An Analysis of Entrepreneurial Education in the Criminal Justice System

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AN ANALYSIS OF ENTREPRENEURIAL EDUCATION IN THE CRIMINAL JUSTICE SYSTEM

By

Austin Jared Powell

A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

Oxford, MS
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I cannot express in words how grateful I am for your love, encouragement, and support. You all have seen my good days and my bad days, but nonetheless, you continued to show me grace and encourage me to finish this thesis. Your prayers were not in vain, for they gave me hope when I had none, and reminded me of a greater love that I do not deserve. I love you.

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To the Robert M. Hearin Foundation, thank you for giving me the opportunity to explore the social problems in Mississippi. If it were not for the Foundation’s generous support, I would not have had the opportunity to be a part of a CEED, which allowed me to work with Marshall County Correctional Facility.

To Dr. JR Love, Dr. Albert Nylander, and those involved thank you for igniting a passion that I was not aware I had. The way in which the McLean Institute views community engagement and transformative service has inspired my thesis.
DEDICATION

I dedicate this thesis to Rebecca Bramlett, Marshall County Correctional Facility, and the fifteen men I had the honor and privilege of serving for eight weeks in the summer of 2016. I can only hope this thesis can demonstrate why our shared experience meant so much to all of us.

“If there is meaning in life at all, then there must be meaning in suffering.”
— Viktor E. Frankl
Currently, American federal and state prisons release more than 600,000 offenders each year that contribute to the estimated 70 million or more Americans that have some form of criminal record. By holding a criminal record, successful reentry for offenders are difficult because the criminal record serves as a barrier to public benefits. There are many correctional education programs designed to help offenders while in prison to overcome these barriers. Entrepreneurial education programs are becoming more popular, due to the positive recidivism and post-release employment results. The purpose of this study is to compare entrepreneurial education to other programs while analyzing the components that make the program successful. This thesis concludes that entrepreneurial education programs utilize logotherapy components derived from Viktor Frankl’s psychotherapy to achieve lower recidivism and higher post-release employment rates. To draw this conclusion, this thesis presents a literature review which contains information regarding the current criminal justice system, and the current educational programs offered. Furthermore, the analysis of entrepreneurial education developed after an in-depth review of phenomenology and Viktor Frankl’s logotherapy.
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CHAPTER 1

INTRODUCTION

According to the United States’ Department of Justice report, federal and state prisons release more than 600,000 offenders each year that contribute to the estimated 70 million or more Americans that have some form of criminal record.\(^1\) By virtue of these individuals holding a criminal record, ex-offenders consistently face obstacles in obtaining gainful employment, completing a successful reentry, and contributing to a larger society. Once incarcerated, these individuals have lost their right to vote, and their criminal records often haunt them as a barrier to public housing, employment, other public benefits, and the right to the basic necessities. Failing to overcome barriers is how some of these ex-offenders find themselves back in prison.

In *The Epic of America*, James Truslow Adams defines the American dream as "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement… It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position."\(^2\) Adam’s definition is the essence of each American’s pursuit regardless of his or her race or socioeconomic status. However, that dream has become null and void for those who find themselves recently released from incarceration.

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The Federal Bureau of Prisons (BOP) shares the vision of helping offenders achieve the American dream by preparing offenders for successful re-entry and reducing recidivism. By evaluating the outcome of recidivism or post-release employment, the BOP can gauge the effectiveness of any implemented program, policy, or strategy. In 2013, the Mississippi Correctional and Criminal Justice Task Force and the Pew Charitable Trust measured the outcome of the current correctional system in the state of Mississippi and reported different policy recommendations on how to reduce recidivism and decrease the state correctional budget. However, the report did not feature any recommendations on how to utilize correctional programs in reducing recidivism, decrease the state correctional budget, while also increasing post-release employment for offenders. The objective of this thesis is to present a study on correctional education programs to determine what components are present to yield post-release employment opportunities and a reduction in recidivism for participating offenders.

Although other non-education programs may emulate some of the positive results by producing low recidivism rates and more post-release employment opportunities for ex-offenders, like Marin Shakespeare Company in Oakland, California, I argue that the entrepreneurial education programs’ results stem from the concentration on the experiential quality of prisoners, and the entrepreneurial mindset propels the offenders to reorient their futures. I argue this because my research shows the connection of values, finding purpose, and the entrepreneurial mindset with prisoners’ experiential perceptions of the outside world. Without an educational program's appeal to values, finding purpose, and a prisoner’s experience

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the results of post-release employment and a reduction in recidivism will not be met with the same success.

Motivation

After researching the topic of hyper-incarceration and how that specific mentality produces a bias that acquiesces the idea that young black men are criminals. My curiosities led me to some difficult questions at the end of my sophomore year of college. Could the phenomenon of police brutality be a consequence of the mentality present in mass incarceration or other systemic issues related to the criminal justice system? After I had finished the paper, I continued to ask more questions about the nature of the criminal justice system. What happens to the young African-American males who are arrested for nonviolent crimes? What resources are available to them to successfully re-enter society?

In the spring of 2015, I applied to the Catalyzing Entrepreneurship and Economic Development (CEED) program, with the McLean Institute for Public Service. The CEED program was charged with working with University of Mississippi students and faculty to build actionable partnerships with Mississippi communities. These partnerships would increase entrepreneurship and promote economic development in rural Mississippi communities. The CEED Initiative is funded with generous support from the Robert M. Hearin Support Foundation. With this program, I was given the ability to choose a social problem in Mississippi to solve. My participation in CEED marks the beginning of a journey where I ventured out to think critically about the complexity of the issues in the criminal justice system in academics and my community.

As a junior in college and an Innovation Scholar, there was a requirement to find a summer internship to work over 120 hours in the summer to help alleviate poverty in Mississippi
through education, but also to catalyze economic and entrepreneurial development in the rural
northeast Mississippi or the Mississippi Delta. Throughout the year, Dr. Albert Nylander and Dr.
JR Love pushed the cohort to creatively think about Mississippi problems and solutions through
Clifton Taulbert’s book *Who Own’s The Ice House*. This book began a critical discussion about
what entrepreneurship is and how entrepreneurship can yield positive social benefits. After
participating in these discussions, Rebecca Bramlett and I scheduled prison visits with Marshall
County Correctional Facility to consider what our summer internship would be. Before I knew it,
I was standing in the silence as my eager emotions kept me immobile for a few moments before I
walked through the prison gates. I found myself navigating the complexity surrounding my
nation’s criminal justice system as I facilitated an entrepreneurial and leadership development
class at Marshall County Correctional Facility with the McLean Institute. Shortly after the first
class ended, one of the offenders pulled me aside. He cautiously guided my hand into a fist bump
with his. He quickly explained, “My brother, here this is a sign of great respect.” For me, the fist
bump illustrates a disregarded community’s value of my proposed initiative. This moment
solidified my desire to research more thoroughly the criminal justice system and the
ramifications of race, poverty, and entrepreneurial correctional education.

After facilitating this entrepreneurial and leadership development course in the summer
of 2016, people asked what prompted me to work on criminal justice issues. In some parts of the
country, discussions about the broken nature of the criminal justice system continue like a
broken record. However, in Mississippi, it remains outside of the public consciousness. When I
think about the need for reform, my mind immediately reverts to pictures flashing on newsreels
of Trayvon Martin, Tamir Rice, Mike Brown, and more recently, Alton Sterling and Philando
Castle. Specifically, I recall the discomfort in the conversation that followed with my parents as
they explained to me how Trayvon Martin’s situation related to myself and countless other 
young African-American males as I started college.

As a graduating college senior, I am constantly made aware of the incredible 
opportunities that I have been given, but I also think about other African-American males from 
my hometown and how my life has varied from them. Specifically, I think of one person whom 
at one time I considered an elementary school friend and I will refer to as Kevin. Kevin was a 
childhood acquaintance and was recently found guilty of a felony and sentenced 30 years in 
prison for his crime. I think of the similarities and differences that our childhood shared, but I 
also think of what opportunities lie ahead for him. With Kevin in mind, coupled with the 
statistics about nonviolent and violent offenders, offender economic mobility, and the monetary 
costs associated with Mississippi prisons, I was motivated to pursue this thesis topic.

Contents

In this study, I present a literature review that gives a brief overview of the prison system. 
First, I comprehensively examine the current state of the criminal justice system in America, and 
then I describe the varying types of correctional education programs and their effects. 
Subsequently, I define entrepreneurial mindset and describe the importance of the 
entrepreneurial mindset in relationship to the entrepreneurial education. Finally, I discuss how 
different programs used that information to create programs that rehabilitate and find 
employment.

I present the analysis portion of the thesis next. Immediately, I examine literature that 
explains logotherapy and gives insight on how the successful programs’ methodologies can be 
understood in the framework of logotherapy. Then, I illustrate the culture and phenomenality of
prison experiences through the lens of phenomenology to understand the experiential quality of prisoners and how the components of successful educational programs address the experiential quality of prisoners. Specifically, I analyze the role that components of logotherapy play in entrepreneurial educational programs that teach values, reorient offenders to the future and the entrepreneurial skillset.

While utilizing this information, I argue that entrepreneurial education is one of the best educational programs regarding post-release employment and recidivism by applying logotherapeutic approaches. Therefore, the success of programs like Texas Prison Entrepreneurship Program, the class I facilitated at Marshall County Correctional Facility, Dr. Linda Keena’s Parchman class, and Leonhard is caused by the prisoners’ ability to find value and meaning in their life, while also learning how to apply the entrepreneurial skills. For this reason, Texas PEP’s results are replicable, and I conclude by proposing entrepreneurial education courses at correctional facilities that the decision will yield offenders prepared for successful reentry and positive fiscal and social benefits.
CHAPTER 2
LITERATURE REVIEW

Introduction

To evaluate the types of correctional education programs, I read a wealth of literature regarding America’s evolution of the current criminal justice system, the historical trends of correctional education, and the current types of correctional educational programs including entrepreneurial education’s components. It is important to fully understand the history and context behind the criminal justice system that exists today to explain and critique the rehabilitative programs and results. In this literature review, I will begin with an overview of the evolution of mass incarceration in the United States, as well as an explanation of terms and concepts that prove to be critical in the comprehension of this research. Then, I will briefly detail the history behind correctional education as described by Thom Gehring and Randall White in “Three Ways of Summarizing Correctional Education Progress, Trends.” After, I will explain the current types of educational programs, drawing largely from the comprehensive evaluation of correctional education report produced by the RAND Corporation and other scholarly articles. Finally, I will utilize more academic peer-reviewed studies to explain the components of entrepreneurial education programs along with the entrepreneurial mindset.

Evolution of Prisons and Mass Incarceration in the United States

In the colonial era, the colonies inherited numerous laws and policies from England. The customary colonial practices mirrored England, where offenders were put in the pillory,
banished, publicly whipped, and executed. In the late seventeenth century under William Penn’s leadership, Pennsylvania espoused a series of statutes called “The Great Law” that was derived from the humanitarian Quaker principles. This series of statutes emphasized rigid manual labor as the method of correction for most offenses, and the most severe punishment – death – was set aside only for premeditated murder. The Anglican Code replaced the Quaker Code in 1718 and itemized thirteen capital crimes all of which are punishable by death.

In 1790 the humanitarian Quaker ideology reappeared when Dr. Benjamin Rush and Benjamin Franklin swayed the public’s opinion to replace capital punishment with incarceration. As the concept of corrections progressed, the penitentiary was introduced to function as a criminal offender’s isolation from the bad influences of society, so the offenders can engage in physical labor and self-reflect on their past convictions to be changed. This Quaker ideology is also the concept known as “penal welfarism.” David Garland coined the term “penal welfarism” when he said:

Penal measures ought, where possible, to be rehabilitative interventions rather than negative, retributive punishments...giving rise to ...sentencing laws that allowed indeterminate sentences linked to early release and parole supervision; the juvenile court with its child welfare philosophy; the use of social inquiry and psychiatric reports; the individualization of treatment based upon expert assessment and classification; criminological research focusing on etiological issues and treatment effectiveness; social

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6 Ibid.
8 Ibid.
work with offenders and their families; and custodial regimes that stressed the re-
educative purposes of imprisonment and the importance of re-integrative support upon release. 9

After the American Revolution imprisonment became a humane form of deterrence and punishment since corporal and capital punishment were thought to be barbaric.10

By the early 1800s, the penal system was undergoing some internal debate and questioning about the methods in which the prison system was managed. Two new models of corrections were utilized – “The Pennsylvania Model” and “The Auburn Model” – and both models kept prisoners isolated and restricted them from communicating with each other to refrain them from being negative influences towards one another.11 In 1842, when Charles Dickens visited the State Penitentiary in Philadelphia he wrote that “the system here is rigid strict and hopeless solitary confinement.”12 He believed that the system was built with kind intentions and criminal reformation; however he saw the first hand psychological pain and facial expressions of inmates who were caged.13

Prison reformers began to meet and confront these issues in the late 1800s and gave birth to the progressive moment that began within the first two decades of the 20th century and lasted until the 1960s. Most of these reformers were from higher socioeconomic backgrounds and were optimistic about solving the problems of the penal system through two main strategies –

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12 Ibid.
13 Ibid.
improving conditions in social environments that seemed to attract criminal behavior and rehabilitate individual offenders.

In the 1960s, there was a perception shift in the criminal justice system. The public became concerned with rapidly growing crime rates. As a response to the public opinion, policy makers, judges, and criminal justice officials urged the policy shift from a focus on rehabilitation and treatment to a focus on crime control. This paradigm shift is known as “penal populism.” In 1995, Anthony Bottoms introduced the idea “penal populism” to describe the increasingly powerful influence this ideology has on the criminal justice system. “Penal Populism” refers to the appeal of the concept that prisoners have benefitted from lenient laws in a way that harms victims of crime and law-abiding citizens. This ideology reflects not only the politicization of sentencing, particularly on violent, sexual, and drug-related offenses, but also the “black laws” that were passed after the Civil War to control former slaves through the use of harsh punishments, and as a result, there was a large influx of African American inmate labor force and population. These “black laws” augmented states’ need for revenue. On the other hand, Bottoms illustrates the intuitive qualities of the punitive criminal system as “politicians tapping into, and using for their own purposes, what they believe to be the public’s generally punitive stance.” In contrast, James Q. Wilson, an American political scientist, suggests that a general view of optimism towards human nature has thwarted society’s ability to reduce crime effectively. Wilson is a proponent that America needs to rethink its perspective on rehabilitation.

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15 Ibid.
16 Ibid.
policies and procedures and shift to a crime control and penal populism stance.\textsuperscript{19} This specific viewpoint would emphasize that criminal behavior can be controlled and even reduced by the utilization of more incarceration and other forms of strict supervision.

America’s disproportionally high prison rates in the United States substantiates the claim that there are many Americans who do not have the equal access to other rights and liberties that lead to successful reentry to society due to their criminal record. In return, these ex-offenders have little opportunity to achieve the American dream after incarceration. America’s high incarceration rates are illustrated in Figure 1.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure1.png}
\caption{Total Adult Correctional Population 1980 - 2010}
\end{figure}


\textsuperscript{20} Note: Estimates may not be comparable to previously published BJS tables or reports due to updated information. Counts were rounded to the nearest 100 and include estimates for nonresponding jurisdictions. All probation, parole, and prison counts are for December 31; local jail counts are for the last weekday in June. In 1988 and 1989 Coverage of probation agencies was expanded. Therefore, the total correctional, total community supervision, and probation population counts may not be comparable to prior years.
Figure 1 highlights that in 1982 there were about 2.3 million individuals under some form of correctional control.\(^{21}\) By the end of 2007, this figure was approximately 7.3 million Americans who were a part of either jail or prison sentences, on parole, or on probation.\(^{22}\) The increase in numbers is seen more through more offenders being put on probation in the criminal justice system.

Although research shows that the use of incarceration did contribute to the declining crime rate during the 1980s and 1990s to be “tough on crime” for the “War on Drugs.” Conversely, after the 2000s incarceration it had little to no effect on reducing crime.\(^{23}\) As a result of the harsh sentencing laws that were derived from the idea of mass incarceration, the total number of people including state and federal prison for drug offenses have multiplied by twelve since 1980.\(^{24}\) With this explosion in prison population, there has been a correlated explosion in prison costs. Since 1986, the overall spending on corrections increased by 68 billion dollars.\(^{25}\) As a result of these policy shifts, the United States has experienced substantial increases in the number of incarcerated persons over the past three decades.\(^{26}\) Due to the preceding information, it is prevalent that the fiscal burden of mass incarceration negatively impacts state and federal budget spending, and this phenomenon can no longer support the system. In evaluating the criminal justice system, the phenomenon of mass incarceration has more than likely reached the point of diminishing returns.\(^{27}\)

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\(^{23}\) Research by the Brennan Center for Justice and the New York University School of Law estimates that 0%-7% of the decline in crime in the 1990s can be attributed to increased incarceration, while in the 2000s 0%-1% of the decrease in crime can be attributed to increased incarceration.


\(^{24}\) “Trends in U.S Corrections”. The Sentencing Project. The Sentencing Project. 1 May 2012, p.3


\(^{26}\) Trends in U.S Corrections”“. The Sentencing Project. The Sentencing Project. 1 May 2012.Web

Offender demographics

In understanding the criminal justice system and the correctional education programs, it is important to grasp the demographics of the population being served. Overall, one in fifty-six women is in jail or prison compared to one in every nine men. In federal prison, 93% of the offenders are nonviolent, and of those 50.7% have drug convictions compared to 35.7% with public order convictions like illegal possession of weapons. State prisons have 53.8% of offenders convicted of a violence-related crime, while 16% are convicted of drugs, and 18.8% for property-related crimes. Although there has been a decrease in violent crimes, life sentences continue to soar with little public safety benefit.

The growth of the incarceration population comes from a policy shift from treatment and rehabilitation to “tough on crime” and crime prevention programs, which include procedures like stop-and-frisk, harsh drug sentences, mandatory sentencing, and other severe policies. Racially discriminative policies like the “black laws” often have unforeseen consequences like the legacy of hyper-incarceration. Currently out of the 2.3 million incarcerated, over sixty percent of the people in prison today are people of color. Hispanic men are 2.4 times more likely to be incarcerated than white men, and black men are six times more likely to be incarcerated. In other words, for every ten black males over the age of thirty at least one is in prison or jail.

While looking more deeply at the racial disparity in the criminal justice system, data...

29 Ibid., p. 2
30 Ibid
31 Ibid., p.1 – 8
32 Ibid., p. 1
33 Ibid., 5
35 Ibid.
collected by the federal government shows that prisoners nationwide are far less educated when compared to the general U.S. population, and before incarceration, they were significantly more impoverished. This means these groups of people were already marginalized before being processed into the U.S. criminal justice system. In *The New Jim Crow*, Michelle Alexander reports that “two-thirds of the individuals detained in jail report annual incomes under $12,000 prior to arrest”. The previously stated income amount is lower than the supplemental poverty measure, which is the official measurement of poverty. Similarly to racial disparity, the educational division among offenders is important when looking at incarcerated demographics. Educational attainment of the offenders relates to the socioeconomic characteristics of prisoners prior to incarceration. In the month preceding arrest, almost 70 percent of state inmates with at least some college were working full time, compared to 48 percent of those with less than a high school diploma. Comparatively, the inmates with at least some postsecondary education were more than twice as likely to have earned a personal income of $2,000 or more in the month before arrest, contrasted to state prison inmates with less than a high school diploma.

**Recidivism**

The definition of recidivism varies across many studies. Some researchers count recidivism as only re-incarceration; however, others stipulate that recidivism is bounded by the

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39 Ibid.
conditions of the re-arrest. Recidivism could include reconviction for the same or a different criminal offense and re-incarceration for technical violations during community supervision. For the purpose of this study, recidivism will be defined as the “act of re-engaging in criminal offending despite having been punished.” The recidivism rate “is the proportion of persons released from prison who are rearrested, reconvicted, or returned to custody within a specific amount of time,” and this rate is often used as one of the measurements for the effectiveness of correctional education. With more than 600,000 individuals returning home annually from U.S state and federal prisons, the National Reentry Resource Center approximated that more than four offenders in every group of ten will be returned to a state prison within three years or less of their release. The community-level risk factors – poverty, inequality, socioeconomic disadvantage, and limited neighborhood resources – are identified in placing individuals more at risk to re-offend. In contrast, individual-level risks are respective to a person’s age, ethnic group, gender, and their employment status, living situation, educational attainment, economic mobility, prior criminal record, history of mental health conditions or substance abuse and more. In reducing recidivism, correctional education is proven to be effective.

42 Ibid., 59
44 Ibid.
47 Ibid., 60
48 Davis.
Offender Reentry and Post-Release Employment

Compared to the last three decades, more individuals are being released in some form of community supervision, and the process by which these offenders are leaving the correctional system and returning to civilian society is known as offender reentry. In a study conducted to answer the question of what differentiates successful and unsuccessful parolees, a successful reentry is defined as “being discharged from parole by three years after release.” In other words, a successful reentry is where an individual is not rearrested, reconvicted, or returned to a prison within three years after being released. Although offender reentry cannot be limited to one concept or framework, research does confirm that strategies for reentry include social integration with larger society, local communities, and the workforce. Other research indicates the components of a successful reentry include: having strong supportive relationships with family and friends; the value of providing classes and other types of programs while offenders are incarcerated; and aftercare support that maintained high levels of self-efficacy or self-worth.

Historical Trends of Correctional Education in North America

Dr. Thom Gehring and Dr. Randall Wright believe that the history of correctional education can be broken down into two specific models – chronological model and paradigm model. Thomas Kuhn, an American psychologist and philosopher, created the Kuhn Paradigm.

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Change model to explain fundamental changes in basic concepts trends. According to Kuhn, there are three specific shifts before a paradigm changes – incoherence, normal science, and extraordinary science. It is important to note that Kuhn’s paradigm shift is associated with the belief that each paradigm shift brings a different way of thinking about the concept, but not true knowledge. This paper does not agree with this belief but utilizes Kuhn’s concepts only to apply as a conceptual model to think about the shifts from penal welfarism to penal populism and vice versa.

First, the “Incoherence Stage” is marked by distinctions in central claims between researchers, the information is often undeveloped, and the incoherence phase just appears once. In correctional education trends, the incoherence stage took place from the 1780s through the 1830s. Both early prison systems – the “Pennsylvania Model” (solitary confinement) and the “Auburn Model” (factory labor model) – shared features where inmates were separated to complete work or to reflect on past actions and read the bible. During this time reform schools were being established, and the improving prison conditions allowed for correctional education to begin. This phase is also described as chaotic because if it were possible to gather all the leaders of this era to discuss best practices, the conversation would be unruly due to the lack of universally accepted practices, evidence, and studies.

Following the incoherent stage, the normal science phase is next. The “Normal Science” paradigm shift has been led by a “champion,” who initiates a problem-solving period for different contributors that are interested in solving problems. For example, the correctional

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54 Ibid., 6
55 Ibid.
56 Ibid.
education field was an era of prison reform led by Zebulon Brockway at the Elmira Reformatory program. The prison reform shift had contributors in a variety of periods from the 1840s to the 1940s that instituted some ideas – progressive housing, providing offenders with vocational education, indeterminate sentences, parole, juvenile institutions into schools, and social skills – that are all classified as dominated thought surrounding pursuing behavior change from offenders.

During the “Extraordinary Science” phase, often irregularities in practice or programs generate crisis situations or revolutions in thought. In regards to prisons, the citizenship and democracy paradigm is the anomaly that produces the Cold War paradigm as a crisis moment. Contributors for citizenship worked for the “citizenship standard,” “better citizens,” women in democracy’s prison, and adult education for citizenship. The different anomalies produced the crisis paradigm as early as the 1930s and ending in the Cold War. However, there are ideas in current conversations about correctional education that are derived from this period while some died out during the mid-1970s during the Cold War. This thought paradigm was centered on the need to socially educate prisoners, individualize correctional education programs, focus on adult career education, and programming instruction and humanities management.

“New Paradigm” is the last shift that creates a new period of standard norms in science. This final phase shift is known as the “culture,” and dates as early as the 1980s and proceeds in existing dialogues today. The culture paradigm shift is focused on human excellence by teaching a person different aspects of his or her personal lives and reality, promoting individual

58 Ibid.
59 Ibid., 6
60 Ibid., 7
61 Ibid.
63 Ibid.
accountability, and developing the ability to make ethical decisions. 64 By focusing on educating every aspect of the offender, the modern paradigm constructed an opportunity for researchers and leaders in the criminology and correctional education field to create theories and best practices models. An example of this new paradigm is the study of correctional education. 65

Kuhn’s phases of paradigm phases are intended to create a historical and structured understanding of the range of trends surrounding correctional education. For example, the early 20th century was known as “The Golden Age of Correctional Education” in the extraordinary science paradigm for the development of prison libraries for men and reformatories for women, but also for the attempts to address the intentions of prisons and correctional behavior. 66 The new paradigm’s features of theory and practice of correctional education help set the stage for the type of correctional education programs that are currently being implemented in the United States.

**Overview of Current Correctional Education Programs**

In this study, correctional education for incarcerated adults will be defined as any program with the intended purpose of educating and preparing offenders with skills for a successful re-entry. Programs are classified as correctional education programs if they are (1) facilitated (partially) within a correctional facility, and this includes post-release transition programs that have components administered in a correctional setting, and (2) the educational programs are designed to lead offenders to the completion of requirements for a degree, license,
or certification. 67 The Adult Basic Education (ABE), English as a Second Language (ESL), General Education Development (GED) preparation or Adult Secondary Education (ASE), Vocational or Career Technical Education (CTE) programs, and Post-Secondary Education (PSE) are all included in correctional education, and have similar success rates with recidivism, and post-release employment. 68 For this study, correctional education programs do not include religious, art/drama, mental health, recreation, and medical treatment services and programs that offer inmates a chance to change attitudes and behaviors, but these programs do not guarantee law-abiding citizens.69

In 2013, the Bureau of Justice Assistance in the Department of Justice and the RAND Corporation collaborated to release a comprehensive evaluation of correctional education and its effectiveness. The report established that forty-four states offer ABE, GED, and CTE programs for their offenders, while thirty-three states provide ESL courses, and thirty-two states offer PSE programs. Also, the meta-analyses concluded that overall correctional education is effective in reducing recidivism for incarcerated adults and that some vocational training improves an individual’s likelihood of receiving post-release employment.70 The odds of gaining post-release employment is thirteen points higher than those who did not participate in a correctional education program.71 In a three-state recidivism study that presented positive validation for correctional education programs, the research reported that the post-released employment data

68 Ibid.
71 Ibid.
illustrated that correctional education participants earned more than the non-participants.\textsuperscript{72} This is important to note, considering wages are an accurate measurement of an ex-offender’s ability to provide for his or her family, and how attentive the ex-offender is at his or her respective job.\textsuperscript{73} Another study compared incarcerated mothers who participated and completed the CTE or GED programs against those who did not participate in either educational program. Overall, the mothers who participated in vocational programs had a recidivism rate of 8.75%, compared to the 6.71\% of GED participants, and the 26\% of incarcerated persons who did neither educational program.\textsuperscript{74} The National Correctional Association reported in 2009 that inmates who earned an Associate of Arts or an Associates of Science are seventy percent less likely to re-offend and go back to prison compared to the offenders who did not participate and complete any type of educational program if the offenders obtained their GED than they have a twenty-five percent chance to recidivate, and attaining a vocational diploma puts the offenders at a 14.6 percent chance less likely to return to prison.\textsuperscript{75} In conclusion, the U.S. Department of Justice report says that “prison-based education is the single most effective tool for lowering recidivism.”\textsuperscript{76}

In conclusion, the U.S. Department of Justice report says that “prison-based education is the single most effective tool for lowering recidivism.”\textsuperscript{76}

In addition to the meta-analyses, the ongoing conversation regarding the benefits of correctional education and rehabilitation programs has been occurring since the 1940s.\textsuperscript{77} In 1994,  

\textsuperscript{73} Ibid., 17  
the BOP released a report about inmates in 1987. Essentially, the BOP advocated on behalf of the concept of inmates who actively participate in education programs, because the inmates have significantly lower statistical chance of recidivating. Since this effect is independent of post-release employment, the results support the standardized conception of prison education.\textsuperscript{78} In the first attempt of the Virginia Department of Correctional Education (DOC) to address correctional education, Virginia’s DOC found that those who participated and completed any of the educational programs returned to prison at a considerably lower rate.\textsuperscript{79} Ultimately, the RAND survey and the other academic reports I provided serve as verification of the overwhelming support that correctional education reduces recidivism and supports post-release employment. Also, it is important to note that a limitation of all the following educational programs includes budgetary pressures and funding.

\textbf{Adult Basic Education (ABE) and English as a Second Language (ESL)}

Adult Basic Education courses are geared toward inmates who have not completed their basic education. For this study, ABE courses will also include ESL programs. Generally, ABE programs target the population of offenders who have not completed the eighth grade. For ESL programs, the targeted population of offenders includes those who are not native English speakers. The purpose of these types of courses is to improve basic literacy. Basic literacy is defined as “the ability to use printed material and written information to function in society, to


achieve one’s goals, and to develop one’s knowledge and potential,” and basic literacy is still an issue in the United States’ penal system. The National Assessment of Adult Prison Literacy Survey created four literacy ability levels that include: proficient, intermediate, basic, and below basic. Proficient means that an offender can engage and comprehend complicated and perplexing literacy activities and intermediate literacy levels indicate that offenders can finish and comprehend standard literacy activities. Basic literacy levels suggest that a person can complete simple literacy tasks that are necessary for everyday life, where below basic literacy means that the offenders have below a third-grade comprehension level.

In state prisons, seventy-five percent of inmates over the age of 16 did not complete high school, or they are classified as having below basic literacy skills. According to the National Coalition for Literacy, outside of the prison population, the U.S contains 93 million adults who only have ‘basic’ and ‘below basic’ literacy skills. This high rate of adults with only basic or below basic literacy skills supports the claim that education skills have an impact on job accessibility and employability. In general, educated workforces are more attractive than not. ABE programs are fulfilling a need of servicing the inmates who have basic literacy skills to become a part of an educated workforce for after prison. However, the research does not

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81 Shippen, Margaret E, et al. "An Examination of the Basic Reading Skills of Incarcerated Males." Adult Learning 21.3-4 (2010): 4
82 Ibid., 5
85 Ibid.
illustrate that participants in ABE or ESL programs will be ready or well equipped for the workforce. Participants who have received significant gains in reading grade levels could still be reading below a fifth-grade level, and, therefore, be unable to function in the workplace successfully.  

One of the main critiques of ABE and ESL programs derives from the idea that it is very uncommon for ABE and ESL students to obtain their postsecondary credentials. The problem follows from the separation of foundational academic literacy skills and job skills. To put it differently, these programs do not include enough job skills training, and often these programs leave offenders in need of more training or more education skills. The offenders in these programs not only need the literacy skills to perform basic personal and professional tasks, but they also need general job skills to assist them in their employability in the labor market. In comparison to vocational programs that measure success in employment and earning measures rather than reading and mathematical comprehension skills, this is a problem. In the end, most offenders do not have the correct skill set to obtain employment, rather they have completed a step to obtain more education that will, in turn, lead to obtaining gainful employment. However, the purpose of these programs is to provide the basic literacy skills needed to perform necessary tasks for the success in everyday life outside of prison. With the acquisition of basic literacy skills, inmates would be equipped to fill out income tax forms, leases, employee–employer job

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89 Ibid.

90 Ibid.
agreements, and instruction manuals, which are all tasks that are not possible to complete without basic literacy skills.\textsuperscript{91}

**Adult Secondary Education (ASE) High School Diploma and (GED) Test Preparations**

As of 2014, The General Education Development (GED) test is a four-subject test administered online.\textsuperscript{92} The four subjects include social studies, science, mathematical reasoning, and reading/writing comprehension. The test lasts for 150 minutes and requires two written portions as a part of the Reasoning through Language Arts and social studies.\textsuperscript{93} Before 2014, the GED readiness for offenders was consistent because the process by which the test was administered were normalized. However, following the announcement of the GED Computer-Based Testing, many prison facilities became concerned with the GED Readiness level for the participants. The RAND and BOP meta-analyses reported that before the online test was implemented, twenty-nine states expressed concerns about the new exam and method of administering the test, twenty-four states worried about the time of preparation for the offenders, sixteen states projected a negative impact on GED completion rates, and fourteen states anticipated the new exam and test methods would negatively impact the number of adults who would be prepared to take the exam.\textsuperscript{94}

After successfully completing the GED program, inmates are given the high school diploma equivalency. However, participants are also noted to have a heightened sense of self-


\textsuperscript{93} Bowen, Betsy A. and Kathryn Nantz. "What Is the Value of the GED?" *College English* 77.1 (2014): 38

Adult Secondary Education and GED courses target inmates who did not complete their high school education. GED programs are fulfilling a certain role by helping inmates receive their high school diploma or equivalent.


Per Figure 2 in 1997, eighty-two percent of the American population had either graduated from high school or obtained his or her GED. If the prison population was included, then merely 26 percent of the inmates in state prisons compared to the 41 percent of the inmates in federal prisons had obtained a high school diploma. Including the completion of the GED, the education attainment levels for the federal prisons grow to mirror the statistics of the general public.

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97 Ibid.
population, with seventy-three percent of inmates holding at least a GED or high school diploma equivalency juxtaposed to the state correctional systems inmates at sixty percent. As of 1997, “at least of seventy percent of state and federal inmates who held a GED earned it while in prison.”

In return, these inmates who complete the GED programs are joining a skilled labor force upon release of prison. One of the main reasons individuals start and complete GED programs are the potentials of advancement, either in education or the labor market. Since its start in 1942 to serve the troops of World War II, the GED was a sequence of tests explicitly designed to evaluate an adult’s comprehension level of the subjects ordinarily taught in school, and implicitly designed to enable adults to move into the labor force, as well as into higher education. Moreover, the same need for these academic qualifications continues to exist today, especially within the previously incarcerated population.

**Vocational Education and Career Technical Education (CTE)**

CTE programs have been in existence since the 19th century. Vocational courses were educational programs that Alex Maconochie fought for in the 1840s. In recent years, Vocational education programs or career technical education (CTE) are more commonly offered. Vocational Training programs lead to an industry-recognized certificate. According to

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Vermont Career and Technical Education, CTE programs include National Center for Construction Education and Research, Microsoft Office Certification, Occupational Safety and Health Administration training programs (OSHA), Apprenticeship cards (e.g., plumbing, electrical), National Institute for Automotive Service Excellence, and the American Welding Society. A comprehensive list of the example CTE programs is found in Appendix A. These programs offer inmates a specific skillset after they have completed their coursework. Often, these specific skill sets are intended to be utilized by the inmate to obtain gainful employment upon release.

**Post-Secondary Correctional Education (PSCE)**

PSCE programs are programs where two-year community colleges and four-year institutions of higher learning partner with different prison facilities to provide courses that can be applied to associates, bachelors, masters, and even doctoral degrees. In the United States, there is no federally defined curriculum for completing a postsecondary course. The courses vary from state to state and school partnerships, too. In a meta-analysis of post-secondary correctional education programs and recidivism, Dr. Chappell found that compared to the inmates’ peers, the inmates who completed some form of postsecondary education were significantly less likely to re-offend post-release. Also, the financial burden of prisoners is addressed through learning

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prosocial behavior or altruistic behavior. 107 When altruism or prosocial behavior is promoted in PSCE courses other customary behavior intended to benefit others, like working and paying taxes, can be predicted as an expected release behavior. 108 It also gives offenders an enhanced confidence and self-esteem, as well as a “greater ability to judge and evaluate their actions”. 109 These skills that college graduates have and offenders are learning to contribute to the data that proves earning a college diploma makes an individual more likely to be hired than a person with a high school diploma. For formerly incarcerated people, a college education would be one of the keys to their success and find gainful employment.

However, the barriers to inmates completing these types of courses remain in a continuous lack of funding for facilities to provide these courses. 110 In 1994 because of shifted public perceptions of the penal system, legislators passed restrictions to prevent offenders from receiving Pell Grants, a type of federal financial aid, to pursuing postsecondary education in and out of prison. The same year, 350 postsecondary education programs in prisons closed due to lack of funding. 111 As of 2009, postsecondary education programs are offered across the nation, enrolling roughly seven percent of the prison’s population. 112 In addition to the loss of funding, prison facilities face challenges in the actual implementation of PSCE courses. The most common barriers of execution in post-secondary courses are as follows: small institutional partnership opportunities, access to minimal resources, inmate unique academic needs, and

109 Ibid., 165
112 Ibid.
teacher availability.\textsuperscript{113} Most states prohibit inmates from using technology for their classes. There are inmates who have unique academic needs in the classroom, and the teachers’ expectations may not match the inmate’s ability. Finally, teachers may be apprehensive towards teaching at a prison, because it is nontraditional and professional isolation can cause frustrations for that educator. \textsuperscript{114}

**Entrepreneurial Education as an Emerging Form of Correctional Education**

Most correctional education programs are programs that are evaluated by the recidivism rates after the programs or by a number of individuals who complete the course. Entrepreneurial education is gaining popularity as being one of the new modes of the correctional education program. Entrepreneurial education does not follow the same requirements for curriculum and measurement as other programs. The mixed results of most correctional education programs have been nuanced because of the employer’s bias that is implicitly attached to the criminal record of the ex-offender, but also because ex-offenders themselves need to change their attitude and outlook to avoid criminal behavior successfully.\textsuperscript{115} The perceptions surrounding offender employability is an important example why entrepreneurial education and developing the entrepreneurial mindset can be valuable. For prisoners, both self-employment as an occupational career path to overcome employer attitudes and the development of an entrepreneurial mindset serves as an attitudinal foundation to rebuild their future. \textsuperscript{116}

\textsuperscript{113} Ibid., 167
\textsuperscript{114} Ibid.
According to *Entrepreneurship*, entrepreneurial education programs provide knowledge and understanding about various aspects of bringing a business idea into reality.\(^{117}\) For example, the characteristics of an entrepreneurial mindset, entrepreneurial intention development, opportunity identification and analysis, business planning, new venture finance, and managing and growing the venture are all aspects of the educational curriculum.\(^ {118}\) One of the main components of entrepreneurial education is the entrepreneurial mindset. Essentially, the entrepreneurial mindset is a part of the “personal agency mindset” that helps people recognize, evaluate, and plan to exploit various opportunities.\(^ {119}\) The entrepreneurial mindset is defined as “the set of assumptions, belief systems, and self-regulation capabilities through which individuals intentionally exercise influence (i.e., act) as opposed to residing as a discrete entity (i.e., acted upon).”\(^ {120}\) The entrepreneurial mindset is necessary for participants to identify and develop opportunities to persist with an entrepreneurship education that transforms their attitudes about themselves, their situation, and others.\(^ {121}\) Although the entrepreneurial education varies from course to course, the entrepreneurial education programs have similar impacts. The entrepreneurial mindset and the skills gained are the features that attract potential students to the program. The three distinctive exercises of entrepreneurship that distinguish it from other business strategies is: (1) “opportunity identification”; (2) “opportunity evaluation,” and (3)


\(^{119}\) Ibid


\(^{121}\) Ibid., 588
“opportunity execution.” This simplifies the idea of entrepreneurship from a knowledge base into a teachable, learnable process. The entrepreneurial mindset does not teach inmates how to be decisive, creative, disciplined, nor do they have to be already passionate, tenacious, or innovative to be taught. However, without the entrepreneurial mindset, prisoners were unable to reorient themselves towards their future, which is a necessary condition for them to transform their attitudes for entrepreneurship education.

According to the anecdote from the Small Business Score, in the early 1990’s prisons would invite professionals from the U.S Small Business Administration, universities, and other organizations to speak in front of prison inmates about the candidness of self-employment. Some of the business executives thought that the inmates’ remarks were “absolutely amazing” and “gratifying and enlightening.” Through the well-thought out questions and remarks, it was apparent to the business professionals that the inmates had an acute understanding of the significance of adequate start-up financing for business ideas and the likely complications they would confront when looking for post-release business capital. The speakers could tell that the inmates had a natural aptitude for entrepreneurial skills, and the speakers were right. Inmates proved to have comparably high aptitudes for entrepreneurial skills because of their performance on the Miner Sentence Completion Scale-Form T, which is a tool for measuring the five aspects

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123 Ibid.
126 Ibid.
of task motivation (due to previous research in the correlation between task motivation and positive entrepreneurial performance).\(^{127}\)

Entrepreneurial Education is important because the content and material are different however, the outcome of the entrepreneurial mindset and skillset are the same. Inmates are not simply learning different theories and ways to take a test. Not only are inmates learning problem-solving skills, values, and self-efficacy, but also inmates are learning about failure and critically thinking their way through different scenarios.\(^{128}\) Over the past two decades, research has emerged about the connection between education and the entrepreneurial mindset. In 2003, Rasheed and Rasheed utilized an experimental design that included pre- and post-test surveys to discover empirical evidence of a positive shift in the entrepreneurial attitudes of urban youth partaking in a business education program focusing on entrepreneurship.\(^{129}\)

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\(^{127}\) Note: “The five motivation tasks are: a need for self-achievement, a preference for avoiding unnecessary risks, a desire for feedback on the results of one’s efforts, an aspiration for personal innovation, and a want to think and plan for the future.” This is cited from several sources by (Bellu, Davidsson and Goldfarb, Towards a Theory of Entrepreneurial Behavior: Empirical Evidence from Isreal, Italy and Sweden) (Bellu, Entrepreneurs and Managers: Are They Different) (Bellu, Towards a Theory of Entrepreneurial Motivation : Evidence from Female Entrepreneurs) all quoted in Sonfield, Matthew C and Robert J Barbato. "TESTING PRISON INMATES FOR ENTREPRENEURIAL APTITUDE." *Journal of Small Business Strategy* 5.4 (1994): 45.


CHAPTER 3

ANALYSIS

W. Edwards Deming, a statistician famous for his sampling techniques used by the U.S Census Bureau, said, “If you do not know how to ask the right question, you discover nothing.”\textsuperscript{130} Deming’s statement rings true in the case of prison programming. Before we comprehend the question – What type of program do prisoners need? – we must first answer the question – How do prisoner’s experience prison? – to assess the needs of the prisoners’ before they are released into society. It is important to understand the relationship between the prison world and the prisoner’s first person perception of self and the world around him. In this analysis, there is an explanation of phenomenology in regards to the experiential phenomenality of prisoners from “An Essay on Time and the Phenomenology of Imprisonment” by Thomas Meisenhelder. After the introduction of logotherapy, a framework for psychology created by Viktor Frankl as explained in his books \textit{Man’s Search for Meaning}, as a lens for evaluating and analyzing entrepreneurial education there will be condescended briefs of the core tenants of logotherapy as well as a description of the relationship of logotherapy and prison programming. Next, a summation of the Texas Prison Entrepreneurship Program along with two other similar prison entrepreneurship programs and their respective results will be given. Finally, the analysis will close with a discussion section that will analyze entrepreneurial education programs by assessing the relationship between the phenomenology of prisoners and logotherapy. From the analysis, this thesis concludes that the components in logotherapy, when applied to entrepreneurial education, play a significant role in the success in rehabilitating offenders and

\textsuperscript{130} Deming, W. Edwards. Quoted in Shelton, Nick. \textit{The Good Life Crisis}. E-Book. 2012.177
preparing inmates for successful reentry, specifically with the lower recidivism and higher post-release employment rates.

**The Phenomenology of Prisoners**

Phenomenology is defined as the philosophical lens applied to the study of the structure, the character, and the objects of the conscious human experience from the first-person perspective.¹³¹ For example, typical phenomenologists discuss the qualia or felt experience of the human experience. Philosophers use the term “phenomenology” to answer the “what is it like” questions about perceptual experiences.¹³² Simone de Beauvoir, a French phenomenologist, revolutionized the discussion around phenomenology when she wrote *The Second Sex*. Through Beauvoir’s writing, she critically observed the unique experiences of the lived female body experience and explored the ways that cultural conventions structure a woman’s experience of herself and her body.¹³³ Beauvoir suggests that certain phenomenological characteristics of a woman’s experience seem to alienate all women from their body’s possibilities.¹³⁴ Simone de Beauvoir asked questions such as: (1) How women’s experiences and self-conceptions are shaped by how they are treated as an “other” or an object by men? (2) How women experience their bodies and how their bodies shape their experiences? (3) How the limited and circumscribed roles for women in society lead to experiences of self-alienation, oppression, and inauthenticity? From her inquiries about the phenomenology of women, Simone de Beauvoir’s

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¹³⁴ Ibid.
work inspired countless others to explore different phenomenological topics that include (but are not limited to) the phenomenology of age and the elderly, class, race, sexual orientation, disability, and even imprisonment, enslavement, and solitary confinement.  

Thomas Meisenhelder built on Beauvoir’s curiosity in phenomenology by investigating the prisoner’s phenomenological experience. His phenomenological study uses a philosophical and qualitative approach to understand “what it is like” for those who experience the social world as a prison reality. The study operates under Edmund Husserl’s phenomenological assumption that time is a necessary part of human understanding and consciousness. Meisenhelder analyzes Husserl’s writing to mean that as a part of the human experience, we constantly use the retentions, which are the memories of past actions; the moments that are currently being perceived, and the protentions, which is the anticipation of future moments, to create our perceptions and the way in which we experience the world. This illustrates the continuous stream of consciousness that Husserl notes. By adhering to Husserl’s claim that experienced time or temporal qualities of the world are central to existential phenomenology, a philosopher and a sociologist, Schutz and Luckmann, then concluded that “the everyday [experienced] world as a phenomenological reality” is a United temporal field. For a normal human’s experience, this means that the social world operates where the subjective time of the stream of consciousness intersects with “biological time” and “world time.” In this conception

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137 Ibid., 40  
138 Ibid., 41  
140 Ibid., 41  
141 Ibid.
of time, the social experience is a shared experience with those who coexist with others who live in the same moments. 142 Under this framework, the social world experienced by humans becomes an interaction where moments from the past and the anticipated moments of the future influence the moments of the present that is accompanied with personal interests and projects. In brief, lived time is bounded by subjectivity. The past is experienced as something that “has been,” and the immediate present is experienced as a person’s current relations with others and objects that coexist.143 Simultaneously, these two experiences project to one’s future. Since the anticipated moments affect a person’s present perceptions, it is logically necessary for the future and protentions where human existence finds its meaning. The possibilities in the future establish offender’s own interest, goals, and plans. Essentially, all human phenomenological experiences are structured temporally through casting one’s protentions toward his or her future. 144

Normal individuals experience a social world that is constituted by the communal attitude toward the protentions of time. In conjunction with space and time, a human’s experience combines the temporal aspects with different spatial areas to create a relationship between how the past, present, and future are perceived.145 According to those spatiotemporal relationships of the “now” and the “future,” normal people experience two types of worlds – an actual world and a future world. The actual world includes everything that is current and being experienced by everyone present. However, the future world is the world where an individual’s consciousness produces plans, goals, and interests that are tied to that one person’s experience. Essentially, the future world experienced by humans provides meaning to human existence by reorienting a

142 Ibid.
144 Ibid.
145 Ibid.
person’s life toward the future and possibilities.

However, in relations to the prisoner’s experience, offenders do not experience the social world similarly. The prisoners experience the “prison world” as a part of their current social world. In one interview, an inmate described his experience below:

This joint ain’t [a] normal every day [experience], it’s a whole new society. You’re cut off from the free world. Inside them fences, man, you got a new world. This is all completely different. This ain’t the same society as the straight one. This is two different societies. 146

Although the prison world is embedded in the normal world, there are distinct elements that are crucial to understanding the difference between the normal “world time” and “prison time.”

The perception of the prison world starkly contrasts the perception of everyday life that non-imprisoned individuals experience. In his letters from prison, George Jackson states, “just to exist at all in a cage calls for some heavy psychic readjustment.”147 The environment is an anomaly to the everyday life that others experience. For example, most prisoners experience some type of “prison stupor,” “boredom,” or “stir crazy” feelings by being exposed to the same daily routine and environment. 148 There is a sense of liveliness or “awakeness” found in the menial tasks of everyday life where there are choices that the lived experience of the prison world numbs and transforms the level of awareness. 149 Additionally, the prison world lacks

148 Ibid.
options and the ability to act spontaneously. These seem to change the phenomenality of a person when they realize they are now an effect rather than a cause. Regarding the communal experience of the prison world, the relationships between inmates are fragile. George Jackson, an imprisoned activist, shed light on this through his observation that “…the hardest thing about doing time is not being able to trust your fellow inmates.” The trend of distrust among offenders is then associated with everyone including family and friends.

Another aspect that the prison world alters is the view of self. Inmates can experience a heightened sense of self-awareness to combat the psychological transition of the new social order. The change in self-awareness reflects a deeper change that occurs when one realizes he or she is imprisoned. For example, during a study when prisoners confronted their criminal record while seeking expungement, the offenders often felt stigmatized and felt like their identity was condensed to a record that was not giving a holistic narrative of their character. Not only are the offenders aware of how others perceive them, but also the offenders project themselves differently in response to the outside world’s perceptions of them. This projection of one’s self is an accurate example of how the prison world alters the view of one’s self in the normal world.

In contrast to the way non-imprisoned individuals experience time, “prison time” is a part

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150 Ibid.
151 Ibid.
153 Ibid., 44
154 Ibid.
155 Ibid.
of “world time” for incarcerated individuals. “Prison time” creates two negative sentiments, a sense of waiting and an awareness that time is now a burden. By the offenders being in prison, their pretentions are endangered. Since the experience of the future is structured in the “social world” the individual’s personal goals and projects give the future meaning for non-imprisoned humans. Juxtaposed with prison world environment, offenders often do not have goals and projects because the personal investment relies on a future completely outside the prison world. When the idea of a definite sense of an attainable future ‘inside’ the prison is proposed then, it does not add to the life of the prisoner. In this context, each day appears to be an “isolated,” “atomized” event. When prisoners disconnect themselves from their subjective experience and apply it to their projected future beyond “prison time”, they will perceive their goals differently and not like a burden. The language in Meisenhelder’s offender interviews reflect the idea that time is a burden during prison.

Operating under the assumption that there is no future for a prisoner, inmates are often hopeless. This phenomenological aspect of the prison experience is seen in our everyday talk around prisoners, their future, and their character. Imprisonment denies offenders possibilities because imprisonment presupposes that there are no possibilities for people who experience the prison world. These concepts are mirrored in a study on the perceived employability of ex-offenders.

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159 Ibid., 45
160 Ibid.
161 Ibid.
The information in Figure 3 was collected through a survey of 1,181 participants, 626 men and 555 women. All the participants derive from one of the four groups – employers, employment service workers, corrections workers, and offenders. The phenomenological aspect of the world’s perception of offenders and their future employment possibilities are shown. In these survey results, the four groups considered the future possibilities that hypothetical job seekers with various criminal records could obtain and maintain employment. The research noted that (M

\[ \text{Figure 3: Mean Ratings of the Likelihood That a Hypothetical Job Seeker With a Specific Criminal Background Would Obtain and Maintain Employment} \]


163 Ibid.
The perceived employability of the ex-offenders signifies that the ex-offenders had a fair chance at obtaining employment. None of the offender groups were rated as having an equitable opportunity to obtain employment. The highest perceived employability was for ex-offenders with any educational training. The perceived employability of the other criminal background groups shows that they were rated as having less than a fair chance.

Also, Figure 3 illustrates that the ex-offenders were perceived to maintain the employment found at a higher rate than becoming employed. Similarly to the results with the obtaining employment, none of the ex-offenders had more than a decent chance of gaining employment (M = 5.00 or better). Ex-offenders with training and offenders with single convictions for nonviolent crimes were two groups that had more than a fair chance of maintaining their employment with respective scores of M = 4.38 and M = 4.04. Offenders with one conviction for possession and use of heroin received an M = 3.86, which is a less than a fair chance to maintain their jobs. Finally, the offenders who had multiple convictions for burglary and petty theft were rated as having between just a low chance of maintaining employment to a very low chance of maintaining employment. Coupled with the assumptions about imprisonment, it follows why offenders and others view their situation as hopeless. When the conversation begins on the future of offenders, their futures are automatically denied by virtue of their status.

As a result of accepting the prisoner phenomenology concept, it is seen that the prison world and the way in which prisoners view time and themselves are negatively altered, leaving

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these offenders with a sense of hopelessness towards their future. However, there is a type of psychotherapy that reorients its patients towards their future with meaning to suppress the negative feelings of meaninglessness and the possible undesirable implications.

**What is Logotherapy?**

Viktor Frankl, a Holocaust survivor, developed his own theory within the school of psychotherapy called logotherapy. The term logotherapy is derived from the Greek word ‘logos,’ which signifies “meaning.” As a meaning-based psychotherapy, logotherapy aims to treat patients by confronting his or her view of the meaning of human existence, and reorienting them to focus on not only their future but their ability to fulfill it. In *Man’s Search for Meaning*, Frankl asserts that every human’s primary motivation is his or her search for meaning, but also emphasizes the human responsibility to bring his or her future and meaning to fruition. In comparison to the rest of psychoanalysis, logotherapy is less focused on introspection and retrospection, but more focused on helping the patient find meaning to moving forward.

Frankl’s logotherapy addresses the common “existential frustrations” individuals face. In the existentialist movement, many philosophers and scholars like Kierkegaard and Nietzsche addressed these same existential frustrations. The main questions for existentialist thinkers focused on “Is it possible to have meaning in life in a sometimes-absurd world that lacks meaning? If so, how are we to live genuinely meaningful lives?” Logotherapy utilizes the

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166 Ibid., 144
167 Ibid.
term “existential frustrations” in reference to three classifications: (1) frustrations about existence itself, i.e. what it means to be a human being (2) frustrations about the meaning of the human existence, and (3) frustrations about finding a personal meaning to existence, the will to meaning for one’s life. Logotherapy identifies that these existential frustrations can lead to individuals to have a different type of neuroses, mild mental afflictions not caused by a biological disease. This type of neurosis is coined as “noogenic neuroses,” and is based on the dimension of the human existence, not in the basis of the chronic state of distress. Logotherapy is created to help facilitate a tension that should not be classified as a mental illness, but rather personal existential distress. Frankl believes that a person’s realization of the absence of a meaning worth living haunts an individual’s inner experience, where he or she then realizes a void within. The experience of this realization is called the existential vacuum.

Logotherapy combats this existential vacuum by guiding a patient to broaden his or her visual field so that the totality of the potential meaning continuum becomes perceptible and tangible. Frankl identifies three typical sources of meaning for humans: (1) work and success, (2) relationships and love; and (3) the attitude individuals take towards unavoidable suffering. As the result of a successful search for meaning, an individual is rendered not only happier but also with the ability to “say yes to life” despite all the complications life brings. Logotherapy classifies the “tragic triad,” as three problems of the human existence demarcated by (1) pain, (2)
guilt, and (3) death. Frankl believes that individuals struggling with existential distress caused by one of the tragic triad’s aspects will seek therapy for a search for meaning. A successful logotherapist would then use that person’s current difficulty to develop “tragic optimism,” which is the positive view that meaning can be found in tragic circumstances. Kris Hemphill coins the term “tragic optimism” as the ability to “say yes to life.” To “say yes to life” in the midst of pain is to turn suffering into human triumph. “In some way, suffering ceases to be suffering at the moment it finds a meaning.” To “say yes to life” amid the guilt is to embrace it as an opportunity to change oneself for the better. To “say yes to life” in the face of certain death is to appreciate death’s inevitability as an incentive to take reasonable action. This tragic optimism creates the ability for one not only to “say yes to life” in the face of the tragic triad, but also to find a sense of future meaning in either work, relationships, or their attitude toward suffering.

Individuals who suffered from noogenic neuroses as a result of existential frustrations often feel alienated from self and society. Logotherapy will treat these specific individuals differently from other psychotherapies and psychoanalysis because it centers its methodology on a different focal point. Freudian psychoanalysis focuses on the will to pleasure, and Adlerian psychology “strives for superiority” by focusing on the will to power. Recent research shows

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176 Ibid.
179 Ibid., 140
that the common meaning therapy approach derived from Frankl’s logotherapy is a flexible, integrative approach that encompasses a multicultural comprehension of people, values relationships in context to the patient and the world around him or her, constructs a positive narrative, positively reorients the patient toward the future, addresses the existential distress, and advocates for psycho-education as a tool to comprehend counseling versus reality and to facilitate that change.  

Logotherapy Applied to Counseling Programs and Prison Programs

To comprehend how logotherapy is applied to individuals and programs, it is important to observe logotherapy in three of Frankl’s case studies with individuals, and three programs that based the logotherapy in Frankl’s work and emulated it with prisoners.

First, Frankl gives the account of a suicidal mother who after the loss of her eleven-year-old son, she attempted to persuade her other son who is disabled as a result of infantile paralysis to commit suicide with her. However, the boy refused to commit suicide “he liked living! For him, life had remained meaningful.” Frankl oriented the suicidal mother’s attention toward her future in an attempt to guide her on the search for meaning. He exposed to her the reality that the crippled son would have had to face if she died. She spared him a life of loneliness and institutionalized care. In retrospection of her life along with the guidance of Frankl, the once suicidal mother could see the meaning in her life, even if it had been filled with the tremendous pain of a life cut short or a disabled life.


Second, Frankl spoke to some inmates about overcoming guilt at San Quentin Prison in California. Frankl related to the offenders when he said, “You are human beings like me, and as such you were free to commit a crime, to become guilty. Now, however, you are responsible for overcoming guilt by rising above it, by growing beyond yourselves, by changing for the better.” Several years later, Frankl received a note from an ex-offender about exemplifying Frankl’s earlier message of rising above the guilt. In the note, the ex-offender disclosed that he established a logotherapy group for ex-offenders following his release from prison. The group had twenty-seven ex-offenders and the new individuals joining are not recidivating because of the peer strength from the original group. Although one person had returned to prison from the group, the ex-offender thought that logotherapy helped support and keep other ex-offenders out of prison by identifying the meaning of each member’s life.

Finally, Frankl shares the case of the rabbi from Eastern Europe who was facing the reality of his death, the last aspect of the “tragic triad.” This rabbi lost his wife and six children in the gas chambers at Auschwitz, and now the rabbi was in more anguish with the realization that his second wife was sterile. This brought more despair to him because according to the rabbi’s religious beliefs when his children died as innocent martyrs, they were given the highest place in heaven. Compared to his inevitable death as a sinful old man, he could never expect to join them because he needed a son of his own to say Kaddish for him after his death. Viktor

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Frankl tried to help the rabbi find meaning by appealing to his religious views. “Is it not conceivable, Rabbi, that precisely this was the meaning of you surviving your children: that you may be purified through these years of suffering, so that you, too, though not innocent like your children, may become worthy of joining them in Heaven?” Frankl’s guidance and perspective not only helped to create meaning out of this man’s suffering but also gave him the hope of reuniting with his children through death.

Frankl helped each of the individuals in his case studies find meaning and alleviated the hopelessness of their respective situations through the new perspective he guided them to. Everyone could move past his or her situation’s sense of hopelessness when they found meaning in their triumph, or their relationships, or a positive attitude toward their suffering. From Frankl’s work and research, logotherapy programs have been utilized in not only psychology but also in prisons and for former inmates.

For example, throughout the 1980’s Frankl’s logotherapy was applied in two in-prison programs and one brief qualitative account of logotherapy applied to ex-offenders. The first in-prison logotherapy program applied Frankl’s teaching to prisons in the United States in 1983. Dr. Michael F. Whiddon designed the program to help incarcerated individuals do the following: (1) identify purpose and meaning in their lives, and (2) assess the role of the absence of meaning or the “existential vacuum” in the development of their criminal lives. Whiddon’s program lasted

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for 18 months, had over 115 participants, and for 24 weeks Dr. Whiddon utilized the book, *Everything to Gain: A Guide to Self-Fulfillment Theory*. The five phases Whiddon implemented were: (1) psychoeducational training, (2) expansion of self-awareness, (3) restructuring self-awareness, (4) redirecting attention towards one’s values and the social implications of that, and (5) the development of personal meaning, goals, and implication for future behavior. First, the psychoeducational training lasted four weeks and highlighted the link between the existential vacuum and criminal behavior by using criminal theories and sharing about their past. During the next five weeks the expansion of the self-awareness phase occurred, the inmates identified a variety of strengths and weaknesses, fears and desires, and environmental circumstances. Phase three consisted of group exercises for four weeks aimed at targeting self-esteem, and imparting confidence in the inmates, while also encouraging hopeful thoughts for potential future success. The focus of the fourth changes switches from the individual and self to other personal values in a six-week conversation about value clarification and societal implication of value prioritization. Finally, the last five-week phase concluded with exercises to develop short and long-term goals that are consistent with the personal values that each inmate prioritized and valued earlier in the course.

Concluding a two-year follow-up, it was revealed that nine men were released from prison on parole or work release, and one inmate returned with a new criminal charge. Nonetheless, parole supervisors noted that the other eight were at no risk for continuing criminal

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192 Ibid.
193 Ibid.
194 Ibid.
195 Ibid.
196 Ibid.
behavior.\textsuperscript{197} The logotherapy program resulted in a comparison of scores on a survey that measured one’s ability to judge their respective purpose in life.\textsuperscript{198} Every group member experienced an increase in score, and the test score results remained consistent with other changes noted in other logotherapy programs.\textsuperscript{199} On average, there was an increase of nine points on the Purpose-in-Life test for inmates that had been exposed to some logotherapy programs.\textsuperscript{200} Dr. Whiddon concludes that programs like these prove to be beneficial because the existential vacuum causes an absence of meaning in life and can lead to self-destructive behavior. These claims come from the idea that in the Purpose-in-Life pretest scores show that normal values such as life, responsibility, or respectability are missing in lives without direction, which is what the offenders’ preprogram scores are displaying. In a case example of Dr. Whiddon’s program, one of the offenders reported that he developed a desire to lead others, and through this he found meaning.

In the spring of 1988, Mignon Eisenberg consistently met with inmates in a maximum-security prison library in Israel utilizing Viktor Frankl’s method in a logotherapy session. Eisenberg’s group was comprised of nine men with ages ranging from twenty-six to forty-nine. Since the program took place in Israel, the group consisted of seven Jewish men and two Arabs. All inmates were from varying countries including Bukhary, Egypt, Jordan, Iraq, Morocco, Iran, Turkey, Tunisia, and Yemen.\textsuperscript{201} This group of men had varied professions and were committed to prison for various crimes. It is important to note that not only is the location of this program

\textsuperscript{197} Ibid., 36
\textsuperscript{198} Ibid.
\textsuperscript{199} Ibid.
\textsuperscript{201} Eisenberg, Mignon. "Exposing Prisoners to Logotherapy." \textit{The International Forum for Logotherapy} 12.2 (1989): 89
irrelevant, but also Frankl’s methods of logotherapy were applied. Eisenberg’s goal was to improve communication skills, to help participants recognize their inherent, irreplaceable human value to raise their self-efficacy; and to reorient culpability and depression to incite the improvement of personal ethics. 202 Eisenberg furthered these objectives in tandem with maintaining Viktor Frankl’s theory of personality with a sympathetic attitude. 203 In addition to keeping a sympathetic demeanor, Eisenberg never asked about the crimes the offenders committed. 204

Three various methods were utilized to expose logotherapy to the prisoners. The first method raised consciousness through relaxation, meditation, yoga, and will-training exercises. 205 Participants who used the first method reported a decrease in emotional distress and an increase in energy along with a newfangled interest to learn. Even though the second method also raised self-awareness, this was accomplished through casual lectures and different logotherapeutic approaches. Some lectures were even replaced by group conversations that covered enlightening topics. These enlightening topics can be found in Appendix B. The third method applied the logotherapeutic concepts through different types of games. These games include role playing, verbal and nonverbal exercises, logodrama, and other approaches. 206 Eisenberg had the offenders illustrate life maps using color crayons to continue the development of self-awareness. Within the life maps, often, the event that caused the individuals to go to prison was depicted as a multi-colored explosion. 207 The other logotherapeutic device for the third method is the “acceptance

203 Ibid.
204 Ibid.
205 Ibid., 90
206 Ibid.
207 Ibid. 91
game.” In the “acceptance game,” every participant in their turn tells every group member how he perceives them. However, the person being addressed cannot talk back. This game provides the opportunity to open the communication channels, to reinforce self-efficacy, to relate to other members during personal critiques and praise, and to trust their decision-making skills to plan for the future. 208

In 1989, Rosemary Henrion published her account of the transformation of ex-offenders through the use of logotherapy in a Veterans Affairs Medical Center in Biloxi, Mississippi. Henrion, a psychiatric clinical nurse specialist, helped reorient two ex-offenders, whom she respectively refers to as Mr. A and Mr. D, toward their futures after they were placed at the VA Medical Center for treatment. The facility’s treatment team directed both former offenders to the logotherapy program. Mr. A suffered from the existential vacuum and a sense of hopelessness in regards to his future. 209 Noted for being shy, Mr. A did not actively participate in therapy discussions for four weeks, unless he was prompted by another group member. Once Mr. A trusted the group, he began sharing memories from his emotionally disturbing childhood. 210 After his honorable discharge from the military and the 1980 recession, Mr. A was left without a job and continuously experiencing a combination of negative emotions that climaxed when he held a merchant, who he eventually killed, at gun point. 211 Throughout the sessions, Mr. A established a deeper sense of self-awareness while struggling with the guilt of his past actions. The logotherapy program provided a supportive environment where Mr. A could freely explore


210 Ibid.

211 Ibid.
the guilt and implications of his past actions, while simultaneously thinking about how to incorporate logotherapy in his personal life for problem-solving.

In contrast, Mr. D’s existential crisis came from substance abuse. Due to his excessive drug and alcohol abuse, Mr. D was rendered in volatile and unstable lifestyle. Along with Mr. A, Mr. D experienced a “traumatic adolescence.” Pairing his father’s expectations with his father’s occasional verbal abuse, Mr. D found himself imprisoned by his addiction and his inability to ask for help. Through group discussions where Mr. D revealed information about his past and guidance from a logotherapist, Mr. D discovered that he valued his employment and found meaning in the concept that working results in overall positive social benefits. Although Mr. D is aware that he will continuously struggle with alcohol and substance abuse, Mr. D also knows that with the help from his support system he can live a meaningful life.

Components of Viktor Frankl’s logotherapy is being applied in an emerging style of prison programming. In this portion, the analysis will review and analyze three entrepreneurial education programs – The Texas PEP program, Leonhard, and the Ice House Entrepreneurship.

**The Texas Prison Entrepreneurship Program**

In understanding the national criminal justice crisis of mass incarceration and high recidivism rates, the Prison Entrepreneurship Program (PEP) supports their claim of accomplishing lower recidivism rates with their offenders by utilizing an innovative, integrative approach to correctional education. PEP offers an “inside-out” strategy meaning that they begin

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213 Ibid.
214 Ibid., 96.
to work with offenders while they are still located behind bars, and they continue to offer post-release support and assistance to program participants.\textsuperscript{215} This program is exclusively located and operated in Texas, and PEP has garnered the support of over 45 various organizations including academic departments, in-prison programs, MBA programs, churches, re-entry service programs, companies, and corporations.\textsuperscript{216}

PEP’s selective and competitive five-step screening process begins with the utilization of its partnership with the Texas Department of Criminal Justice (TDCJ) to recruit the top 500 male participants from over 60 men’s correctional facilities in Texas to be a part of the extremely selective and competitive program.\textsuperscript{217} The TDCJ sends out information to 10,000 eligible candidates (eligibility requirements found in Appendix C) to garner attention from around 3,000 interested applicants, who then complete a 20-page application with essay questions.\textsuperscript{218} Next, the selection committee chooses the top 1,500 applicants and gives them a study guide with information about PEP’s Ten Driving Values, a reference for Basic Business Vocabulary, and the AP Writing Style Guide. In the following two weeks, a PEP recruiter administers a 50-question test, and once an applicant scores above seventy percent the applicant proceeds to the interview rounds. The interviews serve the purpose of determining which candidates have the potential to succeed and dismiss the ones that do not. Ultimately, PEP has a 5\% acceptance rate that skews its success rate.\textsuperscript{219} Once the applicant passes the five-step screening process and is selected to participate, then they are transferred to either the Cleveland Correctional Center that is operated by Geo Group, one of the world’s leading providers of corrections, detentions, and


\textsuperscript{216} Ibid.

\textsuperscript{217} Ibid.

\textsuperscript{218} Ibid.

mental health treatments; or the Estes Unit operated by Management and Training Corporation, another private prison contractor. The Cleveland Correctional Center and the Estes Unit are the main locations where PEP operates and provides the portion of services related to the in-prison experience.

PEP’s program fuses two fundamental concepts into the two modules that respectively offer personal and professional development. First, the personal development is guided by the Leadership Academy that uses the Character Assessment and Development process to address and emphasize the Ten Driving Values of PEP over the first three months. The Effective Leadership courses work with each offender to identify and evaluate the character traits, values, and behaviors that hinder positive personal growth. While participating in this course, the participants are exposed to and expected to adhere to PEP’s Ten Driving Values. To take a closer look at the list of values, please see the table in Appendix D. Simultaneously, offenders are integrated into an inclusive, diverse environment that allows inmates and PEP staff not only to encourage but also to hold each other accountable. During this stage, the PEP Family Liaisons work to improve communication between the participants and their families.

Following the Leadership Academy, the Business Plan Competition (BPC) is the module that merges professional development into the curriculum with the concepts of business, research, and entrepreneurship. The BPC’s core classes are taught for six months by PEP staff.

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221 Ibid.
222 Ibid., 12
board members, and various business executives, who lecture on their respective topics of expertise. 225 This ‘mini MBA’ curriculum operates from concepts found in Entrepreneurship: A Small Business Approach, a college textbook, accompanied with Harvard and Stanford School of Business case studies. 226 The 1,000 hours of classroom instruction prepares participants for BPC’s final two moments. First, participants are required to design their own business plan that they would establish upon their respective release date. The offenders research the logistical concerns of the business in their chosen field. Offenders design their business plans on computers in prison, because the skills needed to make a complete business plan that rivals that of actual MBA students require computer knowledge. After designing the plan, the participants are paired with Business Plan Advisors, who are either business executives, expert entrepreneurs, or MBA students. These Business Plan Advisors provide positive and negative critiques on the business plans to provide a business plan go beyond the idea of “[just] good enough for an inmate.” Following the corrections, PEP hosts many sessions where various groups come and listen to the inmates give a 15-minute oral “Shark Tank” style presentation. 227 The last phase of the BPC includes the completion of the Toastmasters class, a business etiquette course, an employment workshop, and a financial literacy course. 228

By the end, there is a cap-and-gown ceremony as the formal graduation, where the participants are awarded a Certificate in Entrepreneurship from the Baylor University Hankamer

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School of Business in front of their friends and families.\textsuperscript{229} Essentially, the certificate is an authentic education certificate endorsed by Baylor that does not have the word “prison” present anywhere on it.\textsuperscript{230} In return this makes the certificate respected and valued by future employers and future business stakeholders.\textsuperscript{231} Also, PEP also offers certificates of completion from courses like the Toastmaster skills and financial literacy.\textsuperscript{232} Upon graduation, the PEP graduates are given transition coordinators. Sixty-five percent of the program graduates decide to live in one of the five zero-tolerance drug and alcohol homes operated by PEP in Houston and Dallas.\textsuperscript{233} PEP offers post-release services such as emergency financial assistance, regular advising and counseling, social events, a support network, transportation to governmental or public service offices, and continuing education through eSchool, a weekly postgraduate class that continues lectures and topics from the BPC.\textsuperscript{234}

Since 2004, the PEP program has served over 1,000 inmates and reports that 840 of the previously incarcerated participants remain in good standing. Table 1 illustrates the results for the state of Texas in 2008 and 2009 to compare the total recidivism rates within those cohorts of offenders.

\textsuperscript{229} Ibid.
\textsuperscript{230} Ibid.
\textsuperscript{231} Ibid.
\textsuperscript{232} Ibid.
\textsuperscript{233} Ibid.
Table 1: Reincarceration Rates for Release Cohorts, Fiscal Years 2008 and 2009

<table>
<thead>
<tr>
<th>Reincarceration Year</th>
<th>FY 2008 Total Cohort</th>
<th>FY 2009 Total Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 40,780</td>
<td>N = 40,093</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,239</td>
<td>2,190</td>
</tr>
<tr>
<td></td>
<td>5.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,811</td>
<td>3,162</td>
</tr>
<tr>
<td></td>
<td>9.3%</td>
<td>9.0%</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,092</td>
<td>3,257</td>
</tr>
<tr>
<td></td>
<td>7.6%</td>
<td>8.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9,142</td>
<td></td>
</tr>
<tr>
<td><strong>Recidivism Rate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22.4%</td>
<td>22.6%</td>
</tr>
<tr>
<td><strong>Recidivism Rate (Men Only)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23.1%</td>
<td>23.4%</td>
</tr>
</tbody>
</table>

Source: Source: Statewide Criminal Justice Recidivism and Revocation Rates, Texas Legislative Budget Board 2013

After completing the PEP program, respectively the two-year and three-year recidivism rate in 2009 was 2.78 percent and 7 percent.\(^{235}\) Compared to the 2009 Texas statewide two-year and three-year recidivism rates, the PEP participants are far less likely than other offenders to recidivate.\(^{236}\) In addition to recidivism rates, PEP measures the program’s success by the Return on Investment (ROI). The method considers and details the costs and benefits associated with investments and makes the impact easier to communicate. The entire ROI analysis for the PEP can be found in Appendix E. However, in short, the ROI over the first year is estimated to be 74% meaning that for every $1 invested in PEP, the economy receives $0.74.\(^{237}\) The ROI for the third year is 207% generating an economic value of $2.07, and the fifth year’s ROI is 340%.

\(^{235}\) Ibid., 11
\(^{236}\) Ibid., 12
producing an economic value of $3.40. It is apparent that the approach and the results of this program are unique, and that is exactly why other programs are imitating the program.

**Leonhard**

In 2009 after reading the *Financial Times*, Bernward Jopen traveled across the world to visit the Prison Entrepreneurship Program in Texas. Jopen spent a week learning the program and becoming acquainted with the integrative, holistic approach to entrepreneurial education. Bernward Jopen a “serial entrepreneur,” who has experience in the information technology (IT) and telecommunications field, began “Leonhard.” Jopen modeled his program after PEP. Offenders attend discussions and seminars with various speakers to help develop their business ideas into a tangible, comprehensive business plan. Like PEP, the offenders are given computer access, while Internet access is not allowed. Leonhard has a business component as well as a personal growth component called, “comprehensive personal coaching.” The personal coaching provides opportunities for offenders “to apply their individuality in positive ways.” For example, the topics covered in this portion are concerned with personal values like responsibility, motivation, overcoming obstacles, group dynamics and leadership, self-belief, and handling bankruptcy. This program hosted several events where world political and business leaders lecture and give feedback to these offenders’ business plans.

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238 Ibid.
240 Ibid.
241 Ibid., 41
After post-release, all the graduates who pass the final examination are awarded a certificate from Steinbeis Hochschule, which is a tertiary education institution in Berlin. Successful offenders, who are interested, can even use the certificate to apply to a bachelor of arts degree. In addition, each graduate is provided with a personal supervisor who aids the offender in applying for a job or other generic issues. However, there are substance abuse and mental health specialists available. Along with the other differences, Leonhard offers a separate mentoring program that connects the program graduates with successful entrepreneurs and business executives. The graduates receive feedback and advice from the mentors about every three or four weeks. The mentor program services range from offering general support, possible introduction of other potential mentors, and advice on setting up a business and a personal career.

Leonhard was created with €50,000 from a personal savings account, and currently, they have contracted about € 300,000 to continue teaching the entrepreneurial program. The intensive 20-week program occurs twice a year and offers anywhere from fifteen to eighteen spots. The offenders are chosen from one of Bavaria’s thirty-six prisons. Eligible offenders speak German and are convicted of anything except sex and serial fraud offenses. Within six years, Leonhard reports success stories, but also a recidivism rate of eleven percent compared to Germany’s national average of forty-six percent. Sixty percent of the graduates find secure jobs or decide to further their education. Again, Leonhard is an example of an entrepreneurial

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243 Ibid.
244 Ibid.
246 Ibid.
247 Ibid.
education course that demonstrates the success and post-release readiness that the participating offenders gain.

**The Ice House Entrepreneurship Program**

The Entrepreneurial Learning Initiative (ELI), the Building Community Institute (BCI), and the Kauffman Foundation coproduced an online educational curriculum from the book, *Who Owns the Ice House* by Clifton Taulbert.248 The book shares the narrative of a young boy from Glen Allen, Mississippi, who transitioned from sharecropping to working in his Uncle Cleve’s Ice House during the Jim Crow era. Taulbert narrates his personal journey through the lens of the important lessons from Uncle Cleve that Schoeniger captures into the eight ‘entrepreneurial life lessons’ that could be utilized as a universal teaching module. 249 The teaching module designed by BCI and ELI involves its participants with the lectures and activities to gain the entrepreneurial mindset modeled after the eight life-lessons. The eight life lessons can be found in Appendix C. Developing the entrepreneurial mindset is streamlined through the courses’ use of relatable people in Taulbert’s book, the different interviews, personal testimonies, and lessons.250

Due to the program’s online interface, to be shown at a maximum-security prison the program course was converted from online modules to DVD discs. After each weekly lesson, the offenders completed a true-false quiz on the lesson material. Offenders were also asked to complete the reflection and response assignment outside the classroom. Inmates were encouraged, but not forced to share their assignments with the class before the next lesson began. During the in-class discussions, the inmates were encouraged to apply the concepts to their

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248 Ibid., 840
249 Ibid., 841
250 Ibid., 841
personal circumstances instead of applying concepts to the stories already covered. Throughout the course, different learning tools were implemented. However, the final activity was the Opportunity Discovery canvas. Inmates identified problems that could be viewed as entrepreneurship opportunities then utilized the canvas’s nine steps to try to solve the identified problem. The canvas is a problem-based learning tool that advances entrepreneurial skills by forcing offenders to use the entrepreneurial mindset and analytical reasoning to solve the practical problem. Ultimately, the inmates presented their Opportunity Discovery canvas as poster boards to the facility’s administration, staff, instructors, and volunteers.

Dr. Linda Keena from the University of Mississippi published a study to answer two research questions in regards to the offenders’ perceptions of the Ice House Entrepreneurship program facilitated by university professors. The two questions are as followed: To what extent does the Ice House Entrepreneurship program impact prerelease inmates? To what extent does the Ice House Entrepreneurship program impact ex-offenders in securing employment upon reentry?  

The Ice House Entrepreneurship program was offered to twenty-six inmates in a prerelease unit for twelve weeks. Typically, prerelease units are lower security units that house inmates based on approaching release dates (generally within up to two years but varies by state). To participate in the program, offenders met four eligibility requirements. First, offenders needed a recommendation from the unit’s ABE teacher. Second, the participating offenders had not received more than three Rule Violation Reports (RVR) since their placement in the prerelease unit. The offenders needed to read at sixth grade comprehension level. Lastly,

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252 Ibid., 840
the offenders were parole eligible within the next 6 to 24 months. The program did not exclude anyone based on the type of crime committed.

Dr. Keena collected data through pre- and post-program surveys and unstructured interviews to evaluate the impact of this type of pre-release program on the offenders learning experience and the perceived impact of the course on the offender’s ability to obtain employment. In answering both research questions, Keena found that the results were hopeful. Through offenders’ responses, it can be deduced that the book, lessons, activities, and supporting approaches served as a guide for their decisions and personal outlooks. Some of Dr. Keena’s results of participants’ comments about the individual life-lessons can be found in Appendix C. The findings show that the offenders applied the knowledge from the course to reorient themselves toward their future while still in prison.

Eighteen former inmates who participated in the Ice House Entrepreneurship course were on parole and employed at the time of the follow-up interview. Dr. Keena found the Ice House Entrepreneurship course helped the ex-offenders recognize opportunities for not only employment but also recognize opportunities for job mobility. Along with opportunity recognition, the results showed that twelve of the eighteen participants credited their obtainment of employment to Uncle Cleve’s wise words about guiding the “internal locus of control”, which is the belief that people can influence their situations and outcomes rather than the belief that people are responding to external forces that influence situations and outcomes. By taking personal responsibility for their actions, some of the former offenders understood their obligation.

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255 Ibid., [847 – 848]
256 Ibid., 848
to communicate and positively present themselves and their skillsets despite their reputations as ex-offenders. Additionally, every offender mentioned their appreciation for the paired mentor or advisor who provided supported to them after release. Dr. Keena’s result ended with the offenders ascribing the importance of persistence. With persistence, each participant has secured full-time employment even in the face of the post-release employment barriers.
CHAPTER 4

DISCUSSION AND CONCLUSION

In this section, the assessment the relationship between the phenomenology of prisoners as it relates to the logotherapeutic approaches in the three entrepreneurial education programs will take place. Then the thesis will argue that correctional education programs intertwine two concepts from logotherapy to directly address barriers to reentry, therefore providing better results in reducing recidivism and higher post-release employment security for ex-offenders.

One of the primary components of a successful reentry, which is also one of the primary conditions of any community supervision, is employment. However having a criminal background is rated as one biggest disadvantages in finding employment, indicating that perceived employability of previously incarcerated people is low.257 Together both potential employers and ex-offenders agreed that offenders have capacity but lack opportunity.258 To better this perceived employability, there is much-needed support during the transition to employment.259 This would look like specialized training, support groups, and community-wide promotion of reintegration of these individuals for successful reentry and gainful employment.260

By using data to establish that the groups of people who have had the least opportunity prior to imprisonment are also the same individuals leaving prison and looking for jobs, research

258 Ibid.
259 Ibid.
shows that incarceration has negative impacts that become more ingrained in the family. The existing barriers of rerelease after imprisonment are linked to the same barriers to intergenerational poverty. The total population in poverty would have noticeably dropped (by at least 20%) had it not been because of the rise of mass incarceration.

The barriers that these incarcerated individuals will face in post-release employment are reduced lifetime and intergenerational earnings because of the removal of the family’s main breadwinners, these low-income families now have drained assets, limited access to public benefits and interrupted the social and fiscal composition of communities due to incarceration.

The implications of these facts are that the imprisoned population are the same groups of marginalized citizens who had the least amount of opportunity for social mobility before incarceration, and programs like correctional education can help break the cycle of inequality and reorient their lives towards the future through preparing men and women for productive lives by receiving gainful employment.

By understanding the prisoner’s experience within the prison world, entrepreneurship programs apply two logotherapeutic approaches to help prisoners combat the existential vacuum and reorient offenders to their future. Following Meisenhelder’s claim that the prisoner’s perception of time (as a burden through waiting and boredom) in the prison world is viewed as irregular, causing a decrease in the prisoner’s sense of self and future, logotherapy programs in prisons utilize three concepts to reorient offenders towards their future. These two concepts are:

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(1) providing conscious raising activities and (2) comprehending the importance of relationships with others.

First, Viktor Frankl uses an analogy to describe the relationship of logotherapy to its patients. Metaphorically, Frankl says that the logotherapist expands his or her role to that of an eye doctor instead of the role of an artist. An artist attempts to portray the world through a picture. The picture is a representation of the artist’s perception. Conversely, an ophthalmologist is trained to treat the medical disorders of the eye to help enable his or her patients to visually perceive the world for themselves through tools like glasses and Lasik eye surgery. Both approaches do not involve the patient relying on a representation of the world perspective or worldview; however, they both allow the patients to perceive the world for themselves. The logotherapist job mirrors the ophthalmologist job of aiding patients in expanding their perceptual field so “that the spectrum of potential meaning becomes conscious and visible” to the patients.  

Dr. Whiddon and Dr. Eisenberg’s logotherapy in-prison programs modeled this concept under the name of “conscious raising.” For Eisenberg, conscious raising activities involved lectures, discussions, meditation, drawing life maps, and free fantasies projecting into the future. Dr. Whiddon utilized conscious raising activities through all five of his program’s phases. The program focused on exercises that helped offenders increase their self-awareness, self-confidence, and self-respect, and identify and clarify their personal and life values.

Entrepreneurial programs transform the role of the logotherapist into the role of the taught curriculum. The taught entrepreneurship curriculum is structured in such a way that the

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entrepreneurial mindset is needed. As stated in the Patzelt’s study, “Overcoming the Wall That Constrains Us: The Role of Entrepreneurship Education Programs in Prison,” without the entrepreneurial mindset prisoners, were found incapable of orienting themselves toward the future. 267 The mindset or personal agency needed to position an inmate toward his future is taught by program activities that clearly explain and model the theories of how entrepreneurial characteristics are woven into the underlying assumptions of how people interact with their environment. 268 One of Texas’s PEP program goals is empowering innovation. They empower innovation through the model for teaching the entrepreneurial mindset well by requiring their participants to complete the three-month, 20 hour per week stage that focuses on personal character development and the prioritization of guiding life values modeled by PEP’s Ten Driving Values as found in Appendix D. 269 Leonhard completed the raised consciousness by pairing offenders with personal coaches who teach the prisoners how to introspectively relate their individual traits and preferences in constructive methods by the coaches discussing a variety of topics and scenarios. 270 Lastly, the Ice House Entrepreneurship program, through the course lectures and activities, related to Clifton Taulbert’s book. The eight lessons teach the importance of accepting the entrepreneurial mindset to assess difficulties better. The Opportunity Discovery canvas provides an activity to practice the learned entrepreneurial mindset. 271

programs utilize differently but implement various methods to provide the same result of producing inmates with raised consciousness levels.

Second, the logotherapeutic approach emphasizes the importance of positive relationships. Frankl understood Meisenhelder’s claim that our human experience of time is perceived by our ability to recognize whom we are sharing these moments with and this created a framework for which Frankl built logotherapy. The communal aspect of the temporal world shapes how we perceive the past, the present, and the future. 272 With that assumption operating, Frankl discussed the importance of individuals outside of one’s personal existence with the patient in the story of the suicidal mother who found meaning in her life through overcoming her pain. The suicidal mother found her meaning in her life through the life of her paralyzed, second son.273 The in-prison and former logotherapy programs follow Frankl’s lead by helping the inmates establish communities in the form of lectures, group discussions, and activities. Dr. Eisenberg’s acceptance game is a model for this type of relationship building and understanding. The acceptance game allows inmates to have open and candid discussions about how they perceive each other, which in turn helps communication, and how offenders perceive their roles in their relationships.274 Dr. Whiddon intricately places group discussion in every phase of his program to accustom prisoners to trusting one another, but also to have prisoners readjust the way they think about themselves and others around them. 275 Lastly, Rosemary Henrion records that in the account of the two different veterans both offenders were a part of a discussion group

that also served as accountability and encouragement group for both former offenders. These are seen to be modeled after the logotherapy group of former offenders as described in the letter from the ex-felon in Frankl’s book.276

Entrepreneurial education applied this concept in different features across all programs. A part of the PEP vision is to transform communities. The transformation of the community is accomplished through three techniques where relationships are at the core of the transformation. First, the PEP program begins when the selected offenders are transferred out from their original correctional unit to one of PEP’s two main facilities. 277 By housing the offenders in the same pre-release unit, the offenders accepted into the program are in living-learning communities where everyone around them wants to gain what the program offers. The second method is the family outreach and engagement technique where PEP attempts to reintegrate the offenders’ families back in their lives.278 PEP encourages inmates to reach out to their loved ones in hopes to restore relationships to provide not only a social support group for the program but also another reason for inmates to reevaluate their role and meaning in those relationships. Finally, the offenders are given mentors for the ‘mini MBA’ portion that intensively covers entrepreneurship and the presentation of their business plan. These mentors provide more than assistance, but also provide another tangible relationship where offenders can project future business plans and receive guidance in making them a reality. 279

278 Ibid., 23
This type of approach to relationships are reflected in the other two programs as well. First, The Ice House Entrepreneurship program weaves inmates to participate in a group setting through responses and reflections to interact with Taulbert’s material and the other participants. Also, participants in the Ice House program are provided with mentors that were proven helpful in assisting inmates to receive gainful employment. Again, Leonhard utilizes the mentoring program along with the appointed personal supervisor to orient the lives of the offenders toward the future. The mentors and the supervisors provide a support system for released offenders to have successful reentries.

Viktor Frankl’s concepts are important in looking at the results in comparison to the correctional educational programs because other programs have emulated these results partially, but not fully because they are missing the two components that help entrepreneurial programs succeed. Studies show that PSCE, ABE, and GED courses provide a boost in confidence or increased self-worth, because of the attainment of the degree. However, because these offenders are also not equipped with the ability to reorient themselves to the future when the reentry process is difficult the offenders still fight the statistical chance of returning to prison. If former offenders receive their degree or certification but cannot assess their relationships with others, then the offenders will miss opportunities to capitalize on understanding how others perceive them and the meaning of their life in the face of seemingly futurelessness situations where the obtainment of a degree falls short. By applying these logotherapeutic concepts, entrepreneurial

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281 Ibid., 848
education courses can experience results unparalleled to other correctional education programs. This side-by-side comparison of entrepreneurial programs is found in Appendix C.

**Final Conclusions**

Using the knowledge gained regarding the overview of the criminal justice system, this study found that one in every thirty-one people is currently experiencing some correctional control along with the fact that approximately 600,000 inmates will be released each year. How many of these released prisoners will successfully reenter society producing positive net social benefits for themselves and their families? While navigating the post-incarceration policies of the “World’s Warden,” a nickname to describe America’s high incarceration, many offenders find their employability is linked to the stigma of being imprisoned and realize that they face many barriers to successfully attaining the American dream.

When observing different studies, it is evident that there is an overwhelming amount of data to support the claim that correctional education is a good method for reducing recidivism and gaining post-release employment. However, by reviewing the results of entrepreneurial education programs the estimated ROI rates, the significantly lower recidivism rates, and the higher job placement rates, I conclude that other correctional education programs still render former offenders hopeless. While entrepreneurial education courses offer more to the offender by imparting the inmates with a raised level of consciousness and meaningful relationships for inmates to orient themselves toward their future, by attacking the existential vacuum through the

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lens of phenomenology and logotherapy, entrepreneurial courses yield better net social benefits in regards to lower recidivism rates, higher job placement rates, and better economic mobility. In the final analysis, I recommend that national and state governments should fund more entrepreneurial education programs to produce more successful offenders for reentry. This type of correctional education could help more offenders to achieve Adam’s conception of the American dream.  

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APPENDICES
Appendix A

The Vermont Agency of Education Recognized the following programs as CTE programs: American Heart Association, American Welding Society Certificates, Game of Logging Chainsaw Safety, Logger Education to Advance Professionalism (LEAP), First Aid/CPR/AED, Occupational Safety and Health Administration, Commercial Driver’s License (CDL), Conover Workplace Readiness (CWR), National Safe Tractor & Machinery Operation (NSTMO), Equipment & Engine Service (EETC), Pesticide Applicator Certification - Worker Protection Std. (PA-WP), Wilderness First Aid, Wildlands Fire Training.

Note: These are specific to the Vermont area; however, this can provide a generic example what is classified as CTE programs across America.
### Appendix B

<table>
<thead>
<tr>
<th>Program and Population Description</th>
<th>Dr. Eisenberg’s Exposing Logotherapy to Prisoners</th>
<th>Dr. Whiddon’s Logotherapy in Prisons</th>
<th>Rosemary Henrion’s Account of Logotherapy with Former Offenders</th>
</tr>
</thead>
</table>
| 9 males participated. Of the 9, there were 2 bachelors, 5 married with one to four children, 2 divorced with child. Of the 9, there was 1 youth leader, 1 lock smith, 1 vegetable vendor, 2 mechanics and 4 with no specific profession | • 20 men participated. Of the 20, 14 were between the ages of 27 and 33, four were younger than 25, and two were older than 50.  
• 11 caucasians & 9 black  
• 17 held HS diploma  
• 16 men had convictions for one or more violent crimes, including armed robbery (12), murder (3), assault (4), escape (3), and rape (1)  
• 4 men were serving time for drug-related charges.  
• All had prior arrests  
• The major reasons reported for having committed crimes were: money, peer pressure, reduced judgment or control because of drug abuse, and the desire to impress peers through high-risk behaviors.  
• These men were significantly older and more educated | 2 men in a group that is unknown in size |

| Time Frame | Spring of 1988 held frequent meetings with inmates until June 1988. Resumed in Feb. 1989 ended in June 1989 | A period of over 18 months 3 hours per night, 3 nights per week for 24 weeks | Unknown |
| Admission Criteria | No Admissions Criteria. | • 17 men could not participate because they were bad security risks due to recent escape attempts and violent behavior.  
• None of the men accepted into the group had committed a major rule infraction for six months. | Veteran Former Prisoners at VA Medical Clinic |

| Methods | 1. Conscious raising through meditation, relaxation, will training exercises, yoga breathing, autogenic training, fantasies projecting in the future  
2. Conscious-Raising through informal lectures as guideposts to successful living, and logotherapeutic approaches for crises intervention, coping, and survival. Lectures were supplemented by discussions that included the following insights:  
• No situation in life is void of meanings and alternatives. Even blows of fate lose their sting by offering opportunities to choose new responses, develop different attitudes, change.  
• The greatest triumph is to rise from the ashes: to delve into the bountiful resources of the defiant power of the human spirit, to define and redefine ourselves in response to the | 5 Phases  
1st phase (4 weeks) the principles underlying logotherapy were theories concerning how criminal behavior can grow out of existential vacuum were discussed, as were examples of how individual men in prison had redirected their lives upon finding purpose. The men were also encouraged to reveal their own criminal histories and behavior as they might relate to these principles and theories.  
2nd phase (5 weeks) attempted to expand each individual's awareness of him-or herself. Exercises were conducted to help them identify a wide variety of experiences, their strengths and weaknesses, their fears and desires, their environmental circumstances, and their potentialities. Each of these were discussed in terms of underlying meanings and motivations. |
questions life puts to us.

- Physical and psycho-social limitations do not detract from the meaning of life. They can even provide incentives to find authentic worthwhile meanings, turn victim into victor.

- The door to meaning opens to the outside, reaching out for people to love and causes to serve.

- Decide to "straighten yourself out," (the inner self is the true source of all 'outer' conflicts): be congruent in thought, speech, and action. Say what you mean and do as you say.

- Material success, saturation, and hedonism can lead to despair and boredom that characterize the existential vacuum.

- To derive new energies, to live meaningfully, one must become aware that failure and deprivation can be turned into a challenge.

- Only a neurotic person argues: This is the way I am, I cannot change. Only with the awareness of being able to change can successful living be accomplished. It is never too late.

- Place one thing above everything else: to master life under all

3rd phase (4 weeks) consisted of a series of exercises aimed at increasing the self-esteem of these men, instilling confidence in abilities, and stimulating hope for future potential. Discussions, group suggestive therapy, guided imagery, and positive affirmations were used to increase self-esteem and combat the constant environmental pressure to perceive oneself as a "criminal."

During the first three phases the emphasis of activity had been for the individual to focus on the self.

4th phase (6 weeks) changed the focus from attention to the self to attention to other life values. A wide variety of topics were presented and debated by the group. Values were clarified, and societal implications and expectancies were discussed. This group phase was extensive, setting the stage for taking a stand on issues and identifying those values that had personal meaning.

5th phase (5 weeks) challenged the participants to draw on their understanding of themselves and their values to identify the meaning and purpose of their lives.
circumstances. This foremost self-transcending endeavor immunizes against despair. By forgetting yourself, by transcending yourself, you become truly human.

- No one can be deprived of the inalienable spiritual resources, of which freedom is the most powerful: the freedom to take a stand, make decisions, and commitments and carry them through, and - if needed - rebuild their lives and become a model for others.

3. (a) Drawing Life Maps and (b) the Acceptance Game

<table>
<thead>
<tr>
<th>Results 1: Participants reported a lowering of psychic tension, increased vitality, openness, a general feeling of wellbeing, discarding social masks, feeling in touch with inner, childlike core, eager to grow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: N/A</td>
</tr>
<tr>
<td>3: (a) Raised Self Discovery &amp; Consciousness (b) improved communication, trusting one’s self and decision making abilities, plan better for the future, and act cognitively about</td>
</tr>
<tr>
<td>Overall Qualitative Results not tied to a particular method: individuals stopped using drugs, confessed about struggles with suicide, “logotherapy provided a north”,</td>
</tr>
<tr>
<td>After the course results: Eighteen of these men described the time in which they began criminal activity as a period in which they were without a directing life meaning. They reported few, if any, goals in life. They felt bored and worthless, and they had few beliefs in the existence of meaning in life, order to the universe, or in free will to find meaning in life. One man reported a desire to become the most successful criminal in the area, and another man had wanted to become a teacher, with criminal activities seen as a method of financing his education.</td>
</tr>
<tr>
<td>Both men had experienced an increase in self-awareness and both felt reoriented toward their futures.</td>
</tr>
</tbody>
</table>
no longer afraid to leave prison, found purpose and meaning in life, opened door for opportunities of 3 offenders.

and long-range plans that related to values identified and goals set in the group 6 men reported as having discovered meaning that was directing their life. Twelve men reported moderate success in having found meaning in that they had discovered new interest, self-esteem, and direction for the future. Two men reported only discovery of possible alternatives for future attempts to gain release or find work.

Post-group scores on the Purpose-in-Life test improved for every group member. The average score had increased from 81 to 96. Fourteen men had scores above the cutoff score of 100 reported to reflect a purpose and meaning in life.

General Notes: These positive test score changes are consistent with changes noted in other logotherapy programs conducted with incarcerated adults (Guidera and Whiddon) and with chronic mental patients (Guidera and Whiddon) found an average increase of nine points (post-test average 93) on the Purpose-in-Life test for prisoners exposed to a brief logotherapy program. At the same time a control group of prisoners showed a 3-point increase and a group of prisoners spending an equal amount of time at a religious seminar showed a 2-point decrease.
<table>
<thead>
<tr>
<th>Institute Locations</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel at a maximum security prison.</td>
<td>Not stated</td>
<td>VA Medical Clinic in Biloxi, MS</td>
</tr>
</tbody>
</table>
## Appendix C

<table>
<thead>
<tr>
<th>Population Description</th>
<th>Prison Entrepreneurship Program (PEP)</th>
<th>ICE House Entrepreneurship</th>
<th>Leonhard</th>
</tr>
</thead>
</table>
| 5% acceptance rate, top 450 – 500 out of 2,000 candidates Other demographics: unavailable | • 26 inmates completed the program.  
• Age: 25 – 55 yrs old  
• Length of Incarceration: 3 to 49+ months  
• 6 GED  
• 17 HS diplomas  
• 2 completed some college no degree  
• 1 Associates degree  
• 2 earned a bachelor’s degree  
• 1 Masters or higher  
• 11 had professional certificates | 15 – 18 male prisoners chosen from Bravia’s 36 prisons Other demographics: Unavailable |

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Prison Entrepreneurship Program (PEP)</th>
<th>ICE House Entrepreneurship</th>
<th>Leonhard</th>
</tr>
</thead>
</table>
| 9 month program  
3 months – Character development  
6 months – mini MBA program | 12 week program | Intensive 20 week program |

<table>
<thead>
<tr>
<th>Admission Criteria</th>
<th>Prison Entrepreneurship Program (PEP)</th>
<th>ICE House Entrepreneurship</th>
<th>Leonhard</th>
</tr>
</thead>
</table>
| • Complete Application  
• Take a 50 – questioned test  
• In-person interview & meet all the following requirements:  
• within three years of release (long way discharge date)  
• clean recent disciplinary case history | • were recommended by the prerelease unit’s Adult Basic Education teacher  
• had received no more than three Rule Violation Reports (RVR) while in the | Participants must speak fluent German, while sex offenders and serial fraud offenders are barred from applying. |
| Curriculum and Important Information | Eight Life Lessons from Uncle Cleve | • Discuss business ideas, learn to write a business plan.  
• Receive personal coaches  
• Attend several events with business professionals and successful business executives to discuss business plans.  
• Every graduate receives a certificate; and use the accredited certificate to get a bachelors degree  
• After graduation, a personal |
| --- | 1. The Power to Choose  
2. Recognizing Opportunities  
3. Ideas into Actions  
4. Pursuit of Knowledge  
5. Creating Wealth  
6. Building Your Brand  
7. Creating Community  
8. The Power of Persistence |
| Leadership Academy  
• utilizes the principles of effective leadership  
• character formation through the ten Values found in Appendix D.  
• inmates are encouraged to reach out to their families and loved ones |
| Business Plan Competition  
• Entrepreneurship: A Small Business Approach that is supplemented with Harvard and Stanford Business School case studies  
• Each student is required to conceive a business that he would start upon release  
• Give A Shark Tank Style Presentation  
• All participants must complete a financial literacy course, an employment workshop, a |
| prerelease unit  
• could read at a sixth-grade level  
• were within 6 to 24 months of their parole eligibility date. |
| • minimum education of High School Diploma or GED\textsuperscript{287}  
• no history of sexual crime convictions  
• no current gang affiliations  
• must be committed to personal change  
• must demonstrate a strong work ethic  
• must be willing to be released to a positive environment that will increase his chance of success. |

\textsuperscript{287} GED can be completed once accepted into PEP
### Results

1,300+ graduates have achieved the following impressive results:

- **Strong Employment:** 100% of PEP graduates are employed within 90 days of release from prison; in fact, our graduates average only 20 days “from prison to paycheck.” We have achieved our employment metric every month since May 2010.

- **Higher Than Average Starting Wage:** PEP graduates have an $11.50+/hour average starting wage (60% above minimum wage).

- **Excellent Job Retention:** Nearly 100% of PEP graduates are still employed after 12 months (compared to a nearly 50% national average).

- 1 Graduate with a business.

- Recidivism rate of 11% compared to Germany’s national average of 46%

- 1/3 of graduates immediately start their own business

- 60% go on to secure a job or further their education in 2 months
unemployment rate among ex-offenders).

- **Small Business Formation/Incubator:**
  More than 200 businesses have been launched by PEP graduates, including six that generate over $1MM in gross annual revenue.

- **Exceptionally Low Recidivism:** PEP graduates have an exceptionally low <7% three-year recidivism rate (compared to the national average of nearly 50%);

| Institute Locations | Cleveland Unit near Houston, TX or the Estes Unit near Dallas, TX | Parchman, MS | Stadleheim |
Appendix D

**Exhibit 2. PEP'S TEN DRIVING VALUES**

1. “Fresh Start” Outlook - PEP believes that every inmate is a human being in need of a true second chance. We will treat every inmate with respect, regardless of background or personal history. We strive to equip human beings to achieve their full potential. We believe that people can change, dignity can be restored and as a result society will reap bountifully.

2. Servant-Leader Mentality - PEP believes that with leadership comes the overriding responsibility to be of service to others. We believe the contributions we make in the lives of others are far more important than our own accomplishments. We will lead by example with humility at the sacrifice of personal glory. PEP exists because of our desire to serve all those with whom we come in contact, especially our participants, executives, partners, donors, prison staff and the community at large.

3. Love - We are committed to service in love. PEP staff and leaders will be patient and kind, never envious or boastful or rude. We will not seek our own way nor be easily provoked; rather, we will bear all things and endure all things. We will rejoice in the truth and always seek out the best in others.

4. Innovation - We embrace a pioneering spirit and are constantly in the pursuit of innovation and improvement in our efforts to help others. We expect dramatic change. We are committed to seeing beyond the current perception, and even the current reality, to break stereotypes and shape new futures.

5. Accountability - We believe that without accountability, neither our participants nor the executives with whom we work will be changed by the program. We will do everything in our power to help the participants succeed in life, but we provide only opportunities and tools; participants must want to change. Consequently, PEP only commits time and resources to those who demonstrate a desire to help themselves. PEP enforces a “no wiggle room” accountability program with participants. PEP volunteers and employees will likewise be held to a high standard of accountability, being required to take ownership of their initiatives and follow through with their commitments.

6. Integrity - We model and require complete honesty and integrity in all our relationships and endeavors. Integrity means more than simply the absence of deception; it means we are completely forthright in all our dealings. We say what needs to be said, not simply what people want to hear. We are truthful with ourselves, listening attentively to feedback from others as they speak into our lives, correct us and reveal to us our blind spots.

7. Execution - We place an emphasis on execution—the ability to get things done. We expect to deliver outstanding and timely results. Big thoughts don’t matter if they are not turned into action. Self-discipline is a core element of our organization’s culture. We sweat the small stuff. We hire people with a strong track record of successful execution.

8. Fun - Work is an important part of life and it should be fun and rewarding. We seek to create a work environment that encourages laughter, imagination, fellowship and creativity. We regularly celebrate positive results and recognize those involved in the success.

9. Excellence - We are dedicated to pursuing excellence in every area, despite the difficulties which arise from setting high standards. We seek to work with and learn from the best of the best. We are dedicated to developing excellence in leadership throughout our organization—leadership of projects, ideas and the promotion of our 10 Driving Values. PEP is committed to working with people and organizations who share our values and mission.

10. Wise Stewardship - We are committed to the mentality of a steward: someone entrusted with another’s wealth or property and charged with the responsibility of managing it in the owner’s best interest. We will apply donors’ funds as promised. We are committed to being a lean organization, and as a staff, we are also committed to modest salary and expense levels. We use funds intelligently, efficiently, and strategically to achieve maximum benefit for all whom we serve. Nonetheless, PEP has enrolled Muslims, Buddhists and those with no professed faith into the program, provided they show their commitment to transform their lives.
## Appendix E

### Prisoner Entrepreneurship Program

#### ROI Analysis

<table>
<thead>
<tr>
<th>Economic Savings: Recidivism</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual cost of incarcerating a man in Texas</td>
<td>A</td>
<td>$21,399</td>
<td>Source: Vera Institute of Justice, True Cost of Prisons</td>
</tr>
<tr>
<td>Average prosecution cost per crime committed</td>
<td>B</td>
<td>$570</td>
<td>Source: An Ounce of Prevention; Taxpayer Costs Avoided through Preventing Crime</td>
</tr>
<tr>
<td>Average public defender cost per crime committed</td>
<td>C</td>
<td>$322</td>
<td>Source: An Ounce of Prevention (see above)</td>
</tr>
<tr>
<td>Average jury or court trial cost per crime committed</td>
<td>D</td>
<td>$5,565</td>
<td>Source: An Ounce of Prevention (see above)</td>
</tr>
<tr>
<td>Average total court expenses per crime committed</td>
<td>E</td>
<td>$6,458</td>
<td>Formula: B + C + D [Average total court expense per crime committed by recidivating offender]</td>
</tr>
<tr>
<td>Average total cost per recidivating offender in first year</td>
<td>F</td>
<td>$27,848</td>
<td>Formula: A + E (Annual costs of incarceration plus total court expenses per crime committed)</td>
</tr>
<tr>
<td>Number of PEP graduates released in 2012</td>
<td>G</td>
<td>94</td>
<td>Source: PEP Official Statistics through 6/30/2013</td>
</tr>
<tr>
<td>Texas 3-year recidivism - non-PEP comparison group</td>
<td>H</td>
<td>24.0%</td>
<td>Source: PEP Official Statistics through 6/30/2013 [Recidivism for 51 inmates approved for PEP but did not participate because of transportation issues]</td>
</tr>
<tr>
<td>Expected number of non-PEP comparison group to return to prison within three years</td>
<td>I</td>
<td>22</td>
<td>Formula: G * H [Projected number of recidivists from non-PEP comparison group]</td>
</tr>
<tr>
<td>Total cost of recidivating offenders from non-PEP comparison group in first year</td>
<td>J</td>
<td>$628,246</td>
<td>Formula: F * I [Total incarceration costs per recidivating offender in first year times projected number of recidivists from non-PEP comparison group]</td>
</tr>
<tr>
<td>Total cost of recidivating offenders from non-PEP comparison group after first year</td>
<td>K</td>
<td>$482,582</td>
<td>Formula: A * I [Total incarceration costs per recidivating offender after first year times projected number of recidivists from non-PEP comparison group]</td>
</tr>
<tr>
<td>PEP actual 3-year recidivism</td>
<td>L</td>
<td>6.9%</td>
<td>Source: PEP Official Statistics through 6/30/2013</td>
</tr>
<tr>
<td>Expected number of PEP graduates who will return to prison within three years</td>
<td>M</td>
<td>6</td>
<td>Formula: G * L [Projected number of recidivists from among PEP graduates]</td>
</tr>
<tr>
<td>Estimated cost of incarcerating these men a second time in first year</td>
<td>N</td>
<td>$180,619</td>
<td>Formula: F * M [Total incarceration costs per recidivating offender times projected number of PEP recidivists]</td>
</tr>
<tr>
<td>Estimated cost of incarcerating these men a second time after first year</td>
<td>O</td>
<td>$138,734</td>
<td>Formula: A * M [Total incarceration costs per recidivating offender times projected number of PEP recidivists]</td>
</tr>
<tr>
<td>Estimated annual savings in incarceration costs to state from reduced recidivism in first year</td>
<td>P</td>
<td>$447,621</td>
<td>Formula: J - N [Difference in total incarceration costs for recidivating offenders in first year between non-PEP comparison group and PEP graduates]</td>
</tr>
<tr>
<td>Estimated annual savings in incarceration costs to state from reduced recidivism after first year</td>
<td>Q</td>
<td>$343,823</td>
<td>Formula: K - O [Difference in total incarceration costs for recidivating offenders after first year between non-PEP comparison group and PEP graduates]</td>
</tr>
</tbody>
</table>

#### Economic Gains: Tax Revenue

<table>
<thead>
<tr>
<th>Economic Gains: Tax Revenue</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of PEP graduates released in 2012</td>
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<td>Source: PEP Official Statistics through 6/30/2013 [Recidivism for 51 inmates approved for PEP but did not participate because of transportation issues]</td>
</tr>
<tr>
<td>Expected number from non-PEP comparison group to return to prison within three years</td>
<td>I</td>
<td>22</td>
<td>Formula: G * H [Projected number of recidivists based on non-PEP comparison group recidivism rate]</td>
</tr>
<tr>
<td>Estimated number of non-PEP comparison group employable (i.e., non-recidivating) ex-offenders</td>
<td>J</td>
<td>71</td>
<td>Formula: G - I [PEP graduates minus projected recidivists from non-PEP comparison group]</td>
</tr>
<tr>
<td>PEP actual 3-year recidivism rate</td>
<td>L</td>
<td>6.9%</td>
<td>Source: PEP Official Statistics through 6/30/2013</td>
</tr>
<tr>
<td>Expected number of PEP graduates who will return to prison within three years</td>
<td>M</td>
<td>6</td>
<td>Formula: R * L [Projected PEP recidivists from 2012 graduates]</td>
</tr>
<tr>
<td>Estimated number of employable (i.e., non-recidivating) PEP graduates</td>
<td>R</td>
<td>89</td>
<td>Formula: G - M [PEP graduates less projected number of recidivists]</td>
</tr>
<tr>
<td>Estimated employment rates for US ex-offender population (i.e., if not for PEP)</td>
<td>S</td>
<td>50.0%</td>
<td>Source: &quot;Ex-Offenders and the Labor Market,&quot; Center for Economic and Policy Research (Nov. 2019)</td>
</tr>
<tr>
<td>Expected number of non-PEP comparison group graduates who would be employed</td>
<td>T</td>
<td>34</td>
<td>Formula: R * S [Projected number of non-PEP comparison group employed ex-offenders]</td>
</tr>
<tr>
<td>Percentage of PEP graduates employed</td>
<td>U</td>
<td>95.0%</td>
<td>Source: PEP Follow-up reporting for the first and second quarters of 2013. 21 of 22 PEP participants reached (66% response rate) reported they were employed 1 year after release from prison.</td>
</tr>
<tr>
<td>Expected number of PEP graduates employed</td>
<td>V</td>
<td>85</td>
<td>Formula: R * U [Projected number of PEP graduates employed within 90 days of release]</td>
</tr>
<tr>
<td>Additional number of ex-offenders employed as a result of PEP</td>
<td>W</td>
<td>46</td>
<td>Formula: T - V [PEP graduates employed less ex-offenders otherwise employed if not for PEP]</td>
</tr>
<tr>
<td>Average annual salary of PEP graduate</td>
<td>X</td>
<td>$25,000</td>
<td>Source: PEP Official Statistics through 6/30/2013. Overall average salary based on average $13.00 hour wages earned by PEP graduates currently.</td>
</tr>
<tr>
<td>Average combined tax rate for Texas residents</td>
<td>Y</td>
<td>36.0%</td>
<td>Source: &quot;Who Pays America’s Tax Burden, and Who Gets the Most Government Spending?&quot; Tax Foundation (March 2007)</td>
</tr>
<tr>
<td>Average estimated taxes paid per year by PEP graduate</td>
<td>Z</td>
<td>$9,030</td>
<td>Formula: X * Y [Annual salary times average combined tax rate for Texas residents]</td>
</tr>
<tr>
<td>Estimated additional annual federal income and state sales tax generated by PEP graduates over ex-offenders otherwise employed</td>
<td>AA</td>
<td>$441,908</td>
<td>Formula: W * Z [Additional PEP graduates employed times average annual estimated taxes]</td>
</tr>
</tbody>
</table>
## PEP Return on Investment Analysis

### Economic Gains: Child Support Payments

<table>
<thead>
<tr>
<th>Metric</th>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of PEP graduates released in 2012</td>
<td>G 94</td>
<td>Source: PEP Official Statistics through 6/30/2013</td>
</tr>
<tr>
<td>PEP actual 3-year recidivism rate</td>
<td>L 6.3%</td>
<td>Source: PEP Official Statistics through 6/30/2013</td>
</tr>
<tr>
<td>Expected number of PEP graduates who will return to prison within three years</td>
<td>M 6</td>
<td>Formulas: G * L [Projected number of recidivists from among PEP graduates]</td>
</tr>
<tr>
<td>Estimated number of employable (i.e., non-recidivating) PEP graduates</td>
<td>R 89</td>
<td>Formulas: G - M [PEP graduates less projected number of recidivists]</td>
</tr>
<tr>
<td>Percentage of PEP graduates employed</td>
<td>U 95%</td>
<td>Source: PEP Follow-up reporting for the first and second quarters of 2013. 21 of 22 PEP participants reached (66% response rate) reported they were employed 1 year after release from prison.</td>
</tr>
<tr>
<td>Expected number of PEP graduates employed</td>
<td>V 85</td>
<td>Formulas: R * U [Projected number of PEP graduates employed within 90 days of release]</td>
</tr>
<tr>
<td>Estimated percentage of employed PEP graduates with child support responsibilities</td>
<td>RR 20%</td>
<td>Source: Based on a sampling of PEP graduates employed through RHI with wage garnishments for child support.</td>
</tr>
<tr>
<td>Estimated number of employed PEP graduates with child support responsibilities</td>
<td>CC 17</td>
<td>Formulas: V * BB [Employed 2012 PEP graduates times estimated percentage with child support payment obligations]</td>
</tr>
<tr>
<td>Estimated annual payments towards child support</td>
<td>DD $ 4,299</td>
<td>Source: Average of monthly wage garnishments for child support for PEP employees of RHI</td>
</tr>
<tr>
<td>Estimated annual child support payments resulting from employed PEP graduates</td>
<td>EE $ 72,601</td>
<td>Formulas: CC * DD [Estimated number of PEP employees with child support obligations times average estimated monthly wage garnishment]</td>
</tr>
</tbody>
</table>

### Economic Savings: Government Assistance

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<tr>
<td>Expected number of PEP graduates employed</td>
<td>V 85</td>
<td>Formulas: R * U [Projected number of PEP graduates employed within 90 days of release]</td>
</tr>
<tr>
<td>Estimated percentage of non-PEP ex-offenders on public assistance</td>
<td>FF 45%</td>
<td>Source: Based on rates of public assistance from a similar employment and training program prior to enrollment.</td>
</tr>
<tr>
<td>Estimated percentage of PEP graduates on public assistance</td>
<td>GG 20%</td>
<td>Source: Based on rates of public assistance from a similar employment and training program after completion of training.</td>
</tr>
<tr>
<td>Differential in percentage of ex-offenders on public assistance</td>
<td>HH 25%</td>
<td>Formulas: FF - GG [Additional percentage of non-PEP ex-offenders on public assistance]</td>
</tr>
<tr>
<td>Average annual benefits from food stamps per individual</td>
<td>II $1,601</td>
<td>Source: “Supplemental Nutrition Assistance Program Participation and Costs.” USDA Food and Nutrition Service (<a href="http://www.fns.usda.gov/pd/SNAPsummary.htm">http://www.fns.usda.gov/pd/SNAPsummary.htm</a>)</td>
</tr>
<tr>
<td>Average estimated annual benefits from TANF per individual</td>
<td>JJ $2,400</td>
<td>Source: WelfareInfo (<a href="http://www.welfareinfo.org/payments/">http://www.welfareinfo.org/payments/</a>)</td>
</tr>
<tr>
<td>Estimated annual savings in public assistance costs attributed to PEP programs from avoided recidivism</td>
<td>KK $84,637</td>
<td>Formulas: V * HH * II + JJ [PEP graduates that would otherwise be on public assistance times sum of estimated annual food stamp and TANF costs]</td>
</tr>
</tbody>
</table>

### Totals: PEP Impact/Expenses

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<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Estimated annual savings from PEP programs in year one</td>
<td>LL $514,509</td>
<td>Formulas: AA + EE [Estimated incremental tax revenue gains and child support payments]</td>
</tr>
<tr>
<td>Estimated annual savings from PEP programs after year one</td>
<td>MM $532,257</td>
<td>Formulas: P + KK [Taxpayer savings in decreased public assistance and decreased incarceration costs in year one]</td>
</tr>
<tr>
<td>Estimated annual economic savings from PEP programs after year one</td>
<td>NN $428,459</td>
<td>Formulas: Q + KK [Taxpayer savings in decreased public assistance and increased incarceration costs in year one]</td>
</tr>
<tr>
<td>Estimated economic impact from PEP programs in year one</td>
<td>OO 1,046,767</td>
<td>Formulas: LL + MM [Estimated economic gains plus estimated economic savings]</td>
</tr>
<tr>
<td>Estimated economic impact from PEP programs after year one</td>
<td>PP 942,969</td>
<td>Formulas: LL + NN [Estimated economic gains plus estimated economic savings]</td>
</tr>
<tr>
<td>Actual PEP expenses in 2012</td>
<td>QQ $1,418,057</td>
<td>Source: PEP 2012 financials (cash basis)</td>
</tr>
<tr>
<td>Actual PEP cost per released graduate</td>
<td>RR $15,085</td>
<td>Formulas: QQ / G [PEP Budget / PEP graduates]</td>
</tr>
<tr>
<td>Estimated economic impact per graduate of PEP Programs in year one</td>
<td>SS $11,138</td>
<td>Formulas: OO / G [Combined impact / PEP graduates]</td>
</tr>
<tr>
<td>Estimated economic impact per graduate of PEP Programs after year one</td>
<td>TT $10,032</td>
<td>Formulas: PP / G [Combined impact / PEP graduates]</td>
</tr>
</tbody>
</table>

### Totals: ROI

<table>
<thead>
<tr>
<th>Metric</th>
<th>Formula</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive 1 Year ROI</td>
<td>$4.74</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
<tr>
<td>Comprehensive 3 Year ROI</td>
<td>$7.40</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
<tr>
<td>Comprehensive 5 Year ROI</td>
<td>$7.40</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
<tr>
<td>Total Estimated Economic Impact Per $1 Invested in PEP in Year 1</td>
<td>$0.74</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
<tr>
<td>Total Estimated Economic Impact Per $1 Invested in PEP in Year 3</td>
<td>$2.07</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
<tr>
<td>Total Estimated Economic Impact Per $1 Invested in PEP in Year 5</td>
<td>$3.40</td>
<td>Formulas: SS / RR [PEP financial impact per graduate in year one] / (PEP cost per graduate)</td>
</tr>
</tbody>
</table>
Bibliography


*Journal of Correctional Education* 64.2 (2013): 5-20.


"Recidivism Rates of Women Offenders and Participation of Education Programs in Prisons."


Shippen, Margaret E, et al. "An Examination of the Basic Reading Skills of Incarcerated Males."


