



*EARNING REDEMPTION:
NEW ROLES FOR RETURNING
OFFENDERS IN A CIVIC ENGAGEMENT
REENTRY MODEL*

January 8, 2003

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1



THE LIMITS OF REENTRY PRACTICE

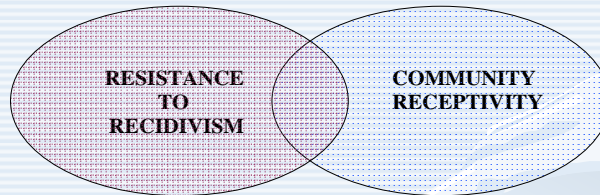
- Insular, individualized focus on needs and risks of offenders
- Surveillance, punishment and limited treatment focus
- Lack of attention to community needs and resources (Social Capital)

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REQUIREMENTS FOR SUCCESSFUL RE-ENTRY



← →
DEGREE OF SUCCESS

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An Alternative Vision and Practice

- Community as “*Independent Variable*” – Acting *on* returning lawbreakers (informal support and control)
- Community as “*Dependent Variable*” – To be acted *upon* (*community-building strategies*)

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A Civic Engagement Intervention Model

- Goal: Strengthen commitment to citizenship as a key to effective reentry.
- Objectives:
 1. Weaken barriers to prosocial identity of persons under correctional supervision
 2. Change community's image of such persons
 3. Mobilize *informal* sources of support and control

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INTERVENTION DOMAINS FOR A CIVIC ENGAGEMENT REENTRY POLICY

1. Civic community service
2. Restorative Group Conferencing
3. Democratic participation and voting

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THE PROBLEM

Reintegration Obstacles:

Reputation Deficit—A Bankrupt “Trust Account”

Limited References (No Portfolio)

Limited Work Skills

Restitution and Community Service Obligations

Lack of Community Support Network

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THE SOLUTION

Civic Service as a Tool for Reintegration:

Portfolio Rich in Volunteerism, Service

New Reputation as a Contributor

Solid, Respected References

Mastery of Basic Work Skills and Experience

Development of Reliable Support Network

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SERVICE IN THE INTEREST OF OTHERS: COMMUNITY INTERESTS.....

- VISIBLY DEMONSTRATES CONSTRUCTIVE ACCOUNTABILITY MEASURES
- SERVES AS RALLYING POINT TO IDENTIFY UNMET COMMUNITY NEEDS AND ENGAGES COMMUNITY IN A PLAN OF ACTION TO ADDRESS THOSE NEEDS
- BUILDS HUMAN AND PHYSICAL CAPITAL
- IMPROVES ECONOMIC VITALITY OF NEIGHBORHOODS
- IMPROVES WORKFORCE FOR LOCAL BUSINESSES
- CREATES SAFER ENVIRONMENTS

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SERVICE IN THE INTEREST OF OTHERS: PUBLIC POLICY INTERESTS.....

**A Measurable Means for Return on Taxes Devoted to
Public Safety**

Demonstrates Accountability in the Community

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SERVICE IN THE INTEREST OF OTHERS: HIGHER INTERESTS.....

- EASES SUFFERING
- BUILDS GOODWILL
- ALLOWS PEOPLE TO EXPRESS HUMANITY
- BRINGS OUT THE BEST IN EVERYBODY
- DEVELOPS SENSE OF COMMUNITY
- ALLOWS FOR PEOPLE TO EARN REDEMPTION GRACEFULLY
- PROMPTS GOOD CITIZENSHIP

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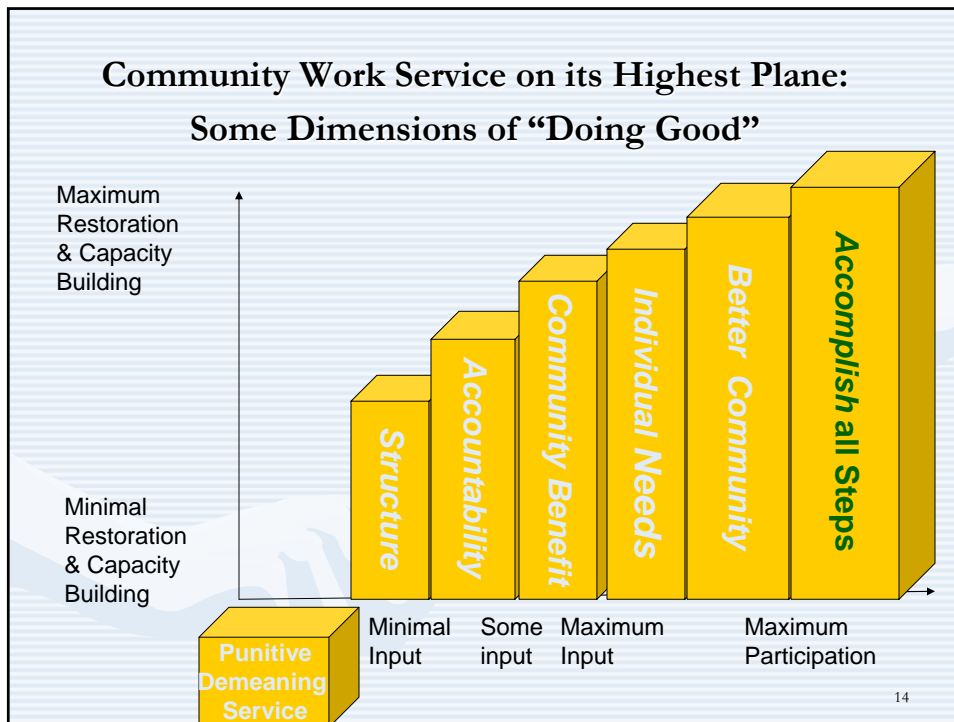
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Levels of Service Impact and Stakeholder Input: Dimensions of Intervention and Outcome

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Assumptions/Propositions

- The best, most impactful service is multi-dimensional and focused on multiple objectives (– e.g., repairing harm, meeting public and community needs);
- Other than punitive, demeaning service, all types of service may have some value.
- The *highest levels* of service can address goals and include objectives addressed by service projects at lower levels, but *lower levels do not address higher level objectives*.

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Accountability and Repair

- *Goal:* Provide service to accomplish accountability and reparation to the community most impacted by the offender's action;
- *Examples:* Repairing "broken windows" or other property damaged by offender; crime repair crews; service to impacted businesses, schools or other community entity damaged by one's offense.

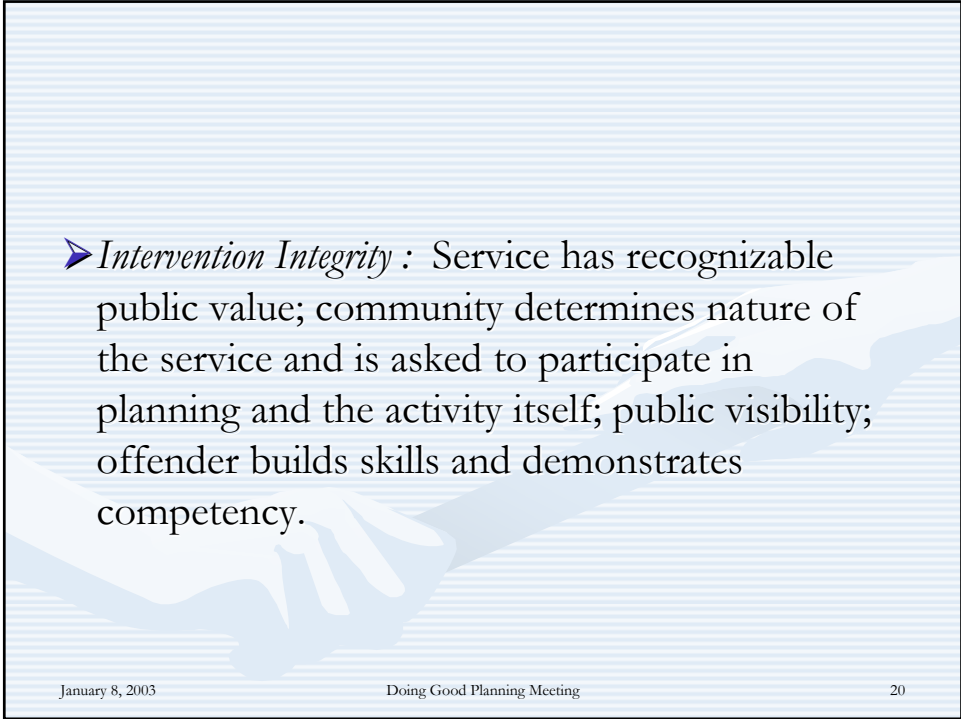
- *Theory:* Exchange Theory: Reciprocity and Earned Redemption.
- *Propositions:* Service connected to and harm caused to individuals and community provides sense of justice/reciprocity and "balance" to the community, vindication to victim and sense of relief and accomplishment to offender.

Community Impact and Community Need

- *Goal:* Service should: make *public* contribution to general community needs; connect offender with civic or service groups; community perception of offender skills; victim appreciation of service and input into selection.
- *Examples:* Conservation, beautification and public works projects; assistance to victim groups; community gardens; assist with public events;.

Community Impact, continued

- *Theory:* Civic Reintegration; Human Capital .
- *Propositions:* Community needs-focused service provides for initial connection with law-abiding citizens and groups; citizens view offender as asset vs. liability; victims with input into project selection experience benefit of service.

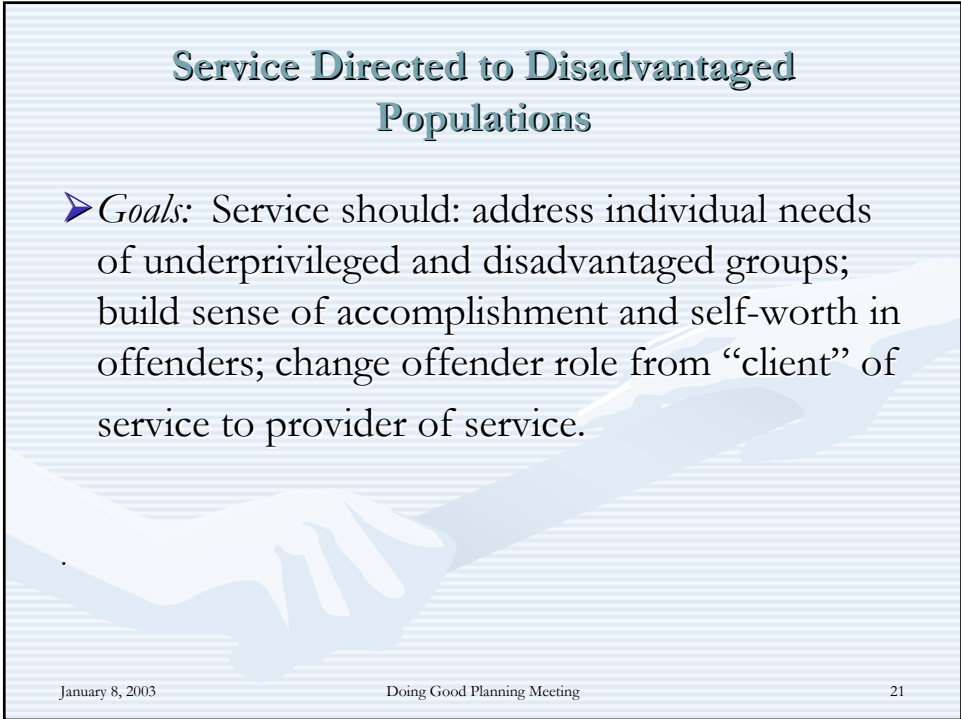
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- *Intervention Integrity* : Service has recognizable public value; community determines nature of the service and is asked to participate in planning and the activity itself; public visibility; offender builds skills and demonstrates competency.

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Service Directed to Disadvantaged Populations

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- *Goals*: Service should: address individual needs of underprivileged and disadvantaged groups; build sense of accomplishment and self-worth in offenders; change offender role from “client” of service to provider of service.

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➤ *Examples:* Firewood delivery and assistance to the elderly; mentoring and tutoring youth and disabled populations; food bank assistance; transportation assistance; service to individual victims (e.g., offender crime repair crews) or groups of victims (e.g., service provided to domestic abuse shelters).

➤ *Theory:* “Helper Principle” Empathy for others puts offender disadvantage and difficulties in broader context; “Generativity” theory.

➤ *Propositions:* By helping those in need, offender makes improvement in his/her skills; makes connections, gains empathy.

➤ *Gauging Integrity of Intervention:* Service maximizes opportunity for face-to-face assistance to disadvantaged; community and victims have input into the nature of service provided and opportunities to participate in accomplishing and/or planning the service with offenders.

IDENTITY TRANSFORMATION AND REINTEGRATION: THEORY TO PRACTICE AT THE INTERACTIONAL LEVEL

→ *Exchange theory and “Earned Redemption”*

→ *“Generativity” theory*

→ *Identity and role change*

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Service, Acting and Thinking: An Experiential Theory of Identity Change Through Role Change

It is easier to act one’s way into better thinking than think one’s way into better acting. Charles See (1996)

Question: How does the service experience change identity?

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Level Five: Service to Build Community

- *Goal:* To improve overall quality of community life; build social capital for promoting peaceful conflict resolution and “self-policing”; enhance community economic productivity (e.g., improve business climate); achieve social justice goals; offenders gain access to new long-term relationships and new roles.

- *Examples:* Habitat for Humanity; school improvement, neighborhood construction projects; fundraising efforts; peacemaking and racial tolerance initiatives; offenders as mediators/facilitators.

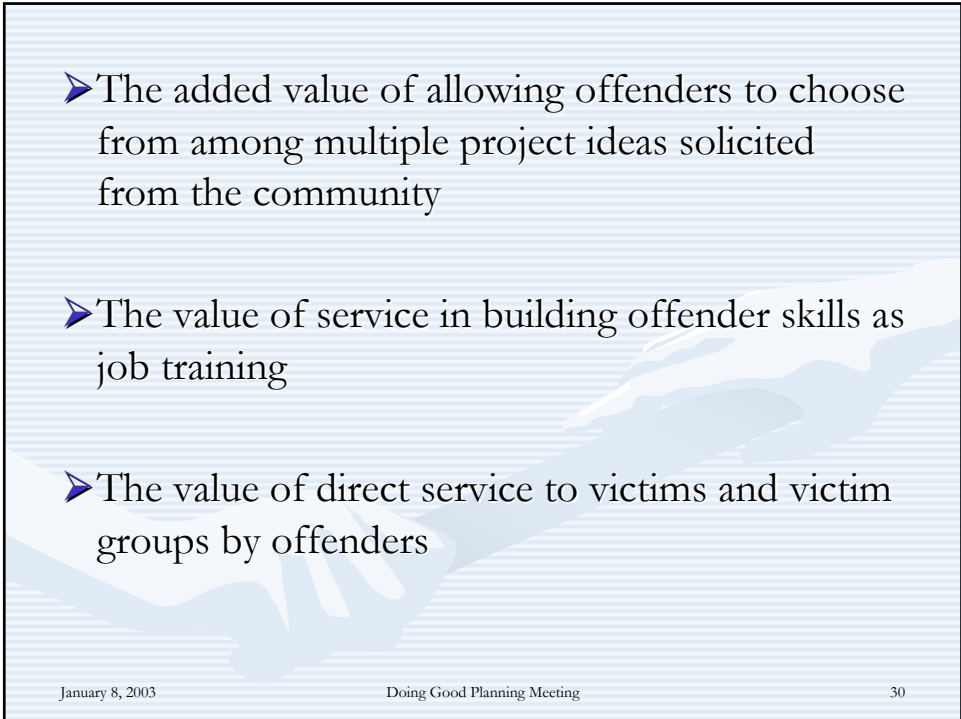
- *Theory:* Collective efficacy; social capital; civic justice.

- *Proposition:* Service with broad collective impact creates “added value” that connects offender to a broader community and ongoing supports; assists with victim healing and provides opportunities for victims to contribute.
- *Gauging Integrity of Intervention:* To what extent is the service creating added value; what is the collective impact; what opportunities are provided for long term relationships for offender and victim; are community members practicing and learning new reintegration skills?

Other Dimensions?

The levels defined above constitute only a partial list of dimensions pertinent to choices in designing community service projects. Other considerations include but are not limited to the following:

- The value of crew work vs. individual placements
- Strategic use of mentoring in conjunction with service opportunities

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- The added value of allowing offenders to choose from among multiple project ideas solicited from the community
 - The value of service in building offender skills as job training
 - The value of direct service to victims and victim groups by offenders

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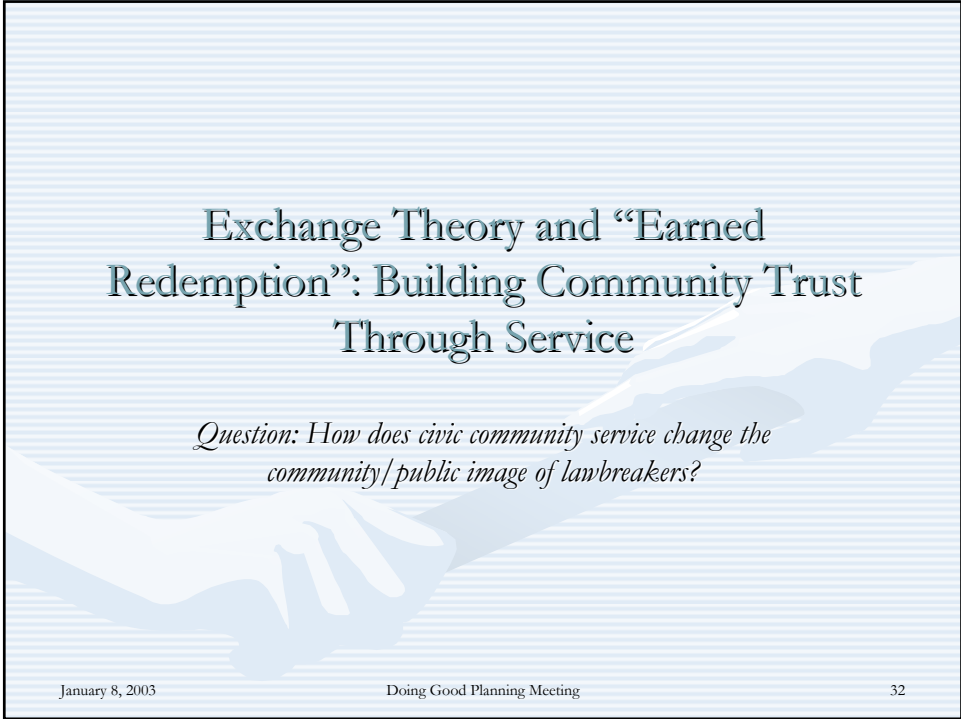


CIVIC COMMUNITY SERVICE PRACTICE AND IDENTITY TRANSFORMATION

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Exchange Theory and “Earned Redemption”: Building Community Trust Through Service

Question: How does civic community service change the community/public image of lawbreakers?

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Exchange Theory Propositions

- Civic service that is visible, voluntary, and viewed as “giving back” what was taken from victims and communities, and linked to the harm of one’s criminal actions or crimes will be more likely to change the image of the formerly incarcerated person as someone who honors obligations and has earned his or her way back into the “good graces” of the community.
- Civic service that maximizes the input of community members and individuals who have been victimized into the selection of the service project will be more likely to change the public image of the offenders and increase the likelihood of successful reintegration.

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Generativity and Role Change Propositions

- Community service activity that is clearly directed toward meeting the needs of the less fortunate or young people will be more likely to change the role and self image of the participant and increase the likelihood of successful reintegration.
- Community service that allows participants to try out new, prosocial roles that allow them to demonstrate competency and reliability will change the role and self image of the participant and increase the likelihood of successful reintegration.
- The experiential effect of civic service on participants, according to research on service learning (Eyler, et al., 2001; Gray et al., 1999) may also be enhanced by combining it with classroom learning, building in time for reflection about the value of the work, skills, and competencies participants are developing.

LIFE COURSE RESEARCH AND REINTEGRATION: THEORY TO PRACTICE AT THE MID-RANGE LEVEL

1. Human capital and instrumental relationships
2. Individual social capital and affective relationships



CIVIC COMMUNITY SERVICE AND LIFE COURSE INTERVENTION

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CIVIC SERVICE, HUMAN CAPITAL AND PROSOCIAL LIFESTYLES

Question: How might community service provide returning lawbreakers with access to new roles which promote a prosocial lifestyle and develop them as human capital?

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SOCIAL CAPITAL, COLLECTIVE EFFICACY AND REINTEGRATION: THEORY TO PRACTICE AT THE COMMUNITY LEVEL

1. Social capital as bonds of trust based on shared values
2. Collective efficacy as capacity for exercising informal social control and support

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CIVIC SERVICE, COMMUNITY CAPACITY, AND COMMUNITY- BUILDING INTERVENTION TO DEVELOP SOCIAL CONTROL AND SUPPORT

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The background of the slide features a stylized, light blue illustration of two hands shaking, symbolizing agreement or partnership. The hands are rendered in a soft, painterly style against a light blue background with a subtle horizontal line pattern.

Civic Service and Social Capital

Question: How does civic community service help to build community trust and shared values?

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Civic Service and Collective Efficacy

Question: How does civic community service help to build skills of informal control and support for collective efficacy?

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Community Building Proposition

- Community service activity that seeks to build community will be based on a vision of collective learning and skill building for the future that promotes community ownership and leadership in resolving problems and developing solutions.

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Human Capital Proposition

- Service that brings participants together with community members (especially business persons and other potential employers) as an activity visible in the community and that involves participants and community members in planning and executing projects will have the greatest potential for changing public image.

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SERVICE, INDIVIDUAL SOCIAL CAPITAL AND THE DEVELOPMENT OF AFFECTIVE RELATIONSHIPS

*Question: How does civic community service help returning
lawbreakers develop new affective relationships of support and
guardianship?*

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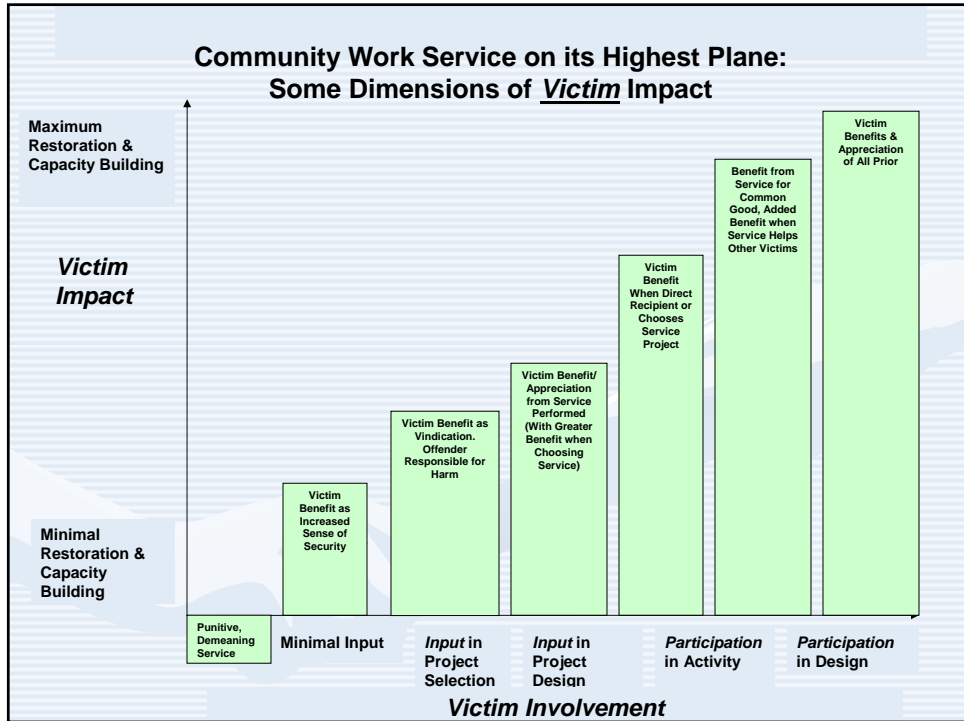
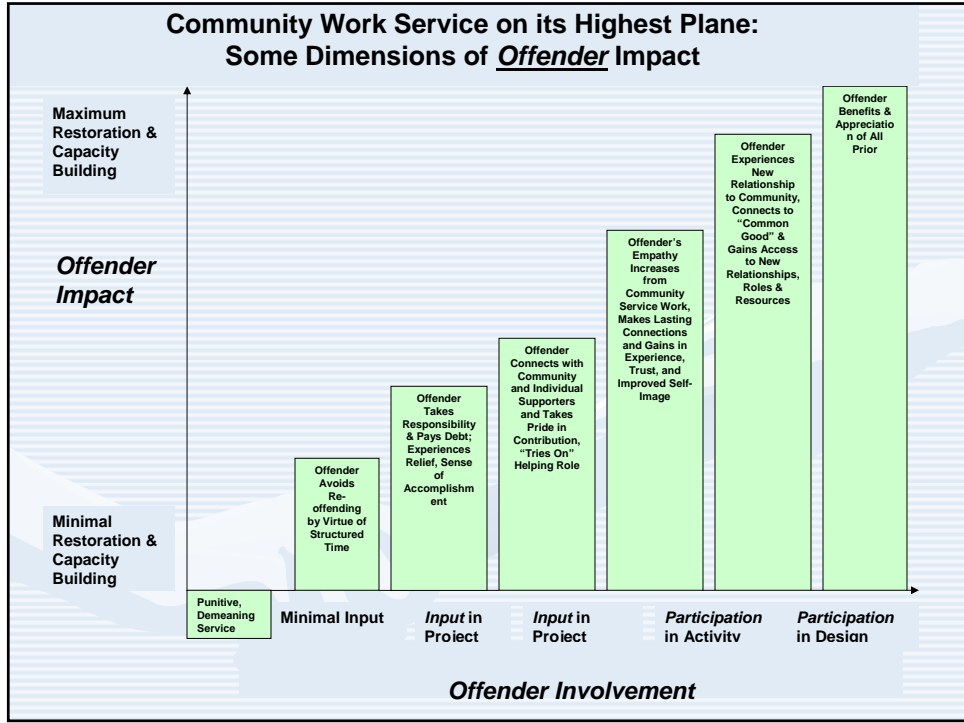
Individual Social Capital Proposition

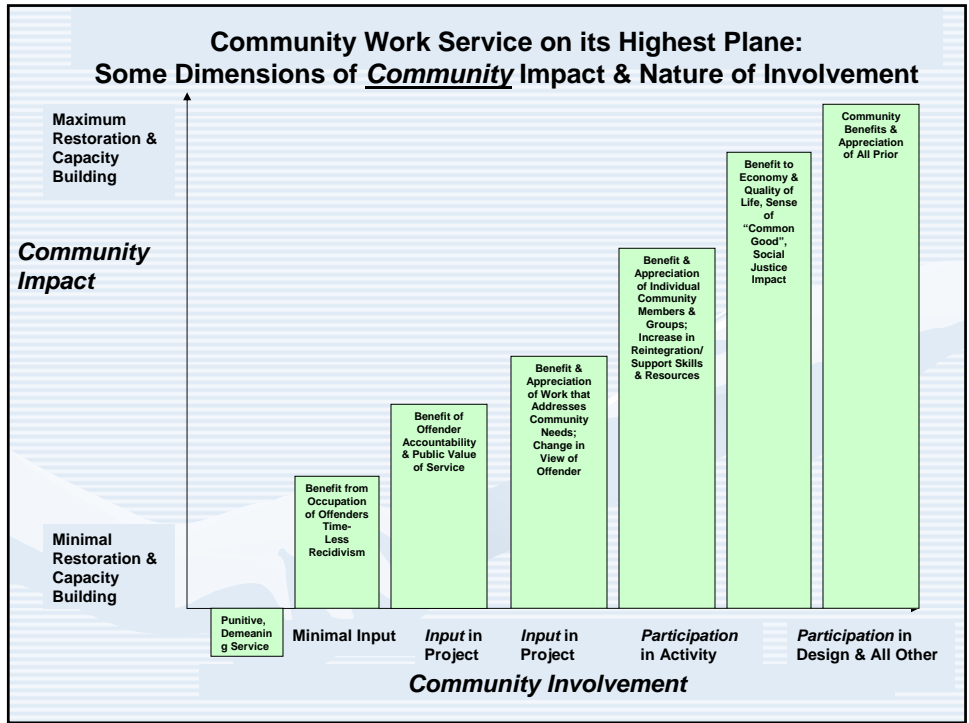
- Community service activity that provides for guardianship, mentoring, advocacy, and social support will be more likely to promote law-abiding behavior and sustainable reintegration

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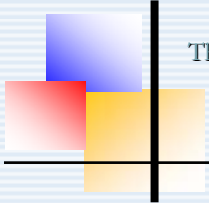
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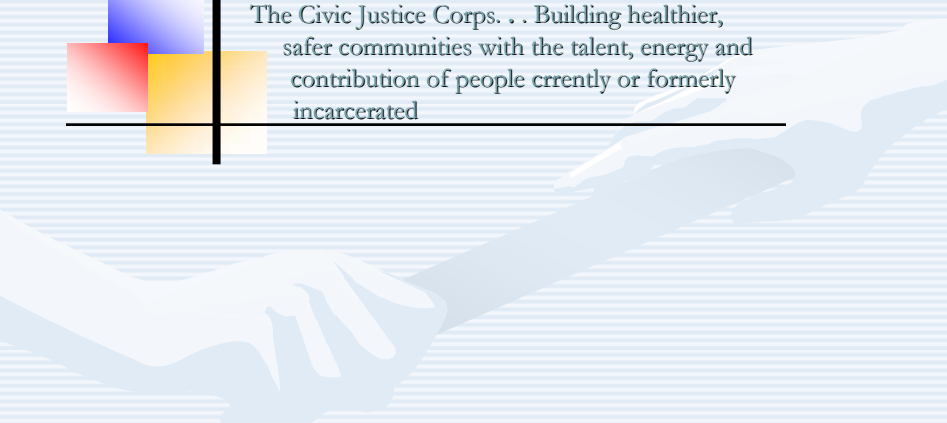




The Cascades Center for Community Governance



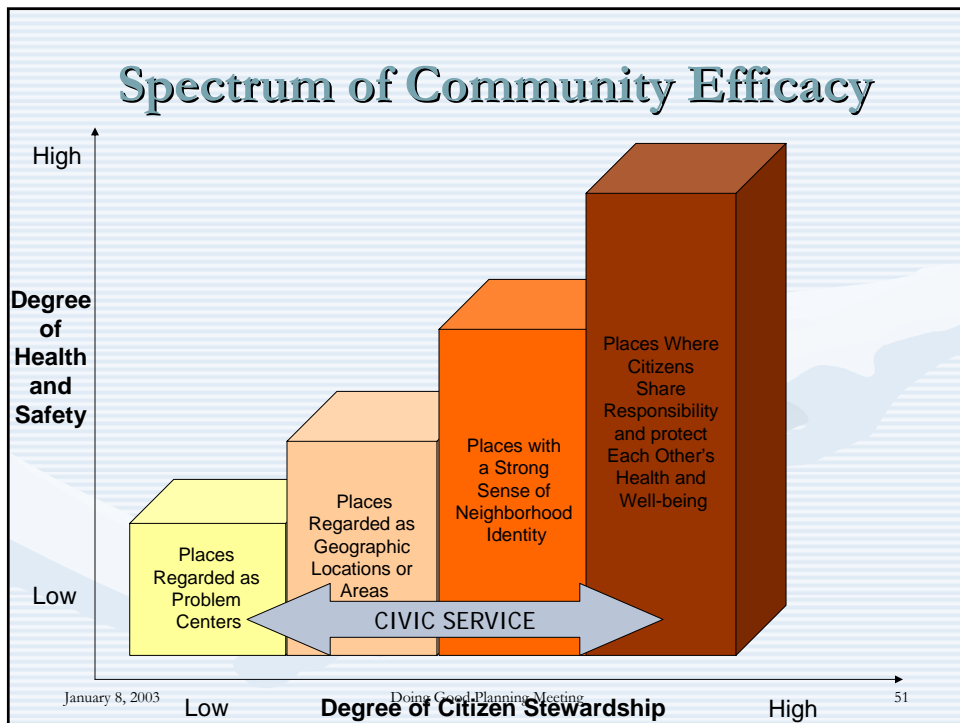
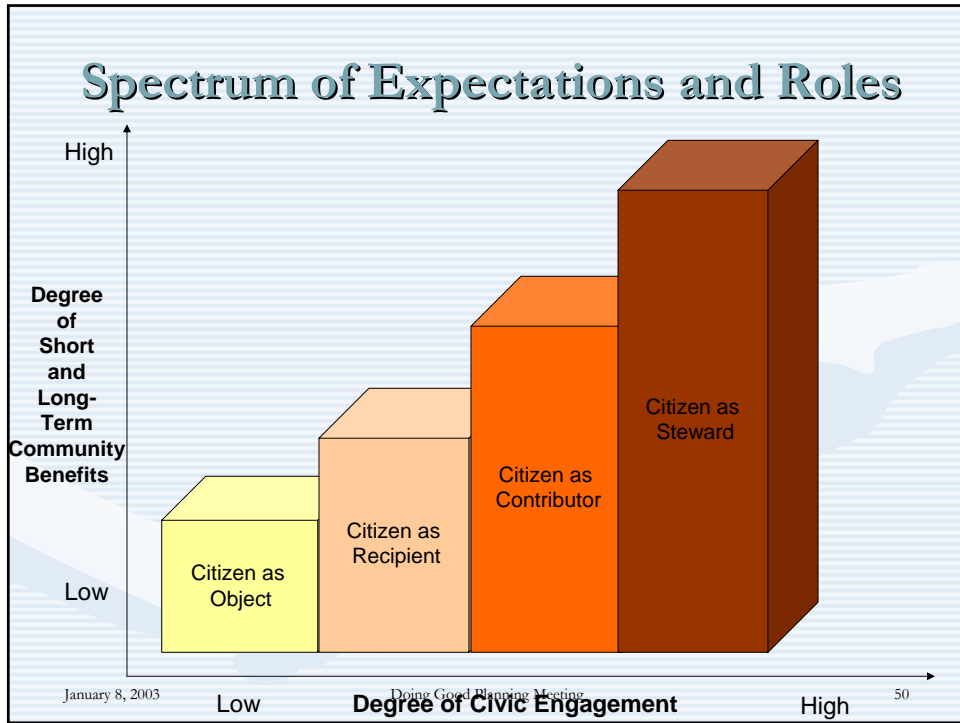
The Civic Justice Corps. . . Building healthier, safer communities with the talent, energy and contribution of people currently or formerly incarcerated



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**REENTRY REPORT CARD
(Draft)**

1. Education			
Percent of people leaving prison who possess a GED, high school diploma, associates degree or college degree	No education qualification	___%	
	GED graduate	___%	
	High school diploma	___%	
	Associates degree	___%	
	College degree	___%	
2. Housing			
Percent of people leaving prison who reside in stable, affordable housing situations	At 30 days	___%	
	At 90 days	___%	
	At 180 days	___%	
	At 365 days	___%	
3. Health Status		<u>% at time of release</u>	<u>% to be in treatment within 30 days following release</u>
Percent of people leaving prison diagnosed to have health and mental illness problems and percent who are receiving treatment in the community	Alcohol/Drug addiction	___%	___%
	Communicable Disease	___%	___%
	Mental Illness	___%	___%
4. Employment			
Percent employed at 30, 60, 90 day intervals as evidenced by a W-2 form	30 days	___%	
	60 days	___%	
	90 days	___%	
Percent who maintain employment in the same trade or profession for at least one year			___%
Percent who are working in jobs where health benefits are provided		___%	

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5. Restorative Responsibilities			
Percent who have fulfilled restitution and court-ordered community service responsibilities	Restitution	___%	___%
	Community service	___%	
6. Recidivism			
Percent who are cited by parole for violations and percent who are charged by a prosecutor for misdemeanor and felony offenses	Parole violation	___%	___%
	Misdemeanor offenses	___%	___%
	Felony offenses	___%	___%
Percent returned to prison for violations and convictions of new crimes	Returned on violations	___%	___%
	Returned on new convictions	___%	___%
7. Family Relationships			
Percent who report and are confirmed by family members to be in positive family relationships	30 days	___%	
	90 days	___%	
	180 days	___%	
8. Civic Engagement			
Percent who have a verified relationship with a faith-based and/or community organization and percent who vote (where allowed) in local, state, and federal elections	30 days	___%	
	90 days	___%	
	180 days	___%	
	Active voters (where allowed)	___%	
9. Community Participation			
Total number of community members working in volunteer and service roles and value of that volunteerism and service to the community	Volunteers	___ hrs value \$ ___	
	Service participants	___ hrs value \$ ___	

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