them to speak out. Say what's their problem and help themselves.

So the sharing helps?

Yeah. Everyone that has a drug problem, that program is really good for them. Like one of the guys in MRT he used to be a big time drug user, and since going to MRT, he's quit drugs a lot. Actually he hasn't done drugs at all. He's trying to totally change his life.

That's it. Thanks, bud.

Subject 9 Removed from pod

Subject 10

Q: How do you feel about the packet system we use here at GBCS?

I think it's a great thing for a lot of people. People who are on a certain level because you can work your way up from the level you are at. I think it's good.

Are there parts you think are really helpful for you?

There are a lot of words I don't really know. There are some that I thought I knew, but then I didn't.

So are you talking about the reading program?

Yes.

So you like that part of it?

Yes.

That's a little different from the actual packet system where you get a packet of material and work on it at your own pace. How do you feel about that?

I guess it's alright. You get to work at your own pace. You get as long as you want to study up on it. It's not like regular school where you're like, "your test will be tomorrow." You can work at your own pace.

Do you think they could be better?

No.

Q: What about your experiences with your teachers? How have they been?

The teachers need to discipline their students a little bit more. The students need to keep quiet. There are students who are there to learn, and they don't want to be disrupted. Just learn how to control their students. I'm sure if they (the loud students) were taking a test, it wouldn't be fair to them either if the class was loud.

So you think it's a little too noisy in the classes?

Yeah. They're too disruptive and noisy. I can't study like that.

Anything else?

No. Just having control of your classes. Maybe kick some students out. Like, “Don’t mess with me.” Make an example. Behave. I think that’s good. Be strict. I want to learn as much as I can; I don’t want to have someone disrupting me.

Q: What do you like about the school?

It’s a good refresher course. It brings back a lot of things that I lost over the years. Like my math and stuff. And now I’m picking it up just like that. I think a lot of people could benefit, but it’s up to them. Like me, I’m going to go back and get my contractor’s license. I need to go beyond where I left off in math and go way up there. That’s the class where I really need to focus. I don’t mind reading and stuff like that, but what I really need is math. Also, the school kills a lot of time. I like reading words and learning those things. I like.

Q: What are you hoping to get out of it in the short term?

I want to be able to look at life in a different way. Know a little bit more. Refresh my mind. I’m close to 50, and I made up my mind, no more partying and stuff like that. I’m back on track. I already have goals cut out for me already.

And do you feel like the school will help prepare you for that?

Yes.

Q: So some of your goals sound like long term goals. Are those both short and long term goals for you?

Yeah, those are my long term goals.

Are you in MRT?

Yeah.

Q: Has that helped you?

Yeah, it does. Seriously it does.

Tell me how.

Well, there are some parts of it that I don’t like. I was raised in a Native American church, and I don’t really like the way MRT brings different religions into it. I don’t really care about other religions. I don’t want to learn about other religions. It’s good in a way. I’m Native American AND I grew up in a Catholic church, so in that way it’s good, but I don’t really like having to study other religions. I disagree with it in that way. I

would rather take another elective. I'm a spiritual person myself, but I don't want to hear about other religions.

So you said it helped you. What about it helped you?

As far as the Catholic part is concerned, that part helped me. Now that we are getting into the Buddhism part, I don't really want to know about that. I think you should focus on the person you were brought up as. I'm Native American and Catholic. Why can't you focus on that? Even if it's only worth half a credit, you know? I don't really want another half a credit to study another religion.

Do you think it helps other guys?

Yeah, it does.

How?

They got 12 packets. It helps to bring stuff out of me. You have to draw your past. How could you have been now? It brings out a lot of stuff. The honest truth. The hard stuff. And you get in front of the class and you open up and you get something off your chest.

So the sharing part?

Yeah, the sharing part is good. As long as you talk a lot, it's good, but the other religion stuff is... why do you have to do that? The packets stuff is YOU. Why do you have to be something else? You talk about yourself. I think we should go through my stuff, not other religions.

Anything else?

Nope.

Subject 11

Q: How do you feel about the packet system we use here at GBCS?

Um, I guess they're all the same so far. I think they're alright.

Do you think there's stuff about them that's helpful for you?

Um, I made it most of the way through high school, so it's pretty much just a refresher. If maybe I really didn't understand the material, I think it might be a little more complicated for me.

But it feels like a refresher to you?

Yeah, pretty much.

Do you think it could be better?

Um, well, yeah, I guess they could.

How so?

Um, maybe some more material explaining how. Like the math especially.

Like maybe more examples?

Yeah, more examples and instructions on how to do it would help. More of them.

More packets?

Yeah, because some of the classes are out of them, so it would help to have more of them.

Q: What about the experiences you've had with the teachers? How have they been?

So far they've been pretty good.

Have they been different than regular school?

A lot different. For one thing the teacher's not up there trying to make you understand what they're teaching. It is pretty much learn on your own. But as far as having questions or coming across something I don't really know, they've been pretty helpful. They have more time to explain things to individual students than they do in a normal high school because they're not busy trying to teach the whole class one thing.

Q: What do you like about the school?

Nothing really. It's a jail. I like the fact that it's go at your own pace. I like that one. Because in some of the classes, I'm able to put off because I want to get another one out of the way.

So you can go at your own pace in a particular class, but you can also focus on other classes or leave one idle while you finish another?

Yeah, I do that a lot.

Q: What are you hoping to get out of it short term?

Well, I really do need to brush up on a lot of things: math and physics for the work I do. I'm an electrician, so I need that. And I do have a bad memory, so since high school I've forgotten a lot, so this is good for me.

Q: What about long term.

Well, hopefully it will help me remember a lot of that math from before that I can't remember.

Anything else?

The high school diploma.

Do you have your diploma?

No, I don't.

Do you have your GED?

No, I don't. I almost got my diploma, but I missed it by this much (indicated with fingers).

Do we have your transcripts?

No.

Did you go to high school in NM?

I went to (School Name).

So we will get your transcripts, and then we'll know how close you are. Are you in MRT?

No.

Do you hear guys talking about it?

Yeah, I've taken it before in other programming.

Q: So do you think it is helpful here at GB CS?

I think it is if they want to take it. I think it's more of a choice here.

They assign you to the class and you're supposed to take it. So do you hear guys talking about it?

I do. I hear guys say MRT sucks and stuff like that. It's pointless and stuff like that, but I've taken MRT, so I know it can actually help some people. They just have to want to do it.

And do you hear guys in here say that it does help them or just that it sucks?

I've heard some guys say that it helps them.

What do you think might be helpful about it?

Just the fact that it's letting them deal with their issues of addiction or whatever issues they have on the street. It's helping them to deal with that I guess. I've actually been through it 3 or 4 times, and the first couple of times, it didn't really do much. I wasn't ready for it, but after the 2nd or 3rd time it started to help. I started to realize some things about my life.

But you think it has to be sort of from within?

Yeah, you have to be ready. You gotta want it. You can go through the motions and look like you're doing fine with it, but you gotta really want it.

That's really helpful. Thanks.

Subject 12 Removed from Pod

Appendix C

Graduate Interviews

Subject 1

Q: How did you like using the packet system we use here at GBCS?

Um. I thought it was pretty good. It was, I got to go at my own pace with it.

What parts of it helped you the most?

Um, Actually the stuff I was struggling on, I got to have it right there in front of me all the time. It was like a little crutch to help me out a little bit til I re-burned everything back in my head.

Q: What parts of it do you think could be better?

Tell you the truth I couldn't tell you because it worked for me, so I don't think there's much improvement you could get on it really.

What about other people? What do you hear them say about the packet system?

I hear a lot of "I can't do it." But you can if you try. I really don't listen to other people, but I see a lot of struggling until they open it up and give it a try. Then it becomes easy. It works but you have to get up off your butt and give it a try.

Q: What impact has acquiring your high school diploma had on you?

Actually a real good impact. I already had my GED, so other than having something to show my daughter, I didn't really have much of a reason to come in here. But when I got my transcripts and saw that I was an A and B student, and I've been getting the same grades in here, getting my diploma means a lot to me. That way I can show my daughter that even at 35, you can't give up. I get to be a lesson to her instead of just taking about it. I had forgotten with all the drug use, I forgot I was an A student, but now I'm really proud of it.

Q: How has attending the school impacted you life either positively or negatively?

Positively, it helps me to escape from here. I'm either involved in everything around me in the pod, which is a bunch of crap, or I'm going to be involved in the school, and you can see which is the better thing to be involved in. It occupies my time in a positive way

and changes my mind about everything around me I fucking hate. I'm making myself something again; it's been a long time, and I'm busting my butt.

Anything negatively?

Yeah, a little bit. I like to do everything the best I can, so when I'm not doing the best I can or think I should, it frustrates me.

Q: What about MRT? Did you do MRT? What effect did it have on you?

Getting to talk out some things was the best part of MRT. Going to that class made it real. I won't go in there and lie and bull-shit like some guys do. When I go in there, it's about my experiences. It was a good counseling session for me. I got to bring up some old issues that were buried.

What was the worst thing?

Having to talk about it.

So the best think was getting to talk it out, and the worst thing was having to talk it out?

Initially, it was real uncomfortable, and people make little comments, which is real hard because I like to fight, but the hardest thing is swallowing your pride and realizing you're in the real world now, you don't want to fight for everything. It's hard to break those two in half when you're in jail. You're not in the real world yet, but you're on your way to the real world. It's not always "hurt this person, stab this person, beat this person." It's actually going the softer way about life. That's what they're trying to do here, trying to teach you here, but it's hard to conform.

What about other people? What do they say?

Probably the same thing when I first came here. It's a bunch of bull-shit. They're always at that point whether they say that or not. They're always at that point at first. The reason people think it's bull-shit is they're still getting high. They're still getting fucked up. They want to screw around. They don't want to quit dope. Well, you could drop that class and go do something else, but there's a reason MRT is part of this program. If you don't want to get clean then you can get the fuck out of here. That's the way it goes because some of us are really trying. This is our last rodeo. Some of these little youngsters don't know what they're doing. They're going to fuck around, but we're serious about our stuff sometimes.

So there's a group that takes it seriously, and there's a group that doesn't?

Like I said, the ones who are still getting high are the ones who are bull-shitting. The program is real. You don't have to call bull-shit if it's working for you. Are you going to be honest in there and get up in front of everyone and say, "Well, I got high today"? I will.

Subject 2

Q: How did you feel about the packet system we use here at GBCS?

They're good. It's not too much notes and everything like books have. It's a lot easier to understand for people like us who haven't been to school in a long time. I like the packets.

What helped you the most about them?

Um, I really don't know to be honest. I think it was really the teachers that gave me the motivation to succeed. They give the effort to help. If a teacher here sees you struggling, they take the time to help.

Q: Do you think it could be improved? Do you think it could be better?

If they laminated them. Because they're always torn or people write on them, and if it was laminated, people couldn't write on them.

What about other people? What do they say about the packets?

They offer help. That's another thing that's good. We don't have to carry a big book to your cell. The packets are easy to carry around, and they have all the information you need in them.

So do guys help each other out a lot?

Some. For some pride gets in the way, and they don't want to ask, but for guys who do ask, they get help. People are willing to help.

So do you get the sense that it's a school?

Yeah, it's like a boarding school. We all wear the same clothes, we all have the same schedule, we all live here, we all do the same work. It's not like jail; it's like a school.

Q: So what impact has getting your high school diploma had on you?

Great impact. I've finally achieved what I wanted to do for years, but out on the streets, I couldn't. So many things pulled me away from it. Now that I have my diploma, I don't feel like that felon. I feel like it's opened so many doors. I feel another step closer to where I want to be: successful, not really in terms of money, but doing something with my life. Before I had my diploma, I got manager positions at fast-food restaurants, but I want something more.

Q: How has being in the school impacted you life?

It's shown me patience with people. It's shown me that I'm not a kid anymore. It's not a jail anymore; I'm trying to get my life situated. I did a whole year in another pod, but once I came over here, it changed my whole mentality about being in jail. Over there, I didn't really care; I would just beat somebody up and this and that. I wouldn't read a book, and I came over here and I gave the effort. Now I read books, and I help people out when they need help. I'm more patient with people. That's what school has taught me.

Has it had any negative impact on your life?

Sometimes. Well, it's not just the school. We sometimes don't have school, and when you're looking forward to going to school and all of a sudden crap goes on around here, and that's the bad thing about it. Another thing is one sick day a month? Come one. At least give us two. Some guys really need it to make calls and stuff like that. So far I love it, no negative impact.

Did you do MRT?

Yeah.

Q: What impact did it have on you?

I've done MRT a few times. In here it made me realize again who I am and who I need to be when I get out. Who I need to stay away from, and it made me really look at what's making me come back to these places, what's really pushing my triggers to do this do that and not be the responsible person I need to be. If I didn't have that class I probably....

Probably what?

I probably wouldn't be calm. I probably wouldn't have my goals set. When that diploma kicked, I made me think what I have to do and realize what I have to do and bask in my thoughts and catch focus.

What about other students?

Some people don't like it. Some people just don't like to look at themselves, don't like to accept the fact of what they've done and how they are. They don't like letting go of their ego, and a lot of other students need that first shot to really let go and be up front and dig deep and face their childhood.

So what's the worst thing about MRT?

Getting up there and having to talk in front of everybody. And get voted on to see if you passed. That's my worst. I don't like to be in front of people and talking about my life. I don't mind doing the work and looking at my life, but when I'm up there, I get nervous.

Subject 3

Q: How do you feel about the packet system we use here at GBCS?

That's pretty good because you get to learn different stuff about different things. Packets are pretty good.

What about it helped you the most?

Well, for me it's hard for me to read and write right now, and the packets puts a lot of stuff to help you learn.

So the packet has a lot of information, and you can learn from that?

You can learn from that, yeah.

Q: Do you think it could be improved?

To me I think it's real good like that. To me it's hard to read and write, so the packets are hard, but for guys who know how to read and write, it's pretty good. I think the way it is is good, but I just struggle with it because I have trouble reading and writing.

What do you hear other guys say?

Some say it's easy. Some people copy or get the answers from the book (packet), but it depends on the way you want to work. You get out of it what you put into it.

Q: What impact has getting your high school diploma had on you?

Well, I feel really good that I accomplished something, but still I want to learn to read and write more. It's not just because I finished, but I want to learn more about what I need to know: reading and writing. I want to continue going to school. My learning is not done yet.

Can you think of anything else?

Right now I'm just glad I had so many credits. I guess I did pretty good while I was in special ed. And to me I think I deserve to graduate because it will help me find a better job. To learn to read and write will help me get a job more easier.

Q: How has being in the school impacted you?

To me, I like this school. I'm going downtown to continue with reading and writing downtown when I get out. Mrs. Pate said I could, and I think I'm not done with that, so I need to go downtown and continue with that.

How else has it impacted you?

I like it. I went to school as a kid, but I made a lot of mistakes when my mom died. I was 11, so I struggled after my mom died because I didn't really care about nothing. So now that I'm older, I've wanted to do this for a while, but I needed the help, the teaching and all that. This is something that I have going on that is good.

Did you do MRT?

I had it but they took me off.

Q: When you were in it, did it have an impact on you?

To me, I liked it. I love it. I like all the talking, all the stuff you bring out that you had in the past. Like me, I have a drinking problem, so... When I get out of here, I want to change everything. I did it before. I quit for 11 years, but then I met this girl that, I don't know what, I just went down the wrong path.

So was there anything bad about MRT?

Nah. I liked MRT because when I first came in here, I was going to AA meetings and group and individual counseling, all that. When I go in MRT, it feels good to talk about changing my life, and I want to do good.

What do other guys say?

They like it. It's like a program. I think it's very very good, for everybody. I think it's good for people to have counseling like that.

Subject 4:

Q: How did you feel about the packet system we use here at GBCS?

They were really easy. It was a lot easier than how regular high school does it.

What was easier about it?

It's more of feeling like you accomplished something. Knowing that you do 12 packets and you get a credit was easier than the work they give you in a regular high school.

Do you think that's because you can see your progress as you move from one packet to another?

Yeah, yeah, you can see your progress as you move through.

What about it helped you the most?

They were pretty simple, basic and explanatory.

Q: Do you think they could be better?

No. They are pretty fair the way they are. Starting from basic skills and progressing on. I liked them.

What to other people say?

Um, well, I've heard it's easier because when you see your progress, it's a lot easier, I think. And it's something different from regular school.

Q: What impact has getting your diploma had on you?

A lot. It's made my mom proud. It's made her realize that there's hope that I will be better, instead of messing up and coming back to jail. Um, it's made me feel like I've accomplished something as a father, that I got my diploma, not just a GED. So I feel like I've accomplished something as a father.

Can you think of anything else?

Yeah, now that I have a diploma, I get an apprenticeship with my stepfather. I needed my diploma to do that, not just a GED. I got a job as soon as I get out.

Q: What about being in the school has had an impact on you?

Kept me busy. It's helped me stay out of trouble. It's boring in the pod, so more stuff might just pop off, so being in school has helped keep things from popping off. School keeps us occupied.

Anything negative?

Not really. As long as you want to do school. As long as you are actually working toward your high school diploma, you shouldn't have any problems. The teachers are all nice. It's a good staff.

Did you do MRT?

Yes.

Q: Did that have an impact on you?

Yeah, it showed me my problems as I completed it. I was going to do "coping with anger," but I didn't finish it. But I did do the first 12 packets of MRT about drug problems. I didn't have a real drug problem, but I do have an alcohol problem, and it will probably keep me out of jail if I stay away from alcohol.

Is there anything negative about MRT?

Yeah, it really makes you feel like you're a piece of shit.

How?

Because it makes you feel like you're a big old drug addict when you're really aren't. I knew I had problems, but not as bad as it tried to make me feel.

So you think maybe it over emphasizes addiction?

Yeah. Not everyone has a drug problem. But MRT assumes that everyone in here for drugs or stealing because of drugs, and that's not why I'm in here.

What about other guys? What do they say about MRT?

They really don't talk about it much. I've seen people do MRT and then go get high right after, so I don't know. They get out and come back and get high. It's like a cycle. They get out of jail and then come back because of the same shit.

So you question whether it has a lasting effect?

It depends on the person, I guess. If you're serious, it might have a lasting effect, but if you're just doing it to do it, it won't. It depends on the individual. If you're serious or not. Like (Name), he seemed serious in here, but he got out the other day, so we'll see how serious he really was. It depends on the individual.

Subject 5

Q: How do you feel about the packet system here at GBCS?

I liked it. It was sufficient and it got the job done. I think I learned a lot from the packet system.

What about it helped you the most?

Just the way that it was organized. At first I wasn't really understanding it, but once I had some fellow students help me out, it made more sense.

So you did get help?

Yeah.

Q: Ok that's great. How could it be better?

I think it's as good as it can get for a jail facility. I think some of the books could be upgraded, but that probably has to do with budgeting and stuff like that.

What about other guys, what do they say about the packets?

They don't say much.

Q: How has acquiring your diploma impacted you?

It's built my self esteem. It's made me know that I can do it after so many years of not doing, and it's got me asking why didn't I do it much sooner?

Can you think of anything else?

Yeah, it's made my family look up to me. They are proud of me.

Q: How has being in the school impacted you?

I like it. I liked it a lot. It's positive. It gives you motivation. Because day to day you might be unmotivated to attend, but you ask yourself what else do I have to do besides be locked up in a cell? So I might as well go learn something.

Anything else?

No

Anything negative?

I think some of the screening could be better because some of the students are here just to fake it, not to make it.

Did you do MRT?

I'm doing that now. I'm not finished with it. I'm on packet 2, but I wanted to graduate first so that I could put my all into MRT.

Q: So what do you like about it?

It's letting me find out the real truth about myself about some of the problems I have. It's helping me to deal with them head on.

What about anything bad?

Some of the people in there could be more serious about it. If they really don't want to come back to jail, I think that they would put their all into it. What do they have to lose? Besides their freedom.

What do you hear other guys say about it?

Not too much.

Subject 6

Q: How do you feel about the packet system we use here at GBCS?

I thought it was a great idea.

What about it was particularly helpful?

Just that you're able to master the subject because you have to get a 70 or above to pass.

Anything else?

Laughter.

Q: Do you think it could be better?

Nah. I like it the way it is.

Do you hear other guys talking about it? What do they say?

They like the system. It gives you encouragement that you get a credit in 12 packets or less depending on the curriculum.

So you think it's encouraging?

Yeah.

Q: What impact has getting your diploma had on you?

It's actually a very big impact. One of my biggest goals that I've had for years, and I know that getting my diploma is going to open doors, not just in education, but in life.

Anything else?

Make my mom proud.

Q: How about being in the school? How do you feel about being in the school? How has it impacted you?

I feel good, and I feel it's a great opportunity. That the jail gave us this opportunity so that we're not just in here wasting our lives away no matter what crimes we may have committed or not committed.

Anything negative?

Nah, I think it's a great program.

Did you do MRT?

No.

Q: Do you ever hear guys talking about MRT?

Yeah. Dr. Gallegos is a great doctor. He really helps out people with their self problems and their addictions.

So you hear positive things?

Hear positive things, yes.

Anything negative?

No. Just good.

Subject 7

Q: How do you feel about the packet system we use here at GBCS?

To tell you the honest truth, I didn't really do any packets except for one in math. I got in before we started the packets. We worked out of books.

So most of your credits you didn't use packets?

No. Only one in math.

What about science?

I'm doing it straight out of the forensics book.

What about other guys if you didn't really use packets?

Well, did have a chance to review the packets in Beirbaum's class, but I was already finished. I personally don't really like them.

Why not?

I'd just rather work out of the book. And the other thing is, you know I'm a weirdo, I just hate that word "packet." I hate hearing it over and over.

What don't you like about the word packet?

Probably that "ck." It's like someone's flicking cards in your ear all day long. It drives me crazy.

Q: What impact has getting a high school diploma had on you?

To be honest, Mr. Pauls, if I saw an opportunity to get out of jail or some shit, I'd be more hyped on the idea. Like if I could go to college. I'm not trying to blow my own horn, but you know how smart I am. I doesn't take me much to get grades. I had no incentive. Now I'm between a rock and a hard place because I have incentive but I can't get out of jail to do anything with it.

Maybe not now, but what about in the future?

I'm facing a lot of time. But I like it because I see others get excited about me, and I'm sure my mom will be super happy. I get pleasure out of making other people happy, so I'm glad that finishing made you happy and my mom. But as for myself finishing, I really don't care. It sucks to go through life and know that's how you are, but that's how I am. I really don't give a shit.

Q: What about just being in the school in general? Has it been positive?

Oh, hell yeah.

How so?

Put it this way. When I came here, I was determined not to do shit. I only came over here because of the CO that was over here. And then I was like, “I ain’t doing this shit.” But then I do everything to the fullest. I have perfect attendance.

So what do you like about the school?

Just school in general. School is school. Like I like learning. I read all the time. I know it sounds hypocritical for me to say that I don’t care about my diploma, but I can’t stop learning. I enjoy learning just for the sake of it.

So you like the school because you like learning?

I think the school is good for people who want to come here and learn. Because for one in NM a lot of kids don’t have... jail is in their heritage. Prison is in their heritage. Once they go to prison and follow their uncles and their dad, then they’re cool in their family. That’s not how it was in my family. No one in my family has been to jail except for my brother, and that was for some dumb shit like traffic tickets or some shit. I’m the disappointment. So this school is great because a lot of these people wouldn’t be doing shit in the street. A lot of them don’t do shit anyway. But if they see their friends doing something, then maybe they’ll do something. I don’t care what my friends do. I’m just doing it for me. I wasn’t really that motivated until you came. I mean seriously. I like being able to get books. (Name’s) class is great, and your class is good, too. And (Name’s) class is good too. What was the question?

What do you like about the school?

You. I like you. No. I like that it’s given me the opportunity because there’s no jails across the country that do this shit. It sucks that I’m in jail, but it was kind of a blessing that I was in this jail because I can get this done. Because if I were to get out, I wouldn’t do this shit. I had the chance to get my GED at 16, but I was like, “nah, it’s not a high school diploma; I’m not going to get it.”

Did you do MRT?

Yeah.

Q: What did you think of it?

Who’s going to hear this?

No body.

I liked MRT. At first I thought it was bull-shit, but then I got into it. I like the class, but for some reason Dr. Gallegos and I don't not see eye-to-eye. I can't do nothing to please that man. I don't know what the conflict is; I like Denise. But it's something that because I didn't finish the school on the outside, he's holding that against me. I went downtown for two days, but I live in (City Name). It's 25 miles away. We only have one car.

So you feel there's a personal thing between you and Dr. Gallegos?

He always tells me if you finish my class, I'll come to court for you, and I'll talk for you. And I keep asking him, but he won't do it for some reason. He says, "Well, I don't know if you're going to try and burn me." That wasn't the agreement. The agreement was if I finish your class, you come for me, and I put all this effort into the shit.

So what didn't you like about MRT?

I don't think there's anything bad about MRT except on a personal level.

What do you hear other guys say?

The same thing as me. At first they say it's bull-shit, but when they get into it, you got guys crying in there and shit. Me, I won't cry about anything in this world except my mom. It's the only thing I get choked up about. I get emotional about a lot of shit. But my mom, she blames herself for everything that's happened. Mom, I'm a grown ass man. This is the path God chose for me. I mean there are 2 paths; I obviously went the wrong way. Osama didn't have to be crazy, but we all make choices, but I think it's helped a lot of people. But the whole thing is, I'll be driving down the street and think, I shouldn't do that. MRT says I shouldn't do that. So it comes back on you.

It does?

Like it's not just bull-shit for me. I don't do anything half-hearted. I'm a winner. I'll give my best. That's what God put in me. So as long as I try my best. I don't mind losing, but I love to win.

So anything else about MRT?

No. It's good. I like it. I like working with Denise more. Maybe that's something else, too. I was more attracted to her way of teaching. She's more attentive to us. Some people don't like Denise, but I think Denise is really cool.

Subject 8

Q: What did you think of the packet system we use at GBCS?

I think it was excellent. I think it was more thorough. I liked how we did the, how would you say it, just self-paced. You weren't rushed to complete a project but it would have been more productive if we had time enough to do it because rushing isn't going to help.

So it helped you to have the extra time and to be able to do it at your own pace?

Yeah.

Q: How do you think it could be improved?

Mmm. Change it up. Just don't be using the same packets.

Ok. Some variety?

Yeah. Like for the English packets. We did a bunch of different stuff from when I was in 12th grade. They were just more higher up than what I was doing in here.

You mean when you were in regular school you felt that there was more variety in the work that you did?

Yeah.

What about other people? What do you think they thought about the packet system?

Well, I see more people doing the computer, but... what was the question again?

How do you think other people felt about the packet system?

Mmm. I haven't really heard anything about it one way or the other.

Q: What impact has acquiring your high school diploma had on you?

It opened up enormous amount of opportunities. I've been in and out of the system for 6 or 7 years, and just I was distracted the entire time. Back in (High School) I only had 2 credits to graduate, but I decided to hustle and do all sorts of other stuff, and I've been in and out of high school since then, from (High School) to here. So it opened doors for me. Now I can go on to college. I wasn't stuck in one place getting a low end job. Now I can do something with my life. I'm more motivated since I got my diploma. It was too overwhelming when I was up there. My mom said I was scared of succeeding, and I think that's how some people are. I think that's how I was, just really scared.

You were scared to get it done and be successful?

Yeah.

Q: How has being at GBCS impacted you?

Tremendously. I can tell that... there are only a few students to a teacher here. While in other schools it was like 40-50 to a teacher, so it's hard to get the help how we do here. You have more teacher/student time here, and that helps tremendously. That's why you don't see so many kids graduating from other schools.

Because you don't think they get enough of that one on one?

Yeah.

Anything negative?

No. Schools been positive the entire time I've been here. Mr. (Name) would call my house and see where I'm at. Mr. (Name), too, would call my peers: "Can you get a hold of (name)?" All the teacher would just be worrying about how many credits I needed. The director was really concerned about me finishing.

So you felt like the teachers really took a personal interest in your success here?

Yeah, they did.

You didn't do MRT right?

No. I didn't. I did it when I first got here at MDC. I did two steps, but I'm familiar with the steps. I've done them on the outs.

Oh, you've done MRT elsewhere, just not in this school?

Not in this school.

Q: What about anybody in the pod? Do they say anything about MRT?

It helps them a lot. I hear a lot of people, but sometimes I can't really trust what they say because they are two faced. They might say in the yard, "yeah I'm gonna do this and this," but you never know. But I think it's a great place to put something else in their head to make themselves better.

But you get the impression that some guys are maybe insincere about MRT? What makes them sincere or what do you think makes that difference?

I don't know. I think they're just trying to be hard asses in the yard.

Oh. I see.

Trying to be the tough man. “I’m not gonna change, and be a G for the rest of their lives.”

But if they take MRT to heart, it can have an effect?

Yeah.

Subject 9

Q: What did you think of the packet system here at GBCS?

Packet system. I liked the work at you own pace. The way that worked out.

Q: Do you think it could be better?

Um, maybe some of the interacting with the teacher, it could be better. I mean with the material.

What do you mean?

Um, well, myself, I got most of it. It wasn't too tricky. It was easy to get a handle on it. But for some the material might be a little bit difficult. Like more one on one help and sitting down and clarifying, stuff like that.

What about other people?

Um, well I think there's some that have a rough time understanding it, like the Economics packet. I'm in construction. Economics is not my field, and I had a rough time with it even though I was able to finish it within that week, it was a little rough.

Q: What impact has acquiring your high school diploma had on you?

Well, it's going to give me an opportunity to go back to school for one thing because I found out I had already graduated high school, so this is an opportunity to continue with that.

Like CNM?

Yeah, exactly.

Can you think of anything else?

Nope. I think that's about it.

Q: How has your experience at GBCS impacted you?

It's definitely made me think about my education more.

Anything else?

My nieces and my nephews, it's made me think about their educations, how they have already dropped out of high school and started to slack off and stuff like that. This is gonna give me something to light a fire under them.

So you're going to write them a letter or something like that?

Yeah, definitely.

Anything negative?

No. Nothing negative that I can think of.

Q: You did not do MRT right? You did it on the outs but not as part of this school? Has it changed you or what do you hear other people say about MRT?

Most of what I hear is they don't like it, but I think that's mostly because they're not ready for it. Because I've done MRT several times, and I think it's something you just have to be ready for.

Anything else?

No. I think that's it.

Subject 10

Q: What did you think of the packet system we used here at GBCS?

The packets helped me. They were understandable; it wasn't too complicated.

What's the best thing about them?

The best thing about them is... I never really thought about anything like that. I just thought of it as work and that I was able to do it.

Q: Do you think they could be better?

Yeah. Heck yeah. They could be more involved; I think they were pretty simple.

Like maybe a little more challenging?

Yeah, more challenging.

What about other people? What do you think they thought about the packet system?

I think they would want them to stay simple.

You think they like them simple because...

Because they're easy to do in a sense. I can't speak for anyone else, but I was able to target the answer pretty easily.

Q: What impact has getting your high school diploma had on you?

I can't even describe it. It's like 12 years late, so I'm pretty happy to have it now, and hopefully it's going to have a large positive impact. Because now I can go further in the educational world and hopefully be able to provide for my family, my children.

Anything else?

That's it, man. I feel more confident in the ability to provide for my kids now that I can go further.

Q: How has being in the school impacted you?

I probably never know, but it's been positive. I could have gotten into some crazy stuff. Who knows? I think this occupying my time here and out there, being involved with you guys has probably prevented who knows what?

You feel it may have prevented some behavior that you may have regretted?

Exactly.

Anything negative?

No. Nothing negative. This is, there's nothing negative about it.

Did you take MRT?

I did a little bit. I did 6 packets in MRT, so I did 1-6.

Q: Do you think it had any kind of an impact?

Yeah. It was more of a repetition for me because I've already done a treatment in this jail called ATP that was really similar, so a lot of it's similar. A lot of it I had done already, so a lot of it was repetition, so doing it again embedded it.

What about other guys? Do you hear them talk about MRT?

No. Not really. I think a lot of it's an act.

Really? What do you mean?

You don't hear no one talking about it, but when we're in MRT you hear guys say they're never gonna pick up again and drink or smoke or whatever. Then you get in the pod and you don't hear nothin' about it. It's only in that class I think.

So you feel like the guys are sort of insincere. Like they say one thing and then they do another thing?

That's just my point of view. Some guys are probably serious, more serious than me about it.

What do you think makes that difference?

Attitude. Attitude and the guys you hang out with because not all the guys in the pod are bad. You still hang around with the same characters in here, you're probably going to hang around with the same characters out there. So.

So you think it has to do with your attitude and your associations?

Right.

Appendix D

Interview Summaries

Initial Interview Summaries:

Q1. Why did you decide to attend?

- S1:** Diploma could be a benefit, but mostly it passes the time faster and there is less trouble in this pod.
- S2:** Finish diploma. Also, this pod is better, less trouble, more activity. Pass the time.
- S3:** Good words for my parole officer and to finish my diploma.
- S4:** Get my diploma so I can come back to the U.S.A. because I'm Mexican. Learn.
- S5:** To pass the time.
- S6:** Better my life, get my diploma, make my family happy.
- S7:** Better my life, further my education, get a better job.
- S8:** Learn, get my diploma and learn to read better.
- S9:** Try to learn, pass the time, stay out of trouble, get my diploma.
- S10:** Brush up on my math in order to pass the contractors' license test. Pass the time.
- S11:** I am 2.5 credits short, so I want to finish up my diploma so that I can get my lighting protection certification. To pass the time, too.
- S12:** Get my diploma for myself and my kids. To stay away from drugs and do something positive. Pass the time.

Short term academic goals?

- S1:** Get some credits, at least one.
- S2:** Get some good words for the judge.
- S3:** Knowledge to help with GED test, pass the time.
- S4:** Try to better myself with knowledge. Try to be in a positive environment and mindset. School helps you stay in a positive mindset because you have something to focus on.
- S5:** Get back into the swing of academics and be positive.

S6: Learn and be a better learner. Get back on track with that. Feel positive.

S7: Learn to read better and earn some credit.

S8: Learn to read better.

S9: Earn some credit and try to learn.

S10: Get through pre-algebra and brush up on my writing.

S11: Find out exactly what I need to graduate and brush up on my math and reading.

S12: Get better at reading. Get some credits.

Long term academic goals?

S1: Graduate because I know someone who graduated from GBCS, and it made his time pass faster, and he has more opportunity now.

S2: Didn't really think that far ahead.

S3: Get away from life on the streets.

S4: I'm probably going to be deported before I can finish, but I think other guys want to further their educations after this.

S5: Maybe finish my diploma and get some good words for court, continue to college. Stay off drugs, do something positive.

S6: Get my diploma, go to college, start a better life.

S7: Go to college learn to be a car designer, get a better job.

S8: Get my diploma and a better job.

S9: Get my diploma, learn a trade. Further my education.

S10: Get my contractors' license and get my own company going. Further my education.

S11: Try to remember some of the material.

S12: Further my education. Get some good words for the judge.

School impressions before GBCS?

S1: Mostly disinterested and more a social thing. Work was hard, but I wasn't focused.

S2: Boring. Mostly I was in trouble with probation.

S3: Not enough one on one help.

S4: Mostly ditching and doing drugs. I liked the work when I was there.

S5: I don't remember much about the work, but I got in trouble right away and was sent to a youth program for a hit and run, so school was pretty nonexistent for me.

S6: Mostly hanging around, doing drugs, ditching class. The work was hard and easy in equal amounts.

S7: Mostly ditching. A lot of family trouble and death. The work was easy.

S8: You have to want to learn, and I didn't, so I went another way.

S9: Boring. I liked math.

S10: I liked school. I thought the work was pretty easy.

S11: Drugs! I was good at math, so I didn't have to work very hard at it.

S12: I was in special ed., so I always got the impression that they were giving me credits just to get rid of me.

Teacher impressions?

S1: Some cared. Some didn't, but I wasn't there to learn, so they reflected that.

S2: Helpful and cool. Let me smoke.

S3: Cool. Helpful. Interested.

S4: One teacher in particular was patient and helpful.

S5: They were dedicated and really tried to get through to me, but I wasn't interested.

S6: They were alright, but I wasn't focused.

S7: They were helpful, but some would hassle me.

S8: Some cared and some didn't, but mostly they were good.

S9: One teacher cared about me. I don't remember any other teachers.

S10: My math teacher in particular really pushed me to achieve. My basketball coach was good, too.

S11: Some of them cared, but a lot of them saw me as a waste of time, so they gave up on me. My math teacher pushed me hard, but I was good at math.

S12: My science teacher was really hands on. Mostly my teachers were not interested in me and very judgmental.

Second Interview Summaries:

Packet System Impressions:

S1: Liked the self-paced aspect of the packets and that all the information was there without the need for a separate book.

S2: I don't like the packets. They're too long. I like the computer.

S3: Self-paced, you get help if you need it.

S5: I like that they have a progression from easy to difficult.

S6: Self-paced, easy to get help if you need it.

S7: They are easier than regular school because they have explanations built in, but they could have more examples.

S8: They progress from easy to hard. The material is interesting.

S10: It's progressive, it's self-paced

S11: They are more of a refresher for me, but I would like more examples, especially in math.

Teacher Impressions:

S1: The teachers at GBCS seem more respectful towards me; I like them.

S2: Teachers are the same as regular school. I like them.

S3: Just like regular school. They are cool.

S5: They are like regular school. They care and are helpful.

S6: Maybe it was because I was unfocused in regular school, but teachers here seem more helpful.

S7: They are more willing to sit down one on one and help than in regular school.

S8: They are more helpful than on the outs.

S10: The teachers need to keep the classes more quiet, especially reading!

S11: The teachers seem to have more time to explain things one on one with students.

School Impressions:

S1: Self-paced, no pressure.

S2: I like it the same as regular school.

S3: I'll have something when I get out (credits, work progress).

S5: People get along and help each other out. There are few problems in the pod.

S6: I like that it's available here in the jail and on the outs.

S7: Smaller classes help me stay focused. The correctional staff also help things run smoothly and keep us out of trouble.

S8: How everybody works together and is helpful.

S10: It's a good refresher in math especially and in reading, but it's up to the individual to get something out of it.

S11: Self-paced and the math is a good refresher for me because I use it in my work.

Short Term Goals:

S1: Get as many credits as possible.

S2: Graduate.

S3: Credits and better at math.

S5: Develop some basic skills especially in regards to writing mechanics.

S6: Learn (math, grammar).

S7: Diploma and go on to CNM.

S8: Learn and get credits.

S10: Refresh my mind, get it working again.

S11: Brush up on math and science

Long Term Goals:

S1: Graduate.

S2: Go to CNM.

S3: Graduate.

S5: Just learn because I'm going to be deported.

S6: Diploma and a better life.

S7: Continue my education so that I can work on cars (custom designing).

S8: Finish school, further education.

S10: Get my life back on track with positive ways of living.

S11: My diploma, to remember math.

MRT Impressions:

S1: I don't have problems with "those" type of drugs (heroin) myself, but I think MRT give people a place to examine their relationship to drugs and what can help them move away from drugs.

S2: It seems helpful to other people, but I haven't done enough with it yet.

S3: Hearing other's problems makes me realize that I can do better and stop my criminal ways.

S5: It's slow in my class; no one is really opening up yet.

S6: It's helpful to explain and share my problems out loud and to hear other people talk about their issues.

S7: I don't have a drug problem, but it seems to really help guys who do because it gives them a place to talk it out.

S8: Hearing others talk and sharing my own story helps me realize what I need to do in order to get out of that lifestyle.

S10: Personally, I don't like the exploration of other religions, but the sharing seems to help other guys, especially in regards to drug use.

S11: It helps to deal with addiction issues, but you have to be ready for it; it's pretty much up to the individual to get something out of it.

Graduate Interviews:

Packet Impressions:

S1: Self-paced and all the information is there for you.

S2: It's good to have all the information there for you without needing a book, but the teachers are what really motivated me to succeed.

S3: For me it's hard because I struggle with reading and writing, but having all the information there for you is really helpful.

S4: They are progressive in difficulty, but it's easy to track your progress, so that makes them much easier than regular school.

S5: The progressive nature of them is helpful. Some of the material could be upgraded, but for a jail facility, it's great.

S6: It's encouraging to be able to track your progress.

S7: I didn't really work out of the packets because I got in here before we really used them, but I prefer to work out of a book.

S8: I think there could be more variety, especially in the English packets, but I liked that they were self-paced and progressive.

S9: Self-paced. Some of the guys need more one on one help, but I pretty much picked it up quickly.

S10: I think they were a little too easy. Some guys struggled, but for me, I wish they were harder.

Impact of diploma acquisition:

S1: Seeing that I was actually an A/B student gave me a lot of confidence, and now I feel like I can show my daughter that she can do it too.

S2: It's made me feel liberated from the impression I always had of myself as a felon and nothing else. In that way, it's opened doors to allow me to be a legitimate person.

S3: I'm proud that I accomplished this, but my learning is not over.

S4: My family is really proud, and I feel I've accomplished something as a father. Now, I can get a better job.

S5: My family is proud, and after so many years of not doing it, it gave me the confidence that I can do it.

S6: My family is proud, and I've accomplished something I've wanted to do for years.

S7: For me it didn't mean that much because I'm facing a lot of time, but my mom was proud. *(After he actually got his diploma, he had a complete break down and told our school psychologist that it was the only thing he had accomplished in his life, and he was incredibly proud of himself. He wanted me to re-interview him, but I declined.)*

S8: It gave me something positive to focus on in here. My mom is really proud of me, too. I think I was afraid of success, but now I'm motivated to go further with my education.

S9: It will allow me to continue with my education.

S10: Indescribable. I can go further with my education now and have a more positive life.

Impact of school attendance:

S1: It has helped me "escape" this place (jail) and given me something positive to work on, but I get frustrated when I don't do my best.

S2: It's not like a jail anymore; it's more like a boarding school (uniforms, the same schedule, working together, cooperating). It's made me more patient with people. The only negative is when we don't actually have school.

S3: The teaching staff was very patient and helpful with me; I'm just glad it's here for us.

S4: It kept me and a lot of others out of trouble. As long as you want to do it, it's really helpful.

S5: Some of the students are insincere, but it gave me something positive to focus on in here.

S6: It's a positive environment to do something with your time in here.

S7: At first I didn't want to do anything, but I really enjoy learning, so the school has been really positive for me.

S8: The low student to teacher ratio is helpful because you get a lot more one on one help. Also, the teachers seem genuinely concerned with your success.

S9: My family is proud and I'm definitely thinking more about my education. Also, I can light a fire under my family that has already dropped out.

S10: I think if I hadn't come into the school, I would have gotten in all kinds of trouble, so it's been really positive.

MRT Impact

S1: Some guys are just going through the motions, but for me it was really genuine, and talking out my problems was incredibly helpful. At first it's hard to swallow your pride and admit that you have problems, but once you do and you take it seriously, it's life changing.

S2: Getting up there and sharing your problems is incredibly hard, but once you do, it helps you realize who you are. It helps with patience to not allow others to push your triggers.

S3: I loved it. Talking about your addictions problems is really helpful, so I love it.

S4: I think there is an overemphasis on addiction, but if you do have a problem with addiction, it is helpful. It really depends on how serious the individual is whether or not it will have an impact on them.

S5: It's a positive way to deal with your problems.

S6: Some of the guys aren't serious about it, but for me it's helped me realize who I really am and what problems I need to address in my life.

S7: I liked MRT, but I had a personal conflict with Dr. Gallegos. I liked Denise, however. A lot of guys don't take it seriously, but for me it made me realize that I've created a lot of the mishaps in my life.

S8: A lot of guys are insincere about MRT, but if you take it seriously, it can have a positive impact on you.

S9: You have to be ready for MRT, but if you are it's helpful.

S10: I think a lot of guys are insincere about MRT. If you have the right attitude and you hang out with the right people in here and on the outs, it can have a benefit, but I think a lot of it is just talk without follow through.

Appendix E

The University of New Mexico Health Sciences Center Consent to Participate in Research

Student's Perceptions of the Charter School Experience at Bernalillo County Metropolitan Detention Center

11/12/2010

Introduction

You are being asked to participate in a research study that is being conducted by Christopher Pauls, who is the Principal Investigator and is part of the Department of HESS (Health Education and Sport Science) (Community Health Education) at the University of New Mexico. This research is studying student perceptions of educational experiences at a charter school in Metro Detention Center, Albuquerque, NM.

Gordon Bernell Charter School (GBCS) was created in 2008 to help address the educational needs of adult learners both in and out of Metro Detention Center (MDC). GBCS has 2 campus locations: one in MDC and one at 4th and Roma in downtown Albuquerque. The purpose of this study is to determine what student experiences, goals, and perceptions are upon entry into GBC. We are also interested in how those experiences and perceptions change over time as students progress through the GBCS curriculum and post graduation.

You are being asked to participate in this study because you are either a new student in GBCS. About 30-40 people will take part in this study. This form will explain the research study, and will also explain the possible risks as well as the possible benefits to you. We encourage you to talk with your family and friends before you decide to take part in this research study. If you leave MDC after initial interview and you enroll at the GBCS Roma campus, you will be contacted regarding your second interview by the PI via your advisory teacher. Telephone and/or email contact will be used to schedule your second interview. All contact information will be confidential and kept in a locked file cabinet. If you leave MDC after your initial interview and do not enroll at the Roma campus, you will be disqualified from participating in a second interview. If you have any questions, please ask one of the study investigators.

What will happen if I decide to participate?

If you agree to participate, the following things will happen:

You will be interviewed by the principal investigator, Christopher Pauls. (Interviews will take place in Chris Pauls' classroom on the GBCS campus. These interviews will be private and out of hearing range of any correctional officers and/or other GBCS staff.)

You will be asked a series of questions regarding your motivation for entering GBCS.

After 3 months, you will be re-interviewed and asked a series of similar questions.

All interviews will be tape recorded for easier recall. Recordings will be analyzed for content themes and then destroyed one year after completion of analysis.

Will you allow interviews to be taped? _____ **yes** _____ **no** _____ **initials**

If you chose not to be tape recorded, you will be removed from the study as a participant. There is no penalty or consequence for nonparticipation.

How long will I be in this study?

Participants will be interviewed two times over a period of 3 months, each interview will last approximately one hour.

What are the risks or side effects of being in this study?

There are minimal risks associated with participating in this study. However, there are risks of stress, emotional distress, inconvenience and possible loss of privacy and confidentiality associated with participating in any research study. However, due to confidentiality, there will be very minimal risks associated with participating in this study.

For more information about risks and side effects, ask the investigator.

What are the benefits to being in this study?

There will be no direct benefit of participating in this study; however, you will have the satisfaction of knowing that your voice was heard and that it mattered.

What other choices do I have if I do not want to be in this study?

You may elect not to participate in the study without consequence of any kind.

How will my information be kept confidential?

We will take measures to protect the security of all your personal information. These measures include locking all data in a secured file cabinet, keeping all interviews strictly confidential and anonymous. Aside from signing this consent form, your name will not be used, nor will it be referenced in any way other than to determine who to interview at 3 months from now. You will be assigned a number associated with your interview tape recording and transcript; only this number will be used in reference with data reporting. Only the PI and UNM faculty advisor will have access to these numbers. All records will be destroyed after one year. A copy of this consent form will be kept on file for one year after data analysis and then destroyed by shredding. No data collected from this study will be shared with any GBCS staff.

What are the costs of taking part in this study?

There are no costs associated with participating in this study.

What will happen if I am injured or become sick because I took part in this study?

There is no foreseeable risk of injury or illness associated with this study.

Will I be paid for taking part in this study?

You will not be paid for participating in this study.

How will I know if you learn something new that may change my mind about participating?

You will be informed of any significant new findings that become available during the course of the study, such as changes in the risks or benefits resulting from participating in the research or new alternatives to participation that might change your mind about participating.

Can I stop being in the study once I begin?

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point.

Aside from voluntary withdrawal from this study, you will not be removed from it unless you are removed from the GBCS program at MDC.

Whom can I call with questions or complaints about this study?

If you have any questions, concerns or complaints at any time about the research study, Christopher Pauls or his/her associates will be glad to answer them. Additionally, Christina Perry, responsible faculty member, can be contacted at 505-277-5151 with any questions or concerns regarding this study.

If you would like to speak with someone other than the research team, you may call the UNMHSC HRRC at (505) 272-1129.

Whom can I call with questions about my rights as a research subject?

If you have questions regarding your rights as a research subject, you may call the UNMHSC HRRC at (505) 272-1129. The HRRC is a group of people from UNM and the community who provide independent oversight of safety and ethical issues related to research involving human subjects. For more information, you may also access the HRRC website at <http://hsc.unm.edu/som/research/hrrc/>.

CONSENT

You are making a decision whether to participate in this study. Your signature below indicates that you read the information provided. By signing this consent form, you are not waiving any of your legal rights as a research subject.

I have had an opportunity to ask questions and all questions have been answered to my satisfaction. By signing this consent form, I agree to participate in this study. A copy of this consent form will be provided to you.

Signature of Adult Subject

Date

INVESTIGATOR SIGNATURE

I have explained the research to the subject or his/her legal representative and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.

Name of Investigator/ Research Team Member (type or print)

(Signature of Investigator/ Research Team Member)

Date

Appendix F

Intake interview questions:

1. Why did you decide to attend GBCS?
 - a. Tell me about any secondary reasons or other reasons you would have
 - b. What about other people? What have you heard? What do other guys say?
2. In the next month, what are you hoping to get out of attending GBCS?
 - a. What else can you think of that you could get out of attending?
 - b. Have guys told you what they got out of it? What have you heard?
3. What are you hoping to gain in the long term (post release and up to 1 year after release) by attending GBCS?
 - a. What else can you think of?
 - b. What have you heard? What do guys say about what they got?
4. Describe your educational experiences before you attended GBCS, especially focus on your mid-school and high school experiences.
 - a. What was school like for you?
 - b. What do you remember?
 - c. How about the schoolwork? What do you remember about it?
5. Use three words to describe your teachers?

Midterm questions:

1. What are your thoughts about the packet system? (working at your own pace, mastery based curriculum)
 - a. What do you like about it?
 - b. What parts of it help you?
 - c. What don't you like about it?
 - d. How could it be better?
2. Up to this point in time, describe your educational experience. (teachers, class-work, peers, problems)
 - a. How are things different now for you?
 - b. What have you heard in the pod about how things are different for other guys?
 - c. What about your experiences with teachers? How are they different than regular school?
3. What features of GBCS do you particularly like?
 - a. What do you hear in the pod?
4. How do these features help you learn and succeed?
5. What are you hoping to gain short term from attending GBCS?
 - a. What else can you think of?
 - b. What do you hear in the pod?

6. What are you hoping to gain long term from attending GBCS?
 - a. What other ways do you think things might be different for you after having been in the school?
7. If you participated in MRT, what effect (if any) has it had on you? (best/worst)
 - a. What do other guys say about MRT?

Questions for graduates:

1. What did you think of the packet system? (best/worst)
 - a. What parts of it helped you the most?
 - b. How could it be improved?
 - c. What did you hear other people saying about it?
2. What impact has acquiring your high school diploma had on your life?
 - a. What other ways has it impacted your life?
 - b. Can you think of anything else?
3. How have your experiences at GBCS changed or impacted you personally, positively or negatively?
4. If you took MRT, how would you describe your experiences?
 - a. What was the best thing about MRT?
 - b. What was the worst thing about MRT?
 - c. What do other students say about MRT?
5. Are there any particular effects that you feel impacted your life long term, positively or negatively?

References

- Albrecht, D. G. L., Fitzpatrick, M. R., & Scrimshaw, S. C. (1999). *The Handbook of Social Studies in Health and Medicine*. Sage Publications Ltd.
- Bazos, A., Hausman, J., University of California, L. A. S. O. P. P., & Research, S. (2004). *Correctional education as a crime control program*. UCLA School of Public Policy and Social Research, Dept. of Policy Studies.
- Beard, J., Johnson, M., & Kemp, J. (2003). *Proposal To Reduce Recidivism Rates In Texas*. Earl Carl Institute for Legal and Social Policy, Inc.
- Boulard, G. (2010). Locked out. *Diverse: Issues in Higher Education*, 27(1), 2.
- Coulter, G. (2004). Using One-to-One Tutoring and Proven Reading Strategies to Improve Reading Performance with Adjudicated Youth. *Journal of Correctional Education*, 55(4), 321-333. doi:Article
- Drakeford, W. (2002). The Impact of an Intensive Program To Increase the Literacy Skills of Youth Confined to Juvenile Corrections. *Journal of Correctional Education*, 53(4), 139-44.
- Forman Jr, J. (2008). Out of Jail and into Jobs. *Education Next*, 8(4), 8.
- Garrard, J. (2010). *Health Sciences Literature Review Made Easy: The Matrix Method, Third Edition* (3rd ed.). Jones & Bartlett Publishers.
- Greenberg, E., Dunleavy, E., Kutner, M., & White, S. (2009). Literacy behind bars: Results from the 2003 national assessment of adult literacy prison survey.
- Hall, R. S., & Killacky, J. (2008). Correctional Education from the Perspective of the Prisoner Student. *Journal of Correctional Education*, 59(4), 20.
- Harlow, C. W., Jenkins, H. D., & Steurer, S. (2010). GED holders in prison read better than those in the household population: Why? *Journal of Correctional Education*, 61(1), 68-92. doi:Article
- Hrabowski, I., & Robbi, J. (2002). The Benefits of Correctional Education. *Journal of Correctional Education*, 53(3), 96-100. doi:Article
- Jenkins, H. D. (1995). A Post Release Follow-Up of Correctional Education Program Completers Released in 1990-1991. *Journal of Correctional Education*, 46(1), 20-24.

- Karpowitz, D., Kenner, M., & Initiative, B. P. (1995). Education as crime prevention: The case for reinstating Pell Grant eligibility for the incarcerated. *Evaluation*.
- Leone, P. E., Krezmien, M., Mason, L., & Meisel, S. M. (2005). Organizing and Delivering Empirically Based Literacy Instruction to Incarcerated Youth. *Exceptionality*, 13(2), 89-102. doi:10.1207/s15327035ex1302_3
- Lewis, J. (2006). Correctional Education: Why It Is Only "Promising". *Journal of Correctional Education*, 57(4), 11.
- Lichtenberger, E., & Ogle, J. T. (2006). The Collection of Post-Release Outcome Data for the Evaluation of Correctional Education Programs. *Journal of Correctional Education*, 57(3), 9.
- Nuttall, J., Hollmen, L., & Staley, E. M. (2003). The effect of earning a GED on recidivism rates. *Journal of Correctional Education*, 54(3), 90–95.
- O'Neill, L., MacKenzie, D. L., & Bierie, D. M. (2007). Educational Opportunities Within Correctional Institutions. *The Prison Journal*, 87(3), 311.
- Sarra, D., & Olcott, L. (2007). A Day at Osborne School. *Phi Delta Kappan*, 89(1), 68–70.
- Sedgley, N. H., Scott, C. E., Williams, N. A., & Derrick, F. W. (2010). Prison's Dilemma: Do Education and Jobs Programmes Affect Recidivism? *Economica*, 77(307), 497–517.
- Steurer, S. (2000). Best Practices: The Correctional Education Program, Maryland State Department of Education. *Journal of Correctional Education*, 51(1), 165–67.
- Steurer, S. J., & Smith, L. G. (2003). Education Reduces Crime: Three-State Recidivism Study. Executive Summary.
- Steurer, S. J. (2001). Historical Development of a Model for Correctional Education and Literacy. *Journal of Correctional Education*, 52(2), 48-51. doi:Article
- Tracy, A., & Steurer, S. J. (1995). Correctional Education Programming: The Development of a Model Evaluation Instrument. *Journal of Correctional Education*, 46(4), 156-166. doi:Article
- Unruh, D., Povenmire-Kirk, T., & Yamamoto, S. (2009). Perceived Barriers and Protective Factors of Juvenile Offenders on Their Developmental Pathway to Adulthood. *Journal of Correctional Education*, 60(3), 24.

- Vacca, J. S. (2004). Educated Prisoners Are Less Likely to Return to Prison. *Journal of Correctional Education*, 55(4), 297-305. doi:Article
- Wheeler, D., & Patterson, G. (2008). Prisoner reentry. *Health & Social Work*, 33(2), 145-147.
- Wilson, D. B., Gallagher, C. A., & MacKenzie, D. L. (2000). A meta-analysis of corrections-based education, vocation, and work programs for adult offenders. *Journal of Research in Crime and Delinquency*, 37(4), 347.
- American Correctional Association. (2010). *Offender Population* [Data file]. Retrieved from <https://www.aca.org/government/population.asp>
- New Mexico Corrections Department. (2006). *Offender Statistics* [Data file]. Retrieved from <http://corrections.state.nm.us/statistics/intro.html>