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The Lived Experiences of Limited English Proficiency, Spanish-Speaking Male Ex-Offenders

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Abstract

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by

Paula Nery Sanchez

MA, Lehigh University, 2000

BS, Moravian College, 1998

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

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Abstract

The purpose of this phenomenological study was to explore the lived experiences of Spanish-speaking men in the United States with limited English proficiency following their release from prison. The study specifically examined the experiences of these men in their efforts to access health care treatment, housing, education, and employment in Central Pennsylvania. An empirical, phenomenological research design was employed that used self-stigma, critical race, and self-determination theories for in-depth interviews with 8 men who spent 5 to 24 years in prison. A tiered coding method was used to generate 6 interconnected themes that tell the story of these men's lives: (1) a genuine desire to change (2) a lack of effective communication, (3) a sense of dependency on others, (4) a persistent lack of social support, (5) a perception of resentencing by society, and (6) a perception of entrapment with little possibility to get out. This study promotes positive social change by demonstrating a need for more effective transitional programs for this demographic and additional need for counselor training programs to actively recruit and train more Spanish-speaking counselors for work with this population. The results can be used by counselors and mental health providers to develop programs that would support families such as job training and second language instruction within correctional facilities. Implementing these recommendations is expected to reduce crime and facilitate the healthy integration of this population into the mainstream society post incarceration.

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Dedication

My mother, who invested 50 years serving as a missionary, and my paternal grandmother, who invested 64 years teaching inner-city youths, are the inspiration for this milestone. I gained the nickname "Nightingale" from following their steps and honored their memory by committing to continue their legacy by serving those in need and furthering the education of emerging counselors.

The summit of my academic pursuit is dedicated to my children, Luis, Emily, and Jose; to my best friend Deborah Stauffer; and to my grandchildren. Completing this milestone closes another chapter of my life, which has its roots on encouragement and support received from Emily and her husband, Harry. At the onset of my studies, I experienced a sense of defeat due to my limited English proficiency and advanced age; and contemplated giving up. Emily and Harry gave me encouragement, support, and cheers throughout the journey. Deborah, with the patience of a saint, invested many years in editing my work and loudly laughing at the funny statements she found within my writings.

Jose and his wife Maybelline removed many roadblocks and responsibilities, facilitating a worry-free environment where I could focus on my search for knowledge. Luis supported my decision and continuously let me know how proud he was of me. To my grandchildren, I am conveying the message that aiming high in academic pursuit is possible regardless how old one is. Thank you all. We did it!

Acknowledgments

I want to acknowledge some members of Walden's faculty whose attitude and presence held me strong during this rigorous program. Dr. Gregory Hickman believed in me from the onset. He provided guidance and instruction through my struggles. Dr. David Capuzzi gave me the confidence and assurance of my development as a scholarly writer. Dr. Mark Stauffer equipped me with the skills to survive my dissertation and provided valuable feedback and support.

I will be forever thankful to my dissertation committee. Dr. Shelley Jackson has inspired me in personal and professional venues. Dr. Jackson served as a panacea to my success. She was able to personalize her teachings, guidance, and mentoring to my learning style. She was always present regardless the day of the week or the time of the day. Her dedication to student's success moved me to produce quality work. Dr. Stacee Reicherzer's dynamic personality and dedication to scholarly work taught me that trusting and branding self is the key to success. Dr. Reicherzer served as the expert methodologist, helping to narrow my topic, and selecting appropriate conceptual framework for my dissertation during residencies and beyond. Dr. Melinda Haley served as the university research reviewer (URR), dedicating uncountable hours reviewing my proposal and final dissertation. Furthermore, I want to acknowledge Dr. Haley for her excellent mentoring and role model during my online teaching experience during my internship. I was blessed in having such an outstanding committee working with me toward the completion of this milestone.

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Chapter 1: Introduction to the Study

Background of the Study

Spanish-speaking groups are the fastest growing population in United States (U.S.) (U.S. Census, 2010). The influx of Spanish-speaking groups settling in the U.S. has drawn the attention of social science researchers searching for a better understanding of how to serve this heterogeneous group of people. As Spanish-speaking newcomers attempt to integrate into the U.S. mainstream society, they face the added impediment of not having understanding of the national language nor the laws governing the host country. Alack of understanding and inability to communicate has a significant potential to disrupt and frustrate integration within mainstream society. This study took a narrow approach to this broad issue by investigating nuisances experienced by Spanish-speaking men with limited English proficiency (LEP) and released from prison after a felony conviction.

This study specially investigated Spanish-speaking men with limited English proficiency experiences with obtaining health care, education, housing, and sustaining employability after their released from prison. As the Spanish-speaking population increases in the United States, their representation in correctional facilities has increased (Pew Research Center, 2008). This growth makes it important to investigate how to serve these groups of people as to maintain homeostasis within U.S. society. The understanding gained from this study carries the potential of influencing laws, policies, service delivery, education, and training.

There are approximately over 2.3 million people housed within 3,500 correctional facilities across the United States (Hide & Solveig, 2011). The Pew Research Center (2008) reported that 567,903 individuals were released from prison between 2004 and 2007 of which 33% recidivated during that same period. The U. S. Bureau of Justice also reported an increase of 4,300 prisoners during 2012 increasing the number of state prisoners from 608,400 in 2012 to 631,200 in 2013 (Carson, 2014). Three quarters of these prisoners are either African American or Spanish-speaking (Dumont, Brockmann, Dickman, Alexander, & Rich, 2013). Furthermore, these prisoners generally come from disadvantaged communities and lack life substantive activities such as employment, health care, and adequate housing (Dumond et al, 2013). These statistics, although beneficial, agglomerate the entire nation, providing limited information representing individual states. Because this research plan was delimited to the state of Pennsylvania, it is important to look at official demographic data for this region.

In 2012, the state of Pennsylvania had a total population of 12,604,767, with 51,512 comprising the prison population and having a 43% recidivism rate (Pennsylvania State of Corrections [PSDC], 2012). The PSDC (2012) noted that state prisons in Pennsylvania were at 110% capacity. Minorities comprised a 69% of the prison population from which 17% were Spanish-speaking (PSDC, 2012). Dumont et al. (2013) found similar patterns in Pennsylvania' county prisons, which had a recidivism rate (40%) higher than the national level. Multiple studies have noted that the Pennsylvania department of criminal justice has taken an aggressive stand to rehabilitate ex-offenders through the development of treatment programs, job readiness, and drug and alcohol

rehabilitation programs (Aos, Miller, & Drake, 2006; Lalonde & Cho, 2008; Martin, Hernandez, Hernandez-Fermaud, Arregui, & Hernandez, 2011; Visher & Winterfield, 2005). However, a place of residence is necessary in order to find and sustain employment, obtain an education, or vocational rehabilitation, a permanent place of residence is necessary (Broner, Lang, & Behler, 2009). Other have found that government-funded programs servicing this population are scarce within the state of Pennsylvania studies (Hide & Solveig, 2011; Patra et al., 2010). Most of the literature examined in this study addressed problems faced by the general prison population with few published reports addressing problems faced by Spanish-speaking men with limited English proficiency (LEP) when seeking health care services, housing, education, and securing employment.

LEP has a significant and negative impact on Spanish-speaking individuals. Spanish-speaking individuals with LEP have difficulty obtaining home ownership (Krivo, 2011), accessing health care (Cheng, Chen, & Cunningham, 2007), securing employment and education (Crowley & Lichten, 2009; Velcoff, Hernandez, & Keysa 2010), maintaining psychological wellness (Aroújo Dawson, & Williams, 2008), accessing mental health services (Fortuna, Porche, & Alegria, 2008; Rastogi, Massey-Hastings, & Wieling, 2012), and receiving psychiatric treatment (Luk, 2008). Spanish-speaking men often leave prison with a multiplicity of health problems, including infectious diseases, addiction, mental health problems, low literacy, daily life problems, and difficulties navigating through the system (Freudenburg, 2004). Social sciences research has largely focused on areas presenting difficulties to the integration of Spanish-speaking groups into

the mainstream society. However, studies identifying difficulties experienced by Spanish-speaking men with LEP post incarceration remain neglected

Problem Statement

Inattention to the nuisances affecting Spanish-speaking men with LEP post incarceration, hinders others' understanding of these individuals and negatively affects these people's integration into society. In order to serve this population it is critical that these men's needs are known. A large number of studies (Aroújo et al., 2008; Krivo, 2011; Cheng et al., 2007; Crowley & Lichten, 2009; Fortuna et al., 2008; Luk, 2008; Rastogi et al., 2012; Velcoff et al., 2010) have addressed difficulties faced by non-offending members of the Spanish-speaking population, there is little knowledge of how Spanish-speaking men with LEP and formerly released from prison experience accessibility to health care services, employability, permanent housing, and education.

This research study was designed to document and analyze the nuisances experienced by Spanish-speaking men with LEP seeking and obtaining health care services, employability, permanent housing, and education post incarceration. This information is critical because of the makeup of the U.S. population: Of the 308.7 million people living in the United States, an estimated 50.5 million (16 %) are natives of countries where Spanish is the national language (U.S. Census, 2010). In comparing the US Census statistics with that of the US Department of Corrections (2012), it is clear that the percentage of Hispanics housed in prisons (17%) is representative of the of Hispanics living in the Unites States (16%). Thus, the findings of this research will help identify,

through participants' narratives, what barriers they need to overcome, obtaining services within their communities.

The limited pool of literature exploring this topic and population effectively hinders meeting the needs of this specific population. Professionals whose work is significantly hindered by this research gap in understanding and provisioning the issue with the Spanish-speaking population include mental health providers, counselor educators, academics in social and behavioral science fields, and program developers. If concrete information concerning post incarceration experiences affecting this population is non-existent, professionals are at disadvantage when trying to understand and provide services to this growing population. This study addressed this research gap by exploring the experiences of Spanish-speaking men with LEP, who were released from prison in a northeastern region of the United States and have sought health-related services, housing, employability, and education.

Purpose Statement

The literature reviewed for this study did not identify any prior studies that explored the nuisances experienced in the life of this vulnerable and often disenfranchised population. Thus, the purpose of this phenomenological inquiry was to uncover and understand the lived experiences of Spanish-speaking men with LEP when accessing health care treatment, housing, education, and employment in the state of Pennsylvania. It used purposive strategic sampling and in-depth interviews to document the lived experiences of eight Spanish-speaking men with LEP and add to the existing body of knowledge found in published literature regarding post incarceration access to

services. This study was designed in part to produce new information on Spanish-speaking men with LEP that will help inform the development of best practices and improve social justice.

Research Question and Subquestions

The primary research question used in this study was, "How do Spanish-speaking men with limited English proficiency, and who have recently been released from prison for a felony conviction portray their experiences?"

Two subquestions were used to answer this primary question:

- What are the experiences of these men in searching for appropriate health (physical and mental) care, housing, education, and sustainable employment?
- What are their experiences receiving support from family and the community?

Conceptual Framework

The conceptual framework used in this study included the concept of self-stigma as noted in Knifton, (2012) and Quinn (2009), the critical race theory (Delgado, 2012), and self-determination theory (Deci' and Ryan' (1985). This was appropriate choice for the conceptual framework due to the phenomenological nature of this study, its constructivist stance, and the limited professional knowledge about the lived experiences of Spanish-speaking men with LEP post incarceration.

Moore, Stuewig, and Tangney (2012) described stigma as a concept stemming from the labeling theory. Link and Phelan (2001) proposed that stigma develops when

elements of stereotyping, labeling, segregation, and discrimination collapse, resulting in the emergence of negative predispositions. Link and Phelan (2001) further explained segregation as stemming from structural interactions that marginalize certain groups. Stereotyping and discrimination stem from societal attitudes against individuals or groups, leading to rejection. Self-stigma is the reaction individuals adopt as the result of experiencing this structural and societal rejection (Link & Phelan, 2001). Spanish-speaking men with limited English proficiency who are released from prison have a documented association with self-stigma (LeBel, 2012)

Concomitant to the concept of stigma, I used the tenets of the critical race theory (CRT) to increased the body of knowledge on how Spanish-speaking men with LEP have been affected through covertly marginalized treatment pos incarceration. Critical race theory is a transdisciplinary methodology with the potential of uncovering social injustices and explaining complex racial concepts (Delgado, 2012; Fay, 1987; Solórzano & Delgado-Bernal, 2001; Ford & Airhihenbuwa, 2010; Solórzano & Yosso 2002). Examining the experiences of Spanish-speaking men with LEP through the lens of CRT increased understanding of the influence racial manifestations have on the meaning of their experiences, as suggested by Weiner (2012).

I used Deci and Ryan's (1985) self-determination theory to help understand the positive experiences reported by my target population. Self-determination theory (SDT) suggests that both extrinsic and intrinsic motivations exist on a continuum. At one end of the continuum, are those who are externally motivated and determined to perform an activity for personal gain (Wichman, 2011). At the other end of the continuum, there are

those who seek performance of the activity motivated by inherent satisfaction (Deci & Ryan, 1985, 2000). Looking at the pathway toward positive experiences that participants relate through the lens of SDT clarified the contribution of external or internal factors of the individual's self-determination in finding appropriate physical and mental health care, housing, education, and sustainable employment.

Nature of the Study

This study was designed to explore and understand the meaning of the experiences of individuals affected by the same phenomenon as suggested by Patton, (2002): being a Spanish-speaking male with LEP who has recently been released from prison after a felony conviction. I selected an empirical phenomenological approach based on the line of inquiry and the search for the essence of participants' experiences. As suggested by Englander (2012), I ensured the fit of phenomenology to this study and ensured that participants had experienced the phenomenon. According to Moustakas (1994), phenomenology includes a recollection of events and provides a comprehensive description of the phenomenon under scrutiny. From comprehensive descriptions and rigorous structural analysis, the essence of the experience emerges. This process required the collection of that data, in its purest form through open-ended questions and the use of reflective analysis when describing and unveiling the meaning bestowed to the experience by participants (Moustakas, 1994).

Definition of Terms

Affirmative action: A practice laid out in U. S. Executive Order that enforces nondiscrimination policies in the hiring of minorities and other underrepresented group on basis of race, color, religion, sex, or national origin (Executive Order 11246, 1960).

Ethnic Enclaves: A geographical region within a nation where a minority group sharing language, costumes, culture, and social network settles and establish businesses directed to serve that particular ethnic group (Portes, 1981).

Familiarismo: The tendency to trust those related by blood, strong bonds, and trust (Villatoro, Morales, & Mays, 2014)

Limited English proficiency: An inability to communicate with others in the host country without the aid of interpreters (LeBel, 2012).

Recidivism: A return to prison due to a technical violation (condition to liberty) or committing a new crime (PSDC, 2012).

Spanish-speaking: A term that represents people originating in countries where Spanish is the national language (U.S. Census, 2010).

Translators: A third party serving as interpreter between two individuals who are communicating in different languages (McDowell et al., 2011).

Assumptions

This study used several operating assumptions:

- The participants were truthful when telling their stories.
- The participants were truly limited in their English proficiency.
- The participants did not feel coerced to participate.

- The participants found marked changes within their family and within society.
- The participants had sufficient autonomy to volunteer and sing their informed consent to participate.

Scope and Delimitations

One of the delimitations for this research plan was the location. The target area was the State of Pennsylvania, which is a small section of the United States. As a result this study may have limited application to other states where structure and organization of services rendered to persons released from prison may differ. Second, the target area was further refined to a region in central Pennsylvania with a large number of Spanish-speaking residents. Lastly, although qualitative research does not have a mathematical calculation for the sample size (Patton, 2002), only eight participants were interviewed.

Limitations

Findings from this study cannot be generalized to the entire state of Pennsylvania because of geographical differences within the state. Pennsylvania has a diverse mix of large and small cities, rural and urban locales, and farming and industrialized areas. The racial composition of the state population is predominantly White, but overtly distinct from one city to another. The homogeneity of participants' national origin in this study precludes from generalization to other Spanish-speaking groups, even if they live in the same target area. Lastly, the small sample, voluntarism, and qualitative nature of this study, does not represent all Spanish-speaking groups living in Pennsylvania.

Significance of the Study

As the Spanish-speaking population in the United States has significantly grown during the past decade (U.S. Census, 2010), the number of Spanish-speaking men entering prison has also increased, as reported by the Pew Research Center (2008). This demographic change creates a significant potential for the findings of this empirical phenomenological study to produce significant positive social change. Narratives from the study population revealed information about the unwritten policies and nuisances experienced by LEP Spanish-speaking men living in the United States after being released from prison. This information has the potential to impact treatment delivery (Costantino, Malgady, & Primavera, 2009) and modalities implemented by counselors providing treatment to this population (Barrera, Gonzalez, & Jordan, 2013). The findings of this study will help with the coordination of referrals to services that are culturally congruent (Pemberton et al., 2009), and with the possible inclusion of linguistic curriculums within the correctional system aiding Spanish-speaking men with LEP reintegrating into society.

At the macro level, the findings from this study add to the current body of knowledge, showing new paradigms merited for additional contextual or empirical investigations. It also increases awareness on issues that positively and negatively impact this population, and which can be used to narrow the gap in areas of accessibility to health care, housing, education, and sustainability of employment. The impact produced on the aforementioned multisystemic milieu has the potential to reduce stratification and increase social justice, thereby producing positive social change.

Summary

Based on findings presented in this section, I conducted an in-depth phenomenological study to unveil the nuisances experienced by Spanish-speaking men with LEP when seeking health care services (medical, behavioral), employment, education, and housing post incarceration. The following chapter includes a thorough review of publish literature relevant to this research. The third chapter presents detailed methodology whereby nuisances affecting my target population was unveiled. Chapter 4 presents the process used to analyze the data, results stemming from the study, and evidence of trustworthiness. Chapter 5 provides interpretation of findings, limitations of the study, and implications stemming from the findings of this study

Chapter 2: Literature Review

Introduction

Ex-offenders from the general U.S. population who seek health services, sustaining employability, obtaining home ownership, and furthering their education face increasing hindrances (Aos et al., 2006; Lalonde & Cho, 2008; Crowley & Lichten, 2009, Martin et al., 2011; Rastogi et al., 2012 Velcoff et al., 2010; Visher et al., 2005). However, little conceptual and or empirical studies were available at the time of this study that explored the nuisances Spanish-speaking men with LEP encounter when seeking those services. I designed this study to explore the lived-experiences of this subpopulation so as to inform mental health providers, counselor educators, other academics in social and behavioral sciences, and program developers to better understand and provision the service needs of this specific subpopulation.

The following sections include an explanation and justification of theoretical lenses used in this study. The review of existing literature starts with a complete explanation of the techniques used to search the literature, and ending with a comprehensive summary of existing literature. In-depth reviews of existing literature investigating different aspects of the day-to-day lives of Spanish-speaking people from the general population is followed by scholarly manuscripts closely relevant to the aim of this study are presented last, bridging what is known, and areas that need further scientific investigation.

Literature Research Strategy

I accessed literature on the post incarceration status of Spanish-speaking men with LEP through Walden University's Criminal Justice databases, including *Criminal Justice Periodicals*, *Political Science Complete*, *A SAGE Full-Text Collection*, and *Oxford Bibliographies Online Criminology*. I also searched *SocINDEX*, *Academic Search Complete*, *ProQuest Central*, *ProQuest Dissertations and Theses*, *ProQuest Psychology Journals*, *Science Journals*, *Social Science Journals*, *Health Sciences Collection*, and *Political Sciences Collection*, and *Eric databases*. I also search *Google Scholar*. Using the *Psychology* database, I searched *PsycINFO*, *PsycARTICLES*, and *SAGE Full-Text-Collection*, generating a small number of articles addressing psychological and medical needs of Latinos and Hispanics. I also searched governmental published reports. The terms used for the literature search included *limited English proficiency*, which was combined with *Hispanic*, *Latino, Spanish speaking men*, *post incarceration*, *ex-offender, ex-convict*, *felon, employment*, *education*, *health*, *disenfranchisement*, *language barrier*, *and stigma*.

Conceptual Foundation

The conceptual framework used in this study included the concept of self-stigma as noted in Knifton (2012) and Quinn (2009), the critical race theory (Delgado, 2012), and self-determination theory (Deci' and Ryan, 1985). Due to the phenomenological nature of this study, its constructivist stance, and the limited professional knowledge about the lived experiences of Spanish-speaking men with LEP post incarceration, the

conceptual framework of self-stigma helped in understanding the population and their experiences.

Moore, Stuewig, and Tangney (2012), suggested that stigma is a concept stemming from the labeling theory. Moore et al. (2012) conducted a longitudinal quantitative study to measure inmates' perception of social stigma comparing findings with a second study measuring community stigma against criminals. The inmate sample (n = 132) completed the Inmate Perceptions and Expectations of Stigma measure (IPES) at the time of release from prison. The community sample (n = 597) was comprised of undergraduate students at a large diverse university, responding to a modified IPES, which authors named Stigmatizing Attitudes Toward Criminals (SATC). The researchers found inmates' perception on social stigma significantly higher (M = 4.30, SD = 1.22) than students stigmatizing criminals (M = 2.99, SD = 1.09, t (754) = 13.37, p = .000).

Moore et al. (2012) presented clear and understandable procedures, methodology, and data analysis. This study's sample used students who averaged 21 years of age, and who have looked at criminal behaviors through different lenses from that of a non college older population. This limitation prevented generalizing the findings; thus, caution is needed when using findings generated from this study. Nonetheless, Moore et al. (2012) also found that inmates' anticipated stigma had a negative correlation (r = 7.22, p = .178) with employability for Caucasians after released from prison; however, this was positively correlated (r =.29, p = .022) for African Americans (More et al., 2012). This study did not include a statistical breakdown of the Spanish-speaking sample, however. These findings are important, the findings of a stigma that negatively affects

employability for African Americans as a minority group, suggests that lived experiences of Spanish-speaking men with limited English proficiency released from prison may be also negatively influenced by anticipated stigma.

Link and Phelan (2001) proposed that stigma develops when elements of stereotyping, labeling, segregation, and discrimination come together, resulting in the emergence of negative predispositions Link and Phelan (2001) further explained segregation as stemming from structural interactions that marginalize certain groups. Stereotyping and discrimination stem from societal attitudes against individuals or groups, leading to rejection. Self-stigma is the reaction individuals adopt as the result of experiencing this structural and societal rejection (Link & Phelan, 2001). Spanish-speaking men with limited English proficiency who are released from prison have a documented association with self-stigma (LeBel, 2012).

Concomitant to the concept of stigma, I used the tenets of the critical race theory (CRT) to increased the body of knowledge on how Spanish-speaking men with LEP have been affected through covertly marginalized treatment pos incarceration. Critical race theory is a transdisciplinary methodology with the potential of uncovering social injustices and explaining complex racial concepts (Delgado, 2012; Fay, 1987; Solórzano & Delgado-Bernal, 2001; Ford & Airhihenbuwa, 2010; Solórzano & Yosso 2002).

Critical race theory has been used as the lens to look at higher education practices (Cerezo, McWhirter, Peña, Valdez & Bustos, 2014), and for the development of interventions geared to increase minority student retention in colleges and universities (Cerezo & McWhirter, 2012). After a thorough literature research, I identified only one

article that examined the disenfranchising of ex-offenders regarding voting privileges: Spates and Mathis (2014) used the lens of CRT to focus on the disparities existing between U.S. states disenfranchisement of African American felons. The source study included details on disenfranchising practices against Black prison population; however, information regarding Spanish-speaking offenders was limited to statistical comparisons (The Sentencing Project, 2014). Thus, examining the experiences of Spanish-speaking men with LEP through the lens of CRT was projected to increase understanding of the influence racial manifestations have on the meaning of their experiences (Weiner, 2012).

Moreover, Deci and Ryan's (1985) self-determination theory was instrumental to understanding the positive experiences reported by my target population. Self-determination theory suggests that both extrinsic and intrinsic motivations exist through a continuum. At one end of the continuum are those who are externally motivated and determined to perform an activity for personal gain (Wichman, 2011). At the other end of the continuum are those who seek performance of the activity motivated by internal satisfaction (Deci & Ryan, 1985, 2000). Self-determination theory was recognized (Johnson, 2013) as a powerful theory to assist ex-offenders, in successfully integrating into society.

Johnson (2013) suggested integrating SDT with social cognitive career theory (SCCT), arguing that SDT encourages healthy relationships with others, empowers the individual to make changes of maladaptive behaviors, and increases self-concept; consequently, increasing an ex-offender's chance to gain employability. However, the applicability of the theory to Spanish-speaking men with LEP was not addressed in

Johnson' work. After further extensive literature review, I could not find any study looking at Spanish-speaking men with LEP post incarceration through the lens of self-determination theory. Thus, looking at the pathway toward positive experiences through the lens of SDT will clarify the contribution of external or internal factors of the individual's self-determination in finding appropriate health (physical and mental) care, housing, education, and sustainable employment.

The following section of this chapter starts with a brief review relevant to the growth of Spanish-speaking population immigration into the United States. This chapter highlights a historical view of the common identifier terms (Hispanic and Latino) followed by findings of current peer reviewed literature, addressing the nuisances experienced by Spanish-speaking people from the general population in seeking health (physical and mental) services, obtaining and sustaining employments, obtaining home ownership, and seeking education or vocational rehabilitation services. After reviewing what is known, from the Spanish-speaking general population, this chapter takes a narrower focus on what is known about the population under scrutiny: Spanish-speaking men with LEP seeking the same services post incarceration.

Population Growth, Projections, and Implications

Results from the U.S. Census (2010) indicated that the Spanish-speaking population is growing in numbers at a rapid rate. From 308.7 million people habituating the North American territory 50.5 million people (16%) were from Spanish-speaking countries. The U.S. Census reported a growth of 40% between 2000 and 2010. Projections suggest that the Spanish-speaking population will comprised 29% of the U.S.

total population by year 2050. Such growth presents serious implications to local, state, and national governments addressing the needs of this population. For example, a rapid increase of population size would not equate with employment opportunities; thus increasing unemployment rates. Low employment opportunities would result in a decrease of health quality due to financial inequality and lack of medical insurance; furthermore, increasing crime rates as people deviate to illegal or clandestine employment as mean of survival (Hutcherson II, 2012). Moreover, the changes of population characteristics require that private and public organizations change product delivery to accommodate the needs of the growing numbers of Spanish-speaking population (Parrado & Kandel, 2010).

Terms Hispanic and Latino: Historical Overview

Before immersing into the literature review, it was important to determine the origin of the terms *Hispanic* and *Latino*. These terms have ignited strong controversy among historians and philosophers (Alcoff, 2005; Corlett, 2003; Gracia, 2005; Tammelleo, 2011). Such controversy took precedence during 1970s when the term Hispanic, was adopted by the Federal government, to identify people from Spanish descent. During this time, there were protests and strong sentiments stemming from the search for a label that served as a universal identifier of people of Spanish heritage.

Under the administration of former President, George Bush, consensus was reached selecting the term *Hispanic* as the universal identifier and officially incorporated into the U.S. Census in 1990 (Valderon, 2013). Prior census used a subsection termed *Race* with Mexican and Puerto Rican denoting geographical origin (1970), adding the

terms *Cubans* and *other Spanish/Hispanic* geographical regions (1990) for being more inclusive. In 1990 when the term *Hispanic population* was included as a subsection into the census, *Central or South American of other Hispanic origin* were added recognizing the diverse geographical origin of Spanish-speaking population (Valderon, 2013). The term *Latino* was incorporated into the census subsection as a self-chosen identity marker claimed by many (Beck, 2010). The rationale grounding the search for the appropriate identifier emerged from the historical roots of Spanish-speaking people.

Among the largest contributions entered into the historical trend for the terms Hispanic and Latino are Jorge Gracia, Linda Alcoff, and Angelo Corlett. Gracia (2005) underscored that the term Hispanic traced back to 1492 when people of the Iberia Peninsula mixed with indigenous groups of Latin America during colonization. He bestowed value to the identifier over the premise that the term Hispanic, preserves the historical, cultural, and sociopolitical roots of the Spanish-speaking population. Alcoff (2005), on the other hand, favored the term Latino, arguing that the events occurring during 1898 (Spanish American War) moved the power away from Spain onto the United States. She argued that maintaining the term Latino would underscored the relevance of Anglo-Saxon political and economic colonialism; she proposed that by maintaining the term Hispanic, the gained political solidarity would be lost on the cultural and distant historical account (Alcoff, 2005).

Corlett (2003), on the other hand, referred to the term Latino as a qualifier for affirmative action. Corlett proposed a genealogical criteria that in his account needed to be fulfilled, either partially or entirely, by anyone claiming being Latino. The criteria set

forth for the qualifier included having (a) direct connection with other Latinos, (b) dominance of Spanish or its derivatives, (c) respect for his or her Latino name, (d) retains elements of culture, (e) thinks of self as being Latino, and (f) identified by others as being Latino (Corlett, 2003).

Tammelleo (2011) built on Gracia' (2005), Alcoff' (2005), and Corlett' (2003) interpretations regarding Hispanic or Latino identity into a more comprehensive historical account. He attributed the evolution of the terms to three historical periods: *Colonial Hispanic Identity*, *National Hispanic Identity*, and *Latino/a Identity*. Although his account of Colonial Hispanic Identity resembled Gracia's account, Tammelleo presented detailed events influencing this era, which according to him, began around 1530, and ended 1820 under the ruling of Spain and Portugal. This political period was followed by Latin American wars toward liberation and independence, gaining a National Hispanic Identity. Lastly, Latino Identity began with the acquisition of Mexico in 1848 and Puerto Rico in 1898 by the United States, and the migration of people from Latin America (Tammelleo, 2011). The controversy is not limited to historians and scholar researchers; Spanish-speaking groups also disagree on the use of one term or the other.

The Pew Research Center (Taylor, Lopez, Martinez, & Velasco, 2012) conducted a survey study using a national stratified random sample of 1,220 Latinos geared to exploring sentiments regarding self-identity using 674 surveys conducted in Spanish and 436 conducted in English. Taylor et al. adopted the operational definition for the terms Hispanic and Latino from US Congress in 1976 (Pub. L. No. 94-311, 1976): "Americans who identify themselves as being of Spanish-speaking background and trace their origin

or descent from Mexico, Puerto Rico, Cuba, Central or South America, and other Spanish-speaking countries" (p.4). Despite the broad operational definition, results revealed that 48% of respondents identified self by the country of origin, 26% preferred the terms Hispanic or Latino, and 24% identified themselves as American. Nonetheless, researchers continue the use of these terms as politically correct ignoring the reality that half of the Spanish-speaking population living in the United States does not universally embrace the terms Hispanic and Latino. Thus, this study adopted the universal *Spanish-speaking* term with the intent to include men from all Spanish-speaking countries. Another aspect meriting exploration is if in fact, this population is entitled to special accommodations.

Entitlement to Special Accommodation

An examination of laws which have an influence on the experiences of Spanish-speaking men recently released from prison need to be understood. Flores (2011), for example, conducted an in-depth evaluative study of Title VI of the Civil Rights Act (CRA) of 1964, 42 U.S.C. § 2000 (1964) regarding special accommodations for people with LEP. The nondiscriminatory clause included in the CRA on the ground of race, color, or national origin, suggests that people should not be discriminated from participating or benefiting from any program or activity receiving Federal financial assistance. After careful analysis of the laws, Flores found that CRA does not contain any vocabulary prohibiting discrimination based on language and therefore, providers are not obliged to provide interpreters for individuals with LEP (Flores, 2011).

Flores' (2011) findings carry weight and credibility due to her expertise in reading and interpreting the law. The findings increased awareness on the controversy regarding the provision of special accommodations to individuals with LEP. President Clinton enacted the Executive Order No.13, 166 in 2000, mandating federally funded programs to provide equal opportunity to people with LEP by translating documents in their native language (Flores, 2011). A close examination of Flores' document suggested that laws are not congruent with the continuous demographic changes of the United States and the reality that people with LEP constitute a growing minority. Thus, accommodations, although not written in the original manuscripts, need the attention from lawmakers, particularly those with power on the amendment of civil rights (Flores, 2011). Because Spanish-speaking people with LEP are not entitled for linguistic accommodations, in order for this group of people to communicate with the English speaking mainstream society Spanish-speaking people with LEP is having to use other means.

The Use of Translators

The cultural composition of the United States' has evolved over time leading policy makers, providers, and scholars to recognize the urgent need to provide translation to individuals with LEP. Consequently, the Office of Minority Health of the U.S. Department of Health and Human Services disseminated the *National Standards for Culturally and Linguistically Appropriate Services in Health Care* (CLAS, 2001) ensuring that translation for LEP individuals is available in hospitals, public health care, and clinics. However, Fernández Guerra, (2012) and McDowel et al. (2011) found that even when translators are available there is no guarantee of translation accuracy.

Fernández Guerra conducted a qualitative study with a group of Spanish professional translators from different nationalities to explore the nuisances involved in the process of translation; particularly that language contains cultural variations. Cultural variations as noted in Fernandez Guerra, study may lead to misinterpretation and/or misdiagnoses (Cersosimo & Musi, 2011), particularly translating for Spanish-speaking individuals with LEP.

Urbina (2008) noted disparities and injustices often seen in court proceedings using the service of unqualified interpreters. He underscored the ability to communicate with each other despite the variation on the Spanish-speaking people's ability to communicate with each other despite differences on the use of vocabulary. That is, the meaning of concepts used may be significantly different and, in many instances, offensive to other Hispanic groups. For example, Urbina presented anecdotal data from a case of a Hispanic man with LEP aided by a court appointed interpreter. The defendant said "No le hice daño al niño" and the interpreter translated "I did not rape the child." Later the court found that the defendant, in fact said, "I did not hurt the child" (Urbina, 2008, p. 100). The situation worsens when translators are not available and families with LEP use children as language brokers.

Corona, Stevens, Halfond, Shaffer, Reid-Quiñones, and Gonzalez (2012), explored the lived-experiences of SS fathers with LEP and their children serving as translators, found that interviewed fathers expected their children to translate for them. However, children admitted experiencing difficulties and embarrassment helping the family through language brokering in medical settings. Furthermore, using children as

translators has the potential of disrupting expected roles (Bauer, 2013), especially when translation involves topics of sexual content. Reflecting on Corona' et al. (2012) and Bauer' (2013) findings regarding the use of translators, suggested that there is also little awareness of the *Culturally and Linguistic Standards* proposed by the Department of Health and Human Services (2001) regarding the use of translators. The sixth standard of this document discourages the use of close associates as interpreters: "In order to ensure complete, accurate, impartial, and confidential communication, family, friends or other individuals, should not be required, suggested, or used as interpreters" (p. 12).

Moreover, lack of qualified translators within human services leads to poor quality of services (Urbina, 2008). Even when there is someone to interpret, Spanish-speaking people with LEP often refuse to sign documents due to fears, lack of trust, or past traumatic experiences (Casado, Negi, & Hong, 2012; Uebelacker et al., 2012). However, a recent study found that those who receive translation services when visiting with their health providers reported higher satisfaction than Spanish-speaking individuals who did not (Talamantes, Moreno, Guerrero, Mangione, & Morales, 2014). Accurate translation, although critical for effective communication between Spanish-speaking people with LEP and the English only population (Froonjian & Garnett, 2013), appears to be lacking in many areas, which contributes to deterring this subpopulation from seeking medical attention (Velcoff, 2010) and fulfilling their day-to-day needs.

Acculturation and Family Support

Various authors showing varying results have recently studied areas of acculturation, family support, and crime. For example, Velcoff (2010) conducted a mixed

method study exploring the impact of acculturation on Spanish-speaking individuals who were disabled obtaining employment and vocational rehabilitation. She found that Spanish-speaking individuals who were disabled and had lower levels of acculturation experienced more difficulties obtaining employment than Spanish-speaking individuals who reported stronger level of acculturation. Velcoff"s findings revealed that high levels of familial support correlated negatively with employment, suggesting that over protection from family members deterred Spanish-speaking individuals with disabilities from finding employment. Muñoz-Laboy, Severson, Perry, and Guilamo-Ramos (2014) found contradictory results in the subpopulation of Spanish-speaking men who suffered from mental health illnesses and who were released from prison.

Muñoz-Lavoy et al. (2014) conducted a study in New York City with a sample of 289 formerly incarcerated Latino men (FILM). The purpose of the study was to explore the level of support perceived by formerly incarcerated Spanish-speaking men suffering from a mental health illness. The original methodology was to recruit 200 ex-offenders and 200 identified support persons. The researchers needed to change the methodology due to the lack of support reported by the sample of ex-offenders. Consequently, the study was limited to participation of ex-offenders only in measuring participants' perception of received support post incarceration. Furthermore, the researchers reported that familism was found as a panacea for reduction of anxiety and depression, as perceived by participants. The researchers admitted that more research is needed investigating the lack of support reported by FILM in their study (Muñoz-Lavoy et al.,

2014). Similar results regarding the lack of support received by Spanish-speaking men post incarceration were found in an earlier study (Naser & La Vigne, 2006).

Naser and La Vigne (2006) explored inmates' expectation of family support after release from prison and the actual support received post release. The sample comprised of 413 incarcerated men scheduled for release within three months, and included inmates returning to Chicago (n =206) and to Baltimore (n = 117). African Americans comprised the larger group (86%), followed by Spanish-speaking inmates (6.5%), White (4%), with the remaining claiming other race (10%). Participants were interviewed pre and post release when they responded to questionnaires addressing relationship and family support. Every group residing in Maryland, exceeded their expectations as indicated by interviews conducted three months post release from prison, with the exception of the Spanish-speaking group. Spanish-speaking ex-offenders reported lack of family and social support post incarceration. The difference of family support between the Spanish-speaking group and the other groups included in Naser' and La Vigne' study raises the question whether the lack of family support within the Spanish-speaking group was associated with cultural beliefs in reference to imprisonment and shame, or family members were also struggling meeting their own needs. The following section presents an overview of known nuisances faced by the Spanish-speaking general population.

Documented Nuisances Faced by the General Spanish-speaking population

This chapter highlights a historical view of the common identifier terms (Hispanic and Latino) followed by findings of current peer reviewed literature, addressing the nuisances experienced by Spanish-speaking people from the general population in

seeking health (physical and mental) services, obtaining and sustaining employment, obtaining home ownership, and seeking education or vocational rehabilitation services. After reviewing what is known, from the Spanish-speaking general population, this chapter takes a narrower focus on what is known about the population under scrutiny: Spanish-speaking men with LEP seeking the same services post incarceration.

Obtaining Health Services

The ability to obtain proper health services when needed is an important skill, which helps ensure necessary treatment. If access to health care is problematic to non offender Spanish people, it is logical to believe that such barriers worsen when it comes to people with LEP post incarceration. Exploring the barriers to accessing health care by the non offending Spanish-speaking population therefore is discussed and the recommendations for overcoming those specific barriers are presented.

Cersosimo and Musi (2011) investigated factors that appear to be barriers to SS patients accessing appropriate health treatment and provided a general overview of those barriers. Cersosimo and Musi are medical doctors working in the Diabetes Institute of Texas Health Science Center. The authors' concerns with the high prevalence of diabetes and low rates of SS seeking treatment lead these medical doctors to review published literature as a venue to increase understanding of this group of people. They found that factors related to limited cultural competence within the medical field, Spanish-speaking individuals' socioeconomic factors, and the inability to understand health related documents, prevented Spanish-speaking people from seeking health care. Cersosimo and Musi recommended several practices to increase Spanish-speaking people participation in

treatment (a) inclusion of family members' participation in the treatment, (b) having primary documents translated into Spanish (Pemberton et al., 2009), and (c) the use of interpreters who understand medical vocabulary.

Inclusion of family members in patient treatment. Villatoro, Morales, and Mays (2014) found family support (*familiarismo*) as the stronger motivation for one third of participants (*n*-527) seeking mental health professional services. Familiarismo, or trust, leads SS to consult with close friends, family members, or/and religious leaders prior to seeking professional help. Villatoro and colleagues found that familiarismo was the stronger motivator for participants seeking professional services. That is, individuals sought treatment because a family member, a friend, or a religious leader recommended it (Villatoro et al. 2014). Moreover, Ramos and Alegría (2014) noted that the use of folklores, cultural appropriate metaphors, values, proverbs, and visual aids proved to be effective when treating Spanish-speaking clients. The adaptation of evidence -base treatment (EBT) to treat culturally diverse populations has gained precedence in scholarly research (Barrera, Castro, Strycker, & Toobert, 2013; Benish, Quintana, & Wampold, 2011; Castro, Barrera, Jr., & Holleran Steiker, 2010; Pan, Huey, & Hernandez, 2011).

Documents presented to patients. One of the barriers encountered by many Spanish-speaking people living in United States is the lack of health literacy translated in both, English and native language (Paasche-Orlow, Parker, Gazmararian, Nielsen-Bohlman, & Rudd, 2005). Not having the appropriate vocabulary to express symptomotology leads to misdiagnosis and misinterpretation on the part of the provider (Coffman & Norton, 2010). In an attempt to remove this barrier, the Joint Commission

(2007) recommended simplification of health language on written documents and repeating information ensuring patient' understanding. Moreover, President Clinton (2000) passed the Executive Order No.13, 166, requiring all federally funded agencies to translate their written documents into native languages.

Epidemiology concerns. The rapid influx of Spanish-speaking people immigrating into the United States raised scientists' concerns regarding health issues affecting this population and the increase of epidemiological studies (Sorlie et al., 2010). The National Heart, Lung, and Blood Institute (NHLBI) initiated the Hispanic Community Health Study/Study of Latinos (HCHS/SO) in 2006, which has produced a large body of knowledge and understanding relevant to illnesses affecting Spanish-speaking groups. Recent epidemiological research evidenced a high prevalence of diabetes (Schneiderman et al., 2014), metabolic syndrome (Heiss et al., 2014), hypertension (Sorlie et al., 2014), and infectious disease (Kuniholm et al., 2014). Moreover, the impact of dietary differential between Spanish-speaking groups is also well documented (Siega-Riz et al., 2014). Results of these epidemiological studies suggest that lack of awareness and health education present serious implications to public health. Moreover, researchers projected epic complications caused by lack of health insurance precluding affected Spanish-speaking individuals to seek preventive treatment.

These findings raise concerns because if access to health care is problematic to non offender Spanish-speaking people, it is logical to believe that such barriers worsen when it comes to people with LEP post incarceration. Many individuals released from prisons, after extended sentences, present a challenge to society due to the multiplicity of

health issues developed when incarcerated (Binswanger et al., 2012; Freudenburg, 2004). One of the leading health problems among Spanish-speaking parolees is the prevalence of drug addictions, and transmittable diseases such as HIV and hepatitis C (Shepherd et al., 2012). Poor health when left untreated due to not obtaining appropriate health care is not the only threat to public health but often results in unemployment.

Employment within the Nonoffending Population

Health care accessibility by the Spanish-speaking population is not the only area considered a social problem; scarce job opportunities have been the concern of scientists, sociologists, and economists (Hosoda, Nguyen, & Stone-Romero, 2012; Mouw & Chavez, 2012; Pfeffer & Parra, 2009; Slack & Jensen, 2002). Literature addressing the trend of Spanish-speaking immigrants' employability is mounting (Carnoy, 2010; Chaney, 2010). E*thnic enclaves* appear to contribute to unemployment in certain parts of the United States. Ethnic enclaves are understood as the concentration of distinct ethnic group in a set part of the territory developing housing, businesses, and venues that maintain the group together and self-segregated from mainstream society. Tennessee and Central Florida, among other locations, are among other areas where Spanish-speaking populations are developing ethnic enclaves that are presumed to hinder Spanish-speaking people advancing into higher paying jobs and prevent them from becoming English proficient (Chaney, 2010). Pfeffer and Parra (2010) found that younger Spanish-speaking generations reported self-segregation and that living in an ethnic enclave served as a protection from discrimination and harassment by police; however, researchers were

concerned about the link between living in an ethnic enclave and unemployment among Spanish speakers.

Ethnic enclaves are not new to the influx of the Spanish-speaking population; this phenomenon has been present in the United States for many years becoming more salient after the Immigration Reform and Control Act in 1986. This Act permitted American farmers to employ immigrant workers. Thus, farming communities served as ethnic enclaves for many Spanish-speaking people migrating into the US for employment purposes (Pfeffer & Parra, 2009). However, the influx of Spanish-speaking people settling in the U.S. and nuisances encountered maintaining financial security within the farming ethnic enclaves, sparked mobility to other nonfarming counties through the U.S. with a new concentration of Spanish-speaking ethnic enclaves in areas where Whites once dominated most of the territory. This phenomenon is also observed in Pennsylvania, where a rapid increase of the Spanish-speaking population has contributed to the formation of ethnic enclaves with concentration in the inner cities (Pennsylvania State Data Center (PSDC), 2012; U.S. Census, 2010).

The Pennsylvania Department of Labor (2010) reported steady growth in the nonfarm and service industries, where education and English proficiency are necessary to fulfill most occupations. This report added that fewer job opportunities are available to the nonskilled worker, especially when there is a large number of applicants are competing for vacancies. Level of English proficiency and an individual's accent have been identified as the strongest contributor hindering SS applicants obtaining employment in higher paying jobs (Hosoda, Nguyen, & Stone-Romero, 2012).

Another barrier that Spanish-speaking people face in obtaining employment is discrimination based on having an accent. Hosoda et al (2012) tested the effect of Spanish accent on hiring or promoting job applicants. This study was conducted using a hypothetical applicant' recordings applying for a technology-engineering job. This recording was presented to participants playing the role of potential employers. The pseudo applicant used an English accent and perfect pronunciation on one recording; but for the second recording, the applicant used a distinct Spanish accent. Participants were asked to decide which applicant was more suitable for hiring or promotion and were asked to state their decision-making reasons for hiring or promoting the applicant. Results indicated that the majority of participants selected the English accented applicant considering him more suitable to fulfill the job and more perceived as having the necessary skills. Opposite to that, most participants rejected the Spanish accented participant perceiving him to be less skilled and less suitable for the job and for promotion (Hosoda et al., 2012). The researchers demonstrated that English proficiency and having an English accent are qualities sought by most employers. Hosoda et al. findings suggested that the non-offending Spanish-speaking general population with LEP were at a disadvantage in obtaining higher paid job opportunities. Furthermore, language discrimination in the job market can promote language niches in work environments (Mouw & Chavez, 2012) and could justify the increase of ethnic enclaves (Pfeffer & Parra, 2009). If discrimination in the work place due to a language barrier is a major hindrance to the Spanish-speaking nonoffending general population, the expectation

would be that experiences of Spanish-speaking population with LEP worsen when adding a criminal record.

Documented Nuisances Faced by the Spanish-speaking Ex-offenders

Employment Within the Ex-offending Population

Official estimates from the Pew Charitable Trusts (PCT, 2010) informed that one in 100 US adults is institutionalized in a correctional facility, therefore, 2.5 million individuals are housed in US prisons from which 90% are male. The report adds that one-third of US adult residents are under criminal justice supervision, meaning they are either on parole or probation, and this has a direct impact to the U.S. economy. PCT research generated several findings meriting attention: (a) incarceration reduced the total earnings of the male ex-offenders, (b) incarceration decreased the offender's economic upper mobility, (c) incarceration removed employment opportunities, and (d) incarceration increased the ex-offender's financial strains (Pew Charitable Trust, 2010).

Schmitt and Warner (2011) noted that during 2008, there was an average of 13 million ex-offenders within working age (age 18 to 65) from which one in eight had committed a felony offence. Moreover, Schmitt and Warner reported that drug related offenses were viewed by the justice system as felony offenses; subsequently, leading to longer sentences and increase in the number of men and women released from prison with a felony offense. Consequently, because of the existing restrictions prohibiting employment of people with felony convictions, there are a large number of men released from prison struggling to find employment (Western, 2002). These statistics support the

need to understand the nuisances of the lived experiences of Spanish-speaking men recently released from prison.

These restrictive hiring policies are illustrated by rules in states such as Pennsylvania, which prohibit the hiring of a person convicted of a felony in state facilities rendering direct care to the public (ACT 169 OF 1996) such as schools, community agencies, nursing homes, and treatment facilities, naming some. Although this prohibition is geared to federally funded facilities, many private industries decline convicted felons' application for employment (Hutcherson II, 2012; Schmitt & Wagner, 2011). Pager (2007) reported that the mere contact with the criminal justice system impinges the offender's chances for employment opportunities and increases stigma. Pager (2003) found that people with a criminal record were much less likely to be employed than those without criminal record. The review of these official documents clearly demonstrates the effect of having a criminal record on finding and sustaining employment. Although the studies reviewed included large samples from the offending population of criminal offenders, ethnicity, or language differential were not included as a determinant for employment mainly due to the scarcity of research done in this area (Schmitt & Warner, 2011).

The implications of having a criminal record on employability are well documented (Gulyeva, 2013; Hutcherson II, 2012; Schmitt & Wagner, 2011; Western, 2002); however, literature focused on the academic rehabilitation of ex-offenders is neglected in vocational literature (Thompson & Cummings, 2010). Perhaps, including vocational rehabilitation into the process of reintegrating ex-offenders into society may

lower recidivism rates by increasing employability (Hutcherson II, 2012; Varghese, 2012). Vocational rehabilitation of ex-offenders, therefore, will be explored below.

Education

Many limitations may hinder ex-offenders' opportunities to seek higher education and leave them unprepared to becoming par with their nonoffending counterpart of society. For example, difficulties acquiring public housing, public assistance, employment, and difficulties applying for federal student loans have added to the stress and hurdlers that men released from prison experience (Johnson, 2013). Previous studies that have examined these issues for ex-offenders include studies of previously incarcerated women. For example, Custer (2013) presented the case of a woman with a felony offense who sought higher education. Due to her felony conviction ten years prior to applying to college, she was denied entrance under the pretence that her application was incomplete. Nonetheless, Custer found documentation suggesting that the university persisted in requesting all the details involved in her crime. The applicant questioned the relevance of this information to her admission in the program to which she was applying.

This is a small example of the perpetuation of the discrimination that ex-offenders face after they are released from prison. Due to the scarce research done on rehabilitation of ex-offenders, Thompson and Cummings (2010) and Schmitt and Wagner (2011) encouraged researchers to turn their attention to this subpopulation's need for vocational rehabilitation in an effort to increase their chances for employability. Once more, the limited literature addressing vocational training focused on ex-offenders in the broad sense and was not specific to LEP or Spanish-speaking men recently released from

prison. Thus, this study explored the lived experiences of Spanish-speaking men with LEP who have been released from prison for a felony conviction when seeking further education or vocational rehabilitation.

Housing

A robust amount of literature (Fontaine & Biess, 2012; Geller & Curtis, 2011; Gunnison & Helfgott, 2011, Kirk, 2009, 2012; Lee, Tyler, & Wright, 2010; Linney, 2013; Lutze, Rosky, & Hamilton, 2013; Martinez & Christian, 2009; Mills, Gojkovic, Meek, & Mullins, 2013) has confirmed that the most challenging problem faced in general by ex-offenders is finding a permanent place of residence. The first problem encountered by this population is that once offenders are incarcerated, they are unable to communicate with proprietors or banking institutions to inform their inability to fulfill financial obligations (Geller & Curtis, 2011). Consequently, these individuals not only lose housing, but also lose credibility with former property owners lowering the possibility of being considered as a potential tenant in the future. Geller and Curtis (2011) noted that felons are often ineligible to apply for Federal or state funded housing. In addition, many property owners require renters to pay the first and last month of rent along with fees for a security deposit, which many ex-offenders recently released from prison, might be unable to pay. Most important to my study, is that in their longitudinal study, Geller and Curtis (2011) revealed that the problem of finding a suitable living arrangement was a serious problem faced by men with a criminal record. The authors noted that the history of incarceration served as a precursor to homelessness. Geller and Cutis concluded that homelessness increased the risk for diminished earnings and

increased the possibility for eviction from public housing, which is supported by the Federal "One strike" law (59 CrL 1047, 1996). This law bans individuals from living in public housing, particularly for cases involved in crime related to controlled substances (Geller & Cutis, 2011).

Often, people released from prison return to their communities where crime and poverty decrease the ex-offender's chances for a healthy reintegration (Fontaine & Biess, 2012). Other researchers (Dumont, Brockmann, Dickman, Alexander, & Rich, 2012) noted that mental health illnesses and addiction also hindered ex-offenders' chances for a healthy integration into society and behavioral problems stemming from their illnesses precluded them from finding a suitable dwelling. Consequently, these people were forced to stay with acquaintances, friends, in temporary shelters, or at low-cost motels in crime infested communities (Fontaine & Biess, 2012; Geller & Curtis, 2011; Gunnison & Helfgott, 2011). The present study provides a better understanding of the lived experiences of Spanish-speaking men with LEP recently released from prison who attempt to find adequate housing.

Lutze, Rosky, and Hamilton (2013) noted that despite the evidence available underscoring stable housing arrangements as the key for successful reintegration, agencies servicing this population have not placed housing arrangements at the center of planning for the transitioning of prisoners into mainstream society. These researchers argued that living stability increases the opportunity of securing other services such as employment and health care; which are all areas of service delivery that require a permanent address when completing applications. Others researchers, proposed that

home stability promoted well-being and security to individuals released from prison and therefore, was necessary for a healthy integration to society (Lee, Tyler, & Wright, 2010). Similar findings stemmed from Linney (2013) and Mills et al. (2013), which illustrated the devastating consequences of incarceration that individuals face when they are released after conviction for felony charges. This section has illustrated the studies that have outlined the challenges that ex-offenders encounter after being released from prison. Some of the most prominent issues involve the lack of stable living arrangements (Hosoda et al., 2012; Hutcherson II, 2012; Schmitt & Walner, 2011; Shepherd et al., 2012; Vanghese, 2012).

Summary

The literature reviewed presents evidence of significant problems affecting the day-to-day life of the Spanish-speaking population regarding obtaining health care services (Binswanger et al., 2010; Cersosimo & Musi, 2011; Pemberton et al., 2009; Villatoro et al., 2014), sustaining employability (Carnoy, 2010; Chaney, 2010), acquiring education (Hutcherson II, 2012; Schmitt & Wagner, 2011; Western, 2002), and difficulties finding adequate permanent living conditions (Fontaine & Biess, 2012; Geller & Curtis, 2011; Gunnison & Helfgott, 2011, Kirk, 2009, 2012; Lee & Linney, 2013; Lutze, Rosky, & Hamilton, 2013; Martinez & Christian, 2009; Mills, Gojkovic, Meek, & Mullins, 2013; Tyler & Wright, 2010). These problems may worsen when the ex-offender is unable to communicate in the English language and providers are not required to provide special accommodations to people with LEP (Flores, 2011).

The literature reviewed for this study, added evidence that a criminal record increases the probability of disruption to informal social bonds to family and community (Johnson, 2013). Consequently, it is critical that researchers focus their attention to this underserved population for increasing awareness and understanding of the nuisances experienced by ex-offenders, particularly those with LEP. Increase of awareness and understanding of the complexity of problems may lead individuals in power to make appropriate decision for the integration into society of Spanish-speaking men with LEP who have been released from prison with a felony criminal record.

This literature review provided evidence for what it is known about the problems faced by individuals released from prison. However, how Spanish-speaking men with LEP experienced these nuisances after their release from prison for a felony conviction is not known. The next chapter explains the methodology selected for this study and will include the research design and rationale, my role as the researcher, and issues of trustworthiness.

Chapter 3: Research Method

Introduction

The purpose of this phenomenological inquiry was to uncover and understand the lived experiences of Spanish-speaking men with LEP when accessing health care treatment, housing, education, and employment in central Pennsylvania post incarceration. This study used purposive strategic sampling and in-depth interviews to document the lived experiences of adding to the existing body of knowledge found in published literature regarding accessibility to services post incarceration. It was designed in part to address a gap in the literature and to inform the development of best practices that will promote equal distribution of social justice in the United States.

This chapter restates the purpose for the study, the research questions, a complete description, and rationale of the research design, and a detailed explanation of my role in this study. Description of participants, methods, and criteria for inclusion in the study is provided in detail. The methodology section provides specific details for facilitating replication, including a discussion of instruments used, protocol developed to conduct interviews, and description of interview site. Furthermore, a discussion of the data collection and the data analysis method is included along with the potential ethical issues, and the measures that were taken to increase trustworthiness in the findings stemming from this study.

Research Design and Methodology

Research Question and Subquestions

This study was designed to answer the primary research question, "How do Spanish speaking men with limited English proficiency, and recently released from prison for a felony conviction portray their experiences?" Two subquestions were used to address specific details of the primary research question by documenting the experiences of these men in searching for appropriate physical and mental health care, housing, education, and sustainable employment, and to identify their experiences were in receiving support from family and the community.

Research Tradition and Rationale

This study searched for the meaning of the lived-experiences of individuals affected by the same phenomenon, as suggested by Patton (2002). In this case, the criteria for inclusion in the study population included, being a SS male with LEP, and having been recently released from prison after a felony conviction. This line of inquiry and the search for the essence of participants' experiences collectively suggested that the phenomenological approach was the best fit (Englander, 2012). According to Moustakas (1994), phenomenology involves the recollection of events that provide a comprehensive description of the phenomenon under scrutiny. This process requires the collection of narratives in its purest form, using open-ended questions and the use of reflective analysis when describing and unveiling the meaning bestowed to the experience by participants (Moustakas, 1994).

Role of the Researcher

I was the principal instrument for this research plan. I have gained strong familiarity with the phenomenon (Miles et al., 2014), through my work as a counselor with this population for two decades. I have not experienced any direct encounters with U.S. law enforcements, but viewed the narratives of multiple former ex-offender clients were as part of my experience with the phenomenon. Being a counselor for two decades has increased my skills to draw in-depth information from clients (Miles et al., 2014); these skills served as advantage during the interview process because I was able to maintain the participants' narratives within the parameters of the research question.

My status as a Spanish-speaking woman, helped with the development of trust with the target population. Shedlin, Decena, Mangadu, and Martinez (2011) found that fear and lack of trust were recurrent themes emerging from participant narratives suggesting that it would be useful to recruit Spanish-speaking participants through community or faith leaders (Shedlin et al., 2011). I did not use this approach so as to prevent participants from feeling obliged to please their community leaders and therefore, coerced into participation.

My long-standing exposure to the nuisances experienced by members of the target population, while beneficial, had the potential of contaminating the interpretation of findings. In order to maintain awareness of potential biases, I took the steps to be vigilant of my predispositions and premature conclusions. Moustakas (1994) explained that maintaining a high level of Epoche (the absence of personal biases, presuppositions, judgment, and personal lived experiences regarding the phenomenon) is critical to

achieve new perspectives through the expressed lived experiences of others. This process of Epoche, or bracketing out is important before entering the field, when conducting interviews, and during the coding of data (Creswell, 2007, 2013). As an effort to bracket out any type of biases or predispositions, I maintained detailed process notes as a method of bracketing previous knowledge away from the anew-reported experiences (Janesick, 2011). As the principal researcher, I conducted all interviews in Spanish, transcribed voice recordings into text, and was responsible with the analysis, triangulation of data with the dissertation committee, and the interpretation the collected data.

In order to mitigate possible conflicts of interest, participants' recruitment, and data collection took place in a county located 74 miles away from my professional practice. Selecting a distant site increased credibility in that I did not have prior knowledge of the problems encountered by the target population in this area. I also stayed at a local hotel close to public transportation within the target community during the entire time of data collection and gave participants a $15.00 stipend to compensate for participants' time and travel.

Methodology

This study was conducted in a region located in central Pennsylvania. The selected geographical area is one of the 10 top regions with a higher percentage growth (43%), compared to the national average (16%), of SS residents between 2000 and 2010 (U.S. Census Briefs, 2011). The total population growth of this region between those years jumped from 519,445 to 526,823, of which 48,848 (8.7%) identified as Spanish-

speaking. I did not identify the exact geographical location to add protection to the identity of those who participated in this study.

Sampling

Type of sampling. Purposeful criterion sampling was used for this research. This research was intended to gain rich and in-depth data generated from participants' narrative of their lived experiences regarding the phenomenon. The criteria for inclusion was, Spanish speaking, men, with LEP, incarcerated for more than one year, who are residents of Pennsylvania, and have been recently released from prison. This study's exclusion criteria included: proficiency in English, incarceration in a county jail for a misdemeanor, and serving a sentence of less than one year.

Sample size and rationale. The primary research question was crafted to discern the lived-experiences of Spanish-speaking men with limited English proficiency in seeking heath services (mental, addictions, and medical), housing, education, and securing employment post incarceration within the state of Pennsylvania. The decision for the sample selection was influenced by Miles' et al. (2014), who underscored that areas of feasibility, cost effectiveness and researcher's qualifications influenced the decision for the sample selection. In order to mitigate this, I

- conducted the interviews, within a period of a few weeks
- made sure that funds were sufficient to cover the expenses, and
- Used a working style that was suitable to immerse myself into data collection and analysis and had the assistance of the dissertation committee.

Phenomenological studies, according to Rudestam and Newton (2007), involve a relatively small number (10 or less) of individuals interviewed for a minimum of two hours. Considering that the target population has a 40% recidivism rate (Pew Center of the States, 2008), this researcher's planned to recruit 15 participants to ensure a minimum of about 10 completed interviews as recommended by Rudestam and Newton. For the purpose of this study, the first interview lasted approximately 60 minutes; participants then verified the content of the transcript in a 30 minutes follow-up interview. Reaching saturation was of upmost importance to this study (Ando, Cousins, & Young, 2014; Saldaña, 2013). For this study, saturation occurred when participants' narratives brought no additional information to respond to the research questions.

Participant Selection. Participants were recruited using invitation flyers. Flyers inviting participation were drafted in Spanish and distributed within identified agencies servicing Spanish-speaking ex-offender men with LEP. The flyer contained a number where potential participants could contact the researcher. A brief phone interview for screening inclusion criteria was done at the time of the call with further arrangements for the interview process. At the onset of the interview, each prospective participant was provided with a written consent, which was verbally explained. This document included the nature of the study, participant rights, statement to withdraw at any time, stipend for their participation, risks, and benefits, length of the interview, and a confidentiality clause. Limits of confidentiality included threats to harm self or others and disclosure of danger to a minor. The researcher allowed time for the participant to ask any clarification questions.

Participants' characteristics and criteria for inclusion. For this research, participants were adult Spanish speaking men with LEP and residents of Pennsylvania, who were released from prison within the past 6 to 12 months, after serving a minimum of one year of incarceration for a felony conviction. The selection of participants did not discriminate if the man was, or was not, under criminal justice supervision through parole or probation. The rationale for these criteria included the fact that most published investigations included samples from the general nonoffending Spanish-speaking population who were proficient in English. This study specifically targeted SS males who were LEP. It was further assumed that after one year or more of imprisonment, ex-offenders would find marked changes within their family and within society. The additional criteria of the adult SS male with LEP who had recently been released from prison was important because it created a more homogeneous sample of men who have only been out of prison anywhere in between 6 to 12 months. The descriptor "Spanish-speaking" facilitated voluntarism of Spanish-speaking men from different nationalities and decreased sentiments of noninclusion due to controversies existing with the labels Latino or Hispanic (Alcoff, 2005; Corlett, 2003; Gracia, 2005; Tammelleo, 2011).

Participants' involvement. The primary researcher conducted an interview with each participant. Participants were invited to provide a narrative of their lived-experiences post incarceration seeking and obtaining health care services, housing, education or vocational rehabilitation, and sustaining employability. A second interview was scheduled for participants' verification of transcripts. This second individual interview was scheduled for the following day of the original interview. This interview

was held at the same location and lasted about 30 minutes. The reason this researcher met with participants the next day of the initial interview was that participants were not able to return the same day of the original interview. Furthermore, leaving the interviews for participants' verification for a later time had the potential of not reaching the participant. During the second interview, participants were thanked for their participation, and the stipend of $15 dollars, in the form of a debit-card, was awarded; interested participants were invited for a follow-up interview after some data were analyzed.

Source of Materials

The procedure for this research included the data collection through face-to-face interviews with the participants. Interviewing was not limited to questions and responses and therefore, the researcher's observations were also recorded. Most important, due to the vulnerability of potential participants, this researcher conducted one-on-one interviews. Telephone interviews were not appropriate, because in this region, most ex-offenders are under parole or probation, and may not have access to a phone, or may have phones with a limited number of minutes. Focus groups were too risky because many individuals' ex-offenses deal with gang related issues.

Recorded Data. A digital audio recorder was used to record each interview. Notes were taken during each interview to document any nonverbal data. The interview questions were drafted in the form of a protocol with ample space for note taking of important information or addition of sub questions generated from respondent's narratives. The protocol was used strictly for maintaining the interview within the parameters of inquiry. The document contained the date, time, and place of the data

collection. A code number matching other documents belonging to the same participant was used to identify each interview protocol and corresponding notes, and the participant was assigned an alias for the purpose of presenting study results. Two interviews were conducted on a single day, one in the morning and the other in the afternoon. Following each interview, the researcher transcribed the voice recording into text for participants' verification. Participant's verification occurred during the second interview. The second interview was scheduled with available participants within 24 hours from the original interview to verify the accuracy of the information transcribed and to distribute the $15.00 gift certificate. Participants expressing interest in finding the results of the study were asked to provide a phone number or mailing address where they can be reached. Those addresses and phone numbers, if provided, along with all data from the interviews, were maintained in a locked filling cabinet that in turn was locked in the principal researcher's office. Once the research was completed and results were provided to participants expressing interest, participants' phone numbers and addresses were destroyed.

Access to subject identities. A list of participants' private information (PPI) was maintained in a locked filling cabinet in the principal researcher's office. This list was cross-referenced with the individual’s assigned code number and alias name. In addition to the data collected through interviews, this researcher maintained detailed field notes and process journals. This data was used during analysis and triangulation.

Potential Risks

A potential risk that was identified associated with participation in this study was the reenactment of traumatic events that may have occurred as participants reflect upon their post incarceration experiences. The retelling of these events during the research interviews carried the potential of provoking feelings of anxiety. The researcher provided a list of community agencies rendering behavioral services to the Spanish-speaking population in the area. However, as explained below, the benefits outweighed the risks. Another risk was that others might know a participant's identity through their traveling to and from the interview site. It is important to note that because participants are members of a vulnerable population with the potential of being supervised by judicial parole or probation, their participation was kept in complete confidence. Additional protections are described below.

Adequacy of Protections Against Risks

As suggested in Sherldlin et al. (2011) in order to maintain the protection of participants from potential risks, invitation flyers were used rather than referrals from community leaders in order to increase confidentiality and decrease perception of coercion. For the purpose of invitation distribution, I identified a large organization that services the Spanish-speaking population and is located within the target area. A meeting with the CEO was scheduled for the purpose of formal introduction, presentation of the research topic, establishment of rapport, and permission to leave flyers inviting potential participants into the study. Direct recruitment by this organization did not occur to increase potential participants' confidentiality.

The invitation contained the purpose of the study, the criteria for inclusion, (Spanish-speaking adult men, limited English proficiency, recently released from prison after serving a minimum of 12 months incarceration due to a felony charge), participant's right to withdraw from the study, risks and benefits, compensation for the participant's time, and a phone number where they could contact the researcher**.** For the purpose of this study, the researcher purchased a temporary telephone line, which was terminated at the conclusion of the study. These procedures explained above protected participants prior to their involvement in the study.

Once the participants were recruited, this researcher traveled to the location and stayed in a hotel with proximity to public transportation. The original plan was to lease a small office at the hotel until all interviews and participant's verification were completed. However, interviews were conducted in the public library. This alternative was suggested by the IRB as an alternative. Details are provided in Chapter 4. In order to protect the identity and to increase the confidentiality of participant's information, only two interviews were conducted each day. This process removed the chances that participants would encounter each other on the way to or from the interview site. Second, during the data collection, the researcher maintained identifying information in the hotel safe. After the interviews, all identifying information was kept in a secured locked cabinet in the principal researcher's office. A fireproof safety-box was used to transport the collected data from the research site to the researcher's office. Third, participants' transcripts were identified by a code assigned to the consent form. Lastly, addresses and phone numbers provided by participants in order of informing them of the completion of the study were

destroyed at the end of the study. In all, it was critical for this researcher to maintain professional conduct throughout the study as directed in the ACA Code of Ethics (ACA, 2014).

In addition to the protection of participants' confidentiality and well-being, safety measures were taken to ensure the safety of the researcher. The office where interviews were conducted was located in the immediacy of the reception area. Participants were greeted by the researcher at the entrance of the research site and escorted to the area where the interviews were conducted. All interviews were conducted at the same site. The selected location where interviews were done was within close proximity of public transportation.

Data Analysis and Interpretation

The selected method, empirical phenomenological inquiry, requires the collection and management of large amounts of data, which is generated through observations, interviews, and other venues (Creswell, 2007; Johnson, Dunlap, & Benoit, 2010; Patton, 2002). Therefore, to facilitate the analysis, I managed and organized the collected data (Creswell, 2007; Johnson et al., 2010; Patton, 2002) using electronic and hard-copy files where the information for each participant was entered. Those files included transcripts, field notes, reflections, and memos generated through fieldwork.

A summary of each encounter during the study was developed noting a description of the type of contact, the participants involved, the data site, the main topic, the highlights of the event, and any new generated questions (Miles et al., 2014). This summary provided a general idea of what had happened and what was said in a

condensed form; those became part of the data that was collected and analyzed. The use of these summaries generated concepts that confirmed, or disconfirmed, my thoughts (Thornberg, 2012). I followed Saldaña's (2013) recommendations and guidance for the analysis and interpretation of thematic patterns and codes stemming from participants' narratives.

Individual participants who choose to attend the second interview verified transcripts for accuracy. The participants' review of the transcripts was important for this study because although I am fluent in Spanish, there was the possibility of differential use of language between me and participants. I used the second interview to increase understanding of participants' narratives and to provide participants the opportunity to add any additional information not previously revealed or to delete information that was not accurately recorded. Interviews were transcribed in Spanish immediately following the interview. Participants were called informing the completion of the transcription and scheduling a second interview for participant verification.

Once participant verification was completed, each transcript was submitted to a certified translation service. Although, there are many independent translators in my area, I have selected a professional service to prevent loss of time, money, and accuracy that may occur when using nonprofessional translations (Hendrickson, Harrison, Lopez, Zegarra-Coronado, & Ricks, 2013). Hendrickson et al. (2013) recommended that the quality and accuracy of translation in scientific research should be considered a priority. They also noted that the increase in cost for noncertified translators was due to multiple editing errors in translating documents from Spanish to English. Contrary, professional

translations delivered complete accuracy with no errors (Hendrickson et al., 2013). Once translation was completed, I selected 30% of translated documents for back translation to confirm context accuracy. This cross reference was important because of the variations of Spanish language usage in different Spanish speaking regions; thus, increasing trustworthiness.

Procedure for Coding

After the data was translated into English, thematic coding (Ando, Cousins, & Young, 2014; Moustakas, 1994) began with first and second cycle coding (Saldaña, 2013). A codebook contained four columns; the first column reflected participant emotions, the second column contained original text, the third contained key phrases, and the fourth column reflected constructs describing the original text (Saldaña, 2013). More details are included in Chapter 4. Once the format was set up, the next step was to extract phrases from the transcripts that appeared relevant and that illustrated the lived experiences of Spanish-speaking men with LEP who were recently released from prison. Next to each of these phrases, descriptive codes were created to identify and summarize the meaning stemming from the text. After the initial cycle coding, I grouped segments of the transcript into the codebook and identified common preliminary codes. At each stage of the coding process, the researcher triangulated interview transcripts, emergent codes, and my assertions about the phenomenon with the dissertation committee.

Themes were identified during the third stage of analysis by categorizing similar codes. According to Moustakas (1994) the clustering of themes and removal of repetitive information bring to knowledge the essence of the lived-experiences of the participants of

this study. During the entire process, I was sure to maintained detailed reflective notes that were contrasted and compared to the final themes, to triangulate the data, and to increase trustworthiness.

Establishing Trustworthiness

Due to the phenomenological design of this study, establishing trustworthiness was critical. The first step was organization. Maintaining files in order and assigning a code number as an identifier for each participant increased fluidity in navigating through hundreds of pages stemming from the study. Each document, consent, transcript, demographic information, field notes, and process notes relevant to the same participant were identified with the same code number. I also maintained participant information compiled in a large envelope, which was also identified with the same code number. Notes generated from participant verification of transcripts were organized by attaching those to the original transcript. According to Saldaña (2013) becoming creative in organizing generated documents facilitates audit trails.

Another step toward development of trustworthiness was the time invested with each participant. The total time invested with each participant was 90 minutes. This was particularly important to gather thick description of their lived-experiences, and to allow participants to verify the accuracy of transcripts. Extended contact with participants confirmed saturation (Saldaña, 2013); that is, prolonged exposure did not result in any new information. One technique used to confirm saturation was maintaining detailed reflective notes. Reflective notes helped with bracketing premature evaluations. The research team, which consisted of my dissertation committee and me, corroborated my

coding process as a means of data triangulation for this study (Patton, 2002). Patton noted that lone researchers might become immersed in the data increasing the possibility of overlooking important information; thus, triangulating with the research team enhanced the chances that hidden data would come to the surface.

Following these steps without deviation secured dependability and conformability. However, the empirical phenomenological stance of this study, delimitations, and small sample, did not promote transferability. Most importantly, the sample used did not represent all Spanish-speaking men with LEP, who are residents in Pennsylvania, and who have had been released from prison for a felony conviction. Second, even if all participants report membership to the same ethnic group, which was the case in this study, the findings are not transferable to men living in other regions of the state. In all, this study explored the lived-experiences of a vulnerable group of people; thus, carrying the potential for ethical dilemmas that needed careful consideration.

Ethical Considerations

Protection of human subjects was the major ethical concern of this study. This researcher completed and received certification (#893093) on "Protecting Human Research Participants" from the National Institutes of Health (NIH) Office of Extramural Research. Moreover, this study was subjected to rigorous examination from Walden University Institution Review Board and approval to conduct this study was contingent upon the presentation of clear measures to protect participants who volunteered for this study. Appropriate measures to protect participants from harm was considered and approved (# 03-26-15-0337028) by Walden University IRB.

Steps to Minimize Ethical Concerns

This research took place 74 miles away from the principal researcher's place of practice to decrease the risk of recruiting former clients and to ensure the safety of the researcher. Moreover, because this research focused on exploring the lived-experiences of Spanish-speaking men with limited English proficiency post incarceration, all documents (consent forms, flyers, and demographic questionnaire) were drafted in Spanish. Coercion for participation was removed by the use of flyer invitations distributed in places frequented by the target population. Potential participants voluntarily contacted the principal researcher via the phone number included in the invitation.

Another ethical concern was the researcher's unawareness of whether the potential participant was in any type of crisis or has an acute illness. Minimizing this risk, potential participants were asked if there was any major event occurring in their day-to-day life that precludes participation. Enquiring about major events was important because of the possibility for individuals older than 65 years of age volunteering for participation in this study with frail health issues; however, older age in itself did not disqualify for potential participation.

Another area needing ethical consideration was the potential participant's living status. Potential participants needed autonomy to make decisions to participate in this study and be independent enough to schedule and travel to the research site. Moreover, it is important to note that immigration status did not preclude potential participants for inclusion in this study. In conclusion, this researcher took all measures possible to protect

participants from coercion, to create an environment of safety, and to protect participants' private information.

Measures to Address Emerging Ethical Incidents

This researcher had the ethical obligation to report events if participants verbalized danger to self or other during the interview. Thus, the consent form included these limitations of confidentiality. For example, if the participant discloses intent to self-harm, it is this researcher ethical obligation to connect the person professional services (crisis intervention, hospital) to protect the person from self-harm. If the person discloses intention of harming someone else, it is this researcher's legal and ethical obligation to report this information to the authorities and to the potential victim of danger under Pennsylvania state law. This researcher followed duty to warn, which was established in Pennsylvania (Emerich vs. Philadelphia Center for Human Development Inc.) in 1998. If the participant would have disclosed inflicting harm to a minor, this researcher had the obligation of reporting any suspected child abuse to pertinent authorities following Pennsylvania law 23 Pa.C.S. § 6311 code § 42.42 (1996) regarding suspected child abuse. Participants were informed, verbally and in writing, of these limitations of confidentiality prior to signing consent for participation.

Summary

The population under scrutiny possessed a vulnerable status. Thus, this chapter explained the most appropriate methodology for exploring the lived-experiences of Spanish-speaking men with LEP and released from prison within the past 12 months for a felony conviction. The role of the researcher was explained in detail due to my familiarity

of nuisances expressed by clients served during over two decades of service as a community counselor. Guidelines presented in this chapter relevant to invitation, screening, recruitment, and interview of participants, were suitable to protect the identity of those men volunteering participation in this study. Solution for potential risks and ethical dilemmas were explained in detail. Chapter 4 will fully present the analysis of data collected during this empirical phenomenological study.

Chapter 4: Results

Introduction

I initiated this empirical phenomenological inquiry to uncover and understand the lived experiences of Spanish-speaking men with LEP after their release from prison for a felony conviction accessing health care treatment, housing, education, and employment in the state of Pennsylvania. The overarching research question was "How do Spanish speaking men with limited English proficiency, and recently released from prison for a felony conviction portray their experiences?" I developed the following two subquestions to focus the inquiry on specific areas:

- What are the experiences of these men in searching for appropriate physical and mental health care, housing, education, and sustainable employment?
- What are their experiences receiving support from family and the community?

This chapter contains participants demographics, a description of the setting, the process of data collection, an in depth explanation of the data analysis process, evidence of trustworthiness, a textual description of participants' experience, and the results of the study. The chapter concludes with a comprehensive summary and introduction to Chapter 5.

Setting

This study was conducted in a region located central Pennsylvania. The selected geographical area is one of the 10 top regions with higher percentage growth (43%) of Spanish-speaking residents between 2010 and 2012 (U.S. Census, 2012). The name of the selected region and community partner are not included to ensure that participants'

identities remain confidential. Interviews were conducted in a public library located in close proximity to public transportation. The two-story building where the library was located has several wheel-chair accessible entrances. The meeting room provided was the last of three offices located near the librarian's working area and, while windowless, had plenty of good artificial lighting. It contained a simple square table with two chairs at the tableside, and two chairs against the far wall. At times, the heating system became uncomfortable as noted by participants.

Demographics

Eight participants met the criteria for inclusion: (a) Spanish-speaking, (b) men, (c) with LEP and (d) released from prison for at least 6 months due to a felony conviction. The mean age of the eight participants was 42.5 years old; individuals ranged from 30 years' to 54 years' old. All participants were also born and raised in Puerto Rico. The time completed in prison ranged from 5- 24 years. The average level of higher completed education was 8th grade. The participants also reported having children but only one claimed to be married. Table 1 presents an itemization of the eight participants' complete demographic information. The order in which the participants appear on the table does not suggest the order of interviews. Aliases were assigned and numerical descriptions are presented based on approximation to protect the participants' identity.

Table 1

Participant Demographics

Alias	Age	Nationality	Edu	Years in prison	Months released
Fredy	54	Puerto Rico	7	15*	8
Franco	37	Puerto Rico	9	13*	6
Isaiah	49	Puerto Rico	6	19*	9
Juan	35	Puerto Rico	11	12*	11
Timoteo	45	Puerto Rico	7	12	8
Pablo	30	Puerto Rico	10	5	8
Lucas	36	Puerto Rico	7	12.4	7
Pedro	47	Puerto Rico	8	24*	9

Note: *An aggregate of multiple incarcerations

Data Collection

Recruitment Process

Participants were recruited through invitation flyers (see Appendix A). I visited the research site and other community agencies servicing the Spanish-speaking population in this area several months before starting participant recruitment. Three agencies had one Spanish-speaking counselor to help people with limited English proficiency. One agency geared services for elderly Spanish-speaking people. This agency was a satellite of a larger organization that rendered outpatient drug and alcohol counseling to the community and transitional housing to homeless and men released from prison. The director of the agency redirected me to speak to the Chief Executive Officer (CEO) of the organization.

I called the CEO's office requesting a meeting to explain my study and the importance of having this organization as a community partner for the sole purpose of distributing invitation flyers. I met with the CEO the following week. The meeting lasted

less than an hour. I introduced myself as a doctoral student and presented my approved prospectus. The CEO verbalized interest on the topic, claiming that the results may benefit his community. During that time, he formally introduced me to the organization' program director through an email. At that point, he concluded the meeting, informing that the person would be in contact with me soon.

Two days later after the meeting, I received an email from a woman introducing herself as the program director. The e-mail contained her name, her position, and contact information. During our phone conversation, she requested proof that the Institutional Review Board (IRB) approved the study. At that time, I explained that I was securing the site before defending my research proposal and submitting application to the IRB. I ensured that she would be informed of every step of the process until IRB approval. After the IRB approval, I went to the research site and provided a copy of the IRB approval (#03-26-15-0337028) and distributed the invitation flyers. The invitations were distributed in three facilities owned and managed by the community partner. During the same day, I visited the local public library, which was located within walking distance from the facilities.

Recruitment Outcome

The invitation flyers generated 17 calls from which 11 men volunteering to participate met the criteria for inclusion (see Appendix B). Those who did not meet criteria and were excluded were either bilingual, or were in prison for less than six months. From the 11 volunteers meeting criteria for inclusion, one declined participation. The remaining 10 volunteers were invited to participate in an interview and received a

follow up call to confirm the date, time, and place for the interview. Interviews were completed with eight participants, with two scheduled participants not showing for the interview appointment. Data was generated through these eight in-depth interviews. Saturation was reached at the fifth interview as determined in consultation with my committee chair.

Variation from Original Plan

Originally, I had planned to conduct the interviews in a meeting room at the hotel where I was staying. Last minute changes at the hotel led to the need to relocate the interview to the public library, however. I called the public library to explain the use of a meeting room and the nature of the request. The librarian welcomed my request. I then met the librarian, introduced my study, and provided the dates that I planned to conduct the interviews. I contacted all participants to announce the new meeting site, which was just two blocks away from the hotel. I was able to contact all but one of the scheduled participants; I decided to wait for that participant at the hotel and then walk with him to the interview site.

Another change of plan was the frequency of interviews. I originally planned to conduct only one interview during the morning hours, transcribe the recording, and invite the participant back the same day for participant verification. This was not possible because none of the participants were able to return to the site the same day. Instead, two interviews were conducted each day, one in the morning and one in the afternoon. Participant verification interviews were obtained the day after the original interview. The completion of data collection lasted 10 days.

Data Recording

Each day of data collection, I arrived to the site 30 minutes before the interview. I set up the room with two bottles of water, a box of tissues, and the two recording devices. I left the interview room and went to the entrance at the front of the library to meet each participant, who had been instructed to have the yellow invitation flyer in his hand. Having the invitation visible facilitated the identification of the participant. I introduced myself and invited him to the office where the interview was to take place. The interview started with a brief informal conversation. A consent form (Appendix C) was provided to each participant and was read verbatim to each participant. Each participant signed the consent form after allowing for questions, I collected a signed consent form from each participant and each signed consent form was placed in a manila envelope marked with the participant's code number and alias name. A copy of the consent form was also distributed to each participant. I used a prepared interview protocol (see Appendix D) to focus the interview on the research questions.

Each participant was informed that I would be taking brief notes during the interview. While I used an interview protocol document as recommended by Moustakas (1994) and Janesick (2011), I told each person that they also had the freedom to tell their story without interruption. All interviews were conducted in Spanish. Digital voice recorders were used to collect the data. I recorded each interview using two voice recorders. The rationale for using two recorders each time was to ensure that the participant's narrative was accurately captured and complete. Each interview lasted approximately one hour during which the participant had the opportunity to tell his

experience post incarceration. The interview reserved for participant's verification was scheduled for the following day. During that time, the participant had the opportunity to add, delete, or correct information. The recording devices were placed inside the manila envelope marked with the correspondent participant' code.

At my return to the hotel, I used headphones to listen to the recording ensuring that the recording device captured the entire interview. Next, I downloaded the interview into a password secured computer. Before erasing the voice-recording devices, I ensured that the recording was successfully down loaded. Next, I made a back up file in a CD, which was placed in a fireproof safety-box marked with the code assigned to the participant. I deleted the voice recording from the devices and inserted new batteries before the next interview. I tested the devices by recording the code of the next participant, the date, the place, and the time of the interview (Janesick, 2011). Each interview followed the same process.

Textual Description of Participants' Experience

The research question sought to explore how Spanish-speaking men with LEP portrayed their lived experiences post incarceration. Thus, the following textual description of participants' experience portrays individual textual narratives of each participant and their experiences obtaining health care; employment, education, and housing after their release from prison using a descriptive format. Their perception of support received upon their return to their communities is captured within these textual composites. Some information has had been purposely left out to protect participants' identity.

Fredy

Fredy came around 8:55 AM. I recognized the yellow paper in his hand. I approached him, introduced myself, and asked his name in order to match the name on the screening form in my hand. Upon arriving at the interview site, Fredy was observed to be casually dressed with good hygiene, and humble attitude. When we entered the interview room, he remained standing up. I interpreted that he was waiting for direction or permission to sit. He sat on the edge of the chair where he remained for the entire time. A copy of the consent was given to him. I read the consent aloud and asked if he had any questions. He had no questions and agreed to participate by signing the document.

Fredy came to the United States in 1979 with the dream of finding a "good job" to support his two daughters. His dream was frustrated by his inability to understand English and his limited education. Fredy stated, "… [I] tried to communicate the best I could with them so they could understand my situation" but his efforts were fruitless. Finding himself without a job and homeless, he began to engage in illicit behaviors leading to "many times in prison." He claimed that the shortest time that he was in prison was a two-year sentence in state prison. The last time he was in prison was for five years. Since he got out of prison eight months ago, he has been "trying to start a better life, again."

Seeking health services. Before been released, Fredy said that he met a prison medical doctor who spoke Spanish. He took the opportunity to ask this doctor for his practice information in order to continue treatment for his health condition after he was released from prison. Fredy reported a positive experience finding health services for his

medical and behavioral health due to the medical doctor's interest in helping him, which continued even after his release from prison. However, he does not know how long this will last because he has no medical insurance. He claimed that it is easier to get treatment for his addiction because there are agencies that pay for addiction treatment but not for mental health or medical health services. It appears that Fredy's positive experience in obtaining health services after his release were influenced mainly due to the relationship he had established with this Spanish speaking physician while incarcerated.

Employment. Fredy's initial reaction was to laugh as if I was telling a joke. He said that before having a criminal record, he was able to work as a dishwasher in some places or as a machine operator. However, due to his inability to understand English he had difficulty understanding the supervisors and always ended up been fired. In addition, after his first arrest he indicated,

> I always had problems in the jobs because of the felonies, because I do not have a profession or even a high school diploma. Right now, this is happening, they do not take me because in the jobs that I tried to get, they asked me these things, and since I do not have them, they do not want to give a job. They put you on the side … and I do not think this is fair because right now, there are people released from prison and what they take is the street and they go back to the same as before. Girl that was hard for me!

Fredy also claimed that completing the applications for employment has been a problem because if he does not bring an interpreter with him he is not able to complete the process. He claimed that he does not want to be dependent on other people because

"… they treat you bad." He was encouraged to say more about this experience. He spoke in detail about the emotional effects of his experience. With a tone of anger in his voice and eyes focused on the floor, he added,

> That treatment affects my self-esteem, I felt at that moment, that I, I do not like to be on the street, I do not like to use drugs but there are things that push you, sometimes to hang out on the streets, you have to do what you have to do to survive. It is difficult for a person like me that I have a prison and a street record, to get out of prison and not find a job. I feel frustrated because I do not want to be hanging out on the streets again.

Fredy was concerned about the pressure the parole officer's placed on him and believed this contributed to losing his job. He argued, "If I go to all the PO appointments, I lose my job and if I go to work and skip the PO appointment, I go to jail." This statement suggested that Fredy felt pressured and feeling pressured to choose between having a job and complying with parole supervision.

Housing. Fredy claimed that he had been homeless since he went to prison for the first time. During this time his mother died. As he was telling his experience, his anger turned to a profound sadness, and he became visibly upset. He was asked if he wanted to stop the interview, but he declined saying "No, terminemos" (No, let us finish). I encouraged him to expand on his experience regarding finding a permanent place to live. Still with visible sadness in his facial expression and his voice he said,

> …sometimes my cousins let me to stay for a few days, sometimes they do not, and I had to stay on the street. Sometimes it passed months and months, one

> month, two months, sometimes even six months living on the street, living in old houses, and doing illegal things because I did not have other way.

Fredy also presented concerns for his current living situation because he has been living in a transitional home for the past eight months but has been unable to find a place to live. He has applied for public housing, but he has been denied due to his drug-related felonies.

Education. Fredy had difficulty explaining his experience trying to pursue an education. He responded to the question about seeking an additional education with a statement irrelevant to the question. The question was re-stated for him. His response was limited to " I tried, I wanted to study, I always had the desire to get the GED and take a second language and move forward and have a job and leave the streets, you know, but it was difficult for me." He reverted to talking about trying to find a job and a place to live.

Perceived community support. Fredy characterized his experience in finding community support as negative and deceiving. He said that before leaving prison he was told that there are organizations that help people with jobs, housing, and training. He described his experience by saying "When I went to my appointment … they told me that they could help me with a place, I have not received anything. Uh! Nothing" He continued saying with visible frustration, "those are false promises. I stopped going to the appointments because I always came out empty handed."

Family support. Referring to family support Fredy said, "I have a brother that gave me a hand when I was released and told me to go with him. My brother was always supporting me. He was never a bad person; he was very humble, always after me." Fredy

disclosed that his shame has prevented him from reaching out to his brother. He claimed that he did not have any additional family support.

Fredy concluded the interview by saying, "I wish that my story helps to change the way people with criminal record are treated and programs are opened to help us. Well, I may not benefit from those changes, but maybe this can help others." He sincerely hopes that his experience will help others and have an impact on positive social change.

Franco

Franco arrived at 3:45 PM claiming that he walked to the place from where he lives. His interview was scheduled for 3:30 PM. His breathing was labored as he entered the office. He gave me the yellow invitation, which had multiple folding creases on it. Asking his name and comparing to the name on the screening form confirmed his identity. He repeatedly apologized for the delay. He was noticeably nervous and sweating. He was offered water and invited to sit and relax for a couple minutes. He was casually dressed in jeans, t-shirt, and sneakers. He sat in a slouch position with his legs extended under the table. I began the interview with telling him that I appreciated that he had come for the interview. I then obtained informed consent and presented him with a copy of the informed consent for him to keep. I then read the entire document. He was attentive to the reading holding his copy in his hand but not looking at it. He was asked if he had any questions before signing the document. He asked if his parole officer would have access to the information. I explained the limits of confidentiality and my disassociation with the criminal justice system. I explained to him that I would not share the information with anyone unless he asked me to, or told me that he was going to hurt

himself or someone else, or if he told me about someone hurting a child or an elderly person. I told him that all of what we discussed would be written up in my dissertation but that his identity would be protected. He took a deep breath and signed the form. With no further concerns, the interview began.

Franco came to the United States at the age of 14 as the result of getting into trouble in Puerto Rico because he was not attending school. His mother sent him to live with his maternal Aunt, who was living in the United States, hoping that he would change his behaviors. He claimed that because he was not proficient in English, he was placed in special education classes. He dropped out of school at the age of 16 years old after failing the eleventh grade twice. He explained that his abilities to read and write were poor and that despite going to school for a few years in the US, he was not able to learn the English language. After dropping out from high school, he associated primarily with other young men who he described as "street boys." This marked the beginning of his encounters with the law in the United States, which lead to his multiple incarcerations. He reported never being married but he is the father of three children. He has not seen his children for over four years because his last incarceration was in a state prison that was at great distance from the area where his children lived. He has been living in a transitional house for the past six months.

Seeking health services. It appeared that Franco's main concern was finding employment and a place to live. He avoided the question regarding seeking health services and reverted to his experience with seeking employment. I attempted to redirect

him, and he responded that because his social security number was stolen, he was not able to seek medical assistance. He said,

> When I was released … and tried to look for help, it shows up that my social security has been used by another person. I could not go to doctors or psychiatrist. I receive bills that are not even mine. That is why I cannot go to the hospital; if I get sick when I am on the streets, I cure myself. I cannot apply for welfare because of that too.

Franco went to all the appointments that were set up for him before his release; however, he was unable to receive any service because his name and social security were associated with an address in another state. He appeared angry at the situation as indicated by the elevation of his tone of voice and his facial expressions. As he was telling me about this experience, he became aware of his anger and stated, "I'm sorry my anger is not with you."

Housing. Responding to his experiences about trying to find permanent housing, Franco said that he has lost hope of finding a permanent place to live. Remembering his experience, he said,

> If you have a felony, you cannot live in public apartments. The mother of my kids, when I was with her, she got housing; she wanted to put me on the list but was not allowed because of my felonies and at the ended the relationships because I had to move out leaving my children behind. I have nobody. It is very hard to accept it, but this has been hard for me.

Franco confessed to being scared about returning to the community. He stated, "…all doors are closed for people like me." For the past six years, he has moved from place to place moving from place to place because he could not stay with any of his family members in their public housing apartments. He currently lives in a transitional home, but he is going to have to leave in a month and expresses fear about not having a place to live. He hopes that his parole officer will be able to place him in a halfway house.

Education. Franco expressed, enthusiastically, a desire to learn a trade. He applied to a vocational rehabilitation program, but after a long wait of six months was not accepted into the program. His determination to change his lifestyle has been frustrated by his criminal record and because he stated [I]"do not speak English, and my reading and writing is no good." Franco truly believes that his biggest problem is that he "cannot communicate with anyone if I do not have a translator to tell me what it is that they are saying. I feel uncomfortable and ashamed." Another barrier that Franco has found when seeking an education was financial. He has not found employment and cannot afford to pay for training programs.

Employment. Franco's mood visibly changed when relating hid experiences with seeking employment, as evidenced by his furrowed brow and his tone of voice. He began by saying

> … the agency where I used to go, at the beginning they offered a job but then … quickly the background check got there, and I was disqualified to work because my cases were bad … I could never find a job directly from the company. Only

> one company gave me a job six years ago, and on December, close to Christmas, my records arrived and I was fired because they found out about my criminal record. I went to look for another job, but I felt that the doors closed on me … I was overwhelmed and went back to what I used to do … I went back to the same. When I found a job, the most they kept me was for two or three months. I get motivated, but when I least expected they kicked me out. There is no hope for me and that is another reason I am afraid to be in the community.

In addition, Franco claimed that, "When they fire me I cannot defend myself because I cannot speak English and I have to accept whatever it is they are saying. I am always like the dog tail. I am tired of rejections." His experience in seeking a job mirrored his experiences in seeking both, education and housing concluding with a statement about feeling trapped.

Perceived community support. Inquiring about his perception of the availability of community support, he laughed and said, "There is no such thing for us." He claimed that society has its mind set that "once a criminal always a criminal" and that there is no support available to help with his rehabilitation or re-entry into society. In addition, Franco became emotional when saying, "I want an education and a job to keep myself busy. I want to do it. I am tired of suffering; all my life has been a suffering. I feel that the community sentenced me for life to live on the streets, there is no support." He paused for a moment and apologized again for his reaction. This statement explains the reason Franco feels "trapped."

Family support. Franco claimed that, "the only support was my grandmother … she was the one that raised us. She died and right now, I have nobody since she was my only support." He pause for a moment, reflecting on his experience, and said "maybe that is my fear; I have no way or nobody to help me escape this situation."

Franco concluded this interview by verbalizing his appreciation for this study saying, "Thank God for people like you that look our way."

Isaiah

Isaiah came in time for his scheduled interview. He wore faded pants and long sleeve shirt. His physical appearance appeared older than his reported age. His demeanor was humble and agreeable. He expressed gratitude for the invitation claiming that this is the first time someone has been interested in his experiences. He remained standing up until I invited him to sit and gratefully accepted a bottle of water offered. He was smiling and eager to tell his story. His reaction suggested that this interview was important to him. Isaiah's verbal expressions and vocabulary suggested literacy limitations. He revealed that his last year of education was sixth grade. The consent form was read to him with frequent pauses to ensure his understanding of the document. He verbally stated his understanding of informed consent before signing the document.

Isaiah was born and raised in Puerto Rico and came to the United States with his sisters at the age of 20 years. He had one child with whom he has had no contact with since birth. He has never been married. Isaiah's criminal history began in his adolescent years, and he reported multiple incarcerations that resulted with him being in prison for a total of 19 years.

Seeking health services. Isaiah has had a positive experience receiving health service. He shared that his two sisters help manage his medical and mental health treatments. He has received mental health treatment and treatment for his addiction since his release from prison. A community psychiatrist monitors his medications and sees a family physician.

Housing. Isaiah's sisters arrange and pay for his living arrangements. Currently, he lives in a house for men ordered by the court when he was released from prison. Isaiah reported satisfaction with his current living conditions. He said,

> I used to live on the streets, used to eat from the dumpsters, and used to sleep in old [abandoned] houses. I slept in old houses for almost a year. I have lived for almost a year without eating well or taking a shower or nothing'. I suffered too as other people…. Sometimes I go to my sister's house or stay wherever I am at day or night. Sometimes I go to the parks to sleep. I do what I can.

Isaiah's experience sets him apart from the rest of the participants due to the support received from his sisters.

Education. Isaiah's experience in seeking education is limited. He dropped out of school at an early age and had limited verbal abilities. His inability to verbally communicate was captured during the interview. Despite his literacy limitations he said, "I would like to learn both languages to defend myself better. …because my sisters know both languages, and I want to learn like them and get educated and get a job by myself."

Employment. Isaiah's employment history consists of odd jobs he did when he was young and lived in Puerto Rico. He described those jobs as temporary such as distributing flyers in parking lots or cleaning yards for people.

After his recent release from prison, he has had a negative experience searching for work. He stated, "I do not look for jobs anymore because I cannot fill out applications; my sisters used to write in the applications what I said, but I did not get the jobs … because of the drugs and bad friends," and "they rejected me many times because of my record and the English." He claimed to have a job once but was fired because of absenteeism. Explaining the reason for missing work, he said,

> If you do not go to your appointment, you go to jail because that is by appointment. That is why I am obligated to go; otherwise, they put a warrant for my arrest and put me in jail. That is the reason I look for jobs under the table so I can go to the probation appointments.

It seems that Isaiah's multiple negative experiences seeking employment and the obligation to attend parole supervision discouraged him from attempting to even try to find a job again.

However, he verbalized that although he does not look for employment "by the book," he does find jobs "under the table" picking up garbage or mowing grass. He claimed that working under the table gives him the freedom to attend to his appointments with his parole officer. Looking down, he said, "That embarrasses me. Rejections hit me hard, with a big sorrow in my heart." Maintaining his head down he added, "I do not want

to go back to the streets and use drugs. I want to get out of all that because I want to change."

Perceived community support. Isaiah reported having a positive experience receiving community support mainly "Because my sisters take me to all those appointments." The community support is available only because his sisters have been supportive of him and taken him to appointments. Currently, he receives treatment from counselors and psychiatrist for his mental health and addiction. A family physician monitors his physical health. Isaiah also attends meetings for narcotic anonymous on a weekly basis.

Family support. It is evident that Isaiah counts on his two sisters that care for him. He reported that his sisters "kind of adopted" him. Isaiah told the story of how his sisters became his protectors.

> My mom died in a bad way, my mom died from AIDS. My mom did not use drugs or nothin' and that caused me damage in my mind when she was dying. I started to use drugs at the age of 12 and I was raised by my grandmother, when she died and my mom died, my sisters kind of adopted me as a promise to my mother when she was dying. I feel good with them because they open the doors to me again to enter into their houses … I could not enter into their houses before.

Isaiah seems to have great pride, respect, and appreciation for what his sisters do for him. It is evident that his two sisters monitor most aspects of Isaiah's day-to-day life.

Isaiah concluded the interview by saying,

> I hope that what you are doing can help other people that are released from prison even though it does not help me because I understand that the changes take their time. However, it would be good that they make more houses like the one I live so they can teach the guys how to have a life clean of drugs and prison.

Isaiah communicated his sincere desire to help make a difference for other men who have been released from prison.

Juan

Juan is a 35-year-old SS man who completed the 11th grade of school in Puerto Rico. He has never been married but has two adolescent children whom he has not seen for over ten years. He came to the US with the hope of a better life. He discussed how his inability to find a job to support his family in Puerto Rico led him to engage in illicit behaviors that resulted in his arrest. He has been in and out of prison several times with sentences ranging from 2-6 years. At the time of the interview, he reported living in a shelter for men. He came on time to his scheduled interview. At the onset of the interview, he appeared guarded. He was casually dressed, was well spoken, and showed a cordial demeanor. While I read the consent form, he followed along with the copy given to him. He did not have any questions regarding the document or the study and agreed to start the interview.

Seeking health services. Juan's experience seeking health services was difficult due to the challenges of communication and the lack of services available. He explained that, "… there was not much for Hispanics" and what services were available took a long time to acquire. He shared that he submitted all required documentation in order to enter

a program, "but it was not quick; it took 10 months." In addition, he reported his annoyance in having to have a translator. He said, "I felt annoyed because I had to disclose personal information to a stranger or an acquaintance" and claimed, "That was hard for me because in my personal life I am a private person." The most awkward situation was being placed in a program that he was not able to understand what was said. Juan told his story as follow,

> For addiction, I was send to a program that had a Spanish-speaking person … [but] because the place was packed … I was placed in an English group until they had space for me in the Spanish group … It was not a pleasant experience ... I felt uncomfortable because I could not understand well and we were two people in that situation … [it] was a waste of time at that place because I did not understand anything. After a while, about two months, I entered the Spanish group, but I was already discouraged.

Juan has found that because he does not have any current physical problems, medical assistance has been denied. The experience he did have when seeking treatment for his addiction proved frustrating to him. He concluded this part of the interview with a reflection about his time in the addiction treatment program, "The time I was there, there was a waste of time for everybody and a waste of money for the insurances that were paying for something that was not given."

Housing. When asked about seeking housing after his release from prison, Juan, displaying signs of shame disclosed that he "… did not have a permanent place to live." He explained,

> When I got released from prison, they put me in work release for 18 months almost two years. Then they put me to work, it was a process for about two months, but I had nowhere to go. I met a person at that job. I had no place to go, she lived in public housing, and I could not live there either. I had to move from one place to another. I could not stay with my father either because he was also in public housing.

He did eventually stayed with the woman he had met at his job but because her apartment was public housing, he said,

> I left in the morning and came back late in the evening in case she got an inspection or something. I have not had a place that I could call home; I have been homeless since I came to Pennsylvania.

Education. Juan disclosed that he was never inspired to seek education because he was not aware of any place that spoke Spanish. He said,

> I did go to some places, but they never helped me. I was not sure if there were classes in Spanish. I wanted to learn plumbing so I imagined that there were no classes in Spanish. I am not saying that that would happen, but I put that in my mind that I would not find anything.

Juan admitted having a negative predisposition regarding educational opportunities for Spanish people in Pennsylvania based on his one attempt to find a Spanish speaking educational program in the past. He admitted that he continued to hold the belief that he would never find an education opportunity for himself due to his limited ability to speak and understand English. The following were his exact words,

> My internal conversation was that I would not find any help because I did not know English. I could not find English classes. I never tried again because I was convinced that I was not going to be helped. That is still happening.

Employment. When asked about his experiences seeking and obtaining employment, Juan appeared disheartened and angry. He began to sweat as he recalled,

> That was difficult because of the criminal record and the language. It was difficult because most of the time I had to take a person with me to translate for me. If I found a job, it was very difficult communicating with the supervisors. I had to keep asking to persons that understood English, to tell me what the supervisors wanted. I always ended up suspended. I had too many bad experiences with the job. …. A person can start bad because he does not understand. I was told to go back to my country... Discrimination worsens with the lack of English.

Perceived community support. In terms of Juan's experiences with community support, he provided the following statement.

> I felt weird because after so many years institutionalized it was not easy, that, entering to society many persons that knew me from prison spread the word that I did this or that, and that I was in prison. They pushed me away; they did not want me close to places. I did not receive any help from the community. Mostly, because I had a problem communicating in English. I knew from the beginning that I had a language problem and that is why I did not have any hope for progress. Because I could not communicate in English, I gave up looking for

> services ... I had no hope because I cannot work, I do not speak English, and I have a criminal record.

Family support. Juan family support consisted of an uncle who lived in Pennsylvania, but with whom he lost communication before entering prison. He briefly mentioned a woman who helped him on several occasions. He referred to her as the "woman that I was with." His reluctance to talk about her was respected. He concluded his interview by saying,

> Once you enter prison, you get trapped; you cannot get out or break the pattern. Situations push you to prison again. The language aggravates everything. Especially that a person like me needs additional help to enter into the society. I hope that my story helps you opening programs that teach English to persons that are in prison so they can communicate in the community when they get out. The language worsens all the problems that we face when we get out, but nobody understands that. You have to live it.

Timoteo

Timoteo came one hour before the scheduled interview. He was sitting on the library's front steps holding a rolled yellow paper. I approached him, introduced myself, and confirmed his identity. He was casually dressed with unkempt hair but good hygiene. He was invited into the interview room. He sat at the far end of the room. I invited him to move his chair closer to the table. He appeared nervous explaining that he came one hour before to ensure he was in the right place. After a short casual conversation, the consent form was read aloud while he browsed through the copy provided for him to keep. He

claimed to understand the document and had no questions. He signed the document and the interview began.

Timoteo came to the US in 2001 seeking treatment for his addiction. He completed a two-year drug rehabilitation program and was discharged. He recalled being afraid because he did not have any place to go, and did not know anybody. Finding himself homeless, he decided to ask for help. He entered a "recovery house" where he had the freedom to look for employment. He was unable to find a job; however, due to his limited English. He purposely attempted to find a job where his employer would speak Spanish; luckily, his Spanish-speaking girlfriend helped him find a job as a dishwasher. This job lasted two months before he was arrested and incarcerated. Timoteo said, "Most of my life I have been in prison, this is the longest time that I have been free and I am going on eight months on parole."

Seeking health services. In term of seeking and obtaining health services, Timoteo experience with health services was limited to addiction treatment. He said, "I did not know what it was to visit a psychologist or to look for help." However, while in prison he was forced into mental health treatment. He said, "I was told that if I did not receive therapy I was not going to be released and had to wait to finish my sentence. …. I was told that I had bipolar and I was given some pills." Timoteo reported that upon his release from prison he had problems continuing his treatment because he did not have medical insurance. Currently he has mental health services because "The people at the shelter helped me to look for a psychologist."

Housing. Regarding housing Timoteo said, "Five years ago a landlord rented me an apartment, but I had to put somebody to pay the rent while I was in prison." He explained that because his name was not on the apartment lease, the Parole Board rejected the address and therefore he was sent to a transitional housing. Timoteo said he never has had a place of his own and most of the time he was homeless or lived in halfway houses. At the time of the interview, Timoteo was living in a transitional home.

Education. Timoteo, avoiding eye contact, claimed that he has never applied for training or vocational rehabilitation. Eye contact avoidance was interpreted as a sign of embarrassment. He said, "I did not have that motivation because I realized that out there, there is nothing for people like me. I was empty inside. I was preoccupied with finding a place to live."

Employment. Timoteo's experience seeking and sustaining employment was limited to the dishwashing job held before entering the prison system. He claimed that since then "this is the longest time that I have been free and I am going on eight months." His efforts of finding employment after been release from prison generated negative results due to his lack of work experience, criminal record, and limited English proficiency.

Perceived community support. Timoteo's perception of community support was reflected in the following statements.

> I know there are good people but there are people … they want something from you. I had always had to give something in exchange. My experience was

> negative. There were people that helped me, but I always had to give something in return.

Timoteo's demeanor appeared poignant as he said, "there is nothing for people like me." He claimed that his only support system is in Puerto Rico and he cannot return to his family until he finishes his parole and probation time in 2021 when he would be finishing with his probation.

> If you do not speak English and you have a criminal record, there are no jobs or education for people like me. That pushes you to go back to the streets to survive, but I always end up in prison. In prison, what you learn is malice and ways to make easy money … I do not want to go back to that life. I want to change, get a room, and get a job, nothing else. My experience tells me that there is nothing for me out there. I feel pressed against a wall and that pushes me to go back to do bad things. I went to prison and … my mind, my body, and my spirit were all arrested. When I came out of prison, I was clean and my mind was not thinking that I could go back to what I was doing before to survive. I want to be happy and it has been so many years running from one place to another, I want to be stable, nothing else.

It appeared that this interview was difficult for Timoteo as his experiences were mostly focused on his multiple arrests. His struggle organizing his thoughts made it difficult for me to follow his narrative; thus, multiple redirections were necessary.

Pablo

Pablo came to his scheduled interview a few minutes early. On my way out to greet him, he was standing next to the inside door. He was holding a folder in his hand from where he removed the yellow invitation. Noticing the yellow sheet of paper, I approached him and introduced myself. He was wearing a polo shirt, jeans, and sneakers. He appeared well groomed. Displaying a big smile in his face, and he informed of his excitement for the interview. We walked into the interview room and he was invited to sit down. After a few minutes of casual conversation, I handed him the informed consent form, which I read aloud. He followed along using his copy of the document. He had no additional questions. Pablo expressed his appreciation for my interest in the life of people coming out from prison.

Pablo was a 30-year-old married man, father of four daughters. He started saying that he came from Puerto Rico at the age of 22 years old "… with a dream of trying to make an effort to have a new life and to accomplish my dream of giving my daughters a better life and a better education." He said that his dreams were thwarted due to his own "faults and wrong choices." As he narrated his experiences, I noticed that all his answers were connected to his failures finding employment.

Seeking health services. Pablo explained that finding health services was a problem. He has been unable to access routine medical health services because he is in good health. He has been encouraged to apply for Obama Care, which would cover maintenance and preventive health care; however, to obtain coverage under one of those plans, he needs to pay a monthly premium, which he cannot afford. The only health

service he has received has been treatment for his addiction because the government has continued to pay for those services. He said, "I do not have medical insurance right now because I cannot find a job."

Housing. Responding to the question about his experience seeking housing after his release from prison, Pablo, with agitated voice began by saying,

> After leaving the prison, I could not find it, because my daughters and my wife live in government housing and since I have a felony, I cannot live with them. It has been six months … living in a shelter and I really cannot tell you where I am going to live after here. If I do not find a job, there is no hope for me to find a permanent place to live.

It was evident that the separation from his family and his failure to provide for them was having an impact on Pablo's self-determination to make his "dream" come true. He became emotional as he said, "I am drowning with guilt."

Education. Pablo expressed his interest in continuing his education and explained that he started a class in the prison learning the basics of the English language, but he was released on parole before he completed the class. He explained that he is not currently concerned with getting an education and is not interested in getting a GED (Graduate Education development certification) because his focus is on finding a job to support his wife and daughters. He expressed his guilt about not being able to provide for his family and linked that failure to his inability to speak English saying,

> I think the success is on the language, if you do not have it, look somewhere else. Everywhere I go is the same, if you do not speak English, we do not give you

> education or job. The interviews are in English … there are no Interpreters in an interview. That is not worthy for the Employer. Spanish is not worthy; you have to know English to get what you desire, a job or training. Because I do not know the English language, how will I respond if do not understand? [When] you say that you do not know English … the interview is finished.

Employment. Regarding his experience about employment Pablo said,

> I came over here with a dream of making my effort, [and] work … but it was not possible. I came seven years ago and nothing. It is always the same when I go to look for a job; you have to know the language.

Pablo appeared annoyed as he remembered his experience seeking employment. "Right now, when they enter my social or my name, the computer shows that I have a felony … and they do not want to give me a job." He argued that even before he had a felony he could not find a job and "now that I have a felony, I do not have any expectations of finding a job."

Pablo used metaphors to illustrate his experiences. To illustrate his dream of providing for his daughters he said,

> I came to the US to reach the American dream, to get a job, to support my family, and to have a roof ... Now I understand that to reach my dream was not based on having two wings and [being] able to fly, a dream is based on having a good landing that is firm enough so you can stop and get to your destination.

Following this metaphor he explained that while in Puerto Rico, he heard stories that finding a job in the US was easy and the pay was good. Consequently, he planned to

come to the US first, to find a job and a house, and then, to bring his family. His plans were frustrated by his limited English proficiency, his inability to find a job, and his involvement in the criminal justice system.

Perceived community support. Pablo's first reaction was to laugh in a sarcastic manner and repeated "community support" as if he was questioning the meaning of it. He said that the "parole officer was suppose to be that community support." He explained,

> The parole officer sends me to look for a job, since I am on parole … I have to bring him all the signatures of the places where I applied, but never hired. They demand … that you pay the fines. Many of us, including me, return to the same old behaviors to get the money …if we do not pay the fines, we are returned to prison. It is like a circle that goes around and around. It is like a car race that goes around and around. You are stopped, your tire gets fixed, and you are back on the road again.

Pablo appeared exhausted as evidenced by his restlessness and visible perspiration. He concluded the interview with a plea,

> It is something unreal. If more support were given to the people that leave prison, we would not be back on the streets committing crimes. With more support and education, we could be better. But we do not get those opportunities … But many of us what we want to do is to work and move forward … If you do not know the language you worth nothing; but I am worthy, I am very worthy, even though I have a criminal record. It is very important in life to have a job and to support your family. This situation is serious. I want to better myself; I want to do the

> right thing, but what am I going to do if nobody gives me an opportunity. It is not easy to live day by day without having realistic goals. The ones that run the government should sit down and analyze the difficult situation what we face when we are released from prison and we want to change our lives. Society pushes you to do things you should not do.

Pablo's angry tone of voice suggested that he was unaware of the struggles he would face after his release from prison.

Lucas

Lucas arrived a few minutes late for the scheduled interview. He was greeted at the entrance of the building, where he introduced himself, and presented his invitation. Upon entering the room, he stated that he had another appointment after the interview and wanted me to know that he only had one hour. The informed consent document was read aloud and he was given the opportunity to ask additional questions. With apparent haste, he suggested moving along with the interview.

Lucas is a 36-year-old Spanish-speaking man with a long criminal history, which began during adolescence. He reported fathering a son, who he has not seen for many years. Lucas stated that he came to the US at the age of 23, in pursuit of employment, and the possibility of leaving his criminal life behind. Lucas admitted that he was under the misconception that his criminal record from Puerto Rico would not appear in background checks in the US. He believed that in US he could start a new life and that his criminal record would be part of the past. His criminal records presented obstacles, of which Lucas claimed, led to multiple incarcerations. His most recent criminal offence resulted

in an incarceration of 12 years and 4 months. Additionally, Lucas stated that he must comply with many more years of parole supervision. For the past ten months, he has being living in transitional housing for men who have exited the prison system.

Seeking health services. Lucas' lived experiences concerning seeking health services appeared to be accompanied with struggles, frustrations, and deceptions. He began by explaining that he acquired a medical condition while in prison. At his release, his focus was on continuing treatment for the present medical condition. He narrated his story with some degree of anger in his voice.

> For health [it] was very difficult. I went to welfare and I was given food stamps, but not medical insurance. There are some medical services that are covered by the government like methadone and drug and alcohol counseling. There is nothing for physical health. If I got sick, I cured myself. If I got worse, I used to go to the Emergency Room. I used to go to the government offices and they asked me for many papers to confirm that I needed medical services. I was sent for therapy and psychiatry, but when I went, they asked me for the medical insurance. I tried to explain that I was sent by the Welfare office because I had no insurance and needed proof that I was sick. The secretary told me that without insurance, they could not see me. The welfare then gave me a card that only covered the Emergency Room, but it did not cover dental services, eye doctor visits or anything else. I felt desperate and ended up in the same, selling drugs to pay for medical treatment or medications. Now I have insurance because the people working at the house help us getting benefits.

Housing. Lucas was brief in his response regarding his experiences seeking housing. He explained that he had an apartment once, however, "under somebody else's name." He said,

> When you have a felony, you cannot apply to public housing; not even private housing. When you are going to rent an apartment, they check the criminal record and the credit score. As soon as they see the criminal record, they tell you that you do not qualify. I am always questioning how I would be able to bring my son and girlfriend, or even to support them, if I do not have a job or a place to live. I went to a shelter where they offered help in getting an apartment, but everything was a lie. I never received anything from them either.

Lucas explained that he has not sought out permanent living arrangements since his release, due to his lack of employment.

Education. In terms of seeking vocational rehabilitation and education, Lucas applied for English classes; however, he claimed that the classes were not free. He recalled having to explain the court that he was not able to take the English classes because he did not have a job to pay for the service. He said, "Without money I cannot do anything and not knowing English, the doors close shut in your face." He argued that his situation was hopeless because "When you have a felony and you cannot speak English, you are ruined forever." It seemed that the struggles Lucas experienced led to feelings of defeat and he consequently relinquished his desires to pursue educational opportunities.

Employment. Lucas said that he came to the US to work. He recalled working for his cousin; however, the police closed the business shortly after a year when his cousin

was arrested. Prior to his most recent incarceration, Lucas had temporary jobs through various employment agencies. He stated that he has never been employed in any permanent long-term job. Lucas appeared frustrated when saying,

> Wherever I went to apply for work, it was the same: "Let me check your background, oh! You have a felony, I can't give you a job," they promise you that they will call you, but those were lies, they never called ... That was a big problem.

Lucas spoke angrily and candidly about experiences regarding the struggles he faced while searching for employment.

> I went to my Parole officer to explain that I did not get any jobs or medical insurance. I brought him the signatures of … 26 employers and told him that I was not hired. The Parole officer told me that I needed to keep trying because I had to pay fines. If I do not pay the … fines, I go back to prison and they keep adding charges. I already owe thousands of dollars. I was trying to make him understand that employers do not want to give me job because I have felonies and I asked him, "How do you … expect for me to pay, if I don't have a job?" … he told me that it was not his problem and kept insisting that I had to pay. With that pressure, what other option did I have? Go back to the … streets. My biggest problem is that I do not understand the English and you need that for most jobs.

Perceived community support. Lucas did not have much to say concerning community support. His response regarding his perception of community support was,

> I came to Pennsylvania to have a new life, but since felonies stay with you forever, I had to go to the streets to survive and I got another felony and many more years in prison. I am already marked. There is nothing for me out there. There is no help. Now I cannot go out of Pennsylvania until 2020. I feel trapped.

Family support. Lucas said he did not have any family in the immediate area. His cousin is still in federal prison. He has a sister who lives in public housing. She tried to help him; however, he could not live with her because of his felony conviction. His other family members live in Puerto Rico; however, they have distanced themselves from him because of his criminal activities. Lucas stated that his mother observes an Evangelical faith, and cannot understand his problems. He concluded the interview by saying "I am living one minute at the time. I know there is nothing for people like me."

Pedro

Pedro was punctual to his scheduled interview. He was invited into the office where he sat, resting his elbows, at the opposite end of the table. He started by expressing his appreciation for the invitation to participate in the study, and communicated his appreciation for my interest. He exhibited a polite demeanor with a wide smile. After a short and casual conversation, the informed consent document was read aloud while he followed along on his copy. He was asked if he had any questions. Pedro had no further questions concerning the informed consent, he signed the document, and the interview was initiated.

Pedro is a 47-years-old man born in Puerto Rico. He stated that he came to Pennsylvania 30 years ago. Pedro reported multiple incarcerations, for a cumulative of 24

years served. His last imprisonment, he explained, carried a sentence of 14 years. Pedro stated that he had been out of prison for nine months, saying that this was the longest period of time that he had ever spent out of prison. He does not know if any of his family lives in Pennsylvania. He also claimed that he did not know "what a normal life is." Direct quotes were extracted from within the entire transcript because Pedro responses diverted to his experience seeking employment.

Seeking health care. Pedro reported suffering mental health issues as well as addiction, for most of his life. Referring to his state of mental health he said, "I had mental problems, I always entered into depression, and I tried to kill myself because I felt lonely and trapped." He explained, "When I went to look for help for mental health, they classified me as an addict and I did not receive mental health treatment. They concentrated in the addiction and that is the only help that I have received." He explained that it has been difficult to communicate his mental health needs to counselors, and to current date, has been unable to obtain mental health services with a Spanish-speaking counselor.

Housing. Pedro had little to say about his experiences in finding a place to live. His narrative regarding his housing situation was limited to, "Finding housing was a big problem; at that time I still had my wife. She used to live in a residential project from the government. I went to live with her but the office found out." He said that when the office found out he was living with his wife they lost the apartment. After that experience, Pablo lived intermittently in shelters. Even in shelters, he encountered problems because of inability to communicate with the shelter's personnel and was often rejected. He said,

"I was chased out like a chicken entering the house," while making shooing motions with one hand. His current living arrangement "… is temporary. I have to look for a place to live. But for that I need a job."

Education. Pedro said that he has never applied for vocational trainings or other types of educational opportunities. He stated, "it is difficult to learn the language because … [I'm] having memory problems." He reported that his mother withdrew him from school after he failed the 7th grade for a third time. His limited education was reflected on his simple use of the Spanish language, which resulted in an inappropriate use of words. During the interview, he repetitively asked for clarification regarding the interview questions.

Employment. Regarding his lived-experiences seeking employment, Pedro had a great deal to share. He started by explaining that his "plans before leaving the prison were to stay away from drugs and from doing illegal things, and to find a job." However, upon his return to society he was frustrated by the lack of employment opportunities for people released from prison. In addition, he claimed that "understanding the application" process, "communicating with employers," and "applying for work in agencies" was a "frustration" for him due to his language barrier. He argued that in many occasions he signed documents unaware of their content. Moreover, his limited vocabulary made it difficult for him to complete applications in Spanish because "I did not know the meaning of some words." He said.

> I used to go to look for a job, but there is always a problem because they ask for the criminal record of a person, and that has been always the most serious

> problem for me. I always received the same answer, that they cannot hire me or that they said they would call me, but that call never comes … Applying directly to industries is even worse because of the criminal record and the language. I did not pass the security guard at the front door. If they hired me, it was only for one or two months and after that, I was fired. Industries use the help of people released from prison to meet product demand, once that is accomplished, we are kicked out like a useless thing.

Perceived community support. In terms of receiving community support, Pedro reported negative experiences and alleged feeling "invisible" within community. Persistent rejections led Pedro believe that,

> After spending so many years in prison, you believe that you have paid your debt to society, and then you realize it is not true. When you are released from prison is when your sentence starts because, you receive the rejection from everybody in the community. You are invisible to them. The rejection from employers and disqualification from agencies that are suppose to help, pushes us back to the streets to look for illegal money. You go to prison and you enter a circle that has no way out.

Family support. When asked about his family, Pedro took a deep breath and explained that he does not have family in Pennsylvania. With an emotional tone of voice he said, "Once I entered prison, I lost my identity, my family, my dignity, I'm nothing, and that was my experience." As Pedro became increasingly emotional, he was unable to

add anything further. I concluded the interview and offered support to Pedro by directing him to the list of providers included in the consent form, thus concluding the interview.

Data Analysis

I began data analysis by listening to the recordings carefully as I transcribed the data. This process took several hours as I was not only transcribing the context, but also listening to emotional cues that suggested the participant' changes of mood and tone of voice as he recalled his experiences. I wrote some notes about my provisional thoughts, paying attention to the frequency and context associated with codes that were relevant to the research questions. Each transcription was stamped with the code number assigned to the participant. At the completion of participant verification, I sent the documents to the translator in encrypted files via email. I compared returned translated documents into English with Spanish transcripts. I used English translated transcripts for the analysis to facilitate communication and triangulation of the analysis with the dissertation committee. The next section will describe the use of first and second coding methods (Saldaña, 2013) to analyze the data.

First Cycle Coding

According to Saldaña (2013) first cycle coding, is a preliminary exploration of concepts, phrases, or statements frequently used by respondents. These codes are grouped under specific categories: grammatical, elemental, affective, literary and language, exploratory, procedural, and ending in concrete themes. Saldaña suggested that these categories are used alone or in combination depending on the study. Thus, I moved inductively through the data using first cycle coding focusing on the *elemental methods*,

In Vivo, and Descriptive codes. I also used *affective methods* focusing on Emotion codes (Saldaña, 2013) to capture an understanding of eight Spanish-speaking (SS) men' lived experiences post incarceration.

In vivo, descriptive, and emotion codes. Saldaña (2013) explicates that In Vivo codes are direct quotes extracted from participant narratives that are organized as dimensions of categories and themes. Descriptive codes, he noted, are nouns assigned to identify and categorize In Vivo codes stemming from the narratives. Emotion codes name the participant's experienced feelings or emotional reaction perceived by the researcher at the time of the interview (Saldaña, 2013).

Coding deviation. Rather than using the NVivo computer program as initially proposed in Chapter 3, I followed Saldañas' (2013) recommendation for hand coding. He underscored the importance of immersing in the data rather than investing energy and time in learning a computer-based program. My dissertation committee approved this change.

Codebook. The codebook consisted of a table with four columns for each transcript. Each column was labeled strategically starting with the participant' transcribed and translated text in the second column, Emotion codes in the first column, In Vivo coding in the third column, and Descriptive codes in the fourth column (see Appendix E).

Second Cycle Coding

Saldaña (2013) suggested that second cycle coding is not a step up of analysis but it is cycle back to the data that has been coded during the first cycle. The process requires "reorganization" and "reassembling" of the collected data to "focus the direction of the

study" (Saldaña, 2013, p. 187). Thus, the relationship between first and second cycle coding entails transitional interconnections (Miles et al., 2014; Saldaña, 2013) in order to discover patterns, themes, and ending with the essence of the phenomenon under scrutiny. I selected the *pattern coding* method for the second cycling coding. This method entailed the grouping of codes generated during the first cycle coding under interconnected patterns, which brought the data into manageable units for my final analysis.

Saturation

Saturation refers to reaching a point where informants' narratives becomes redundant and new codes or themes stemming from the data are irrelevant to the research query (Rudestam & Newton, 2007). Contrary to that, Moustakas (1974) argued, "The essences of any experience are never exhausted" (p.100). There is a consensus between experts that once the study begins to take form, the researcher should engage in critically evaluating the data and eliminating unusable data. Adopting Rudestam' and Newton' operational definition to saturation, redundancy became evident at the fifth interview. The remaining interviews did not provide additional information; however, they were instrumental to confirm codes, categories, and themes that had already been generated.

Results

The first cycle coding generated a composite number of 257 preliminary descriptive codes marked with numbers assigned to in vivo codes. Table 2 includes a list of codes with higher frequency (F). However, a code with more occurrences does not means that it is the most important (Saldaña, 2013). Codes with lesser frequency

included: *trapped*, *homelessness* and *negative self-talk* (F=9), *desires to make changes*, *giving-up* and *hopeless* (F=8), *negative feelings* and *frustration* (F=7), *loss of identity* (F=6), *criminal status* (F=5), and *lack of autonomy* (F=4). *Disqualified*, *reject*ed, *labeled*, *over populated*, *lots of paperwork*, *connected*, *accountability*, *loss of trust*, *injustice*, *racial profile*, *unfairness*, *added problems*, and *turned down* have a frequency lesser than four.

Table 2

Descriptive Codes with Higher Frequency

Code	Frequency
Language	21
Self-stigma	20
Perception	18
Ratchet-effect	18
Discrimination	18
Dependence	16
Rejection	16
Survival	14
Lack of services	11
Lack of support	10
Circular movement	10
Deceived	10
Life-sentence	10

Note: Codes with lesser frequency are not included in this chart, but acknowledged in the body of this document.

Second Cycle Coding

Reorganization and reassembling codes. I copied the fourth column containing descriptive codes in a world document to facilitate the process of clustering repeated codes. Each listing contained the participant' code number, alias name, and assigned color for easy identification. I used a large font size for this document. Then, I cut and paste repeated codes onto 4x6 index cards. The process of reorganization and reassembling became alive when the 257 descriptive codes were reduced to 37 codes by grouping together repetitive codes and discarding codes not relevant to the research question. These 37 codes merged into two major categories, *internal factors,* and *external factors* (Table 3). Internal factors generated three distinctive subcategories including participant *thoughts, perceptions,* and *feelings*. External factors constituted those codes suggesting *actions, reactions,* and *outcomes* beyond the participants' control.

Table 3
Categories Stemming From Second Cycle Reorganized Codes

Categories	SubCategories
Internal factors*	
	Thoughts
	Feelings
	Perceptions
External factors*	
	Actions
	Reactions
	Outcomes

Note: * Internal factors represent participants' expressed experience; external factors represent areas beyond participants' control.

Internal factors

Codes under internal factors include *accountability, self-stigma, language, dependence, shame, hopelessness, circular* movement, and *life* sentence. Internal factors appeared dominantly in the transcripts (See Table 2). These results presented below are grouped according to thoughts, feelings, and perceptions. Internal thoughts included thought about accountability, self stigma, and language. Internal feelings included dependence, shame, and hopelessness. Internal perceptions included that post incarceration men perceived that there was circular movement in their lives and that incarceration, was a life sentence. It important to note that thoughts and perceptions portrayed by this group of Spanish-speaking men participating in this study were filled with feelings such as *guilt, repentance, sadness, anger toward self,* and *disappointment in themselves*. These feelings were captured by listening repeatedly to voice recordings of the lived experiences of this group of Spanish-speaking men with LEP and reviewing field notes.

Thoughts

Accountability. Participants often claimed responsibility for their actions. The blame for what had happened to them was more self-directed than externally projected. For example, Franco said, "I am like a dog tail, in the back; nobody wants me, but those are the consequences … of our actions." Fredy admitted, "It was hard, but it was also my fault, because I violate going to the appointments that they gave me … and for not having the responsibility that I should have." Juan disclosed, "I went to those offices thinking that there was nothing for me there. I did not insist. My problem is more my fault than the

fault of other people." Self-disappointment and self-blame was noticeable while these men were trying to make sense of their experience as they told their stories. Their negative self-talk was defined as self-stigma.

Self-Stigma. The concept of self-stigma, which is described as the acceptance of prejudiced perceptions, was captured from participants' negative self-directed statements. Pablo reflected,

> Right now, I have four daughters. I lost them because I was in and out of prison, by doing what I had to do to provide a roof and food on the table. Now I understand that what I believed that was good for them was not. Look at me now, instead of a father, I was drug trafficker, father in prison, wasting my time in a prison instead of giving that time to my daughters. That makes me feel embarrassed and low. I don't deserve them.
>
> Ahora mismo yo tengo cuatro hijas. Y las perdí por estar entrando y saliendo de prisión por hacer lo que tenía que hacer para proveerle un techo y comida en la mesa. Ahora yo entiendo que lo que yo creí que era lo mejor para ellas, no lo era. Míreme ahora, en vez de ser padre, yo era un narcotraficante, padre de prisión, perdiendo mí tiempo en una prisión, en vez de darles ese tiempo a mis hijas. Eso me hace sentir abochornado y bajo. Yo no las merezco.

Reflecting on his experience Isaiah disclosed,

> I could not enter to their houses. Because I used drugs, they thought I was going to rob them or hurt them to take something forcibly and when they saw me coming to their house, they just open a little bit the screen doors and the other

> inside door, and through that they gave me food and money and asked me to leave. …my sisters wanted me to go to a psychological treatment and I refused, I did not want to go because what I wanted is to destroy myself, kill myself with drugs.
>
> Yo no podía entrar a las casas de ellas. Porque como yo usaba drogas, ellas pensaban que yo le iba a robar, o hacerles daño a ellas pa quitarle las cosas a la fuerza. Y ellas cuando me veían que yo llegaba a sus casas ellas abrían un poquito la puerta del screen y la otra puerta de adentro y por ahí me daban la comida y dinero y me decían que me fuera. … mis hermanas querían que yo fuera a un tratamiento de psicólogo yo me negué - yo no quise ir porque yo lo que quería era destruirme yo mismo, matarme con la drogas.

In addition to thoughts about self-stigma and accountability, participants thought that their inability to communicate in English made their return to their communities very difficult.

Language. This group of Spanish-speaking men thought that their failure to obtain services was due to their inability to speak English. For example, Freddy said "my experience finding a job … *was very difficult because of the English*." Lucas stated, "At other jobs, felonies were not taken into consideration but since *I do not speak English*, I didn't get the job." Pedro claimed, "I started to look for a job directly in factories but it was very difficult *because of the language*." Juan described his experience as follow:

> After I left the prison and look for physical health, I applied to Welfare to get physical health. I had to send different tests from psychologists and many other

documents at the beginning. At that place where I went, to live there was not much for Hispanics. There was one program where I entered for counseling, psychology, and psychiatrist, but it was not quickly; it took 10 months. Again, I had to go to the agency to give an address and more papers. It was difficult because of the language, since, at that time, there were not many for Hispanics. It was difficult. Most of the time, I have to look for a translator. There were scarce doctors that understood Spanish that I could tell them what I had. They with their broken Spanish and me, with bad English, [it] was difficult to me.

For addiction, I was send to a program that had a Spanish-speaking person and saw me for a short time because the place was packed. …. I was placed in an English group until they had a space for me in the Spanish group. I was there for a short time, but to be there I needed to know English. It was not a pleasant experience. After a few weeks, the Spanish counselor started to see me. I felt uncomfortable because I could not understand well …. I explained that to the counselor that I did not understand anything and I was going there for nothin'. There was a waste of time at that place because I did not understand anything. After a while, about two months, I entered the Spanish group."

The inability to speak the host language was viewed by this group of Spanish-speaking men as an impediment to seek services, claiming that they felt dependent on other people to serve as translators.

Feelings

Internal feelings were captured through verbal and non-verbal expressions. Although the array of feelings verbalized and implied by these men' narratives were present, feeling of dependence, shame, and hopelessness were underscored with more intensity. This section explains how these feelings manifested in the lived-experiences of this group of Spanish-speaking men with LEP.

Dependence. Internal feeling od dependence were characterized by statements made by participants relating to their dependence on others. Because these men were not able to communicate with the larger society, they felt strong *dependence* on others. This code appeared 16 times during the first cycle coding. Examples of in vivo codes suggesting dependence, included statements like "It was difficult because *most of the time I had to take a person with me* to translate" (Juan). "I had to keep asking persons who understood English, to tell me what the supervisors wanted" (Pedro). "*I used to take my sister* to translate for me" (Lucas). "I know the basics, like the name, the social security … this is a problem for me. *I always need to look for somebody to help me* filling it out" (Franco). Pablo described his experience saying, "If you need something, *you have to look for somebody from the street to interpret* whatever that person wants to say." It is of common knowledge that dependence is lack of autonomy. Autonomy is related to freedom. Thus, it is important to understand the impact that these men experienced due to their dependence on others. The feelings of dependence were found to be associated with participants' feeling of shame and hopelessness.

Shame. Shame was also labeled an internal factor as evidenced by who disclosed having limited literacy, being dependent on two family members to help him, suffering from mental health and addiction problems, unable to communicate in English, and claiming, "I feel ashamed of what I am, a nobody." Similar shame was perceived as Fredy looked down when talking about his desires to change,

> I do not like to be on the streets, I do not like to use drugs but there are things that push you, sometimes to return to the streets. I wanted to study, I always had the desire to get the GED and take a second language and move forward and have a job and leave the streets, and become somebody, but it was and still is difficult for me.

Hopelessness. Feeling of hopelessness was captured in the tone of voice of participants as they recalled their experiences and direct quotes extracted from their narratives. For example, Pablo stated, "I feel like I am lost. Walking, keeping those dreams by myself, have nobody to support me." Another example suggesting hopelessness was Fredy' narrative when he lost the only support system he had,

> When my mom died I got worse, you know, what I took were the streets and I did not pay attention to what I did, I did not care if I got arrested or if something happened to me.
>
> Cuando mi may [madre] murió yo me puse peor, tu sabe lo que cogí fue la calle, y no le ponía atención a lo que estaba haciendo, no me importaba si caía preso o si me pasara cualquier cosa.

Hopelessness was also captured in Franco's narrative when he said,

> Who knows what is going to happen. I have to start again. I do not know when that will be. I don't put my hopes high; maybe I am destined to live like this." (Quien sabe lo que va a pasar. Tengo que comenzar otra vez. Yo no sé cuándo será eso. Yo no pongo mucha esperanza; quizás estoy destinado a vivir así.)

Visualizing and analyzing the path of lived experiences of this group of Spanish-speaking men, another code under the category of internal factors was the manner they perceived their experience. It is of common knowledge that perception is a subjective interpretation of an experience as sensed by the individual. Thus, the following section addresses how participants perceived their experience.

Perception

The participants perceived their experience is similar fashion. They alleged that the nuisances and struggles experienced at their return to their communities returned them to exercise old behaviors. They characterized their experience as a circular movement and a sense of entrapment.

Circular movement. This group of Spanish-speaking men with LEP recently released from prison expressed how the path of lived experience represented a circular movement as perceived by Pedro when he stated,

> Here if you have a felony you are marked for life and you cannot find a job. If you can’t find a job, you don’t have money to support your family, to pay your apartment, to buy food, pay for your treatment because you do not get medical insurance and in order to survive, you go back to the streets to look for illegal

money. I see that once you make a mistake and go to prison, you enter into a circle that has no exit.

Aquí se basa en eso si tienes una felonía eso te marca por vida y uno no puede conseguir trabajo. Si uno no puede conseguir trabajo uno no tiene dinero para mantener la familia, para pagar apartamento, para comprar comida, pagar por tratamiento, porque a uno no le dan seguro medico, y para sobrevivir uno regresa a las calles a buscar dinero ilegal. Yo veo que una vez uno comete un error grave y entra a prisión tu entras a un circulo que no tiene salida.

Pablo used a metaphor to illustrate his experience.

We go back to the same. It is like a circle that goes around and around. It's like a car race that goes around and around. You are stopped, your tire gets fixed, and you are let go to the same curve.

Volvemos a lo mismo. Eso es como un círculo que da vuelta vez tras vez. Es como una carrera de carro que da vueltas vez tras vez. Te para te arreglan una goma y te sueltan a la misma vuelta.

Not only had these men perceived the path of their lived experiences as a circular movement, but also they perceived their incarceration as a life sentence. The two examples below capture this perception.

Life Sentence. Lucas, after telling his lived experiences concluded,

Wherever I went it was the same: "Let me check your background, oh! You have a felony, I can't give you a job" … if you have a felony and don't know English, you have a life sentence. (A donde quiera que iba es lo mismo, "déjame

chequearte el récor. Ay mira pero si tienes felonía. No te puedo dar trabajo."… si tienes felonía y no sabes ingles tienes una cadena perpetua.)

These sentiments were recurrent throughout the first five interviews and confirmed by the narratives of the remaining three participants. The following section present results of factors considered externally driven.

External factors

Codes under the external factors *action*, *reaction* and *outcome* were factors that men referred to that existed beyond their control. Included under this categories, were the descriptive codes *coercion*, *lack of services*, and *disqualification from services*. Coercion was interpreted as an external action that affected Spanish-speaking men with LEP. The lack of services, an external factor, was the reaction from the community that these men experienced. Finally, the outcome of these external factors was illustrated by Spanish-speaking men's experiences of being disqualified to receive services. These codes are illustrated with textual data from the transcripts.

Action

Coercion. This code explained the conditions for parole experienced by participants of this study that were intimidating or oppressive. Often participants experienced coercion as the result of their discharge plan when leaving prison. Before leaving prison, participants noted, they had to undergo an exit interview with an exit officer. At this meeting plans were made for the ex-offender's re-entry to the community.

Timoteo noted that his plan included appointments with a community agency for the treatment of his addiction. He added that because he did not have a home plan, he was

housed in a transitional house, which is located at a great distance from his community. Relevant to this, Isaiah said, "We need to do what they wrote in the plan because if we don't, we go back to prison." Pedro noted, "The parole officer have control over whatever we do. We have to do what the parole says or we are locked in prison again."

To corroborate the veracity of these claims, I reviewed the Pennsylvania Parole Handbook (PPH, 2013). This handbook informs prisoners the process of parole. In fact, the manual starts by letting prisoners know "It is up to **you** to follow the correctional plan that has been developed specifically to meet your needs"(PPH, 2013, p. 1). The plan contains conditions that parolees must meet after their release from prison. Some of those conditions include (a)"prior written permission of the supervising parole agent in order to change residence." (b) "… regular contact with the parole agent". (c) "…following written instructions of agent," and (c) "Must make continuing payments on fines, costs and restitution imposed by the sentencing court" (PPH, 2013, p. 27), naming some. Failure to fulfill those conditions constitutes violation of parole or probation.

Referring to those conditions Fredy said,

> I leave prison and I am in parole. I do not like to be inside their offices at all times …. I need to be looking for a job. They asked you to give your urine or you have to do these other rules that they put. It has been difficult for me because the rules that they put are sometimes almost impossible. I said to me, that they just want to put me back in prison if I don't pay.
>
> Yo salí de prisión y ahora estoy en parol. Yo no quiero estar siempre en sus oficinas… yo tengo que estar buscando trabajo. Ellos piden que le de la orina o tú

> tienes que hacer estas reglas que ellos ponen. A sido difícil pa' mi porque las reglas que ellos ponen algunas veces son casi imposible. Yo me digo que ellos solo quieren ponerme en prisión de nuevo si no pago.

Lucas appeared confused with those conditions when saying, "I don't understand these people, they demand you to have a house, pay the fines, and take English classes … but how do they pretend we can do all that, if we cannot find jobs?" The closer I examined and reflected on this group of Spanish-speaking men' narratives, it became clear that their main preoccupation was not finding sustainable employment as the remaining of participants' voices echoed the same concern. Data analysis pointed to *disqualification from services* as a paramount reaction received by this group of men at their return to their communities after their release from prison.

Reaction

Disqualification from Services. Within this external subcategory, disqualification from public housing presented a major problem to these men. Pedro stated, "I could not apply to any place that belongs to the government housing." Lucas echoed this statement by saying, "When you have a felony you cannot apply for public housing; not even private." Juan was forced to live in the streets, "I could not stay with my father because he was living in public housing …." Franco said,

> If you have a felony you cannot live in public apartments … I went to live with … my wife … when I was with her, she got housing, and she wanted to put me on the list but was not allowed and I was forced to leave my family. I lost my family.

In addition to been disqualified from public housing, they were also disqualified from employment due to having a felony conviction.

Telling his lived experience regarding employment Fredy said, "I always had problems in the jobs because of the felonies." Franco lost his job claiming, "One time I work in recycling, I feel ashamed to say it, but after six months, I was fired because of my criminal record." Lucas share his experience, "When I went to look for a job, whenever I go they check my record and felonies always show up and of course they turn me down." Every participant in this study experienced similar situation. Furthermore, in addition to disqualification due to criminal record, this group of men concluded by underscoring a lack of services directed to help them.

Outcome

Lack of services. Coercive regulatory conditions and disqualification from services, such as housing, health care, and employment, appeared to contribute to the unavailability of services for Spanish-speaking men with LEP who were released from prison. Referring to the lack of services, Juan claimed, "…at that time of my release, there were not many services for Hispanics. There were scarce doctors that understood Spanish that I could tell them what I had." Lucas stated, "I went to welfare and I was given food stamps but not medical insurance because I had to provide proof that I had an illness." Franco' claimed,

> The issue about health is a big problem … I have. There is almost no help out here for people like me. It was difficult to get help for medical or for housing.

> That is why … you are put in transition houses so they can help you getting what you need.

This section had presented a comprehensive outline of internal and external factors. External factors affecting the target population and identified in participants' narratives are contingent to the understanding regarding the needs of this population. From individual and composite narratives, themes began to emerge providing a better understanding of the nuisances affecting the reintegration of this group of Spanish-speaking men into society after their release from prison.

Themes

Themes started to emerge as I immersed myself in the raw data and began to identify patterns affecting the life of Spanish-speaking men with LEP post incarceration. In Vivo and Descriptive codes, addressed above, revealed six common themes describing the lived-experience of Spanish-speaking men with LEP post incarceration. These themes included: (1) genuine desire to change, (2) communication with the larger society is contingent on availability of translators; (3) increased sense of dependency on others, (4) persistent lack of social support, (5) perception of resentencing by society, and (6) perception of entrapment with little possibility to get out.

Discrepant cases. From the eight men participating in this study, Fredy reported a positive experience obtaining health care. He explained that a medical doctor who spoke Spanish while in prison treated him upon his release. Fredy was able to request the doctor's contact information and was able to continue under this doctor' care after his

release from prison. This doctor, Fredy noted, helped him connecting with addiction treatment post incarceration.

Another participant, Isaiah, reported a positive experience with housing. He noted that his two sisters took care of him as a request of their mother in her deathbed. His sisters paid for his apartment and supported him after his release from prison by providing him with food and clothing.

Fredy's and Isaiah's experiences differed from the majority of participants regarding finding health care and housing, respectively. Full discussion of these discrepant cases is in the interpretation section of this document.

Ensuring Trustworthiness

Traditionally, scientific research must establish validity and reliability of the data, which signifies objectivity and generalization of findings (Creswell, 2009). However, the subjective nature of qualitative research designs, according to Lincoln and Guba (1986), must meet specific criteria determining that the study is free of bias and trustworthy. They proposed that qualitative researchers must demonstrate credibility, transferability, dependability, and confirmability of the study.

Credibility

Credibility, according to Rudestam and Newton, (2007) refers to the "extent to which the investigator's constructions are empirically grounded in those in those of the participants who are the focus of the study" (p.113). Creswell (2009) refers to this as "demonstrating accuracy" (190). Patton (2002) noted that the use of rigorous methods increases credibility.

During this process I engaged in self-reflection and a high level of Epoche (Moustakas, 1994), which is maintaining the conscious free of bias, predispositions, and judgment as the mean to capture the truth. During the interview process, I used my counseling skills to listen actively to each participant story. Although most narratives contained a certain degree of emotional suffering, I was able to bracket out any personal biases or predispositions. Following Moustakas' recommendations, I sustained attention and presence while reading and rereading each interview. This practice allowed me to see the world through the lens of the individual capturing the meaning and essence of his experience.

Transferability

Transferability, according to Lincoln and Guba (1986), involves the similarity existing between contexts. Transferability in qualitative research is analogous to generalization (Patton, 2002), which can be reached by replicating the study to similar population, within similar settings, and following similar processes.

Transferability was attained by providing a clear map of the research design, description of the population, and description of the setting where the study was conducted, which will assist other researchers in replicating this study. Furthermore, rich data was presented by projecting the voices of the participants in the result section of this study. In addition, the limitations and delimitations are reported as a mean to increase transferability.

Dependability

Dependability is the process whereby consistency is attained when compared to other research studies (Creswell, 2009). Increasing dependability, I documented the procedures followed during data collection and analysis; I used a uniform protocol to check transcripts and translations for accuracy, revisited generated codes, themes, and confirmed that definitions maintained constant within transcripts, and I engaged in crosschecking codes with my dissertation committee.

Confirmability

I compared codes emerging from the English translations with codes generated from the Spanish transcripts to confirm that the English documents were in fact portraying participants' stories with accuracy. At each stage of the coding process, I used triangulation through thorough review of interview transcripts and checking emergent codes and my assertions about the phenomenon with my dissertation committee to ensure that the analysis of the data was free of biases.

Summary

Results from this phenomenological study exploring how do Spanish-speaking men with limited English proficiency, and recently released from prison for a felony conviction portray their experiences showed that internal factors played a dominant role, as illustrated in Table 2. External factors were salient in areas of coercion, disqualification from, and lack of services available to this group of men. Furthermore, the results of this study pointed to six interconnected themes that explained the meaning and essence of eight Spanish-speaking men with LEP post incarceration. Those themes

include a genuine desire to change, communication with the larger society is contingent on availability of translators, an increased sense of dependency on others, a persistent lack of social support, a perception of resentencing by society, and a perception of entrapment with little possibility to get out. Interpretation, recommendation, implication of these findings, and the limitations of the study are found in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this phenomenological inquiry was to uncover and understand the lived-experiences of Spanish-speaking men with LEP post incarceration when accessing health care treatment, housing, education, and employment in the state of Pennsylvania. The primary overarching research question investigated by this study was, "How do Spanish-speaking men with limited English proficiency who have recently been released from prison for a felony conviction, portray their experiences?" Two subquestions were developed to focus their experiences on specific domains: searching for appropriate physical and mental and care, housing, education, and sustainable employment. The second subquestion explored the availability, or unavailability, of support found at their return to their communities post incarceration. Uncovering the experiences of the Spanish-speaking male with LEP post incarceration will help inform the development of best practices that provides equal distribution of social justice and healthy transition into society.

To answer the research question it is important to pay attention to the participants' voices. Thus, this chapter is organized on the major themes stemming from participants' narratives. The interpretation of themes contains brief excerpts from textual data. This chapter also includes the limitations of the study, recommendations, implications, and conclusion.

Key Findings

The key findings of this study were arranged in themes to aid the development of a cognitive map as suggested by Saldaña (2013). The common themes stemming from the categories external and internal factors include:

- a genuine desire to change,
- communication with the larger society is contingent on availability of translators,
- an increased sense of dependency on others,
- a persistent lack of social support,
- perception of resentencing by society, and
- a perception of entrapment with little possibility to get out.

In essence, these interconnected themes convey the lived experience of this group of Spanish-speaking men with LEP post incarceration. Figure 1 provides a visual representation of the cognitive map stemming from participants' narratives.

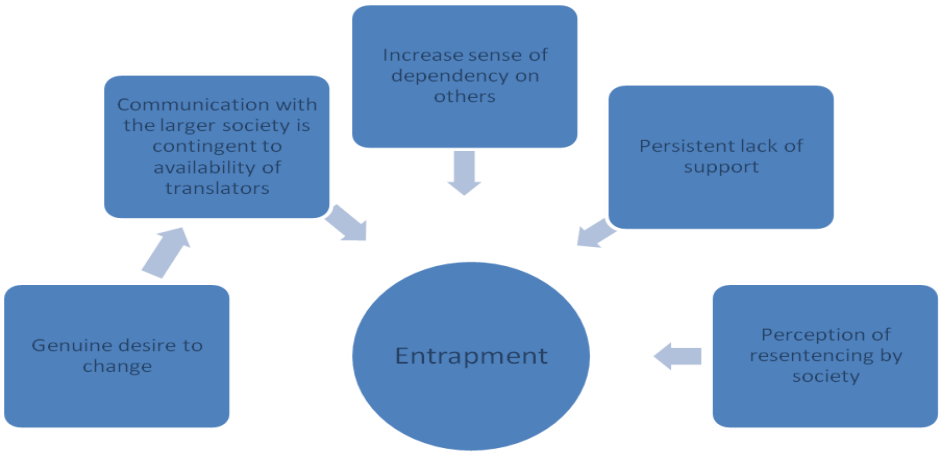

Figure1. Cognitive Map Portrayed by Eight Spanish-speaking men with LEP Post incarceration

The following section explains these themes using the lenses of the conceptual framework and reflections on published peer reviewed literature found in Chapter 2 of this document.

Explanation of Themes

Theme 1: Genuine Desire to Change

The results of the collected data through in depth interviews with eight Spanish-speaking men with LEP post incarceration, and further analysis, showed that they expressed a genuine intrinsic desire and motivation to change their life-style, find jobs, and support their families before and at the time of their release from prison. The core of these men' concerns was their desire to find a job. Collectively, they expressed lesser emphasis on seeking health services and education. Finding a job signified financial stability, which in turn meant having a secure place to live, returning to their role as a provider, and paying restitution for their deeds. The importance of employment was illustrated by Pedro's remark that, "If you can’t find a job, you don’t have money to support your family, to pay for your apartment, to buy food, [and to] pay for your treatment because you do not get medical insurance."

Looking at of this group of men's self-contained intentions to change through the lens of self-determination theory (SDT) it is clear that successful integration is contingent to environmental conditions. Deci and Ryan (1985) suggested that SDT operates in a continuum between from those internally motivated at one end and those who are externally motivated at the other. However, the narratives of this group of Spanish-speaking men suggest that intrinsic and extrinsic motivation operated concomitant to

each other. This was evidenced by Pedro's claim that he wanted to change: "I made my plans before leaving the prison to stay away from drugs and from doing illegal things, to find a job and support my family." His criminal justice status as a parolee also externally influenced his determination to change. However, his self-determination to change was frustrated when finding, as he noted, "The doors closed, and we cannot open them regardless our good intentions. As Pedro was expressing his thoughts, I observed a deep sadness in his facial expressions and sorrow in his voice.

> Another participant, Timoteo, with an emotional tone in his voice said,
>
> I was clean and my mind was not thinking that I could go back to what I was doing before to survive. I want to be happy and it has been so many years running from one place to another, I want to be stable, nothing else … My experience tells me that there is nothing for me out there. I feel cornered against a wall and that pushes me to go back to do bad things.

It was clear that Timoteo wanted to mold his behaviors accordingly to societal norms. Nonetheless, he admitted his limitations and recognized that he cannot do this alone. These sentiments were echoed by most of participants. This group of men negatively portrayed their lived experiences as having their genuine desire to change being thwarted by rejection, disqualification, and marginalization.

Rejection, disqualification, and marginalization are outcomes experienced by ex-offenders in general population and reported in published literature. For example, the Pew Charitable Trust (2010) reported that criminal history reduced wages, decreased economic upper mobility, removed employment opportunities, and increased the male ex-

offender's financial strains. This aligns with how this group of Spanish-speaking men attributed their unsuccessful reintegration to their criminal histories and their inability to communicate their needs in English. The excerpts extracted from participants' narratives found in Chapter 4 confirmed that Spanish-speaking men with LEP experienced similar nuisances post incarceration and add that the participants' inability to communicate aggravated their lived experiences.

Theme 2: Communication Contingent on Availability of Translators

Communication is critical for the acquisition of services, and if the individual is unable to communicate his or her needs, it may create an internal perception that those services are unavailable leading to discouragement and frustration. Chapter 2 of this document contains a detailed description of the problem encountered by LEP communicating with English speaking providers. Flores (2011) found that providers are not obliged to provide translators because the Civil Rights Act (CRA, 1964) does not contain any vocabulary prohibiting discrimination based on language. However, President Clinton issued Executive Order 13,166 (2000) mandating federally funded providers to translate documents on constituents' languages.

Although the CRA (1964) does not oblige providers to offer special accommodations, political figures have recognized that linguistic accommodation is necessary in order to maintain balance and fair distribution of justice. For example, former President Clinton's Executive Order 13,166 (2000) dictated that federally funded providers shall provide documentation in the native language of constituents. Nonetheless, the lived-experiences of this group of Spanish-speaking men with LEP

illustrated that these mandates continue to be ignored. Despite the efforts in providing LEP recipients with translation services (McDowell et al., 2011) aiding communication with the larger society, the problem remains. The group of Spanish-speaking men with LEP confirmed this problem during the present study.

There was a unanimous consensus by the participants regarding the difficulties and frustration experienced by Spanish-speaking men with LEP post incarceration due to language discrimination. While the majority of Spanish-speaking men identified language as the key reason for their failure to find employment, Juan related the language barrier to his frustration when attempting to receive appropriate treatment. He viewed his inclusion in an English only treatment group as a disservice when he said,

> It was not a pleasant experience. I felt uncomfortable because I could not understand well. There was a waste of time at that place because I did not understand anything. After a while, about two months, I entered the Spanish group.

Published research (Cersosino & Musi, 2011; Corona et al., 2012; Messias et al., 2011; Urbina, 2008) found that the general Spanish-speaking population communicated with the larger society through translators. The referenced studies focused their attention to the availability and quality of translation and detrimental consequences when the translated text was subjected to misinterpretations. Pablo' statement, "If you need something, you have to look for somebody from the street to *interpret whatever that person wants to say*", illustrated his doubts regarding the accuracy of the translation and the difficulty of finding a translator.

Furthermore, a parallel process was also captured with the use of professional translator services for this study. During the process of verifying translations accuracy, I noticed various areas where a term was translated erroneously. For example, the term *arrastrado* was translated *vice*. Participants used the term arrastrado to describe the movement through the system as a difficult and labored experience. They found themselves dragged toward unwanted venues and outcomes. The denotation for the term vice, according to Meridian Webster Dictionary, refers to immoral behaviors or wickedness, which referenced term, was inappropriate to describe the struggles experienced by this group of Spanish-speaking men who participated in this study. These types of errors in translation from the Spanish to the English language were underscored by Urbina (2008) when a wrong translation of a term led to negative consequences in a court proceeding. Moreover, the National report on *Culturally and Linguistic Standards* (2001) acknowledged that, "even those raised in bilingual homes, frequently overestimate their ability to communicate in that language, and make errors that could affect complete and accurate communication and comprehension" (p.12). Consequently, such inaccurate information has the potential of affecting the outcome of services rendered to Spanish-speaking men with LEP.

Despite the knowledge that one term may change the meaning of context, the use of interpreters seem to be the only venue this group of Spanish-speaking men had to communicate with other systems. The lived-experiences portrayed by Spanish-speaking men with LEP participating in this study demonstrate how these individuals are at the mercy of the translators; specifically the LEP individual, who does not have the ability to

confirm if the translation was accurate or not, as noted by Pablo. Another problem stemming from the inability to communicate directly with other systems is the sense of dependency disclosed by this group of men due to reliance on other people to convey their expressed thoughts.

Theme 3: Increased Sense of Dependency

The results of this study suggest that participants' inability to communicate with the larger society created a feeling of dependence, which in turn lead to shame and hopelessness. Feeling of dependence was captured by the manner in which this group of Spanish-speaking men constructed their statements to convey their communication struggles. Expressions such as "*I had* to take, "*I had* to keep asking," "*I always need* to look for somebody," and "*you have to look* for somebody," suggest that this group of men felt obliged to depend on others in order to communicate their needs. Concurrently, they felt shame to reveal their situation to family members, acquaintances, or even strangers when disclosing private or embarrassing information. This finding adds to the rationale used by the National report (2001), discouraging the use of family and friends as translators (Messias et al. 2011). In addition to communication struggles, this group of Spanish-speaking men with LEP found a lack of social support after their release from prison.

Theme 4: Persistent Lack of Social Support

This study supported Naser' and Vigne' (2006) findings that Spanish-speaking men released from prison received less family support than other ethnic groups. The lack of family support experienced by Spanish-speaking men participating in this study was

attributed to the *One strike* law (59 CrL 1047, 1998), which bans individuals with felony convictions from living in public housing (Geller & Cutis, 2011). Thus, these men were not able return to their home; consequently, losing the support of their own family. The lack of family support reported by Spanish-speaking men participating in this study supported findings of previous studies (Geller & Cutis, 2011; Muñoz-Lavoy et al., 2014). Consequently, the group of Spanish-speaking men participating in this study reported homelessness as they were placed in shelters or transitional homes due to their inability to return to their families. A puzzling reaction was captured as this group of Spanish-speaking men tried to make sense of their lived-experiences. They were not able to understand the reasons for finding *doors closed* and unable to return to their families after *paying debt to society* for their wrongdoing.

This group of Spanish-speaking men while trying to make sense of their lived-experiences associated their inability to find sustainable employment and permanent living arrangements to discriminatory practices. In essence, the recurrent rejections from potential employers and housing authorities due to their criminal record, embedded in the minds of these men that "there is nothing out there for people like me," as stated by Fredy, Juan, and Franco. Consequently, they lost hope for rehabilitation. Such discriminatory practices within the environment, served as a moving force toward a survival mode.

Despite documented discriminatory practices (Bell, 2010), Pedro believed that such practices were due to ignorance and lack of understanding. In his attempt to rationalize environmental discriminatory practices, he claimed that there are some

programs that wanted to help people after their release from prison; however, the language barrier impeded communication, frustrating any possibility to receive available services.

Looking at the lived-experiences of this group of Spanish-speaking men through the lens of critical race theory (Delgado, 2012) the thesis of social construction was evident. This social construction was captured, not from a racial standpoint, but as a social construction of classes. The general society has beliefs and norms that support the social rejection lived by this group of Spanish-speaking men. This societal rejection was illustrated by Spanish-speaking men with LEP in their retelling of their experiences post incarceration. They reported feeling that they were being kept away from the general population due to their criminal status and by the hindrance that occurred as a result of their inability to communicate. Such rejections have the potential of constructing a visible and distinctive group viewed as criminals and not entitled to enjoy the privileges granted to the general nonoffending population. The significance of the perceived rejection and lack of support found by Spanish-speaking men participating in this study is that their sentence is not limited to the sanctions received by the legal system, but continues post incarceration.

Theme 5: Perception of Resentencing by Society

The perception of resentencing by society appears to be driven by the accumulation of negative experiences and rejection received at the time of reentering society post incarceration. Bell (2010) noted that lack of employment, secure housing, and financial strain lead to recidivism. Bell added that restricting life-sustainable needs of

employment, housing, and money result in a stigmatizing message to the ex-offender; findings that were supported during this study. However, despite this knowledge, society and constitutional laws continue to restrict ex-offenders' accessibility to employment and permanent housing. Thus, Spanish-speaking men with LEP included in this study concluded that their return from prison to their communities entailed the beginning of a life sentence imposed on them by society, and a sense of entrapment from which there is little possibility to escape.

Theme 6: Perception of Entrapment with Little Possibility to Get Out

The final theme suggesting a perception of entrapment signifies that this group of Spanish-speaking men with LEP developed a sense of hopelessness and resignation that their life would never return to normal despite their inner desires to change. In essence, they feel trapped in a vicious cycle where they not only lost their freedom, their families, their dignity, but also their self-esteem and identity. A sense of entrapment was illustrated in Lucas' claim, "… wherever I went it was the same … if you have a felony and don't know English, you have a life sentence." In addition, Pedro described his perception of entrapment using the following metaphor; "It is like a circle that goes around and around. It's like a car race that goes around and around. You are stopped, your tire gets fixed, and you are let go to the same curve."

Essence

Synthesizing the themes with the pattern of entrapment (Figure 1), the following statements presents the essence of Spanish-speaking men with LEP lived experiences post incarceration. To begin with, these men left prison with definite plans to return to

their families, to find a place to live, to get a job, and to pay restitution to society. Their plan was geared to make positive changes in their lives. However, in their efforts to obtain life subsistence, they were not able to communicate their needs due to the limited English proficiency and scarcity of Spanish-speaking providers. Consequently, they were forced to depend on the availability and willingness of other people to translate for them in order to fulfill their desires of finding a place to live, a job and even to pay restitution to society.

The lack of a translator proved detrimental when attempting to find employment. Despite having a translator to complete the application process, they did not have sufficient English proficiency to communicate with employers or supervisors, which resulted in disqualification or termination of employment. Lack of employment led to homelessness as these men were not able to pay for an apartment and returning to their families was not an option due to their criminal record. Without a place to live and without employment these men returned to illicit behaviors leading to reincarceration. These men described their experience as a life sentence and feeling trapped in a situation from where they could not escape. Despite their genuine desire to change a maladaptive life-style, which was frustrated by the inability to speak English, dependence on translators, and lack of community support, led this group of men to believe that they were resentenced by society and reentered a space of entrapment from where there is little possibility to get out. However, discrepant cases that reported positive experiences obtaining permanent housing and accessing health services are discussed below.

Discrepant Cases

The first case reporting positive lived experience at his release from prison was Isaiah. He noted that he received consistent support from his two sisters claiming that his sisters promised to their dying mother to care for him. He stated that his mother used to shelter him most of his life due to his mental health illness and substance use disorders. After her death, his sisters shared the expenses providing him with housing and day-to-day needs. His only responsibility, he noted, was maintaining a clean house and attending to his treatments. He claimed not having much education or work experience because his conditions precluded him from learning or keeping a job. Thus, his sisters cared for all his needs. Isaiah's experience supports Velcoff's (2010) finding that SS family's overprotection and enabling practices toward members with disabilities, negatively correlated with unemployment. These practices, as exemplified by Isaiah's story, may also decrease the individual's level of responsibility and accountability for his actions. More research is needed to understand SS tendencies to protect family members with disabilities.

The second case presenting a positive experience regarding seeking and obtaining health care merits attention. Fredy explained that he established good rapport with the prison' medical doctor and took the opportunity to request his services post incarceration. He claimed that because he was able to communicate with the doctor in Spanish, it was easy for him to express his needs. He noted that this doctor helped him connect to addiction treatment and an agency that helped him receive medical assistance. While in prison, Fredy received the contact information of community providers known by the

doctor. Fredy believed that the intervention of that doctor was the connecting link between him and community providers because he has no family or friends with whom he could count to help him. Nonetheless, Fredy had his share of negative experiences regarding employment and finding a place to live due to his criminal record and inability to communicate with the larger society, leading to homelessness.

Limitations of the Study

Despite the rich data collected and correspondent interpretation, this, like any other study, has its limitations. The first limitation is my lack of experience in conducting research. Second, the sample was small and delimited to a small geographical area in the state of Pennsylvania; therefore, generalizing findings to other Spanish-speaking men with LEP should be done with caution. Third, the study attracted those individuals whose experiences in areas under scrutiny were difficult after their release from prison. Perhaps those not responding to the invitation had a different experience than those who volunteered. Fourth, I did not inquire about the type of crime leading to the felony conviction for participants. There is the possibility that those volunteering participation in this study committed more severe crimes; thus with less probability to be supported by their families or the community. Furthermore, because the program director personally took initiative to introduce my research within the treatment sites, there is the possibility that invitations were distributed among those individuals presenting greater needs.

Recommendations

Moustakas (1974) explained, "Phenomenology is concerned with the wholeness, with examining entities from many sides, angles, and perspectives…" (p.58). Thus, this

study initiated the unveiling of the meaning given by eight Spanish-speaking men with LEP to their experiences after their release from prison. The results of this in depth study, presented in Chapter 4, and corresponding interpretation above, provided a comprehensive picture of the essence of their lived experiences. The findings of this study should be used in academic curriculums designed for counselor education programs and beyond because Spanish-speaking population has become the largest minority group in the US (U.S. Census, 2010). Exposing counseling students to factors affecting this population early during their development, not only will increase their understanding, but also will aid the development of cultural sensitive interventions. Moreover, because an SS man with LEP integration into society post incarceration is affected by a multiplicity of factors, additional research is warranted.

The literature reviewed found in Chapter 2 supported the findings of this study regarding obtaining health care services (Binswanger, Merrill, Krueger, White, M. Booth, & Elmore, 2010; Cersosimo & Musi, 2011; Pemberton et al., 2009; Villatoro et al., 2014), sustaining employability (Carnoy, 2010; Chaney, 2010; Velez & Burgos, 2010), and constitutional laws thwarting permanency of living conditions (Fontaine & Biess, 2012; Geller & Curtis, 2011; Gunnison & Helfgott, 2011, Kirk, 2009, 2012; Lee, Tyler, & Wright, 2010; Linney, 2013; Lutze, Rosky, & Hamilton, 2013; Martinez & Christian, 2009; Mills, Gojkovic, Meek, & Mullins, 2013). Furthermore, the findings of this study suggested that the criminal record of this group of Spanish-speaking men with LEP increased the probability of disruption to informal social bonds to family and community

(Johnson, 2013). Additional qualitative research is needed exploring the reasons behind the lack of family support unveiled by this study.

Another area meriting qualitative inquiry is the exploration of community programs preparedness to address the needs of Spanish-speaking men with LEP post incarceration. It may be the possibility that programs are ill equipped to work with the psychosocial and legal problems faced by this population as they return to their communities from prison. Additionally, the experiences of Spanish-speaking men with LEP who successfully reintegrated into society, needs to be explored using qualitative research design and further comparing results to the findings of this study. These recommendations for future research just touch the surface of the real problem affecting the reintegration of Spanish-speaking men with LEP into society post incarceration.

Implications for Social Change

In essence, the genuine desire to change a maladaptive life-style, frustrated by the inability to speak English, dependence on translators, and lack of community support led this group of Spanish-speaking men to believe that they were resentenced by society and reentered a space of entrapment from where there is little possibility to get out. Reflection on the essence of this group of Spanish-speaking men with LEP lived experiences post incarceration, presents implications to all levels of society.

Individual

At the micro level, this study demonstrated the lived experiences of Spanish-speaking men with LEP worsen by the inability to communicate their needs post incarceration. Ignoring the hindrances faced by this population carries serious

implications. The circular movement captured in the essence of Spanish-speaking men with LEP lived experiences need to be addressed in order to break the pattern. Failure to address the identified areas of needs, will lead to increase in criminal behaviors and perpetuation of covert discriminatory (Delgado, 2012) practices. Furthermore, not finding a way out, as denoted by this group of Spanish-speaking men with LEP, carries the potential to push the individual toward substance use or criminal behavior as a venue to escape the reality of their existence and mitigating pathological symptoms (Delgado, 2012) stemming from their perceived entrapment. Thus, inclusion of familiar systems is critical to the rehabilitation and to the integration of Spanish-speaking men with LEP into society. This study has informed counselors about the difficulties this population faces when returning to their communities after being released from prison. Possible ways in which counselors could intervene in this cycle of entrapment would be reaching out to family members and inviting them to work with the treatment team to augment the chances of a healthy integration into society for the ex-offender.

Family

Respectively, this, and prior studies (Muñoz-Lavoy et al., 2014; Villatoro et al., 2014) found a persistent lack of support provided to this population from their families. Support from family members increases the success rate on mental health recovery and motivation to seek professional services (Villatoro et al., 2014). Moreover, strong family support was found a panacea for reduction of anxiety and depression (Muñoz-Lavoy et al., 2014). Thus, family members should be included in prison exit interviews of Spanish-speaking men with LEP. However, organizational entities need to acknowledge that as

society changes in composition, it also changes in its needs. The reported lack of family support in this study supports Naser' and La Vigne' (2013) findings that Spanish-speaking men participating in their study reported higher expectations regarding family support than what they actually received. Naser and Vigne suggested that "family relationships and support structures may be different for these respondents" (p. 103) when referring to Spanish-speaking ex-offenders. Due to the scarcity of published literature addressing Spanish-speaking family relationship and structures, it is imperative that more research is done in this area as to investigate what are the resources needed by Spanish-speaking families to aid their family member's reintegration to society post incarceration. Without this knowledge, it would be difficult to incorporate family members in the reintegration of Spanish-speaking men into society.

Organizational

In addition to individual and family implications, it is critical that the mesosystem pays attention to the continuous growth in numbers (U.S. Census, 2010) of this population. Academia has an important role in social change. This segment of society has the responsibility to prepare competent professionals that are able to work with different populations. Due to the influx of criminal behavior, incarceration, and releases from the prison system, counselor educators and academics in social and behavioral fields should start designing curriculums that include the psychosocial and legal problems faced by this growing population. Furthermore, academic institutions should develop incentive programs that attract Spanish-speaking graduate counseling students able to meet the linguistic and cultural needs of Spanish-speaking men with LEP post incarceration.

Program evaluators and program developers can also address the needs of Spanish-speaking population as reported in this study. Program developers may use findings as evidence for the need for programs and for the foundation for the development of specialized programs that will aid Spanish-speaking men with LEP rehabilitation and healthy integration to society. One aspect needing special attention for the development of programs includes availability of linguistic competent personnel as the means to remove communication hindrance.

Societal/Policy

Counselor educators and counselors have an ethical duty to support and advocate for marginalized groups (ACA, 2014). Spanish-speaking men with LEP post incarceration need advocacy in order to establish English language instructions as well as translator services. A report published in 2012 by the Pennsylvania State Department of Corrections (PSDC) reported 17% of the state prison population is Spanish-speaking (PSDC, 2012). Consequently, the prison system depends on translators to communicate with many Spanish-speaking inmates with LEP. As part of the macro system of society and in charge of the correction of criminal behaviors innovative practices need consideration. The results of this study provide evidence that instruction of English, as a second language (ESL), should be included within the prison system. If Spanish-speaking men with LEP are placed in ESL classes from the time of admission in prison, it may eliminate the communication problem at their release. Counselor educators and counselors can be instrumental in writing grants to fund such programs in partnership with the criminal justice professionals.

Another, initiative would be the inclusion of community providers and family members in the exit interview process. Inviting community providers would provide individuals in prison the opportunity to meet the provider face-to-face pre-release. Including family members in the exit interview would secure a support system prior to being released from prison. Consequently, the individual leaves prison and enters society with a sense of direction and support, as exemplified with Ferdy's lived experience. As agents to social change, counselors should take the initiative in developing a comprehensive network of bilingual providers within their geographical area of practice and be active agents in transitional services for Spanish-speaking men with LEP post incarceration. Having a well-developed directory and partnering with other social service providers, counselors will form a strong community support system that is capable to meet the needs of Spanish-speaking men with LEP post incarceration. Finally, implementing the recommendations listed above at the individual, family, organizational, and social/policy levels will have a positive impact on reduction of crime and healthy integration of Spanish-speaking men with LEP into mainstream society post incarceration.

Conclusion

The US cultural composition is constantly changing. In its infancy, the U.S. was comprised of Whites. According to the U.S. Census (2010), the composition of the U.S. population evolved from having Blacks as the larger minority group to individuals with Spanish ancestry dominating the majority of many U.S. territories and becoming the largest minority group in the United States. With the increase in numbers of Spanish-

speaking people migrating into the U.S., there is also an increase on Spanish-speaking men' arrests and incarcerations. Consequently, laws, policies, and practices continue changing to address problems generated and faced by this growing population. Therefore, it is the responsibility of counselors and counselor educators to focus on research activities addressing the whereabouts of this growing population in context to creating effective and permanent social change.

The voices of eight Spanish-speaking men with LEP and released from prison for a felony conviction, have been projected throughout this study. Their voices present evidence, which provides mental health counselors, counselor educators, and program developers with an understanding of the nuisances experienced by Spanish-speaking men with LEP post incarceration. The new knowledge is that Spanish-speaking men with LEP leave prison with a genuine desire to change maladaptive life-styles; however, frustrated by the inability to speak English, dependence on translators, and lack of community support, lead them to believe that they were resentenced by society and reenter a space of entrapment from where there is little possibility to get out. It is our responsibility and moral obligation, as agents of social change, to break this pattern by becoming involved in exploration, identification, and implementation of programs and policies geared toward Spanish-speaking men with LEP post incarceration.

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Appendix A: Invitation to Participate in a Study (English/Spanish)

Hello, you are invited to participate in this study, which is necessary for the completion of my doctoral degree. The purpose of this study is to explore experiences of Spanish-speaking men with difficulties communicating in English.

You can take part of this study if you

- are a man older than 18 years
- were released from prison after serving one year or more
- were charged for a felony
- have difficulties to communicate in English

If you meet all these requirements and would like to be interviewed, please call **Paula Sanchez** (doctoral student) at **484-666-7072**. If you have a cell phone, this call is free to you. If you do not have a cell phone, call collect. Your call will be accepted.

During a phone call, you will be asked some questions to confirm that you meet the requirements above mentioned and you will be notified about the place and time for your interview. This phone call will take between 10 to 15 minutes.

If you decide to participate, you will be asked to meet with the researcher two times. The first interview will last around 60 minutes. This interview will give you the chance to tell me about your experiences returning to your community. The second one will last 30 minutes when you will confirm that all the information from the first interview matches your story. You will also have the chance to delete or add information.

At the end of both interviews, you will receive gift card worth $15 dollars as a thank you gift.

The interview will be strictly confidential and your identity will not be released to anyone. The information received will be kept confidential and only your experiences will be used in this study. This means that only the researcher and you will be the only ones that will know of your participation.

If you are interested in participating and want your voice to be heard, please call the number above mentioned.

Invitación Para Participar en un Estudio

El propósito de esta investigación científica es para explorar experiencias vividas por hombres de habla Española y con limitaciones comunicándose en Inglés.

Usted puede participar si usted

- Es un hombre mayor de 18 años
- Salió de prisión después de cumplir un año o más en prisión
- Fue sentenciado por felonía
- Tiene dificultades comunicándose en Inglés

Si usted cumple con estos requisitos y desea ser entrevistado, por favor, llame a Paula Sánchez (Investigadora) al teléfono 484-666-7072. Si tiene teléfono celular, la llamada es gratis. Si no tiene celular. Llame con cargos a mi teléfono, su llamada será aceptada. Durante esta llamada se le harán varias preguntas para comprobar si llena los requisitos listados arriba y será informado del lugar y la hora para su entrevista. Esta llamada tomará de 10 a 15 minutos.

Si desea participar, el estudio es compuesto de dos entrevistas**.** La primera entrevista, la cual tendrá una duración de 60 minutos, le dará la oportunidad de contar sus experiencias

al regresar a su comunidad. La segunda entrevista, con una duración de 30 minutos, será para confirmar que los datos tomados están de acuerdo con su historia, o remover, o añadir información. Al final de las dos entrevistas usted recibirá una tarjeta de débito por la cantidad de $15 dólares agradeciendo su participación.

Estas entrevistas serán completamente confidenciales y su identidad no será divulgada a ninguna otra persona. La información adquirida se mantendrá en confidencialidad y solamente su experiencia será usada para el estudio. Lo que significa, que solamente la investigadora y usted son las únicas personas con conocimiento de su participación.

Si está interesado en participar y dejar que su voz sea escuchada, por favor, llame al teléfono arriba escrito.

Appendix B: Preliminary Screening Call (English/Spanish)

Hello, my name is Paula Sanchez. I am a doctoral student at Walden University. You are invited to participate in this study as part of my dissertation. Your participation is completely voluntarily. You have the right to withdraw from the study at any time. The study takes at least 90 minutes in two face-to-face interviews with me. The interview will be conducted in Spanish and will be translated to English language after the interview. Before the transcript is translated to English, you will have the opportunity to review the transcript in Spanish to confirm that it reads exactly what you said.

Spanish: Hola, my nombre es Paula Sánchez; estudiante en el programa doctoral de la Universidad de Walden. Usted a sido invitado a participar en este estudio el cual forma parte de mi disertación, la cual es requisito para alcanzar el título de doctor en filosofía. Su participación es completamente voluntaria. Usted tiene el derecho de terminar su participación en cualquier momento. Este estudio toma alrededor de 90 minutos durante dos entrevistas en persona. Las entrevistas serán conducidas en Español y serán traducidas al Inglés una vez usted haya confirmado que el contenido de la trascripción en Español es exacta.

This call is intended to confirm that you fulfill the criteria for inclusion. If you do, and you want to participate, your personal information and contact number will be collected. Let me start with some questions regarding inclusion criteria.

- Are you a permanent resident of Pennsylvania? Yes No
- Are you a male older than 18 years? Yes No
- Are you able to communicate fluently in English? Yes No

- Were you in Prison for more than one year? Yes No
- Were you convicted of a felony? Yes No
- Were you released from prison within the past year? Yes No
- Would you be able to invest 60 to 90 minutes for the interviews? Yes No

Note: Personal information will be collected if the respondent met criteria: Resident in PA, older than 18 years, unable to communicate in English, in prison for more than one year, convicted of felony, released during the past 12 months, and able to invest a maximum of 90 minutes in two interviews.

- Name
- Age
- Contact number
- National origin (Cuban, Mexican, Puerto Rican, etc)

Spanish: Esta llamada tiene el propósito de confirmar si usted llena los requisitos necesarios para el estudio. Si quilifica y desea participar, necesito preguntar alguna información personal. Pero antes de colectar información personal, permítame hacerle algunas preguntas para confirmar elegibilidad.

- Es usted residente permanente en Pennsylvania? Si No
- Es usted mayor de 18 años? Si No
- Tiene problemas comunicándose en Inglés? Si No
- Estuvo usted en prisión por más de un año? Si No
- Recibió sentencia por felonía? Si No

- Salió de prisión durante los pasados 12 meses? Si No
- Está dispuesto a invertir 90 minutos para las entrevistas? Si No

Información Personal

- Nombre
- Edad
- Número de teléfono
- Nacionalidad (Cubano, Mexicano, Puerto Riqueño, etc)

At this time I will like to schedule your interview and explain what, will you expect?

Your scheduled date is for _____ in the lobby of the Lancaster Hotel located in 26 E Chesnut St, Lancaster, PA 17602 at _____AM / PM.

At that time, you will be presented with a form consenting to participate. This document is in Spanish and will be signed by you and by me. You will be provided with a copy of the document.

After we sign the document, the interview will begin and this will be recorded. Your identity will be maintained in strictly confidentiality. Just your story will appear in the final project.

At the end of the second interview, which will be on _____AM/PM at the same location, you will have the opportunity to read and confirm that the content is accurate.

At that time, you will receive a $15 gift card.

If you are interested in reading the findings of this study, I need an address where to send you the results.

Spanish: Quiero tomar esta oportunidad para acordar su entrevista y proveerle detalles. Su cita será el día _____ en el vestíbulo del Hotel Lancaster localizado en 26 E Chesnut St, Lancaster, PA 17602 a las _____ AM/PM.

Antes de comenzar la entrevista, usted recibirá un documento consintiendo su participación. Este documento es escrito en español y será firmado por usted y yo, después de haberlo examinado. Usted recibirá una copia del documento.

Después de firmar el documento, la entrevista comenzará y será grabada y transcrita. Su identidad es totalmente confidencial. Solo su historia tomará parte del documento final.

Al final de la segunda entrevista, si es posible el mismo día, en el mismo lugar, usted tendrá la oportunidad de leer y confirmar la veracidad de la información. Será entonces que usted recibirá una tarjeta con valor de $15 agradeciéndole su participación. Si desea leer los resultados de este estudio, necesitaré una dirección postal a donde enviar el documento.

Appendix C: Informed Consent (English/Spanish)

You are being invited to be part of this study. This form has important information that you need to know before deciding to participate. Paula Sanchez, who is a doctoral student at Walden University, is doing this study.

Background:

You are an adult Spanish-speaking man facing problems speaking English, resident of Pennsylvania, and released from prison within the past 6 to 12 months, after serving a minimum of one year of incarceration for a felony conviction. Because of that, this study gives you the chance to tell your story. Your story will let others know of your experiences. Your story will tell others how it was for you to find health care, education, vocational training, a place to live, and employment after imprisonment.

Procedures:

If you decide to be in this study, you will be asked to:

- Take part in two interviews.
- The first interview gives you the opportunity to tell your personal story looking for services in areas listed in the prior paragraph.
- This interview lasts 60 minutes.
- This interview will be audio recorded.
- The recording with be written word for word as you told your story.
- The second interview will take place the same day, or the day after, of the first interview and will give you the opportunity to confirm that the document

reads exactly what you said. At this time, you also have the opportunity to add or delete information. This interview last at least 30 minutes.

Here are some sample questions:

____ Please, tell me your experience seeking mental, physical, or any other health care services.

____ Please, tell me your experience finding and maintaining employment.

____ Please, tell me your experience finding permanent housing.

Voluntary Participation:

This study is voluntary. I will respect your decision of whether or not you choose to be in the study. I will not treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks:

You may experience some discomfort as you remember your experience. However, the discomfort would not be greater than that experienced in your daily life. You may experience anxiety or anger when remembering some of your experiences. If the study is too stressful, you can leave the study. If you need to talk to someone regarding your discomfort, here is a list of local providers that you can contact.

- Spanish American Civic Association

2013 South Lime Street Lancaster, PA 17602 -717-397-6267

- Mental Health America of Lancaster

630 Janet Avenue, Lancaster, PA 17601- 717-397-7461

- Mental Health Case Management Unit

1120 Frances Avenue - Lancaster, PA 17601- 717-393-0421

- Crisis Intervention Program

1120 Frances Avenue, Lancaster, PA 17601 - 717 394-2631

Benefits:

You will have the chance to let your voice be heard. Your story will provide understanding about your experiences. This understanding will help counselors providing services directed to your unique needs and the needs of other Spanish-speaking men coming back to their communities from prison.

Compensation:

At the conclusion of the interviews, you will receive a thank you gift card for $15 dollars.

Privacy:

Your participation will be keep confidential. The researcher will be the only person with access to your private information. For the exception of this form, no other form will include your name. A code number will be assigned to you. That code number will identify any information about you. Transcripts and recordings will be carried in a portable fireproof safety box. All information will be kept secure by maintaining it locked in a safe cabinet in the researcher's office. All identifying information, such as phone number, and address provided, will be destroyed at the end of the study. All other information will be kept under key for at least 5 years, as required by the university.

Limits of Confidentiality

This researcher is a mandated reporter in Pennsylvania. Information needing reporting include if you have a plan to harm yourself; if you have a plan to harm another person, or if you disclose that you have caused, currently causing, or plan to harm a minor.

Contacts and Questions:

You may ask any questions you have now. If you have questions later, you may contact Paula Sanchez at **484-666-7072.** If you want to talk in private about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is **612-312-1210.** Walden University's approval number for this study is **03-26-15-0337028** and it expires on **March 26, 2016.**

I will give you a copy of this form for you to keep.

Statement of Consent:

I have read the information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms explained above.

Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Formulario de Consentimiento

Usted ha sido invitado a formar parte de este estudio. Este documento contiene información de importancia la cual usted necesita antes de decidir tomar parte en este

estudio. Este estudio es llevado a cabo por la Investigadora Paula Sanchez quien es una estudiante de Doctorado en la Universidad Walden.

Información Historial:

Usted, a declarado ser un hombre adulto que tiene problemas comunicándose en Ingles, residente en Pennsylvania, y liberado de prisión en los pasados 6 a 12 meses después de haber cumplido un año o más de encarcelación por un delito grave. Por esa razón, este estudio le está dando la oportunidad a que cuente su historia. Su historia permitirá que otros conozcan sus experiencias vividas. Su historia dirá como fue para usted conseguir servicios de salud, educación, entrenamiento vocacional, un lugar donde vivir, y empleo seguro después de salir de la prisión.

Procedimientos:

Si usted está decide ser parte de este estudio, se le pedirá que:

- Participe en dos entrevistas.
- En la primera entrevista se le dará la oportunidad que nos cuente sus experiencias personales en relación a buscar y obtener los servicios mencionados en el párrafo anterior. Está entrevista tendrá una duración de 60 minutos.
- El audio de esta entrevista será grabado.
- La grabación será transcrita palabra por palabra tal como contó su historia.
- La segunda entrevista tomará lugar el mismo día o al día siguiente de la primera entrevista y le dará la oportunidad de confirmar que el documento contiene exactamente lo que usted dijo. También le dará la oportunidad de

agregar o borrar información de la transcripción. Este procedimiento dura como mínimo 30 minutos.

Estos son unos ejemplos de algunas preguntas:

_____ Por favor, dígame su experiencia encontrando servicios de salud mental, salud física, u otros servicios de salud. .

_____ Por favor, dígame su experiencia encontrando trabajo.

_____ Por favor, dígame su experiencia encontrando un lugar permanente de vivienda.

Naturaleza Voluntaria del Estudio:

Este estudio es voluntario. Yo respetaré su decisión de participar o no en el estudio. No lo trataré de manera diferente si decide no ser parte del estudio. Si usted decide participar del estudio ahora, puede cambiar de parecer luego. Usted puede retirarse en cualquier momento.

Riesgos:

Ser parte de este estudio puede causarle cierta incomodidad al revivir sus experiencias pero no mayores de las que encontramos en el diario vivir. Usted puede sentir ansiedad o enojo al recordar algunas de sus experiencias. Si siente que el estudio es muy estresante, usted puede terminar su participación. Si usted necesita hablar con alguien concerniente a su incomodidad, aquí está la lista de proveedores en esta área los cuales usted puede contactar.

- Spanish American Civic Association

2013 South Lime Street Lancaster, PA 17602 -717-397-6267

Mental Health America of Lancaster

630 Janet Avenue, Lancaster, PA 17601- 717-397-7461

Mental Health Case Management Unit

1120 Frances Avenue - Lancaster, PA 17601- 717-393-0421

Crisis Intervention Program

1120 Frances Avenue, Lancaster, PA 17601 - 717 394-2631

Beneficios:

Este estudio le dará la oportunidad para que su voz sea escuchada. Su historia proveerá entendimiento sobre sus experiencias vividas. Este entendimiento ayudara a consejeros proveyendo servicios dirigido a sus necesidades únicas y las necesidades de otros cuando regresan a sus comunidades después de salir de la prisión.

Compensación:

Al final de las entrevistas, usted recibirá como agradecimiento una tarjeta por la suma de 15 dólares.

Privacidad:

Su participación es completamente confidencial. La investigadora será la única persona con acceso a su información privada. Este es el único documento que contendrá su nombre. Otros documentos serán identificados con un número asignado a usted. Las transcripciones y las grabaciones serán transportadas en una caja de seguridad a prueba de fuego portátil. La información será guardada de manera segura en un gabinete de seguridad con llave en la oficina de la investigadora. Toda información que lo pudiera identificar como teléfonos o direcciones será destruida al término de este estudio. La otra

información será guardada por un periodo como mínimo de 5 años tal como lo requiere la universidad.

Limites de Confidencialidad

Esta investigadora tiene la obligación ética de reportar cualquier evento que ponga en peligro la seguridad personal o de otra persona. Estos eventos incluyen planes de hacerse daño personal, daño a otra persona, o le ha causado, le está causando, o planear causar daño a un menor.

Contactos y preguntas:

Usted puede hacer cualquier pregunta que tuviera en este momento. O si posteriormente tuviera una pregunta puede contactar a su investigadora al 484-666-7072. Si usted desea hablar en privado acerca de sus derechos como participante, puede llamar a la Dra. Leilani Endicott. Ella es una representante de la Universidad Walden que puede tratar el tema con usted. Su número de teléfono es el 612-312-1210. El número de aprobación del estudio de la Universidad Walden es 03-26-15-0337028 y se vence el 26 de marzo del 2016.

La investigadora le dará una copia de este documento.

Declaración de Consentimiento:

He leído la información arriba descrita y siento que entiendo lo suficiente el estudio para tomar una decisión acerca de mi participación. Al firmar abajo, entiendo que estoy de acuerdo con los términos descritos arriba.

Nombre del participante: _____

Fecha del consentimiento: _____

Firma del participante: _____

Firma de la Investigadora: _____

Appendix D: Interview Protocol (English/Spanish)

Time:

Date:

Place:

Interviewer: P. Sanchez

Interviewee: Participant Code:

Position of interviewer: Student

Hello.... Thank you for accepting my invitation. This interview will last 60 minutes; would this time appropriate for you today? Remember that you can withdraw from the study at any time. Your identity will be protected by not including any identifying information. I will be the only person with access to your personal information, which will be destroyed at the end of the study, unless you are interested in participating in future studies of this nature. I will record your voice in this recorder; however, I will write important brief notes in this tablet during the interview. The recorded information will be transcribed. You will have the opportunity to read, add, delete, or edit the transcript during the scheduled second interview. If you want to receive the results of the study, I will need an address where to send the report. Although I have prepared a few questions, as a memory aid, you are free to tell your story without interruption. Do you have any questions before we start?

Interview Questions:

Please, tell me your experiences returning to your community from prison regarding:

Seeking health care

Prompts:

Understanding of documents

Communicating with Service provider

Treatment received

Outcome

Seeking/maintaining employment

Prompts:

Interview process

Predisposition

Treatment received

Application process (understanding, language)

Outcome

Seeking and getting education/training/vocational rehabilitation

Prompts: Predisposition (expectations, self-confidence)

Treatment received

Application process

Outcome

Obtaining permanent housing

Application process

Communicating with the agency

Stipulations

Outcome

Perception of family or community support

Immediate family

Extended family

Friends

Faith communities

I want to thank you for your participation in this study. I will like to schedule a second meeting so you can confirm that what it is written in the document is exactly what you said. If you desire to receive the results of this study, I need an address where to send the document.

Interested in receiving results of the study

Address:

_____

_____

S**panish:** Hola... Gracias por aceptar mi invitación. Esta entrevista tendrá una duración 60 minutos; ¿Será este tiempo apropiado para usted hoy? Recuerde que usted puede retirarse del estudio en cualquier momento. Su identidad será protegida. Seré la única persona con acceso a su información personal, la cual será destruida al final del estudio, a menos que usted esté interesado en participar en futuros estudios de esta naturaleza. Su historia será grabada en esta grabadora; Sin embargo, voy a escribir breves notas importantes durante la entrevista. Yo transcribiré la información grabada. Tendrá la oportunidad de leer, añadir, borrar, o editar la transcripción durante la segunda entrevista.

Si usted desea recibir los resultados de este estudio, necesito tener su dirección postal para enviarle el reporte. Aunque he preparado unas preguntas, como una ayuda de memoria, usted es libre de contar su historia sin interrupción. ¿Tiene alguna pregunta antes de comenzar?

Preguntas de la entrevista y áreas de concentración:

Por favor, dígame sus experiencias al volver a su comunidad después de haber salido de la prisión.

Solicitando y obteniendo servicios de salud (física/mental/adicción

Entendiendo documentos

Comunicándose con proveedores de servicio

Trato recibido

Resultado del encuentro

Actitud personal

Solicitando y manteniendo empleo

Proceso de entrevista

Actitud personal

Trato recibido

El proceso de aplicación

Resultados

Solicitando y obteniendo oportunidades educativas/ rehabilitación vocacional

Actitud personal

Trato recibido

Proceso de aplicación

Resultado

Obteniendo vivienda permanente

Proceso de aplicación

Trato recibido

Comunicándose con la agencia

Estipulaciones

Resultado

El tipo de apoyo (familiar/de la comunidad) al regresar a su comunidad

Familia inmediata

Familiares lejanos

Amigos

Agencias religiosas

Quiero agradecerle su participación en este estudio. Acordemos la segunda entrevista cuando usted tendrá la oportunidad de confirmar que lo que fue escrito, es exactamente lo que usted dijo. Si usted está interesado en leer los resultados de este estudio, necesitare que me provea una dirección postal a dónde puedo enviar el documento.

Interesado en recibir los resultados del estudio

Dirección

_____

_____

Interview Summary

Interviewee: Participant Code:

Date:

Description of the type of contact:

Participant' reaction:

The research site:

Main topics:

Highlights of the event:

New generated questions

Appendix E: Codebook Format

First Cycle Coding Participant #

Emotion Coding	Transcript Content	In Vivo First cycle coding	Descriptive Coding