


2018

The Effect of Cultural Awareness Training on Staff in Intergovernmental Service Agreement Facilities

Steven Alan Coffman
Walden University

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Walden University

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Steven Alan Coffman

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Walden University
2018

Abstract

The Effect of Cultural Awareness Training on Staff in Intergovernmental Service

Agreement Facilities

by

Steven Alan Coffman

MS, Ball State University, 2003

BS, Tri-State University, 1992

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

November 2018

Abstract

No system-wide diversity training exists at Immigration and Customs Enforcement Intergovernmental Service Agreement (IGSA) facilities. This study was conducted to determine if diversity training has a short-term effect on cultural awareness of staff in these facilities in the midwestern United States. This information is important to administrations in IGSA facilities when deciding to include diversity training in the annual required training of staff, as the efficacy and relevance have been unknowns. The theoretical foundation of this study is Smircich's organizational culture theory. A nonequivalent control group research design was utilized to collect survey data from 48 participants at 2 midwestern facilities. The survey, adapted from Underwood, was used for each group before and after treatment, as applicable. A repeated-measures ANCOVA was used for data analysis. There was no statistically significant difference between training and control groups in the final survey cultural awareness scores ($F(1, 31) = 2.27$, $p = .17$). These results indicate no statistically significant short-term benefit to staff in the IGSA facilities in completing diversity training to increase cultural awareness. It is recommended that this study be interpreted as a limited study, as the participating facilities represented less than 2% of such facilities in the United States. A recommendation for future research is to include more facilities and longitudinal data. Despite the statistically nonsignificant finding, there were implications for positive social change. Individual participants showed changes in cultural awareness. While not statistically significant, the acquired knowledge may prove significant in their lives, and the lives of those they encounter.

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Dedication

This is dedicated to my wife, Jessica; daughters, Desiree, Tonya and Emma; my parents, Clarence and Patricia; and my siblings, Betty, Brian, and Janet. Although mom didn't make it to see me actually get the degree, she did tell Jessica to tell me to make sure I finished it. It has been a long road. I've tried not to miss out on much; but know some things have suffered. I love you all.

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Thank you, first of all, to my family that I already mentioned in the dedication. I couldn't have done it without you. To my co-workers, who I will not name individually, lest someone be inadvertently forgotten, thank you. You know who has helped and who has not. To those that doubted me, or gave me a rough time because of this degree process: "S.Coffman, Ph.D." I think I win.

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I'm sure I've forgotten someone. My apologies. Know that you assisted in some way and I am grateful.

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Chapter 1: Introduction to the Study

Introduction

This study addressed cultural differences between staff and detainees in Immigration and Customs Enforcement (ICE) Intergovernmental Service Agreement (IGSA) facilities. The facilities used in this study are located in rural settings and settings that I, as the researcher, do not consider culturally diverse. While culturally homogeneous settings do not necessarily indicate a problem, issues may arise within these facilities related to housing, perceived treatment, health and mental health issues, as well as other issues, which are directly or indirectly related to cultural misunderstandings between detainees and staff. The study determined if the introduction of diversity training in some of these facilities would help increase cultural awareness.

This study was necessary because there is no indication in the literature that diversity training has been offered or studied in an IGSA setting. A study of the efficacy of diversity training in IGSA facilities holds many potential benefits for detainees and staff, as well as the community in general. Staff members may not understand traditions among the detainee population. For example, some cultures do not normally have women in positions of power over men. If staff realize and consider this when dealing with a detainee, the encounter may have a more positive outcome for all.

From a community or world view perspective, the implications for positive societal change are several. The ripple effect of increased culturally aware treatment within a facility is potentially great, not only for the detainee and staff, but for the families of those involved. Less stress in the detention environment for the detainee may

translate to less stress for the detainee's family. The ripple effect felt by the detention staff may be even greater. They may act in their public life according to how they are trained in their work life. If the staff is more culturally aware, they will likely transfer that training to family and friends, at least to a small degree. A parent, teaching a child, will pass on life experience. If part of that life experience is cultural awareness, the child, as well as society, will benefit from the training of that parent, or, in the case of this study, a staff member in an IGSA facility. Even a stranger, if witnessing an interaction that is culturally aware, may take a lesson and incorporate it into his or her own life. If the training is conducted with enough staff at enough facilities, the positive implications for society increase greatly as ideas take hold and become part of the societal norms.

In this chapter, the background of the study is presented, including a discussion of the 9/11 ties regarding current immigration laws and policy and the surge in housing requirements for detained suspected illegal or deportable immigrants. The current lack of diversity training for officers in IGSA facilities is discussed as the basis for this study. Organizational culture theory is the framework on which this study is built; diversity training is an attempt to modify the culture of an organization, namely an IGSA.

As this study used a nonequivalent, control group design, analysis of covariance, or ANCOVA, was the chosen statistical analysis method, although analysis of variance, or ANOVA may be used at the discretion of a researcher completing a similar study. Definitions of frequently used terms are presented, along with assumptions required for satisfactory completion of the study. The scope and delimitations are discussed to provide a frame of reference for the problem under study. This ties into the limitations, which

reveal the focus and explore the topics related to, but not evaluated by, the study, because they are outside the scope. The limitations also discuss parameters that were necessary to keep the study on track, as well as limits such as geography, voluntary participation, and demographics associated with IGSA facilities.

Finally, the significance of the study to IGSA's, as well as the potential greater applicability of the results to other ICE detention facilities, is discussed. This study may prove to have business applications beyond the federal government and its partners in immigration detention.

Background

The research literature is sparse on the effect of diversity training on cultural awareness on staff in IGSA facilities. Since the 9/11 attacks on the United States, I have seen a resurgence of interest in many topics related to immigration among my friends, family, and co-workers. A part of this interest among my friends, family, and co-workers relates to the detention of suspected illegal immigrants, as well as those immigrants, both legal and illegal, who have committed crimes that are considered "deportable," such as aggravated felonies. Detainees may be held in service processing centers (SPC), contract detention facilities (CDF), or intergovernmental service agreement (IGSA) facilities (G. Carlen, personal interview, June 28, 2017). Many of these IGSA facilities, are nothing more than local jails that have entered into contracts with the federal government to provide bed space (G. Carlen, personal interview, June 28, 2017). These IGSA's must meet federal requirements to continue to house detainees, in addition to following federal laws and the Constitution (G. Carlen, personal interview, June 28, 2017).

Because these detainees are often housed in local facilities, questions are sometimes raised by detainees and their families about real and perceived problems with housing. Among these are the health and mental health of detainees, as well as whether these individuals should be housed alongside locally sentenced criminals, given that the detainees are administrative or civil detainees, not criminal detainees (Kerwin & Lin, 2009; Ochoa, Pleasants, Penn, & Stone, 2010). Questions have been raised in our own staff discussions within my facility about the ability of corrections officers to adequately separate criminal from civil detainees in their dealings with them. Whether or not officers have the ability and training to recognize how detainees should be treated as compared to the local criminal population has been a topic of discussion. Officers are unsure if we all have the ability to perceive differences in cultural behavior.

The literature does not show that diversity training of officers in IGSA facilities has been done, let alone studied. Agents within the Department of Homeland Security (DHS), including Customs and Border Protection (CBP) and Immigration and Customs Enforcement (ICE), do receive such training as a part of the initial and ongoing training process. Officers in my facility have wondered why there is no formal diversity training in place for IGSA staff members that have daily interaction with detainees. We wonder how effective training would be and how training efficacy would be determined.

This study determined the short-term effectiveness of diversity training on staff members in two IGSA facilities and independent officers employed at a third facility that chose to not officially participate as a whole. In this case, short-term was defined as 1 month. While determining the impact of a longer-term training effect may be desirable,

for the purposes and time frame of this study, 1 month was chosen. The determination of effectiveness of diversity training on staff is necessary and useful to evaluate whether such diversity training should be used in other facilities. If the training is not shown to be effective in the short term, it would be modified in some manner, unless it is decided that efficacy would not be improved. If diversity training is proven to be effective, it will help detainees through a very stressful period in their lives, as IGSA staff will be more willing and able to recognize and address cultural differences within their IGSA detainee population. The ripple effects of this training could extend to those outside the facility. The less-stressed detainees could, in turn, cause fewer issues with staff, thus allowing staff to concentrate on more meaningful tasks and perhaps even find less stress themselves in conflicts created via cultural misunderstandings. A less stressful detention would help detainee families feel less stress about the detention of their family member. Training detention staff could also have a ripple effect outside the IGSA facility. Staff would likely pass along their cultural awareness to their own family, ultimately creating a more tolerant society outside the walls of the IGSA.

Problem Statement

There appears to be a perception among ICE detainees in IGSA facilities that corrections officers are not culturally aware, and that this lack of awareness affects their treatment by these officers in the facility. I realized this perception among detainees during my normal work duties within an IGSA facility. This detainee perception was realized by me during casual conversations with detainees. It became apparent that some detainees were uncomfortable with officers and staff in terms of officer cultural

awareness This perception, whether valid or not, caused me to wonder if there was a need for diversity training, as my facility had never engaged in such during my (at that time) 10-year tenure. I did not know what effect, if any, diversity training would have on the cultural awareness of IGSA corrections officers.

According to the research of many scholars in recent years, the system of detention of foreign nationals for the purpose of eventual deportation is not being implemented in a manner applicable to administrative detention (Chapman, 2011; Dow, 2007; Flynn & Cannon, 2009; Hamilton, 2011; Kalhan, 2010; Steel, Silove, Brooks, Momartin, Alzuhairi, & Susljik, 2006; Stevens, 2010; Venters, Foote, & Keller, 2010). Instead, this detention is more related to criminal detention, housing detainees in jails with criminal detainees and inmates, where they are treated by staff as criminals rather than as administrative detainees (Flynn & Cannon, 2009; Kalhan, 2010). Dow (2007) noted that this view of detainee status was a prevalent attitude among staff in correctional facilities that house ICE detainees. Because these detainees come from varied cultural backgrounds, the staff that deals with them needs to have an understanding of cultural differences. Numerous studies involving the treatment of detainees in administrative detention argue that the following issues are common: medical mistreatment (Venters, Foote & Keller, 2010), lack of access to counsel (Chapman, 2011; Hamilton, 2011; Stevens, 2010), punishment rather than detention (Dow, 2007), mental health mistreatment (Steel et al., 2006), and violations of international human rights law (Hamilton, 2011). No study was found that measured cultural awareness of detention staff regarding the detainees that these staff deal with on a daily basis. Additionally, no

study was found that describes how this training, or lack of training, affects staff's dealings with detainees.

The effect of diversity training for detention staff to help deal properly with detainees is an under researched area. Assessing the long-term efficacy of staff diversity training to increase cultural awareness is also an area that has great potential for future research. My research study is applicable in detention facilities; it involves how individual detainees are treated by staff. Something as simple as a facial expression may be misinterpreted by someone of another culture and sometimes even by someone of the same culture (Russell, 1994). Poor treatment of detainees by staff, due to cultural misunderstanding, may influence detainees' overall mental health; detainees may feel less stress when faced with officers who have cultural awareness and understanding. This reduction in stress could affect detainees' preparation for their case in immigration court. Poor case preparation for a detainee without legal representation can lead to his/her eventual deportation. With a staff that is culturally aware, a given detainee will be able to focus more on the case, rather than on thwarting cultural issues and misunderstandings. Ultimately, fewer families may be split by deportation. Because the detainees are administrative and not criminal in nature, every effort must be made to accommodate cultural differences. If there is a concern about staff/detainee cultural relationships, then they should be addressed in a logical, intelligent, and systematic manner across all IGSA facilities.

Purpose of the Study

This quantitative study intended to determine the short-term effect of diversity training on detention staff in ICE IGSA facilities. The study used pretraining (initial) and post training (final) surveys to assess changes in levels of cultural awareness among IGSA detention staff with a control group that received the same assessments in the same time frame (1 month) without training.

The independent variable was the diversity training provided to IGSA staff, while the dependent variable was IGSA staff cultural awareness, as measured by the survey.

Research Question and Hypotheses

Research Question

What effect does diversity training have on staff cultural awareness in IGSA facilities?

Hypothesis

The null hypothesis (H_0) was that there is no relationship between diversity training and staff cultural awareness in IGSA facilities. The alternative hypothesis (H_a) was that there is a relationship between diversity training and staff cultural awareness in IGSA facilities.

The hypothesis was tested using an initial and a final survey of cultural awareness with approximately half of the subjects receiving diversity training while the remaining subjects received no training. Treatment groups were compared pretest and posttest, as were the non-treatment groups. The two groups were then compared against each other, both pretest and posttest, using SPSS 24.0.

Theoretical Framework for the Study

Organizational culture theory (Smircich, 1983), as defined by Frankfort-Nachmias and Nachmias (2008), is the theoretical framework around which this study was built. Organizational culture theory developed when organizational theory intersected with culture theory to explain phenomena that could not be explained by either theory independently. This new theory presented in five themes, as discussed by Smircich (1983): comparative management, corporate culture, organizational cognition, organizational symbolism, and unconscious processes and organization. Of these five themes, the one most applicable to this study is the last one, unconscious processes and organization. Because the daily processes of officers involved in an organization, such as an IGSA, become such an integral part of what the facility is and who the officers are, these processes become unconscious. Any attempt to change them would likely take a focused effort, as well as a length of time. Once a culture is established, it is difficult to modify it.

What an organization does, and how changing the organization will affect organizational function, is part of what organizational theory entails. How and why organizations are different from other social groups is one question that this theory attempts to explain (King, Felin, & Whetten, 2010). This effort to include other types of organizations in the theory has led to subgroups within the theory and hybridization of the theory, such as the combination of organizational and cultural theory into organizational culture theory.

Culture means the thoughts, emotions, and behaviors of a particular group of people and how they change over time. It also means how specific groups of people live and relate to others not of their culture (Handwerker, 2002). When cultures interact, changes take place. These changes may be mutually beneficial, mutually detrimental, or unidirectional detrimental to the cultures involved. How the interaction unfolds may be related to relative social and/or physical power of the cultures. If multiple cultures are injected into another, such as is the case in a correctional facility, a dynamic occurs that is different than that of only two cultures interacting. There are multiple dimensions that may have unknown effects.

More often than not, the attitudes of the individuals and the group define the culture of an organization. Problems with an organization, whether real or only perceived, influence its organizational culture as determined by the its employees. In the case of IGSA facilities, organizational culture is strongly affected by the attitudes of the officers, as well as any policies governing employee behavior. These policies, but more so the officers' attitudes, have an effect on the how the detainees are treated, at least in the eyes of the detainees. This reveals the intertwining between officers' attitudes and the organizational culture. Employees' satisfaction with their jobs, as one measure of organizational culture, is a specific predictor of how an organization will adapt to any new challenges (Denison & Mishra, 1995). In other words, a happy employee is more willing and able to adapt as necessary to changes and challenges.

Research in organizational issues should have a reality anchor. Research without a basis in reality does not have a practical application and, in the opinion of Schein (1996),

has little value. This study sought to investigate officers' awareness of other cultures, which is a real-life issue with real-life applications, especially in terms of an IGSA facility housing ICE detainees from multiple countries and cultures around the world. Creswell defines these types of problem-centered, real-life issues as lying in the pragmatism worldview.

The intent of this study was to investigate whether training officers in diversity would (a) have a short-term effect on officers' attitudes toward the differences in culture encountered in dealing with ICE detainees and (b) increase cultural awareness. Many times, answering one question leads to more questions. Perhaps concentrated organizational training in such diversity will lead to eventual homogeneity among cultures or it may simply lead to a different way of looking at diversity (Anderson-Levitt, 2003).

Nature of the Study

The study design was based on organizational culture theory, as well as the research question. It was determined that the most appropriate design for the intended groups to be trained and surveyed was a nonequivalent control group design, as described by Campbell and Stanley (1963) and Dimitrov and Rumrill (2003). A key aspect of this design is the predetermined groupings of participants. For this study, groups were determined by employment at a specific IGSA facility. When the treatment and control groups cannot be assumed equal prior to testing, this design is deemed appropriate. Each group was given the pretest and then the posttest 1 month later, but only the treatment

group received the treatment. In this case, the treatment was diversity training.

Differences in each group and between groups were analyzed for statistical significance.

An assumption of nonequivalent control group design is that any changes to the groups measured before and after treatment are due to the treatment that was administered. Other variables that not have been considered may have an effect on the group(s) that were not considered. These variables, called confounding variables, are not taken into consideration because they are normally not known to the researcher. Steiner, Cook, and Shadish (2011) argued that the effects of confounding variables are reduced by use of a statistical method called analysis of covariance or ANCOVA. Trochim (2006), however, stated that merely using ANCOVA is not adequate and suggests using a lower bound and an upper bound reliability test along with ANCOVA to ensure that a treatment effect genuinely exists.

Strengths of the nonequivalent control group design include (a) minimal threats to external validity, because the research takes place in a natural environment and (b) the ability to generalize results to the population of interest of the study. Not having the groups randomized may be a considered a study weakness because the causal relationship between the treatment and the outcome is not as assured as it is in a completely randomized study. It is also impossible to be assured that all confounding factors have either been eliminated or accommodated (Campbell, 1969; Dimitrov & Rumrill, 2003). There is also a concern mentioned by Trochim (2006) with the internal validity threat of selection. This concern, simply put, is the recognition that the groups were dissimilar prior to treatment and this difference will project onto the outcome in addition to the

treatment. This concern was partially dealt with by assuring the groups that each complete a pretreatment assessment.

The independent variable was the diversity training provided to IGSA staff, while the dependent variable was IGSA staff cultural awareness. The diversity training was provided to the test group immediately following administration of a cultural awareness survey provided by the researcher. In 30 days, the same test group was administered the same survey to determine whether any changes in cultural awareness have remained with IGSA staff for that period. The control group was treated the same, except there was no training provided. Differences pretest and posttest between and among groups were evaluated.

Approximately equivalent groups were designated as control and treatment groups, with the treatment group(s) receiving treatment in the form of diversity training and the control group receiving no training. Each participant in each group completed an initial survey and each completed a final survey 1 month later. Initial and final surveys were compared within and between each group.

To determine necessary sample size, the G*Power program developed by Faul, Erdfelder, Buchner, and Lang (2009) was used. A repeated-measures, within-between interaction ANOVA was used with inputs of 0.25 for effect size, 0.05 for alpha, statistical power of 0.95, two groups, four measurements, a 0.5 correlation among repeated measures, and a sphericity correction of 1. The above input resulted in a sample size of 36. It was assumed that this output was a total sample size, not a sample size per group. This number of participants was easily reached initially with the total number of

participants recruited for the study being 48. The total number of participant responses analyzed for the initial survey was 42; for the final survey the total was 28, after outliers were removed in the analysis.

Definitions

The following terms and definitions are specific to this study and should not be confused with any other definitions in common usage:

Administrative detention – confinement of a person for civil, rather than criminal, court proceedings to determine deportability of a person based upon several factors, including, but not limited to, prior criminal offense(s), country of origin, and asylum status (Chapman, 2011; Dow, 2007; Schneider & Lobato, 2007).

Customs and Border Protection (CBP) – the branch of DHS tasked with border management and control, including support of legal cross-border movement (U.S. Customs and Border Protection, 2014).

Department of Homeland Security (DHS) – a cabinet-level department in the federal government, created in 2002, that is the umbrella organization for Immigration and Customs Enforcement and Customs and Border Protection, as well as twenty other federal departments (DHS, 2015).

Dependent variable (cultural awareness) – “one aspect required in the development of cultural competence, which can be defined as awareness, knowledge, skills, practices and processes required to function effectively and appropriately in culturally diverse situations” (Chapman, Martin, & Smith, 2014, p. 179).

Detainee – an individual held by the federal government either in a federally-operated facility or one contracted by the federal government to provide housing. These individuals are in administrative detention only, but may be convicted criminals that have completed a sentence or those that have crossed the border illegally and are merely awaiting deportation following a court ruling ordering them deported (Schneider & Lobato, 2007).

Diversity training – “a distinct set of programs aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of people to interact with diverse others” (Bezrukova, Jehn, & Spell, 2012, p. 208).

Housing – food, clothing, medical care, and shelter provided to detainees by a facility contracted by the federal government (Summerill, October 2012).

Immigration and Customs Enforcement (ICE) – the branch of DHS that focuses on enforcement of federal laws regarding immigration, trade, customs, and border control in the interest of the safety and security of the United States. ICE is one of the federal agencies under the DHS umbrella (U.S. ICE, n.d.).

The independent variable, diversity training, may be defined as “a distinct set of programs aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of people to interact with diverse others” (Bezrukova, Jehn, & Spell, 2012, p. 208).

Intergovernmental Service Agreement (IGSA) facility – a correctional facility, often a local jail, that has a formal agreement with the federal government to provide

housing, at an agreed upon daily rate, for federal immigration detainees awaiting administrative court proceedings (U.S. Department of Justice, March 2007).

Organizational culture theory – the intersection of organizational theory and culture theory. This theory was developed when it was discovered that neither theory could explain particular observations. In short, organizational culture occurs when a particular group (organization) has distinct processes and behaviors (culture) develop over time that become specific to the group (Smircich, 1983).

Staff cultural awareness – “one aspect required in the development of cultural competence, which can be defined as awareness, knowledge, skills, practices and processes required to function effectively and appropriately in culturally diverse situations” (Chapman, Martin, & Smith, 2014, p. 179).

Assumptions

A research study necessitates assumptions that cannot be demonstrated to be true, but are believed to be so. These assumptions, critical to the meaningfulness of this study, were as follows.

1. The nonequivalent control group design assumed that changes measured before and after treatment groups were due to the treatment administered.
2. It was assumed that officers working in IGSA facilities were essentially the same regarding their general training for the job, as each officer must complete facility training in addition to state-mandated training upon hire. General training for the job must be assumed as a knowledge baseline for the

study so that comparisons between and within groups, pretraining and post training, could be considered valid.

3. It was assumed that officers volunteering for the study took the study and the offered training seriously. Having worked as an officer in an IGSA facility, I am aware that officers sometimes do not take training seriously; I believe that the seriousness was adequately emphasized to the volunteers for the sake of the study.

Scope and Delimitations

This study addressed the cultural awareness of officers in IGSA facilities and whether diversity training had an effect on this cultural awareness. This focus was chosen because it is an important aspect of ICE detainees' perceptions about treatment in IGSA facilities. In my experience, detainees seem to perceive treatment by officers, in part, based upon their perception of officer cultural awareness regarding the culture of that detainee.

This study included only those officers currently working in IGSA facilities for whom both before and after training in diversity was provided and who completed both the initial and final survey. For the control group, only officers working in those facilities at a time equivalent of the test group were included, i.e., those taking the initial survey and those available 1 month later for the final survey. Included subjects have regular contact with detainees in the fulfillment of job duties, which typically include a minimum of 3 working days each week. Two populations were excluded: Individuals who did not

work in an IGSA facility and individuals working in IGSA facilities who did not have regular contact with the detainee population, such as office personnel and supervisors.

Organizational theory and culture theory are two related theories that have been combined into the chosen organizational culture theory for this study. Organizational theory has evolved over the years from a more strict, black-and-white type of theory to a more socially structured and practical theory. While the rethinking and evolution of organizational theory has brought it closer to the theoretical framework chosen for this study, it does not quite meet the needs of the study, despite the inclusion of social conflicts and moral dilemmas described by Lounsbury and Ventresca (2003). In other words, organizational theory treats a business or institution as an entity that has its own behavior as an organization, driven by the desired outcome(s) of the organization. While this is true of the organizations in this study, it does not completely consider the effect of the culture that develops within an organization.

Culture theory varies from “cultures theory” in the number of subjects viewed. The word “cultures,” as a plural noun, implies multiple subjects that, as a group, have a particular set of values and a belief system in common with each other. These values and beliefs differ from other cultures, thus “cultures theory.” Culture theory is more focused on individuals within a group. Each person has her own culture based on factors of their upbringing and environment, as well as personal makeup. If this study were individualized, culture theory would be a perfect fit. As a study in how individuals behave within organizational groups, this theory falls short (Handwerker, 2002).

This study may be generalized to officers in other IGSA facilities. Generalization to officers in contract detention facilities (CDFs) and service processing centers (SPCs) may also be possible, although officers in those facilities who are employed as ICE agents should have already had diversity training as a part of their academy training or initial training. It is within the realm of possibility that correctional officers in any facility could be trained in diversity to increase their cultural awareness, especially those with diverse populations. Communities without diversity are few in the United States.

Limitations

This study was subject to several limitations: (a) It involved only IGSA facilities, leaving SPCs, CDFs unrepresented. (b) Out of about 100 IGSA facilities located throughout the United States only two were officially a part of the study, with independent volunteers coming from a third (G. Carlen, personal interview, June 28, 2017). These facilities were located in the Midwest and the results obtained may not be completely applicable to all other IGSA facilities in the United States, since cultures of staff likely vary by region.

These weaknesses were difficult to address without changing the focus of the study. The consideration of using limited facilities could have been addressed by using facilities around the United States rather than only in the Midwest, but that consideration would have cost the researcher additional funds that were not available.

Only one researcher involved in the study may be considered a strength or a weakness depending on viewpoint. The weakness is that the one researcher may become focused to the extent that “tunnel vision” develops and alternate ideas are not considered

in the coding or analysis process. It was more difficult to ensure quality via triangulation, except to compare facilities, so other methods to assure quality needed to be used, such as a review by some of the participants. It was useful to have other researchers review the data and the technique to provide expert assistance and suggestions for improvement or modifications for convenience.

Potential for bias in this study lies in the selection of subjects for the study, the survey instrument, age/experience, recent military background, and confounding factors. To address these potential biases, multiple approaches were necessary, although none of the biases was completely eliminated. To minimize subject selection bias, multiple sites were utilized, although subjects self-selected at each. Subjects volunteered to complete a survey, receive training, and complete a follow-up survey within 1 month. No incentives were offered.

The survey instrument was considered reliable and valid by its use in a previous research, so the bias concern was minimal. The questions were modified only slightly, if at all, to preserve the original integrity. Modifications were small, such as changing the word “prisoner” to the words “detainee/inmate”, as the original survey was directed toward prison staff. An age/experience bias may have been present in that older staff were likely to have more worldly experience. This may or may not have been important, but it ties into military background bias. Those with military background, given recent armed conflicts, may have had a bias toward particular groups. It is believed that the survey instrument alleviated most of the concerns with age/experience and military background. These combined factors then presented as confounding factors. These

potential multiple biases/confounding factors within one or several individuals were virtually impossible to tease out of the survey results. This researcher assumed there was little or no bias in these areas.

Significance

This study addressed the training component of staff cultural awareness as it related to administrative or civil detainees held by ICE. While ICE agents receive diversity training as a routine part of their initial and continuing training (G. Carlen, personal interview, June 28, 2017), IGSA detention staff do not. The intent of this study was to determine whether training in cultural awareness changed the view of detention staff in relation to detainees, as assessed by a written survey. If the training provided is determined to have a positive effect on the cultural awareness of IGSA staff, then this training could be implemented across all IGSA facilities nationwide. The results of this study may yet change how administrative/civil detention, as well as the individual detainee, is viewed by detention staff.

If it is found the diversity training is effective in increasing the cultural awareness of IGSA staff, this study could advance the need for training staff in IGSA facilities nationwide. If it is found that diversity training is effective in IGSA facilities, it may lead to the introduction of, or increase in, this training into CDFs and SPCs, as a matter of policy. If a larger population has exposure to this type of training, it may well further positive social change in an even larger population.

The positive social change stated above would occur through increased awareness of detention staff to cultural differences, both within and outside detention facilities. This

increased awareness to varied cultures would not only make the detention of administrative detainees more bearable, but also the lives of culturally diverse citizens not in detention. Cultural awareness of detention staff has the potential to be passed to their friends and children. If this awareness is passed on by staff to others, a “ripple” effect may be realized throughout society. While this possible effect will be relatively small to begin, the potential for widespread acceptance of cultural diversity is great.

Summary and Transition

In this chapter, the background of the study was presented, including discussion of the ties to 9/11 regarding current immigration laws and policy and the surge in housing requirements for detained suspected illegal or deportable immigrants. The problem of lack of provided diversity training for officers in IGSA facilities was discussed as the basis for this study. Organizational culture theory was the framework around which this study was built, as diversity training is an attempt to modify the culture of an organization, namely an IGSA.

As a nonequivalent control group design, ANCOVA was discussed as the chosen statistical analysis method. Definitions for terms frequently used in the study were presented, along with assumptions required for satisfactory completion of the study. The scope and delimitations were discussed to provide a reference frame for what the specific problem being studied is. Scope and delimitations tie into the limitations that reveal the focus and explore the topics related to, but not evaluated by, the study, as being outside the scope, as previously mentioned. The limitations also discussed parameters

necessitated to keep the study on track, as well as limits such as geography, voluntary participation, and demographics associated with IGSA facilities.

Finally, the significance of the study to IGSA's, as well as the potential greater applicability of the results to other ICE detention facilities, was discussed. The possibility that this study may have business applications beyond the federal government and its partners in immigration detention was also presented.

In the next chapter, discussion will focus on areas related to the literature review. The search strategy for the literature review will be among the first topics discussed. From this, the origin and rationale of the theoretical foundation and how it relates to the study will be considered. Examination of related studies and approaches to the problem will be followed by an extensive review and synthesis of studies related to the deeper issues of the study, such as the effect of international law; constitutional issues; detention and housing problems, both real and perceived; and health and mental health within ICE detention facilities. Also reviewed will be the diversity training received by ICE agents and training provided for IGSA facilities, as well as the potential benefits and drawbacks to this training.

Chapter 2: Literature Review

Introduction

Chapter Preview

In this chapter, a synopsis of literature relating to the study will be provided. Most of the literature discussed will be peripheral to the study, as no previous studies have been conducted to determine the efficacy of cultural awareness training in IGSA facilities. Basic background regarding these facilities, as well as others related to ICE, will be lightly discussed to further understanding of these types of facilities.

The background literature encompasses United States and international law with regard to detainees, including the role of the U.S. Constitution, specifically the First, Fourth, Fifth, Eighth, and Fourteenth Amendments. From this, discussion of the Alien Enemy Act, the plenary power of the legislative and executive branches, and whether or not detainees enjoy equal protection under the law is presented. This leads into the notion that immigration and criminal courts are tending toward convergence.

How detainees are housed while awaiting court proceedings follows, with discussion of both real and perceived problems with this housing. Closely linked to housing, at least in the IGSA setting, is physical and mental health of detainees, as those housed in IGSA's are under the care of the federal government. This includes both the physical and mental well-being of the detainees.

Training (or lack of) as provided to ICE personnel and IGSA personnel is discussed, and how cultural awareness and diversity are taught during these sessions.

Potential benefits and detriments of cultural awareness and diversity training for staff and detainees is briefly examined.

Discussion of theory, the backgrounds of the two root theories, and how the decision was made to use organizational culture theory for this study is presented. Briefly, organizational culture theory is the result of the intersection of organizational theory and culture theory that, independently, could not fully explain certain observed circumstances. Prior applications of the theory, the rationale for theory choice, and relationship to this study are noted in the discussion.

A final review of the literature related to the key variables and concepts, to include methodology that is mostly peripherally-related to the study in application, is discussed. Varying survey methods and approaches, as well as efficacy of those approaches, that is, inherent strengths and weaknesses, is presented. Discussion of training related to cultural awareness and how people tend to learn follows, with desired, predicted, and realized outcomes. Finally, systematic reviews of published papers are presented and discussed as they related to the topic of cultural awareness.

Synopsis of current literature

Very little literature exists that specifically addresses the problem addressed in this study, even peripherally. There is, however, extensive literature regarding immigration detainees and the real and perceived problems regarding their detention, including, but not limited to, detention with convicted criminals, rather than other administrative detainees (Flynn & Cannon, 2009; Kalhan, 2010), medical mistreatment (Venters, Foote & Keller, 2010), lack of access to counsel (Chapman, 2011; Hamilton,

2011; Stevens, 2010), mental health mistreatment (Steel et al., 2006), and violations of international human rights law (Hamilton, 2011).

Some of the above issues do not fall into the scope of this study, however, others, such as medical mistreatment, lack of access to counsel, mental health mistreatment, and violations of international human rights law may have some relationship to the issue of cultural diversity training in IGSA facilities. Any one of these issues may be exacerbated by a lack of understanding by IGSA staff.

Only one study was discovered that investigated cultural awareness training in the corrections arena. This was a study by Underwood (2002) that looked at cultural awareness training within the federal prison system. The objective of the researcher was to determine if staff believed a need for cultural awareness sensitivity training existed within the federal prison system. His study is similar to this study in that both investigate cultural awareness, with the major difference being the specific settings.

Purpose of the Study

This quantitative study sought to determine the effect of diversity training on detention staff in ICE IGSA facilities. It utilized initial and final surveys to assess changes in levels of cultural awareness among IGSA detention staff. The treatment group received diversity training from their facility, while the control group received the same assessments in the same time frame but without training.

The independent variable was the diversity training provided to IGSA staff, while the dependent variable was IGSA staff cultural awareness, as measured by the survey.

Problem Statement

There appears to be a perception among ICE detainees in IGSA facilities that corrections officers are not culturally aware, and this lack of awareness affects their treatment by these officers in the facility. It is unknown what effect, if any, diversity training has on the cultural awareness of IGSA corrections officers.

Through the scholarly research of many in recent years, it is apparent that the system of detention of foreign nationals for the purpose of eventual deportation is not being implemented in a manner applicable to administrative detention (Chapman, 2011; Dow, 2007; Flynn & Cannon, 2009; Hamilton, 2011; Kalhan, 2010; Steel, Silove, Brooks, Momartin, Alzuhairi, & Susljik, 2006; Stevens, 2010; Venters, Foote & Keller, 2010). Instead, this detention is more related to criminal detention, housing detainees in jails with criminal detainees and inmates, where they are treated by staff as criminals, rather than administrative detainees (Flynn & Cannon, 2009; Kalhan, 2010). Dow (2007) notes this view of detainee status is a prevalent attitude among staff in correctional facilities that house ICE detainees. Because these detainees come from varied cultural backgrounds, the staff that deals with these individuals needs to have an understanding of cultural differences. Numerous studies involving the treatment of detainees in administrative detention argue medical mistreatment (Venters, Foote & Keller, 2010), lack of access to counsel (Chapman, 2011; Hamilton, 2011; Stevens, 2010), punishment rather than detention (Dow, 2007), mental health mistreatment (Steel et al., 2006), and violations of international human rights law (Hamilton, 2011). There has been no apparent study in the area of cultural awareness of detention staff in regard to the

detainees that these staff deal with on a daily basis. Additionally, there does not appear to be any study describing how this training, or lack of, affects staff dealings with detainees.

The effect of the diversity training of detention staff to help deal properly with detainees is an under-researched area. Assessing the long-term efficacy of staff training in cultural awareness is also an area that has great potential for future research. This research is applicable in detention facilities and how the individual detainees are treated by staff. Something as simple as a facial expression may be misinterpreted by someone of another culture (Russell, 1994). This treatment of detainees by staff may have an overall mental health effect on detainees as they may feel less stress when faced with officers who have cultural awareness and understanding. This reduction in stress has a potential effect on detainee preparation for their case in immigration court. Poor case preparation for a detainee without legal representation can lead to his eventual deportation. With a staff that is culturally aware, the detainee will be more able to focus on the case, rather than thwarting cultural issues and misunderstandings. As an ultimate result, fewer families may be split by deportation. Because the detainees are administrative, not criminal, in nature, every effort must be made to accommodate cultural differences. If there is a concern about staff/detainee cultural relationships, then they may be addressed in a logical, intelligent and systematic manner across all IGSA facilities.

Literature Search Strategy and Scope of the Literature Review

The literature search was conducted using search engines Google and Google Scholar as starting points. These engines allowed for a broad search of topics that would

then allow for a narrowing as necessary. These engines sometimes presented branch topics that allowed for searches in areas previously not considered.

Next, the following databases were used: WorldCat, EBSCOhost, JSTOR, and Elsevier. Once a book or an article was perused and found to likely be of use, it was downloaded and placed into an electronic file.

The search terms used for the search engines and library databases were as follows:

Immigration AND culture AND awareness	“Immigration detainee housing”
“Pretreatment methodology” AND “posttreatment methodology”	“ICE detainee constitutional protections”
“Cultural awareness”	“Constitutional protection illegal immigrants”
"organizational culture theory" AND corrections AND jail OR prison	“Cultural training immigration agents”
"cultural diversity" AND "organizational culture theory"	“Cultural training DHS”
“Intergovernmental service agreement”	“Cultural training government”
“Intergovernmental service agreement” AND “correctional facility”	Diversity AND training
“Immigration and customs enforcement”	“cultural awareness training” AND “attitude change”

The scope of the initial literature review was broad. Google Scholar was typically the search engine used. All relevant search terms were used and any literature that was thought to be relevant in any way was saved for further review. As the study began to take form, more focus was placed on articles from peer-reviewed journals within the past 15 years with only approximately 10% being older. Three-quarters of the articles were

within 10 years. The older articles used were seminal, such as the theoretical foundation literature.

Most of the research that has been done is peripheral to the research in this study. No research was found that touched on the efficacy of cultural training in IGSA facilities, whether in the literature on IGSA's, cultural training, or ICE standards for IGSA facilities.

Background as it Relates to the Literature

ICE, in its current form, was founded in March 2003 as a result of the Homeland Security Act of 2002. It became one of three agencies under the umbrella of the new DHS. This combining of agencies was a direct result of the terrorist attacks on Washington D.C. and New York City of September 11, 2001 (DHS, 2015.; United States Citizenship and Immigration Services, 2012). Prior to the creation of ICE, immigration services were handled by the Immigration and Naturalization Service (INS). INS was created in June 1933 by Executive Order 6166 that combined the Bureau of Immigration with the Bureau of Naturalization. These two agencies were created in 1895 and 1905, respectively (USCIS, 2012). INS formed and re-formed over the years based on the political and social climates, as well as changing laws; until it was determined the agency needed a complete overhaul in response to the September 11 attacks.

United States and International Law Regarding Detainees

Both United States and International law may be considered to have direct and/or indirect influence on the actions of ICE today, as well as INS in the past. In addition, the Universal Declaration of Human Rights is sometimes used by attorneys and detainee

advocates as a basis for arguments regarding ICE detainees. For example, accusations of medical and mental health mistreatment, lack of access to counsel, detention being used as punishment, rather than as an administrative hold, and lack of understanding and training of detention staff toward detainees, have all been cited as violations of various U.S. and International and human rights laws (Chapman, 2011; Dow, 2007; Hamilton, 2011; Steel, Silove, Brooks, Momartin, Alzuhairi, & Susljik, 2006; Stevens, 2010; Venters, Foote, & Keller, 2010).

United States Constitution and Detainees

While living within the borders of the United States, everyone is afforded the protections of the U.S. Constitution, even those living here illegally. The Constitution does not differentiate between citizens and noncitizens, with few exceptions, such as the right to vote and run for federal office. The U.S. Constitution instead refers to “people” and “persons” and “the accused” without the distinction of citizenship. This means the due process and equal protections of the First, Fourth, Fifth, and Fourteenth Amendments, as well as the Sixth and Eighth Amendments in particular circumstances (Antos-Fallon, 2009; Cole, 2002a; Cole, 2002b; Stumpf, 2006; Thronson, 2005). Stumpf (2006) makes a distinction between constitutional protections afforded of immigration cases versus constitutional protections afforded criminal cases. He maintains that, procedurally, criminal rights to due process are found in the Fourth, Fifth, and Sixth Amendments, whereas immigration due process is contained in the Fifth Amendment.

Regardless of the protections, immigration and criminal court proceedings are increasingly similar (Stumpf, 2006).

First Amendment. The First Amendment to the Constitution is often touted as the free speech or freedom of religion amendment, but there is much more that is included (U.S. Const. amend. I). The key phrase within the Amendment is “the right of the people” (Cole, 2002a; U.S. Const. amend. I). It does not say “the right of citizens” (Cole, 2002b). This is a key point. More specifically, the Amendment allows for the people “to petition the Government for a redress of grievances” (U.S. Const. amend. I). This may easily be interpreted to include proceedings to deport the individual that has been deemed illegal by the government. It is a key point to remember that this only applies to a person already within the borders of the United States. A person applying for a visa (thus outside the country) may be denied for reasons that would be protected by the First Amendment were he within the borders of the U.S., and he has no legal ground upon which to stand (Antos-Fallon, 2009). It is equally important to recognize that one cannot be deported merely for exercising his First Amendment rights, rights which are even more important given that noncitizens are denied the right to vote by the Constitution (Cole, 2002a).

Fourth Amendment. The Fourth Amendment, or the “search and seizure” amendment states “The right of the people (emphasis added) to be secure in their persons, ... shall not be violated ...” (U.S. Const. amend. IV). As discussed earlier, the distinction between “people” and “citizen” is a critical one (Cole, 2002a). Illegals, or suspected illegals, shall not be subjected to any search or seizure above or beyond that which a citizen may be subjected to and it must conform to the rules outlined in the Constitution. As deportation

is a civil matter, the question arises as to whether the Fourth Amendment is applicable to civil proceedings. The answer is, of course, yes, but to a lesser standard than that of a criminal proceeding. In fact, the exclusionary rule does not apply to deportation hearings, as it does in criminal matters (Stumpf, 2006). It is also considered a balance between the law enforcement interest and “the extent of Fourth Amendment intrusion” on the individual (Antos-Fallon, 2009, p. 1022). Violations of the Fourth Amendment are chief among those argued against operations conducted by ICE regarding illegal aliens in the United States. It is argued that ICE agents routinely violate this amendment in their efforts to enforce immigration law, and the courts have ruled that violations must be viewed in context to assess constitutionality (Antos-Fallon, 2009). The Plenary Power Doctrine, as discussed later, presents a unique area of concern regarding the Fourth Amendment that sometimes allows immigration policies and actions to completely escape judicial review (Cole, 2002a; Lee, 2008, Stumpf, 2006).

Fifth Amendment. As previously mentioned, the Fifth Amendment does not specifically mention the rights contained being reserved exclusively to citizens of the United States (U.S. Const. amend. V). In fact, the Supreme Court has repeatedly ruled for over one hundred years this amendment applies to all persons within national borders in criminal court proceedings, and is known as due process (Cole, 2002a; Cole, 2002b). It is also important to keep in mind that the ten amendments that make up the Bill of Rights were and are considered inalienable rights that find their origin in God. These rights are simply “there” because human beings are human beings and they cannot be taken away by any person (Cole, 2002b). Because the intent of the Fifth Amendment is due process for all

persons (U.S. Const. amend. V), it is a key element in immigration proceedings, despite some arguments that due process, as guaranteed by the Constitution applies only in criminal proceedings, not in civil proceedings (Stumpf, 2006). The Supreme Court of the United States (SCOTUS) has affirmed this basic due process right found in the Fifth Amendment (Ochoa, Pleasants, Penn, & Stone, 2010). It is interesting to note that, despite all the protections built in to the Constitution, the right to an attorney during removal proceedings is not guaranteed. A detainee may have the privilege of representation, but the cost shall not be borne by the Government. In other words, the detainee must cover the cost of an attorney personally (Ochoa, Pleasants, Penn, & Stone, 2010), unlike criminal proceedings where the State will provide counsel at no cost of the individual cannot afford one.

Eighth Amendment. The Eighth Amendment is commonly known as the “cruel and unusual punishment” amendment (U.S. Const. amend. VIII), and, from my personal experience, is the most often used amendment by those in detention, be they detainees or sentenced inmates/prisoners. According to Stumpf (2006), detainees in immigration proceedings generally do not receive the protections of the eighth amendment, do not have the right to free counsel, and are not protected against self-incrimination. Again, in my experience, hand-in-hand with claims of violations of the eighth amendment often are claims of violations of 18 USC § 242, 42 USC § 1981, and 42 USC § 1983 (United States Code Title 18, Part 1, Chapter 13, Section 242; United States Code Title 42, Chapter 21, Subchapter I, Section 1981; United States Code Title 42, Chapter 21, Subchapter I, Section 1985). In other words, prisoners and detainees tend to use 18 USC § 242, 42 USC

§ 1981, and 42 USC § 1983 (United States Code Title 18, Part 1, Chapter 13, Section 242; United States Code Title 42, Chapter 21, Subchapter I, Section 1981; United States Code Title 42, Chapter 21, Subchapter I, Section 1985), which specifically prohibit deprivation of Constitutional rights under color of law, in conjunction with claims of eighth amendment violations. 18 USC § 242, 42 USC § 1981, and 42 USC § 1983 (United States Code Title 18, Part 1, Chapter 13, Section 242; United States Code Title 42, Chapter 21, Subchapter I, Section 1981; United States Code Title 42, Chapter 21, Subchapter I, Section 1985) allow for injunctive relief for the affected person if proven true.

Fourteenth Amendment. In terms of the Fourteenth Amendment, undocumented aliens are equally protected from state deprivation “of life, liberty, or property without due process of law” (Thronson, 2005, p.58; U.S. Const. amend. XIV) and shall not be denied “equal protection of the laws” (p.58). This is true whether the alien has been in the country for an hour or for sixty years and continues until the individual departs, voluntarily or involuntarily. While this protection is not absolute, when a state violates the Amendment for a perceived state cause, they must sufficiently justify the violation to pass constitutional muster. This is generally a difficult task (Thronson, 2005).

United States Law

The Alien Enemy Act. The Enemy Alien Act, enacted in 1798, authorizes the President of the United States “to detain, deport, or otherwise restrict the liberties of any citizen over 14 years of age of a country with which we are at war ...” (Cole, 2006, pg 990) regardless of whether the individual has displayed any suspicious conduct or activity.

Simply being a citizen of a country, while the U.S. is at war with that country is sufficient reason for detention. This was done to many people of Japanese, German, and Italian ancestry during World War II, even those that were citizens of the United States. Cole (2006) argues that what we allow the government to do to immigrants makes it easier to do to U.S. citizens in the future. While the Act specifies “at war,” and traditionally this means a war declared by Congress, increasingly the United States is fighting non-traditional wars. These conflicts do not rise to the presumed level of war to allow for application of the Enemy Alien Act, but it is not a stretch to believe there may be an attempt to invoke this Act relating to a particular conflict. Would this sudden rise in detention of people, both legal and illegal have an effect on detention centers currently run by and contracted to ICE? Is it likely this sudden increase would place greater demands upon the officers in these detention facilities in dealing with cultural differences? If so, the demand for cultural awareness training, if shown effective, will undoubtedly increase.

Plenary Power. The plenary power of the federal government is vested in the political branches of the government, typically understood as the legislative and executive branches, or the Congress and President (Cole, 2002a; Lee, 2008, Stumpf, 2006). This plenary power allows the federal government to enact rules for aliens that would not be acceptable for citizens (Cole, 2002b; Wells, 2004). It is this power under which immigration policy is understood to fall, thus making immigration policy held to a lower constitutional standard than normal domestic law, often escaping any type of constitutional review (Antos-Fallon, 2009). An example cited by Antos-Fallon (2009) is

that immigration legislation favoring one nationality over another is not considered to violate the equal protection clause if there is a valid reason for the law. Despite this lower standard, agents acting under immigration policy are still held accountable for any violations of the constitution, specifically the Fourth Amendment (Antos-Fallon, 2009). Additionally, the Supreme Court has ruled criminal aliens may not be detained indefinitely as the plenary power of the federal government subject to constitutional limits (Cole, 2002a; Cole, 2002b).

Equal or Reduced Protections. According to Cole (2002b), the federal government maintains that aliens are only beneficiaries of reduced protections held within the Constitution; for example, not being guaranteed the right to confront evidence presented in a deportation proceeding. In practice, individuals facing deportation are currently afforded the right to appear in court and defend themselves, which, as stated previously, is a movement that likens immigration court proceedings to criminal court proceedings. A key difference is that the defendant in immigration court, while afforded the right to counsel, is not afforded the opportunity to be appointed counsel without cost if they cannot afford an attorney, as in a criminal case (Stumpf, 2006). Immigration detention may occur if there is no clear allowance for entry, a person is awaiting deportation proceedings (often those that have completed prison terms), or if they have been ordered removed by a judge (Stumpf, 2006).

Convergence of Courts. In conjunction with the increased overlap of immigration and criminal proceedings comes the increased use of detention of immigration court defendants in a manner similar to that of criminal detention prior to trial (Stumpf, 2006).

Stumpf even goes so far as to state the convergence of the two systems seems “inevitable” (2006, p. 392). It is this immigration detention that lays the foundation for the questions posed in this study. Stumpf (2006) states the USA PATRIOT Act of 2001 allows those that are not United States citizens to be detained for seven days without charges and this time frame has been administratively extended.

Detainee Housing

Immigration detainees are typically held in one of three types of detention facilities. According to Hamilton (2011), the three types of detention facilities either run by ICE exclusively or contracted by ICE to house detainees are: Service Processing Centers (SPC’s), Contract Detention Facilities (CDF’s) and IGSA (IGSA’s) facilities. Kerwin and Lin (2009) also include the Federal Bureau of Prisons (BOP), as well as shelters designed to house minors operated by the Office of Refugee Resettlement (ORR). Additionally, these two authors include what they term “soft” facilities, such as “medical centers, shelters, and hotels” (p. 8). In my personal discussions with ICE personnel, only CDF’s, SPC’s, and IGSA’s are ever mentioned, and will therefore be the bulk of the discussion.

Four SPC’s are owned and operated in the United States entirely by ICE agents and staff. The thirteen CDF’s in the U.S. are privately owned facilities that are contracted through ICE to exclusively house detainees for a daily fee. CDF’s employ their own staff and are overseen by ICE liaison officers. IGSA’s are usually county jails that also house detainees for a per diem fee. These county jails also house local inmates that are either awaiting trial or have been found guilty and sentenced. These county jails (hereafter

IGSA's) employ their own staff and are overseen by ICE liaison officers. There are currently approximately one hundred of these facilities in the United States (G. Carlen, personal interview, June 28, 2017).

Kerwin and Lin (2009) recommend that ICE investigate more deeply into each detainee to determine if more detainees are eligible for either a bond or another alternative-to-detention program, such as electronic monitoring. Alternative-to-detention programs have been advocated for mentally ill detainees, as well (Ochoa, Pleasants, Penn, & Stone, 2010). Kerwin and Lin (2009) also maintain that a broad range of detainees are currently in the system, such as “asylum seekers, survivors of torture, LPRs (lawful permanent residents) without criminal records, unauthorized immigrants, and noncitizens with multiple criminal convictions no present a risk to others” (p. 31) and this variety necessitates a more thorough approach to determination of detention status. They believe that these alternatives to “hard detention” provide “potential savings to the government and benefits to the individuals” (p.31).

Real and Perceived Problems with Detention and Housing

Government agencies tend to be under scrutiny from all sides. There seems to be no way to ensure all stakeholders are happy with any agency. ICE is no different, as there are often claims of poor management, high cost (National Immigration Forum, 2013), poor conditions, and inadequate internal review procedures for ensuring compliance with their own National Detention Standards (Neely, 2008). These are some of the issues that prevent the agency from completing its mission as envisioned at the onset. The method of housing detainees is one such area of contention.

One often mentioned criticism of detainee housing is that these detained individuals should not even be placed into facilities such as IGSA's, some of which are private prisons (National Immigration Forum, 2013). All are considered civil or administrative detainees (Ochoa, Pleasants, Penn, & Stone, 2010). As such, they are in direct contrast with other criminal justice populations either awaiting trial or those convicted and serving court-ordered sentences (Ochoa, Pleasants, Penn, & Stone, 2010). A counter argument I have personally heard is that they are here illegally, in whatever manner, be it overstaying a visa or simply crossing the border without legal status to do so, therefore they should be housed as criminals. The major problem with this argument is that none of the detainees are being held as criminals. They may have been previously charged with such an offense, but that time has been served, and they are now awaiting administrative deportation hearings. In fact, Kerwin and Lin (2009) state that on January 25, 2009, the date they chose to "snapshot" for their article, only forty-two percent of those detained had a previous criminal conviction for which the administrative removal proceedings had begun. The remaining fifty-eight percent had not plead to or been convicted of a crime. Additionally, 68% of detainees were housed in the Southern, Southwestern, or Western states (Kerwin & Lin, 2009). The facilities for this study are located in Michigan and Ohio.

These individual detainees described above are being held administratively to appear before an immigration judge to determine suitability for deportation based upon a number of factors, including, but not limited to the crime committed (Kerwin & Lin, 2009; Ochoa, Pleasants, Penn, & Stone, 2010). One of these factors is called the Illegal

Immigration Reform and Immigrant Responsibility Act of 1996 or IIRIRA (Kerwin & Lin, 2009). IIRIRA allowed more noncitizens to be deported and added to the classes of people that could be placed in compulsory detention (Kerwin & Lin, 2009). This compulsory detention and deportation was opened up to individuals falsely claiming U.S. citizenship, abuse of student visas, those unlawfully voting in federal elections, and incitement of terrorist activity, to name a few (Illegal Immigration Reform and Immigration Responsibility Act of 1996). From 2008 to a peak in 2012, ICE increased removals of aliens from 369,221 to over 409,849 detainees per year. These numbers decreased to a recent low of 235,413 in 2015, with a slight increase to 240,255 in FY 2016, the most recent data available (U.S. ICE, 2017). Most of the growth in those years was due to increased use of IGSA facilities (Kerwin & Lin, 2009), such as those involved in this study. There is no officer training involved in cultural awareness for these facilities prior to federal approval for housing in these IGSA's (G. Carlen, personal interview, June 28, 2017).

Physical and Mental Health

The DHS, of which ICE is a branch, provides administrative rules under which IGSA facilities are required to operate (Venters, Dasch-Goldberg, Rasmussen & Keller, 2009). These administrative rules lay out policies and procedures for ICE detention facilities to follow, but are not legally enforceable. They are merely guidelines that DHS and ICE recommend are followed. A part of these administrative rules are the health care standards, which includes mental health. While ICE recommends holding facilities already have or obtain National Commission on Correctional Health Care (NCCHC) and

the Joint Commission on the Accreditation of Health Care Organizations (JCAHO) accreditations, as ICE-run facilities do, it is not a requirement to house detainees (Venters, Dasch-Goldberg, Rasmussen & Keller, 2009).

When arrests of suspected illegal immigrants occur, it is typically of adults, and occasionally takes place as raids on businesses. This effectively removes one or both parents from a home, which, in turn, causes stress on the family unit (McLeigh, 2010). This stress, if not checked, may develop into “depression, separation anxiety disorder, post-traumatic stress disorder, and suicidal thoughts” (Capps, Castaneda, Chaudry & Santos, 2007, p. 4) in the detainee and their families. These mental health issues may eventually manifest themselves as physical issues. In a 2003 study discussed by Venters, Dasch-Goldberg, Rasmussen, and Keller (2009), it was found that asylum-seeking detainees had poor mental health upon initial incarceration and that this mental health status deteriorated as detention time increased.

According to Capps, Castaneda, Chaudry, and Santos (2007), few detained individuals seek mental health assistance due to cultural reasons. I have noticed this to be true at his IGSA of employment. Few detainees seek mental health help, rather, they seem to rely upon each other for support. If staff at IGSA facilities are able to recognize this issue on the cultural level, the detainees and staff will both have an easier relationship during the detainee’s stay.

An additional, although less frequent, concern is the LGBTQ (lesbian, gay, bisexual, trans-sexual, queer) community inside IGSA facilities. Turney (2010) argues that due to two 1996 laws, the Antiterrorism and Effective Death Penalty Act (AEDPA) and

the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA), there are an increased number of criminal acts that may lead to deportation proceedings, without judicial discretion. Turney maintains that there is a link between poverty and these deportable crimes. He implies that the LGBTQ community is more likely to commit these crimes based on higher incidence of poverty. Prior to passage of these Acts, deportable convictions were only those that carried a penalty of five years or more in prison. The new Acts lowered that threshold to one or more years in cases involving moral turpitude. There is also the possibility of deportation, in limited cases, without conviction of a crime (Turney, 2010). This is in addition to the added stresses of incarceration for LGBTQ community due to their differences from the general population. In my personal experience, transgender individuals present the greatest problem in incarceration. They tend to require isolation from the general population for safety concerns.

It is clear from these articles that the physical and mental health of detainees is a concern to everyone; detainees, IGSA staff and ICE officials alike. It is easy for a detainee to “slip through the cracks” even in an ICE-run facility that is staffed by agents that have had the basic ICE training academy. This academy includes a unit on cultural awareness (G. Carlen, personal interview, June 28, 2017). It would seem likely that more detainees would exhibit physical and mental health issues in a facility staffed by those with no specific cultural awareness training.

Training

Training Provided to ICE Agents. Immigration agents, in their initial academy training, are provided cultural awareness training. This training is specific to cultural awareness as

a topic, as well as incidental to other topics covered as a part of the initial training. For example, when training in various languages, pertinent culture is introduced to immerse agents in a virtual manner. On-the-job training occurs on an ongoing basis as agents travel to foreign countries as a consequence of their continued employment (G. Carlen, personal interview, June 28, 2017; B. Desrochers, personal interview, August 8, 2017; C. Kitchen, personal interview, August 8, 2017).

Training Provided to IGSA Personnel. In my fifteen-year experience as an officer and supervisor in an IGSA facility, there has never been any training provided specific to IGSA facilities and staff. The training provided in the normal course of employment, as required by the state, appears to be enough to satisfy ICE and the federal government. Examples of trainings provided in the course of my employment are; first aid and CPR, on an alternate-year basis; suicide prevention; crisis intervention training (CIT); gang recognition; unarmed self-defense; oleoresin capsicum (OC) spray, commonly called pepper spray; Taser; prison rape elimination act (PREA); jail/prison classification; sexual harassment; Narcan (used to counter the effect of opioid overdose); and various Federal Emergency Management Agency (FEMA) trainings. Even with that variety of training, there has never been a specific training involving cultural awareness, although some have touched lightly upon it.

Cultural Awareness Not Included in IGSA Training. Given the clientele that become incarcerated in IGSA facilities, one would suspect that ICE would require formal training in some aspect of cultural awareness or diversity. This is not the case, despite the IGSA of my employment housing, at some point, citizens of nearly every country on earth. At

no time has any cultural training been required, or even offered. Nor do other IGSA facilities nearby offer cultural training (G. Carlen, personal interview, June 28, 2017).

Potential Positive and Negative Outcomes of Training for Staff. Positive outcomes of training staff in cultural awareness may manifest in various ways. Simply being able to more easily resolve detainee issues as they arise, especially if they involve a cultural issue, is probably the most prevalent example. For instance, if there are deep-seated, historical disagreements between two countries, staff would do well to recognize the issue and take appropriate steps to mitigate the potential problem. Recognition of a potential problem may negate the future necessity for verbal or physical resolution of a dispute. This, in turn, lowers the possibility that an officer will have to write reports. Report-writing, in my experience, is one of the most disliked tasks of corrections staff. Telling staff that something may reduce the likelihood of a report is definite incentive.

Additionally, staff that utilize cultural awareness training on a regular basis may find themselves better able to relate to people outside the corrections setting. This increased capability for understanding and compassion will serve the individual well in relationships of all kinds within their community. Those staff that are raising children or have grandchildren may find that their awareness and understanding transfers to those children that watch them in their daily interactions. These children may display more compassion for their fellow humans.

Negative outcomes may lie in each person's interpretation of the training, possibly due to misunderstanding or preconceived ideas or prejudice. It may also be a situation where the individual takes the training provided and decides to extrapolate a response beyond their

knowledge. A very real negative outcome, that may not be considered strictly as such, is the staff person that simply doesn't pay attention to the training, therefore making no change whatsoever, positive or negative.

Potential Positive and Negative Outcomes of Training for Detainees. The potential for positive outcomes for detainees resulting from detention staff completing cultural awareness training are numerous. At a minimum, the learned ability of staff to understand the cultural point of view of a detainee will relieve some of the stress the detainee feels while incarcerated. It will be more likely that a staff member will not misinterpret physical or verbal danger cues from a detainee if one understands the cultural basis. As mentioned earlier, simple facial expressions may have different cultural interpretations (Russell, 1994). In my experience, the exposure of detainees to American culture varies from a few days to almost the lifetime of the detainee. It was mentioned previously that lowering stress of detainees could be a major benefit of this training. With lowered stress, one may find fewer physical and mental health issues for staff to deal with.

The only negative outcome I can think of is correctional staff misapplying lessons taught in the cultural awareness training, either through misunderstanding, misinterpretation, or even simply not really caring about the detainee. In these events, a simple problem may manifest itself as a far more difficult problem if not recognized and rectified early.

Theoretical Foundation

Theory, Origin, and Assumptions

Organizational culture theory (Smircich, 1983), around which this study is built, is the theoretical framework, as defined by Frankfort-Nachmias and Nachmias (2008), used to build this study. Organizational culture theory developed as organizational theory intersected with culture theory to explain particular phenomenon that could not be explained independently. This new theory manifested in five themes. Of these five themes presented by Smircich (1983), the one most applicable to this study is unconscious processes and organization. Because the daily processes of officers involved in an organization, such as an IGSA, become such an integral part of what the facility is and who the officers are, these processes become unconscious on the part of the officers. Any attempt to change these processes would likely take a focused effort, as well as a period of time undefined. Once a “culture” is established, it is difficult to squash or modify.

What an organization does and how changing the organization will affect organizational function is part of what organizational theory entails. How and why organizations are different from other social groups is one struggle that this theory tries to explain (King, Felin & Whetten, 2010). This effort to include other types of organizations in the theory has led to sub-groups within the theory and hybridization of the theory, such as the combination of organizational and cultural theory into organizational culture theory.

Prior Applications of the Theory in Similar Studies.

Studies that apply organizational culture theory to a correctional or public service setting, let alone a correctional or public service setting with an immigration twist, seem to be nearly non-existent, at least in recent years (Rapping, 2009; Young 2014). The study by Rapping (2009) dealt with an indigent defense, in particular New Orleans prior to Hurricane Katrina. The essence of the study was that rather than the public defender defining the indigent defense culture, the opposite is true. While this is in the realm of criminal justice and organizational culture, it is a stretch to make a direct application to this study.

In the study by Young (2014), a large metropolitan fire department was studied in terms of how communication of change affected organizational culture “in a high-risk, high-consequence organization” (p. 51). There are two similarities to the current study. First, corrections is a “high-risk, high-consequence organization,” as well as a publicly-funded one. Additionally, communications are highly important both within the organization and between the organization and other entities. Specifically, communication between officers and detainees is of utmost importance and is where education/training in cultural diversity comes into play regarding this study.

Rationale for Theory Choice

Culture is the thoughts, emotions, and behaviors of a particular group of people and how these thoughts, emotions, and behaviors change over time. It is also how specific groups of people live and relate to others not of their culture (Handwerker, 2002). When cultures interact, changes take place. These changes may mutually

beneficial, mutually detrimental, or unidirectional detrimental to the cultures involved. How the interaction unfolds may be related to relative social and/or physical power of the cultures. If multiple cultures are injected into another, such as is the case in a correctional facility, a dynamic occurs that is different than that of only two cultures simply interacting. There are multiple dimensions that may have an unknown effect.

The attitudes of the individuals and the group often define the culture of the organization. Problems with the organization, whether real or perceived, have an effect on organizational culture as determined by the organization employees. In the case of IGSA facilities, organizational culture is strongly affected by the attitudes of the officers, as well as any policies governing employee behavior. These policies, but more so the officer attitudes, have an effect on the how the detainees are treated, at least in the eyes of the detainees. Therefore, it becomes apparent what intertwining exists between officer attitude and organizational culture. Employee satisfaction with their job, as one measure of organizational culture, is a specific predictor of how an organization will adapt to any new challenges (Denison & Mishra, 1995). In other words, a happy employee is more willing and able to adapt as necessary to changes and challenges.

Theory Relationship to Present Study

Research in organizational issues should have a reality anchor. Research without a basis in reality does not have a practical application and, in the opinion of Schein (1996), has little applicable value. This study intends to investigate officer awareness of other cultures, which is a real-life issue with real-life applications, especially in terms of an IGSA facility housing ICE detainees from multiple countries and cultures around the

world. Creswell defines these types of problem-centered, real-life issues as lying in the pragmatism worldview.

The intent of this study is to investigate whether training officers in cultural awareness and diversity will have a long-term effect on officer attitude toward the differences in culture encountered in dealing with ICE detainees. Many times, answering one question leads to more questions. Could concentrated organizational training in such diversity lead to eventual homogeneity among cultures or will such training simply lead to a different way of looking at diversity (Anderson-Levitt, 2003)?

Literature Review Related to Key Variables and/or Concepts

There has been only one study I have found that is directly related to the study at hand. There does not appear to be any formal study of IGSA facilities and any type of training, but there does appear to be one study, in the form of an unpublished thesis (Underwood, 2002), of the efficacy of cultural awareness sensitivity training in a portion of the federal prison system. His results showed that such training was beneficial, and it was implemented on a wider basis than the study. The lack of such studies is curious, as one of the components of the training for ICE agents is a cultural diversity component (G. Carlen, personal interview, June 28, 2017). One would think the efficacy of such training would have been formally studied at some point.

Multiple studies exist that utilize the pre-test/post-test or initial/final survey methodology similar to the one proposed for this study. Cohen and Cornwell (1989) studied university students regarding ethics and attitudes within fields that utilize computers for information processing. A survey was administered to students in three

sets of classes at two universities. Treatment in the form of ethical question-asking, as a part of the coursework, was completed in the treatment classes and not completed in the control. Post-tests/surveys were then administered 1 month later. While the age of the study is apparent, the Cohen and Cornwell (1989) study follows closely the methodology to be used for this study. The fact the methodology has been used for many years and is still in use speaks to the effectiveness of this methodology.

Tse, Strulovitch, Tagalakis, Meng, and Fombonne (2007) conducted a study of parents of high-functioning autistic and Asperger syndrome that were surveyed before and after a 12-week training group utilizing three separate questionnaires of known validity and reliability. In this study, there were few dropouts and multiple statistically significant changes were noted in participant behavior measures, as confirmed by the parent pre- and post-surveys. This study varies from the proposed study in the length of time between surveys, although this is truly not a concern, as the post-test survey is administered immediately following training. This differs also from the proposed study as there is no time delay following training to the post-test. In the proposed study, the post-test would occur 1 month following the training.

In the Gardner (1972) study, subjects were pre-tested using several surveys, after being randomly assigned to two groups as matched pairs. One group received role play training, then lecture training in developmental disabilities (specifically mental retardation, as labeled at that time), and the other group received the training in the reverse order. Following the first set of training, subjects were evaluated. The second set of treatments was completed, and evaluations were completed again. ANOVA and

multiple *t* tests were performed, and significant differences were found to exist after the role-playing treatment in both groups. No significant differences were noted between groups, either pretest or posttest.

The Gardner study (1972) most closely resembles the proposed study in that there are to be two groups, one with treatment, one without. These groups will both be surveyed pretreatment (initial) and 1-month posttreatment (final) and compared between and within groups for significant differences. Groups will not be matched as in the Gardner (1972) study, but will be formed for convenience, as groups of officers at their respective facilities.

Researchers have taken three basic approaches to the efficacy of training problem, both using a survey instrument to assess the program or to determine the components required to have a successful program. The first is to administer a survey to determine the perceived needs of the study subjects prior to development of a program (Cohen & Cornwell, 1989; Tse, Strulovitch, Tagalakis, Meng, & Fombonne, 2007; Underwood, 2002). The second is to complete a postdevelopment survey to determine how well the needs of the study subjects were met by the training (Cohen & Cornwell, 1989; Tse, Strulovitch, Tagalakis, Meng, & Fombonne, 2007; Underwood, 2002). The third is to complete a pretraining/development survey to determine needs, then a posttraining/development survey to determine the efficacy of the plan (Cohen & Cornwell, 1989; Tse, Strulovitch, Tagalakis, Meng, & Fombonne, 2007; Underwood, 2002).

These approaches each have inherent strengths and weaknesses and the approach chosen should always attempt to minimize the impact of the weakness(es) and maximize the impact of the strength(s). Determining the perceived needs of a group prior to training development is helpful, however, the individuals in the group may not truly know what assistance they need and may be operating based upon faulty perceptions, that, while valid from their point of view, are not borne out by reality. This faulty input to design can only lessen the positive impact that may have otherwise been realized. The flip side of this method is requesting input after training has been completed. Post training surveys allow for critique of the training and may allow for modification for future trainings, depending upon the survey. Perhaps the best method for training development is to survey the affected population pretraining to determine needs as believed by the population. Develop the training based upon the input, then complete a post training survey to determine the efficacy of the training developed, that was based upon the perceived needs of the particular population.

The independent variable for this study, diversity training, has been chosen based on the needs of the study. This training was offered to approximately half of the study participants to determine the effect upon cultural awareness as determined via an initial and a final survey. This variable selection has rationale in the literature, such as the Underwood (2002) non-published thesis, where the researcher surveyed staff in federal prisons regarding cultural awareness and the need for diversity training. Roberge, Petrov, and Huang, (2014) completed a study involving students in an organizational diversity course to assess internal perceptions of cultural awareness. This study was similar to the

proposed study in that a survey was administered at the onset of the course and at the conclusion of the course, with the training portion being the course itself. The major difference is the amount and length of training, as well as the fact that all participants received the training, whereas in the proposed study, some will not receive training between surveys, as a control group.

Alhejji, Garavan, Carbery, O'Brien, and McGuire (2015) reviewed diversity training articles from a non-Anglo-Saxon point of view and discussed the potential problems with study design differences causing outcome variance. The concern raised is valid if one is attempting to generalize across cultures, but, as this study is only to generalize within IGSA's within the United States, the study design is of less concern.

The Bezrukova, Jehn, and Spell (2012) review of articles regarding diversity training in the workplace and on campuses investigated 178 articles in terms of research characteristics. In their review, it was found that an integrated approach to training, where the training is part of a larger organizational plan, was viewed as the most useful. This makes sense, as the training would not be a hit-or-miss proposition, rather a steady flow of training. As the research to be conducted for this study was far more limited in scope, this was not possible. The method employed for this study, however, followed the general path of the greatest number of studies evaluated by Bezrukova, Jehn, and Spell (2012), namely surveys. With similar recommendations, Young and Guo (2016) suggest from a literature review, that individual cultural awareness (the dependent variable) comes not from one diversity training session, but from a continuous effort to improve by each individual. This is then followed up with a competency evaluation. While this was not

possible in the scope of this study, it is a worthwhile point to note for future consideration.

The dependent variable, cultural awareness, is the outcome to be measured by application of the initial and final surveys. Young and Guo (2016), as mentioned earlier, did a literature review of cultural diversity training in a health care training (educational/classroom) setting. It was their opinion that cultural competence comes over time with continuous exposure to diversity training, as in a classroom setting and that the efficacy may be evaluated via a competency “test” at the end of the prescribed time. In light of the study subjects, this makes sense. They were health care students over a period of time. A long-term competency test of this type would be more easily administered.

In a similar review article, Bezrukova, Jehn, and Spell (2012) suggest assessment of cultural awareness via training go much deeper than is commonly done presently. They suggest, rather than the typical self-assessment, that the subjects be given more of a “what would you do?” assessment that more accurately (in their opinion) depicts the actual behavior of the study subject, rather than a self-report. To this end, they suggested several specific behavioral assessments. These assessments, however, appear to be partially subjective in nature, thus causing concern regarding the possible difference in assessors. Although this concern is normally mitigated, the concern still exists. This study used the more common objective assessment.

Alhejji, Garavan, Carbery, O'Brien, and McGuire (2015) categorize cultural awareness outcomes into three perspectives; business, social justice, and learning. In terms of this study, all three outcomes could be applied as advantageous. In the business

perspective, IGSA's are businesses that rely upon individual and organizational ability to recognize and adjust to various cultures. As these authors state, the outcomes emphasized vary per organizational commitments.

The social justice perspective of Alhejji, Garavan, Carbery, O'Brien, and McGuire (2015) is less applicable to an IGSA facility as it "challenges organizations to address residual racism, gender exclusion, religion intolerance, and intolerance of lesbian, gay, bisexual, and transgender (LGBT) employees" (p. 5). Since the objective of this training was directed toward the detainees, not employees, it was less directly transferrable as stated. However, training, if properly handled by the subject, may often be applied beyond the intended realm.

In the learning perspective of Alhejji, Garavan, Carbery, O'Brien, and McGuire (2015), they discuss both the positive and negative outcomes of diversity training. On the positive side, increased knowledge and skills, as well as cultural innovation, in both the long and short term are cited by the authors. On the negative side, they mention increased interpersonal conflicts and lack of ability to truly manage the newly recognized diversity.

There seems to be some variety of opinion regarding diversity training and cultural awareness, mainly in the area of what is the best method or methods for teaching and retention of what is taught. For example, the review by Bezrukova, Jehn, and Spell (2012) charted various characteristics of 178 studies by type of sample, methodology and theoretical framework, and, while there were definite "winners" in each category, there was no clear-cut way to conduct diversity training research. Because there is no preferred methodology or theoretical framework, there is no "roadmap" to this type of research.

This is perhaps a positive result, given it is research rooted in “diversity”. There are still many branches from diversity training and cultural awareness to study. Not only single ideas are useful, but combinations of those single ideas, as no one person or group is uniform in their diversity. Even among seemingly homogeneous groups of human beings lies much diversity.

Diversity training and cultural awareness seems to be well-studied, however, there are generally going to be niches that either no researcher has thought about or previously did not exist. A study within IGSA facilities would be an example of both, but mostly the latter. Until approximately 1992, IGSA’s did not exist (Tumlin, Joaquin, & Natarajan, 2009), so they may be considered a relatively recent phenomenon. Also, just because something has not been studied does not mean it should be studied. There must be a valid reason to study and report findings.

No studies exist that directly relate to the research question “What effect does diversity training have on staff cultural awareness in IGSA facilities?”. An unpublished thesis by Underwood (2002) was the closest study to the proposed study that I located. His study undertook surveying corrections officers in three United States Bureau of Prisons (BOP) locations. Each location housed similar prisoners. The officers were surveyed prior to a training session in diversity and following a pilot training program. Aggregate data from the pretraining survey was compared to that of the post training survey. This is very similar to the method chosen for this study, the differences being the choice of facility type, in this case, IGSA’s housing foreign detainees awaiting civil

proceedings regarding deportation, and only offering training to approximately half of the participants.

As stated previously, the studies that are closely related to the research question are few and far between. Some studies have utilized diversity training but did not follow up with a cultural awareness survey as defined for this study (Roberge, Petrov, & Huang, 2014; Young & Guo, 2016). Roberge, Petrov, and Huang (2014) utilized a survey, but called it a personal attitudes and behavior survey, where they were asked about their own prejudice and stereotyping. The Young and Guo (2016) study focused on cultural competence, which they explained was cultural awareness that developed into cultural knowledge, then cultural sensitivity. This cultural sensitivity then finally blooms into cultural competence. While they did generalize outside of the actual study, their focus remained on the healthcare industry.

In some cases, the study was looking at an outcome other than cultural awareness (Roberge, Petrov, & Huang, 2014; Young & Guo, 2016). As discussed above, Young and Guo (2016) were not looking for a specific outcome at a prescribed time, rather they were attempting to determine the best method for obtaining cultural competence in healthcare, specifically nursing. While they certainly acknowledged cultural awareness, it was not the end product. The Roberge, Petrov, and Huang (2014) study was concerned with student perception of their own diversity and their openness to diversity following a semester of diversity training integrated into business coursework at a university. While this study is interesting, it is limited in that it involves only students in a specific class.

Although it did find an increased concern for diversity, the authors acknowledged the limitations for wider application.

Other studies looked at the outcome of cultural awareness, sometimes called cultural competence, diversity awareness or diversity competence, but the independent variable was not diversity training (Berry, 1997; Papillon, 2002; Russell, 1994). Papillon (2002) looked at immigrant groups in Canada and the impact of their move to Canada on the economy. A significant discussion in that study was that legislation could be used to change business practices but had little to no impact on culture in the workplace or in individual workers. Cultural awareness cannot be legislated, but must come from the ground up, and via another avenue. Russell (1994) studied how facial expressions are recognized across cultures and determined that there is a cultural component to interpretation of these expressions. This is an important piece to recognize in training staff in IGSA facilities.

It is also important to recognize “acculturation” and “adaptation” (Berry, 1997) as psychological markers in attempting to train a person in another culture. Changing behavior is difficult. One’s culture is powerful in shaping individual behavior. Berry (1997) questioned to what extent this behavior and the perceived norms are concreted into the individual psyche and how readily an individual would adapt to a required change in cultural expectations. This is an importance piece to recognize when studying any type of training intended to modify cultural awareness.

Still other studies were comprehensive reviews of multiple studies to bring together the thoughts of those involved in such research into one place for evaluation

(Alhejji, Garavan, Carbery, O'Brien, & McGuire, 2015; Bezrukova, Jehn, & Spell, 2012). Alhejji et al. (2015) reviewed 61 published papers from January 1994 to February 2014 regarding diversity training. The objective was to systematically review in the interest of determining theories employed, methods used, and the outcomes of these diversity trainings. This systematic review allowed the authors to make recommendations in the above areas for the direction of future studies from several perspectives and theories. The most appropriate and closely-related theory discussed by the authors to the present study is organizational learning culture theory, as organizational culture has an influence over the outcome of diversity training. Of the methodologies discussed, using a survey instrument was most like the proposed study. In terms of outcomes, awareness and perceptions of differing cultures, as well as personal belief influence were related to this study. The modification of personal belief then may translate, over time, to organizational change in belief in cultural diversity.

Bezrukova, Jehn, and Spell (2012) also committed a systematic review of published papers, some of which directly related to the research question either in the independent variable or the dependent variable. Of the 178 papers reviewed between March 2000 and March 2011, 48 were completed in a workplace setting, 68 were voluntary, 90 standalone, 43 tested awareness, and 37 behavioral learning in the short-term. These are characteristics of the proposed study and the research question. The authors were non-committal regarding future recommendations, rather stating their review could serve as a guide, yet offering no specific guidance. They do, however, note some problematic issues with some types of training, such as single focus. These types of

trainings, in the authors opinions, may lead to a focus on differences with the particular group, and an accentuation on differences and unequal treatment, rather than learning and development of a sense of inclusiveness.

Summary and Conclusions

In this chapter, a synopsis of literature relating to the study was provided. Most of the literature discussed was peripheral to the study, as no previous studies have been conducted to determine the efficacy of cultural awareness training in IGSA facilities. Basic background regarding these facilities, as well as others related to ICE, was lightly discussed to enhance understanding of these types of facilities.

The background literature encompassed United States and International Law regarding detainees, including the role of the U.S. Constitution, specifically the First, Fourth, Fifth, Eighth, and Fourteenth Amendments. From this, discussion of the Alien Enemy Act, the plenary power of the legislative and executive branches, and whether detainees enjoy equal protection under the law was presented. This led into the notion that immigration and criminal courts are tending toward convergence.

How detainees are housed while awaiting court proceedings followed, with discussion of both real and perceived problems with this housing. Closely linked to housing, at least in the IGSA setting, was a discussion of physical and mental health of detainees, as those housed in IGSA's are under the care of the federal government. This included both the physical and mental well-being of the detainees.

Training (or lack of) as provided to ICE personnel and IGSA personnel was discussed, and how cultural awareness and diversity have been taught during these

sessions. Potential benefits and detriments of cultural awareness and diversity training for staff and detainees was briefly examined.

Discussion of theory, the backgrounds of the two root theories, and how the decision was made to use organizational culture theory for this study was presented. Briefly re-examined, organizational culture theory is the result of the intersection of organizational theory and culture theory that, independently, cannot fully explain certain observed circumstances. Prior applications of the theory, the rationale for theory choice, and relationship to this study were noted in the discussion.

A final review of the literature related to the key variables and concepts, to include methodology that is mostly peripherally-related to the study in application, was discussed. Varying survey methods and approaches, as well as efficacy of those approaches, i.e. inherent strengths and weaknesses, was presented. Discussion of training related to cultural awareness and how people tend to learn followed, with desired, predicted, and realized outcomes. Finally, systematic reviews of published papers were presented and discussed as they related to the topic of cultural awareness.

No studies appear to exist that directly relate to the topic of this study, therefore, the gap it fills is important in the arena of cultural awareness and training. Cultural awareness has been studied in other settings, but never in an IGSA setting as it relates to ICE detainees, or even in a general correctional setting relating to ICE detainees. Training for correctional officers in IGSA settings as it relates to cultural awareness has not been studied, in fact there appears to be no organized program to even offer training. Incorporating these two ideas within one study allows for potentially exciting discoveries

to be made about how correctional officers in IGSA facilities will react to, learn from, and apply cultural awareness training.

In the next chapter, discussion will include the nonequivalent control group research design and the rationale for the design. Methodology, including population, sampling and sampling procedures, and study power determination, along with proposed minimum sample size will be presented. Discussion of procedures for participant recruitment, guidelines for study participation and exclusion, and how the data will be collected follows. The survey instrument and the data analysis plan is discussed briefly, followed by a lengthier treatment of the potential validity threats. The chapter concludes with the ethical procedures to ensure safe treatment of all participants throughout the study.

Chapter 3: Research Method

Introduction

This quantitative study sought to determine the effect of diversity training on detention staff in ICE IGSA facilities. It utilized pretraining (initial) and post training (final) surveys to assess changes in levels of cultural awareness among IGSA detention staff; a control group received the same assessments in the same time frame but without the training.

The independent variable was the diversity training provided to IGSA staff, while the dependent variable was IGSA staff cultural awareness, as measured by the survey.

In this chapter, discussion will include the nonequivalent control group research design and the rationale for the design. The population, sampling and sampling procedures, and study power determination, along with proposed minimum sample size, are presented. Discussion of procedures for participant recruitment, guidelines for study participation and exclusion, and how the data will be collected follow. The survey instrument and the data analysis plan, which did not include a pilot study, is discussed briefly, followed by a lengthier treatment of the potential validity threats. The chapter concludes with the ethical procedures to ensure safe treatment of all participants throughout the study.

Research Design and Rationale

To complete this study, a nonequivalent control group design, as described by Campbell and Stanley (1963) and Dimitrov and Rumrill (2003), was the most appropriate design. A key aspect of this design is the predetermined groupings of participants. For

this study, groups were determined by specific IGSA facility employment. When the treatment and control groups cannot be assumed equal prior to testing, this design is deemed appropriate. Each group is given the pre-test and post-test 1 month later, but only the treatment group receives the treatment. In this case, the treatment was cultural awareness training. Differences in each group and between groups were analyzed for statistical significance.

An assumption of nonequivalent control group design is that any differences measured between the before and after treatment groups are due to the treatment administered. There may be other variables, called confounding variables, that have not been considered that influence the group(s). Confounding variables are normally not known to the researcher. Steiner, Cook, and Shadish (2011) argue that the effects of confounding variables are reduced by use of a statistical method, called analysis of covariance or ANCOVA.

One strength of the nonequivalent control group design is that it poses minimal threats to external validity, because the research took place in a natural environment and because it was possible to generalize the results to the population of interest in the study. Not having the groups randomized may be considered a study weakness because the causal relationship between the treatment and the outcome is not as assured as it is in a completely randomized study. It is also impossible to be assured that all confounding factors have either been eliminated or accommodated (Campbell, 1969; Dimitrov & Rumrill, 2003). There is also a concern mentioned by Trochim (2006) with the internal validity threat of selection. This concern, simply put, is the recognition that the groups

were dissimilar prior to treatment and this difference will project onto the outcome in addition to the treatment. This concern is partially dealt with by assuring the groups each complete a pretreatment assessment.

The time constraints for this study were mostly self-imposed, as the final survey was required to be completed 30 days following the initial survey, according to the design protocol. The only other time constraints involved travel to the participating facilities by the researcher, which included the ability to apply for and receive time off from the researcher's place of employment.

The nonequivalent control group design is a well-established research design. The use of this design has added to the knowledge base in many disciplines for decades and will likely continue to do so. The design is straight-forward and simple. Even those without specific training in research can grasp the concept of comparing two groups when only one has been provided an intervention to determine the efficacy of the intervention.

The intervention, in this case training videos, was a simple, yet effective, way of providing the desired intervention in a consistent manner across groups. The content provided to all treatment participants was the same regardless of presentation day or time. Equivalent training is important to assurance that the study will be able to assess the efficacy of the provided training.

Methodology

Population

For this study, the samples were selected in part for convenience. The facilities from which the intended participants were selected were close in proximity to the researcher and were of a specific type of those that fall under the ICE umbrella. The facilities, called IGSA facilities, used for this study house ICE detainees for a daily fee. ICE also houses detainees in two other types of facilities that were not included for reasons of convenience and of uniformity. The IGSA facility participants were officers within the facility. There were no time of service restrictions, so a participant could have a little as one day of experience in an IGSA or as much as twenty-five years. The upper bound is an extreme number, as IGSA facilities did not widely come into being prior to the late 1990's, and most states offer retirement at twenty-five to thirty-two years.

The target population for this study was corrections officers in IGSA facilities in the Midwestern United States. The total officers employed in the chosen facilities numbered approximately 125. The minimum number of participants required for this study, as discussed and explained later in this chapter, was 36. This seemed a reasonable number to obtain, as less than one third of those eligible were needed to participate for adequate power.

Sampling and Sampling Procedures

Purposive sampling as described by Frankfort-Nachmias and Nachmias (2008) was chosen as the sampling strategy most closely fulfilling the needs of the proposed study. Purposive sampling is when the researcher subjectively selects the sampling units

that will be used as representative of the population. This type of sampling is considered risky, as the selection assumes that the sample is representative of the population and may not be (Frankfort-Nachmias & Nachmias, 2008).

While this strategy is risky, it was selected as it is also convenient. The entities involved were all within several hours driving distance of me. The facilities are rural and urban/suburban, so a representative racial distribution, in terms of national distribution, was expected. A nationally representative gender distribution was not expected, as correctional staff tends to run heavily male, although a correctional representative gender distribution was expected.

Prior to any data collection, I contacted and received written permission from the DHS Field Office in Detroit to conduct the study (Appendix A). Once permission was documented, individual IGSA facilities included in the study were contacted for cooperation (Appendix B), with the understanding that DHS has approved their involvement (Appendices C and D).

At least 2 weeks prior to the necessary initial survey completion, I conducted informative meetings with interested staff to explain the study and answer any questions (Appendix E). Informed consent forms were signed and collected by me. Information regarding the internet survey was presented, such as web address, sign on, and entering coded identity for matching initial and final surveys, as well as training attendance. No one except me has access to this information, and the information was used only to determine inclusion/exclusion from the sample.

The initial survey was completed by each participant (Appendix F) 1–7 days prior to the training for each IGSA. The researcher facilitated a training of approximately 1 hour to be conducted by each facility in the training group. Twenty-eight to thirty-five days following this training, participants completed a final survey (Appendix F) in the same manner as they completed the initial survey. The control group participants completed the initial survey, then 28 to 25 days later, completed the final survey (Appendix F), despite not completing the training.

Each cooperating facility had the option of the training being used as training to count toward the required hours of continuing education required of corrections staff each year. This was the only enticement for participation that was provided.

All IGSA staff with detainee contact were eligible to participate and they self-selected. Exclusion criterion will be no detainee contact as a job function and/or not completing the training (if applicable).

To determine necessary sample size, the G*Power program developed by Faul, Erdfelder, Buchner, and Lang (2009) was used. A repeated measures, within-between interaction ANOVA was used with inputs of 0.25 for effect size, 0.05 for alpha, statistical power of 0.95, 2 groups, 4 measurements, a 0.5 correlation among repeated measures, and a sphericity correction of 1. The above input resulted in a sample size of 36. It was assumed this output is a total sample size, not a sample size per group. This number of participants was easily reached initially with the total number of participants recruited to take the survey being 48. The number of participants taking the initial survey was 42,

while the total number of participants for the final survey was 28, after outliers were removed in the analysis.

The effect size was chosen as 0.25 is considered a medium magnitude difference between the pretraining and post training groups. This means, with the necessary number of participants calculated, the study will be able to detect a medium difference, or change, between the pretraining and post training groups upon analysis. A medium difference was chosen only because the number of employees in facilities willing to participate was a small number. The alpha of 0.05 is a standard significance level in research studies. Alpha is the probability of rejecting the null hypothesis when the null hypothesis is true. An alpha of 0.05 means there is a 5% chance of this happening. Statistical power is the likelihood that this study will detect an effect when there is an effect to be detected. With a higher power, it is less likely that this study will conclude there is no effect when there actually is one. The download for this G*Power program may be found at the Heinrich Heine Universität Düsseldorf website (<http://www.gpower.hhu.de/>). While the website is predominately German, this page is in English.

Procedures for Recruitment, Participation, and Data Collection

Participants were recruited from existing IGSA facilities in the Midwest. Participants were required to have direct contact with ICE detainees as a part of their regular duties within the facilities. The study was advertised as a doctoral research study that included approximately one hour of training and the completion of two surveys, for the training group. The first survey was required to be completed within 1 week prior to

the training session and the second was required to be completed 28-35 days following the training session. All participation was voluntary.

Gender, chronological age (as a range), race, and years of service (as a range) in the participant's facility was collected. All data was collected for participants and no particular identifying information was kept, that is, no one, including the researcher, is able to identify an individual based upon their responses to the demographic information.

Participants were provided a written informed consent document to sign prior to completing the initial survey. Contact information for the researcher was included on the document in case there were any questions about the document or the research from the participants. These informed consent documents were collected prior to the beginning survey date and filed by the researcher.

The survey was provided to participants on the Survey Monkey website. This interactive site collects individual and aggregate data and can export the raw data, as well as complete analyses. Some of these functions require an additional fee from the researcher. Data may be exported in multiple formats, including CSV, XLS, and SPSS.

Participants were instructed at the end of the training session that they were requested to complete the follow-up survey in 28-35 days. There were no further in-person sessions conducted following the training session and no further need for individual contact following the completion of the final survey. The researcher had no concerns about debriefing individual participants or groups of participants. If facility management and/or ICE request results, they will be presented following completion of the full study.

Instrumentation and Operationalization of Constructs

In 2002, Underwood completed a master's thesis entitled "Cultural Awareness Sensitivity Training." For his thesis, he, with the assistance of Dr. Richard Moore, developed a 72-question survey that concentrated questions into five areas: staff demographics, needs assessment, inmate demographics, diversity training, and survey demographics. Of his 72 questions, 48 used a Likert scale, 20 concerned race as it related to prisoners, and the remainder were questions of staff demographics. This survey was administered in the Federal Bureau of Prisons within three prisons to non-probationary employees.

The researcher was unable to contact Mr. Underwood, despite repeated written and verbal attempts, and receive a reply in a timely manner. His committee chair was unwilling to provide permission, as he considered the survey to be the intellectual property of Mr. Underwood. Because few questions were used from the survey, and those questions were generally modified in some verbiage, and the use was not for financial gain, the Fair Use Act was declared to allow use of the survey.

The above-mentioned survey was considered by Underwood to be a preliminary study and this researcher believed it was appropriate to use for this research study as the two studies have some parallels. Both studies are set in correctional institutions. Both are assessing the efficacy of cultural training of staff to determine if such training should be offered in the future. The two studies diverge slightly in that the Underwood study appears to have only completed a pretraining (initial) survey. From this data, a training plan was devised to answer the perceived shortcomings at the selected institutions.

Because this study was approved for the completion of the thesis for Underwood, it is assumed the survey was found to be reliable and valid by the authors and developers of the survey. No discussion of the reliability and validity is found within the thesis document.

Data Analysis Plan

The software used for analysis of the collected data was IBM Statistical Package for the Social Sciences version 24.0 (SPSS 24.0). The data from Survey Monkey was downloaded in an appropriate format to be loaded into SPSS for screening and cleaning, then analysis.

Data was screened for missing data via SPSS by going to analyze, then descriptive statistics, then frequencies. The variables were then entered into the variables list and OK clicked. The output table showed how many missing values there were per variable. In the event there was a significant amount of data missing, either the variable or the respondent would be eliminated from the study. Ten percent missing data was the threshold for elimination. No data was eliminated at this point.

Outliers were not a concern in the responses as this study used a Likert-scale, therefore there was no screening analysis for outliers. Normality was likewise not a concern with the data, except for age data. It was expected that data would skew younger, however, it did not. Care was taken to not overly “clean up” the data and an electronic version of the original data was kept separately in case of error.

Research Question

What effect does diversity training have on staff cultural awareness in IGSA facilities?

Hypothesis

The null hypothesis (H_0) was that there is no relationship between diversity training and staff cultural awareness in IGSA facilities. The alternative hypothesis (H_a) was that there is a relationship between diversity training and staff cultural awareness in IGSA facilities.

The hypothesis was tested using an initial and a final survey of cultural awareness with approximately half of the subjects receiving diversity training while the remaining half received no training. Treatment groups were compared initial survey and final survey, as were the nontreatment groups. The two groups were then be compared against each other, both initial survey and final survey, using SPSS 24.0.

The data collected was analyzed with SPSS 24.0. It is unclear, based on the thesis completed by Underwood (2002), if any testing for validity and reliability was conducted. While it is assumed the survey was vetted by Mr. Underwood and his committee, no declaration was presented. Additionally, many of the questions from the survey were deleted and some of the remaining questions were modified slightly.

A correlation and regression analysis was an appropriate preliminary data analysis method for determining relationships, if any, between staff cultural awareness and diversity training, as determined by the initial and final surveys on individual questions. For the initial and final survey, an analysis of covariance (ANCOVA) was used to

determine if there was a statistically significant difference between the mean final scores of the two groups using the initial scores as the covariate. Statistical analyses were completed using each group, control and training, separately to compare initial and final results. Alpha was set at 0.05 for all analyses.

Threats to Validity

General external validity threats are generally divided into population and ecological validity. In the case of this study there was some concern about population validity, as the research subjects were from the Midwestern United States. While it is believed that the results are generally applicable to officers in any IGSA facility, the truth is unknown. This external validity threat is addressed by only assuming the results apply to officers in IGSA facilities in the Midwestern United States and no claim is made for other regions. Additionally, the field of corrections tends to lean toward a larger population of males. A large enough sample of female officers exists in this study to generalize training efficacy differences between males and females, if desired

Ecological validity threats are minor. There was selection bias as the participants self-selected. Because the survey was computer-based, concern was the population would skew toward a younger population. This was not a large concern for the researcher, as staff positions in IGSA facilities typically require computer use, internet navigation, and use of passwords. Paper-based surveys were not offered. Demographic information was collected to assess age distribution of participants.

Interaction with the researcher was limited to instructions and explanation of the research. Some concern existed for interaction effects caused by the pre-test providing

clues as to particular parts of the training being more important than another. There was no way to effectively or assuredly counteract this effect. There was concern regarding participants, that some may have never participated in a research study before and would try to answer questions as they believe the researcher wants, rather than their true belief. This potential threat was dealt with by the researcher explaining that he wants true participant opinions, not the participants guessing what he wants as a result. This was not fail-safe but was the only way to deal with this potential threat.

Another threat to external validity existed in that the researcher had no control over any other training the participants may have experienced between tests. The training may have been formal or informal. For example, a participant may have decided to watch a television show about cultural awareness. While this may have been a positive event in the life of the participant, it is something the researcher could not account for, as the participant may not have even recalled the specific event when asked.

An external validity threat related to the previous paragraph was the possibility of participants discussing the pre-test and/or training videos amongst themselves. As previously stated, this may have been a positive event in the life of the participant but is a confounding variable for which the researcher cannot account. In fact, the researcher would suggest that, even if asked, the participants would not reveal these discussions. As a member of the participant group for many years, the researcher knows these discussions take place without regard to what effect it may have on a study. The reality is the study and the testing and training were likely discussed by participants. The extent is the unknown factor.

Internal validity threats were no less concerning. In this study, the researcher-selected groups, rather than random selection, were a concern. However, as participants were co-workers within a facility, the likelihood of group interaction, and thus, learning, was high if there were members of experimental and control groups within a particular facility. This being the case, grouping by facility was the more prudent decision.

Some internal validity concern existed with experimental mortality, that is, loss of participants. While there was some expectation for this occurrence, if one group experienced more attrition than the other, a potential problem would exist. Due to excessive mortality in the control group, the statistical tests performed were chosen to ensure internal validity concerns were met.

Construct validity may be threatened by an inadequate or inexact definition of the construct. For example, in the case of this study, the definition of culture may have been considered a threat. As there are multiple definitions of culture that exist, there may have been debate as to the “correct” definition. In any case, culture was required to be defined in the study in a manner that was measurable. Additionally, the training offered in this study was directed in the way the trainer delivered the training. This included topics. Different topics may draw attention of participants differently. It was conceivable that participants got bored and did not pay attention to the training as intended. The researcher attempted to address these concerns in the instructions to the participants by stressing the importance of “paying attention.”

Statistical conclusion validity may have been threatened in this study in particular by extraneous variables that could not be and were not controlled. For example, the

researcher could not control what occurred in the life of the participants during the month between surveys. Perhaps the survey itself triggered an interest in culture and caused a participant to seek knowledge on their own. If only one participant did so, their results were likely washed out by the remainder of the group, but if enough participants did so, it may have compromised the conclusion. Statistically, the conclusion could have shown no difference between the groups, due to this outside influence, when in reality, there would have been, without the extraneous variable. There was no way for the researcher to assure this would not occur. However, instructions included a request to not engage in further training until the study was complete.

Ethical Procedures

The individual in charge of the Detroit Field Office of the DHS was contacted for approval for this study. While the study did not directly impact detainees in terms of being actual participants, for the sake of ensuring no issues with DHS, as the IGSA facilities are associated with DHS, permission was sought and obtained. Likewise, following DHS approval, approval from the leadership of the individual IGSA facilities was obtained. This permission was absolutely necessary as the researcher was entering each facility and interacting with employees.

The participants in this study signed informed consent paperwork. Permission was obtained from their place of employment for their participation, as the study pertained to their employment. IRB approval was required for the completion of this study (Approval number 03-19-18-0351546).

In the course of explaining the study to potential participants, the researcher fully explained the minimal risks involved with this study, both verbally and in writing. Emphasis was placed upon the voluntary nature of participation and individual withdrawal could not and would not be penalized in any way by either their employer or the researcher, either for participation or non-participation. This included early withdrawal. Voluntary inclusion was paramount.

Data was collected anonymously, with the exception of a user-generated identification code to allow for direct comparison of initial and final survey data, if desired. The only person with access to this information was the researcher. Electronic data and analysis results will be kept for a minimum of 5 years with only the researcher controlling access. This data and analysis will be stored on a thumb drive that is stored in a fire-resistant and water-resistant safe at the home of the researcher.

A possible ethical issue arose within the scope of the researcher's employment. There may have been an unseen pressure for officers in other facilities to participate, because the researcher is "one of them." No incentive for participation was offered.

Summary

In this chapter, the discussion included the nonequivalent control group research design and the rationale for the design. Methodology, including population, sampling and sampling procedures, and study power determination, along with proposed minimum sample size was presented. Discussion of procedures for participant recruitment, guidelines for study participation and exclusion, and how the data would be collected followed. The survey instrument and the data analysis plan were discussed briefly,

followed by a lengthier treatment of the potential validity threats. The chapter concluded with the ethical procedures to ensure safe treatment of all participants throughout the study.

In Chapter 4, an in-depth evaluation of the collection of data, such as how well the recruitment and retention of participants went and what discrepancies, if any, occurred in data collection from the plan presented in this chapter. Descriptive and demographic characteristics of the preliminary and final samples will be presented, along with discussion of how representative of the target population the sample appears to be. Discussion of the statistical analyses required shall also occur.

Deviations from the planned course of events, including any adverse events related to the administration of the treatment will be discussed. Results discussion will entail descriptive statistics, statistical assumptions, and actual statistical analysis findings, including exact statistics and associated probability values, confidence intervals, and effect sizes. If deemed necessary, additional statistical analyses required will be presented. Appropriate tables and figures will be included. How the results answer the research questions will conclude the chapter.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to determine the effect of diversity training on detention staff in ICE IGSA facilities. This study used pretraining (initial) and post training (final) surveys to assess changes in levels of cultural awareness among IGSA detention staff. The control group received the same assessments in the same time frame but without training.

The independent variable was the diversity training provided to IGSA staff, while the dependent variable was IGSA staff cultural awareness, as measured by the survey.

Research Question and Hypotheses

Research Question

What effect does diversity training have on staff cultural awareness in Intergovernmental Service Agreement facilities?

Hypothesis

The null hypothesis (H_0) was there is no relationship between staff cultural awareness and diversity training in Intergovernmental Service Agreement (IGSA) facilities. The alternative hypothesis (H_a) was that there is a relationship between staff cultural awareness and diversity training in Intergovernmental Service Agreement (IGSA) facilities.

The hypothesis was tested using an initial and a final survey of cultural awareness with approximately half of the subjects receiving diversity training while the remaining participants received no training. Treatment groups were compared via initial survey and

final survey, as were the nontreatment groups. The two groups were then compared to each other, both initial and final, using SPSS 24.0.

This chapter will include discussion of the data collection, treatment fidelity, and the results of the study. The discussion of data collection includes the time frame for data collection as well as actual recruitment and response rates, a discussion of discrepancies in data collection from the plan presented in Chapter 3, baseline descriptive and demographic characteristics of the sample, and how proportional the data is to the larger population since nonprobability sampling (purposive sampling) was used.

Pilot Study

No pilot study was conducted, due to the difficulty in finding facilities that were interested in full participation.

Data Collection

The data for this study was collected from each facility over a 6-week period. This 6-week period included 1 week for the participants to take the initial survey, 1 week to take the final survey, and 4 weeks in between. The training for each treatment facility took place within 3 days of the close of the pretraining survey.

Recruitment

Recruitment at the two facilities that had administration willing to participate in a dissertation study was easy with respect to ease of attendance and willingness of potential participants to listen. Participating administrations allowed me full access to their staff and suggested how to reach the most staff possible in a short time. I attended shift briefings to explain the study and answer any staff questions. The informed consent

document was discussed and the importance of participation being voluntary was emphasized. A locked metal box, known as a “suggestion box,” was placed in a common area for staff to place signed informed consent documents, if they chose to do so. Informed consent documents were also provided, both to be signed, and to keep. The locked box was picked up by me after approximately an hour in one facility, and after two days in the other facility. Positive response rates were approximately one-quarter to one-third. One facility was designated training and one control.

As I am employed by an IGSA, and the administration chose to not participate, recruitment at that facility took on a life of its own. I was approached by several co-workers that still wished to participate in an unofficial capacity. Following a change approved by the IRB, these individuals were allowed participation, provided the recruitment took place away from the work site and they were placed in the control group. Informed consent documents were signed and filed. Copies of the document were provided. Response rate for this group was approximately one-third.

Discrepancies between the study plan and study realization

The only discrepancy between the data plan as envisioned and the data plan as realized was the response of one facility administration that had been willing to participate, then abruptly changed to an unwillingness to participate, as described above. Further, this administration then issued a thinly veiled threat, via email, to any employees that participated in the study. This threat caused an attrition rate of 78.6% (11 of 14 initial participants failed to complete the second survey). While disappointing, this attrition did not completely derail the study, as the other control facility only had one initial

participant that did not complete the second survey. The training facility only had one initial participant that did not complete the second survey.

Demographic characteristics

Table 1 presents the demographic characteristics of the initial survey sample. The table shows the majority of the participants self-identified as male (70.8%) and white (95.8%). In terms of age, Table 1 shows the initial participants reported their age to be 18-24 years (2.1%), 25-34 years (31.3%), 35-44 years (27.1%), 45-54 years (22.9%), and 55-64 years (16.7%). Participants length of employment within their respective facilities were reported as 1-5 years (41.7%), 6-10 years (10.4%), 11-15 years (27.1%), 16-20 years (6.3%), and over 20 years (14.6%). Primary job within the facility was reported as custody (68.8%), clerical (2.1%), supervisory (20.8%), and other (8.3%).

Population representation

As non-probability sampling, or purposive sampling in this case, was used, it is difficult to assuredly assess how representative the sample is to the population of interest. In this case, the population of interest is employees of IGSA facilities. As reported in chapter one, there are approximately one hundred IGSA facilities in the United States. As the participants were officially and unofficially employed by three of these facilities, they represent a small percentage of the total employees of IGSA facilities. While the researcher does not feel confident reporting this study as representative of IGSA employees nationwide, he does feel confident in reporting the results as representative of IGSA facilities in the Great Lakes region of the United States.

Treatment Fidelity

Deviations from planned administration of study

To the knowledge of the researcher, the treatment was administered as planned. The treatment was to be applied by the individual facility within a specified time frame. As the researcher was not physically present for this application, it is assumed the treatment took place as prescribed. Care was taken to emphasize to administration within the treatment facility of the importance of following the research protocol. Assurances were made by facility administration that protocol would be followed.

Adverse events

There were no adverse events, with serious consequences, related to the training of participants involved in this study. Except participant attrition in the control group, the study proceeded as planned.

Statistical Assumptions

Statistical assumptions of a one-way ANCOVA

The statistical assumptions underlying a one-way ANCOVA, as utilized in the analysis of this study, are as follows:

Assumption 1. The dependent variable and covariate variable were measured on a continuous scale. In many fields, a Likert scale is not allowed to be considered continuous. In the field of the researcher, it is allowed, therefore the assumption is met.

Assumption 2. The independent variable consists of two or more categorical, independent groups. The groups measured included control and treatment groups.

Assumption 3. The study had independence of observations, meaning that there was no relationship between the observations in each group or between the groups themselves. In this study, groups were entirely separate entities with virtually no chance of interaction on any level. From the personal knowledge of the researcher, there have been rare telephone communications between employees of the two facilities that participated within the control group. As the facilities were within the same group, this assumption is met.

Assumption 4. There are no significant outliers. This assumption was nearly confirmed using SPSS 24.0. Box plots show the initial survey training group (1.00) with one outlier (respondent 29) and the control group (.00) with zero outliers (Figure 1). Figure 2 shows the final survey training group (1.00) with zero outliers and the control group (.00) with one outlier (respondent 2).

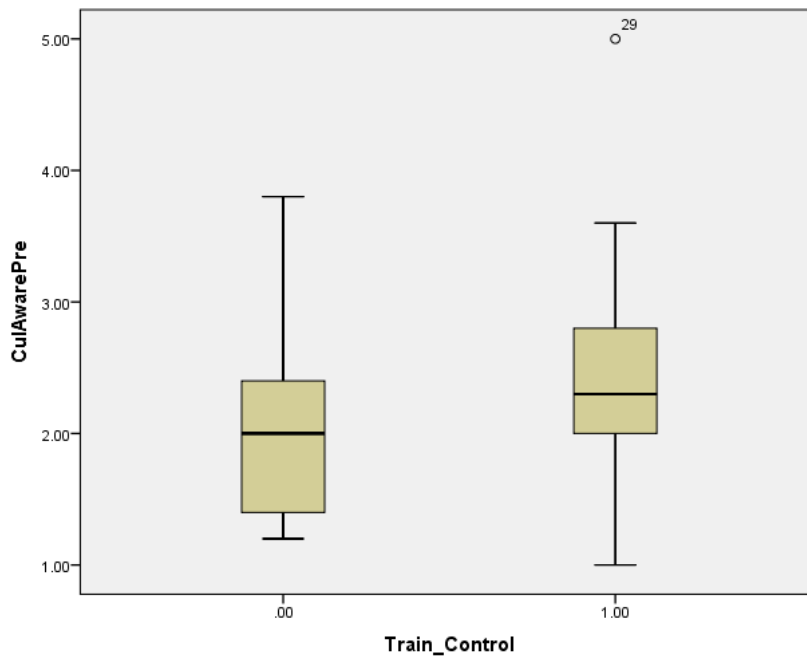


Figure 1. Box plots of the initial training and control groups.

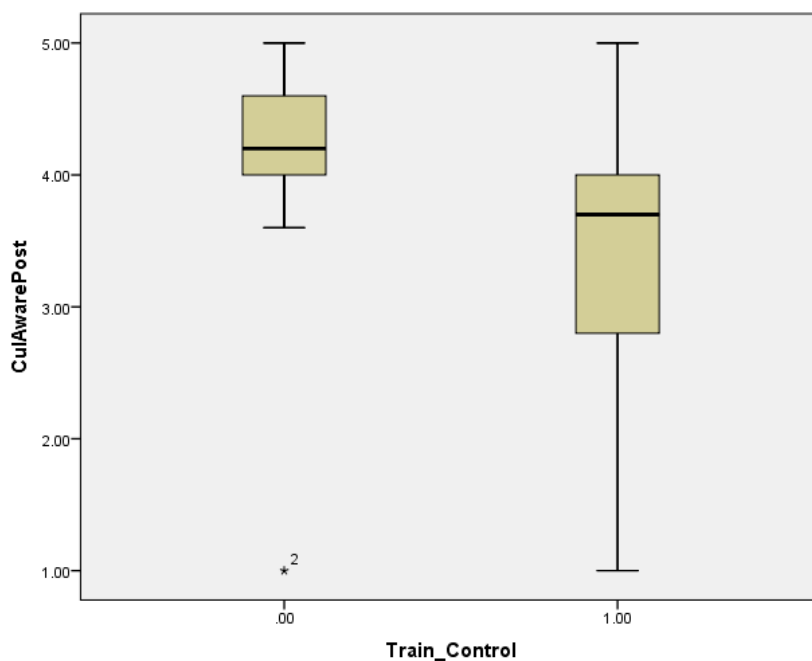


Figure 2. Box plots of the secondary training and control groups.

Assumption 5. Residuals are approximately normally distributed for the independent variable. This assumption was confirmed using the Kolmogorov-Smirnov and Shapiro-Wilk tests of normality (Table1) in SPSS 24.0.

Table 1

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CulAwarePost	.185	28	.015	.938	28	.099

^a Lilliefors Significance Correction

Assumption 6. There is homogeneity of variances. This assumption was confirmed using Levene's test for homogeneity of variances (Table 2) in SPSS 24.0.

Table 2

Levene's Test of Equality of Error Variances^a

Dependent Variable: CulAwarePost

F	df1	df2	Sig.
.430	1	26	.518

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

^a Design: Intercept + CulAwarePre + Train_Control

Assumption 7. The covariate is linearly related to the dependent variable at each level of the independent variable. This assumption was confirmed using scatterplots of independent and dependent variables, and covariates (Figure 3) in SPSS 24.0.

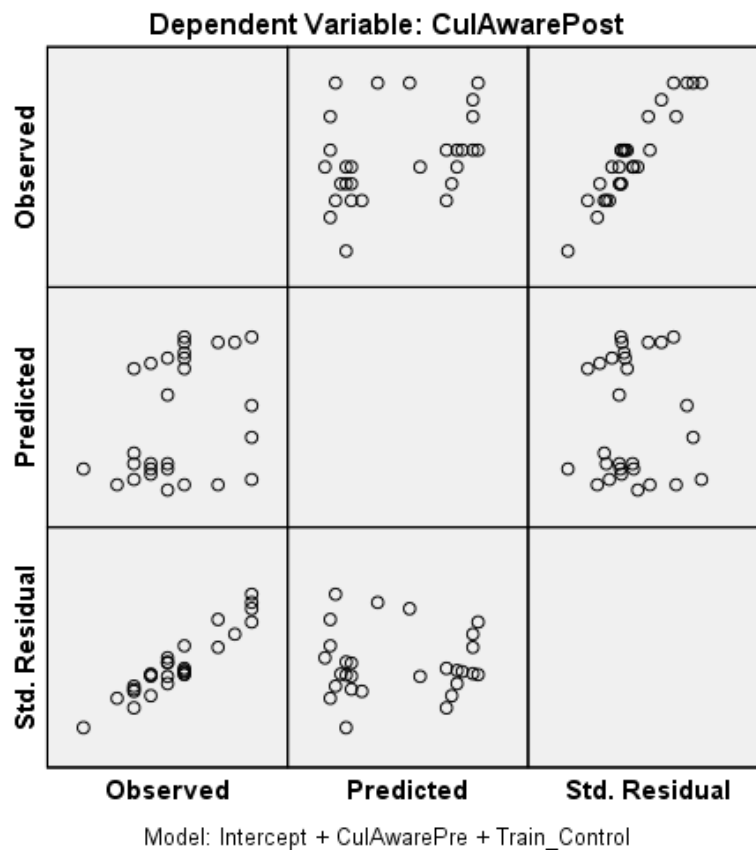


Figure 3. Scatterplots of the independent and dependent variables, and covariates.

Assumption 8. There is homoscedasticity. This assumption was not confirmed using scatterplots of the standardized residuals against the predicted values (Figure 4) using SPSS 24.0. ANCOVA is considered a robust statistical test, therefore violation of this assumption is of little concern.

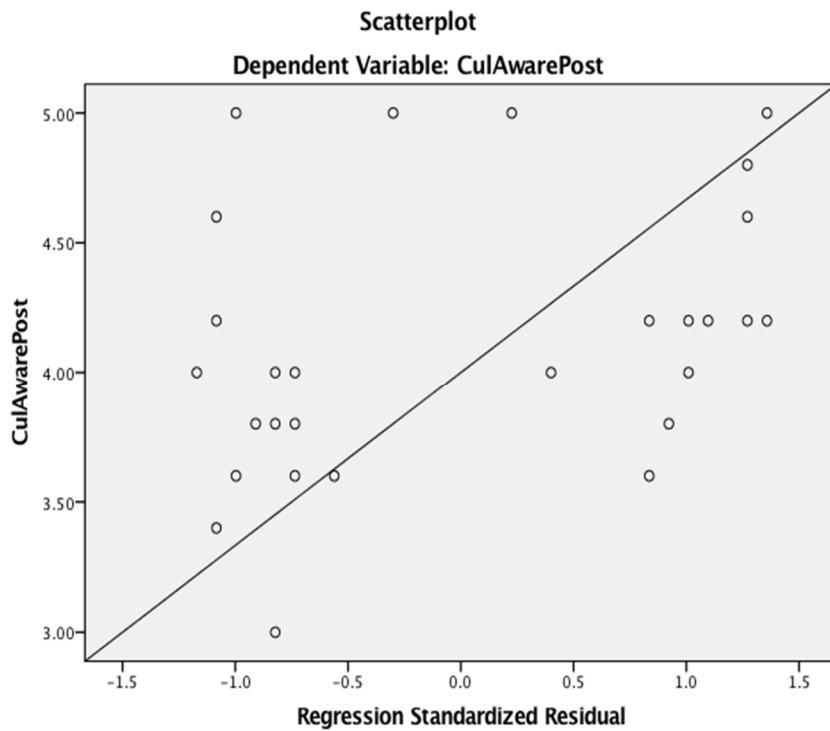


Figure 4. Homoscedasticity of the data.

Assumption 9. There needs to be homogeneity of regression slopes, which means that there is no interaction between the covariate and the independent variable. This assumption is difficult to conclude, however, ANCOVA is robust to this assumption (Figure 5).

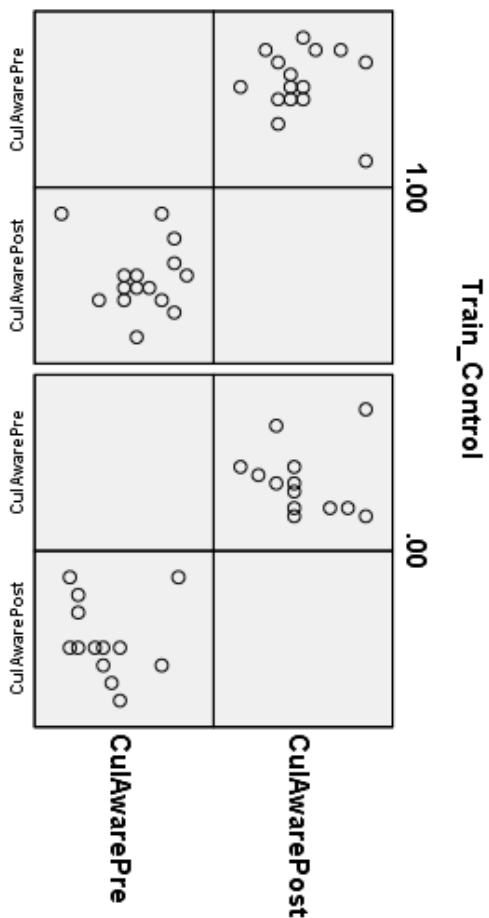


Figure 5. Homogeneity of regression slopes.

ANCOVA is robust to violations of normality. Therefore, the researcher, with assistance in interpretation from an outside statistician, has determined that, despite minor violations of some assumptions, the use of ANCOVA for analysis of this study data is valid.

Results

Demographic characteristics of the initial survey sample (Table 3)

Table 3 presents the demographic characteristics of the initial survey sample, before elimination of outliers. The table shows the majority of the participants self-identified as male (70.8%) and white (95.8%). In terms of age, Table 1 shows the initial participants reported their age to be 18-24 years (2.1%), 25-34 years (31.3%), 35-44 years (27.1%), 45-54 years (22.9%), and 55-64 years (16.7%). Participants length of employment within their respective facilities were reported as 1-5 years (41.7%), 6-10 years (10.4%), 11-15 years (27.1%), 16-20 years (6.3%), and over 20 years (14.6%). Primary job within the facility was reported as custody (68.8%), clerical (2.1%), supervisory (20.8%), and other (8.3%).

Table 3

Demographic Characteristics of the Sample

Variable	Category	Frequency	Percentage
Gender	Male	34	70.8
	Female	14	29.2
Race/Ethnicity	White	46	95.8
	Hispanic	1	2.1
	Prefer Not Answer	1	2.1
Age Range (Years)	18-24	1	2.1
	25-34	15	31.3
	35-44	13	27.1
	45-54	11	22.9
	55-64	8	16.7
Length of Employment	1-5 yrs	20	41.7
	6-10 yrs	5	10.4
	11-15yrs	13	27.1
	16-20yrs	3	6.3
	Over 20yrs	7	14.6

Primary Job	Custody	33	68.8
	Clerical	1	2.1
	Supervisory	10	20.8
	Other	4	8.3

Mean and standard deviation (Table 4)

Table 4 presents the means and standard deviations, following elimination of outliers, for initial survey training group (N = 17, M = 2.39, SD = 0.90) and final survey (N = 15, M = 3.40, SD = 1.13) and the means and standard deviations for the initial survey (N = 25, M = 2.09, SD = 0.80) and final survey control group (N = 13, M = 4.06, SD = 0.97).

Table 4

Descriptive Statistics for Initial Survey and Final Survey by Groups

Variable	N	Min	Max	M	SD
Training					
Initial survey	17	1.00	5.00	2.39	.90
Final survey	15	1.00	5.00	3.40	1.13
Control					
Initial survey	25	1.20	3.80	2.09	.80
Final survey	13	1.00	5.00	4.06	.97

ANCOVA Summary (Table 5)

Table 5 presents the ANCOVA summary results of this study, following the elimination of outliers. The table shows that there was no statistically significant difference between training and control groups post-test cultural awareness scores ($F(1, 31) = 2.27, p = .17$). Effect size was .06.

Table 5

Analysis of Covariance Summary

Source	Sum of Squares	Df	Mean Square	F	Sig	Partial Eta Squared
Pretest (Covariate)	2.17	1	2.17	1.94	.17	.06
Between	2.54	1	2.54	2.27	.14	.07
Within	34.66	31	1.12			

**p < 0.01

95% confidence intervals (Table 6)

The 95% confidence interval for the initial survey training group was 2.39 ± 0.42 and the final survey training group was 3.40 ± 0.53 . The 95% confidence interval for the initial survey control group was 2.09 ± 0.46 and the final survey control group was 4.06 ± 0.57 .

Table 6

95% Confidence Interval

Group	Mean	Std. Error	Lower Bound	Upper Bound
Training				
Initial survey	2.39	.20	1.97	2.81
Final survey	3.40	.25	2.87	3.93
Control				
Initial survey	2.09	.21	1.63	2.54
Final survey	4.06	.26	3.49	4.62

Post-hoc analyses

No post-hoc analyses of the statistical tests were applicable to this study.

Additional statistical tests of hypothesis

There were no additional statistical tests that emerged from the analysis of the main hypothesis.

Summary and Transition

The aim of this dissertation was to examine the effect of diversity training intervention on staff cultural awareness in IGSA facilities. To address this aim, a one-way analysis of covariance (ANCOVA) was conducted. The post-test cultural awareness score served as a dependent variable and pre-test cultural awareness score as served as a covariate to control for pretraining between-group differences. The ANCOVA summary is presented in Table 3. Table 3 shows that there was no statistically significant difference between training and control groups post-test cultural awareness scores ($F(1, 31) = 2.27$, $p = .17$).

In Chapter 5, the purpose and nature of this study will be reiterated, as well as why it was conducted. Key findings will be summarized. Findings will be compared to the existing literature, to the extent possible, to reveal in what manner they confirm, disconfirm, or extend knowledge in the discipline.

An analysis and interpretation in the context of the theoretical framework will be provided. Discussion of the limitations to the ability to generalize findings, will follow, as well as presentations of validity and reliability as related to the study.

Finally, recommendations for further study will be provided, considering the strengths and weaknesses of the current study, independently, as well as how they relate

to the current literature. Additionally, discussion of methods to improve the current study, if one would undertake to replicate it in the future.

The chapter will conclude with discussion of implications for social change, based upon the findings of the study. A wrap up of the paper will be found in the conclusion, which will tie together the entirety of the dissertation into a “take home” message that will leave the reader with a sense of the true essence of the study and where to go from here.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Purpose

The purpose of this quantitative study was to determine the short-term effect of diversity training on detention staff in ICE IGSA facilities. This study utilized pretraining (initial) and posttraining (final) surveys to assess changes in levels of cultural awareness among IGSA detention staff; a control group received the same assessments in the same time frame, 1 month, but without training.

Goal

This study was conducted to determine if diversity training would be an effective tool for IGSA facilities to increase cultural awareness among staff with active access to ICE detainees. The study measured only a short-term effect of 1 month post training. No assessment was completed immediately following training.

Summary of key findings

This study found there was no statistically significant difference between the training and control groups' secondary cultural awareness scores ($F(1, 31) = 2.27, p = .17$). The participants in the training group did not significantly differ in the secondary cultural awareness score ($M = 4.11, SE = .01$) from participants in the control group ($M = 4.29, SE = .12$).

Interpretation of Findings

Knowledge extension

The findings of this study extend knowledge in the field, as no comparable study was found in the literature. The closest study the researcher found was a master's thesis from 2002 by William Underwood that examined the perceived need for cultural awareness training in the federal prison system in the Midwest. His study utilized a much longer survey that mainly assessed the perceived needs of officers in the federal system for training.

Intent

The intent of this study was to determine if diversity training offered to staff in IGSA facilities caused a change in cultural awareness of that staff one-month post training. The findings suggest that there is no statistically significant difference between staff at facilities that were offered training in diversity and those in facilities that were not offered training in the final survey.

Discussion of results

There may be several reasons for these findings. First and foremost, it may be that the diversity training offered had no statistically significant effect on participants in the training group. That is the simplest and most straight-forward interpretation of the findings. There may, however, be other reasons for no statistically significance difference between the groups that the researcher will explore here.

The possibility exists that the participants in the control group, intrigued by the survey questions, chose to seek out information on diversity on their own during the 1 month waiting period. While possible, the researcher believes it unlikely that enough of the control group participants would seek out training on their own to make a significant

difference in the analysis. However, in terms of organizational culture theory, it is within the realm of possibility that one to a few participants sought information and, once found, shared it with co-workers, some of whom were study participants. The researcher knows, as an IGSA employee, co-workers talk and share information on a daily basis.

As the participants were all staff at IGSA facilities, and the researcher is also employed by an IGSA facility, the researcher has some personal insight as to how training is typically approached by such staff. Often, training is approached in a cavalier manner, and not necessarily as an opportunity to learn and improve. While one would hope the participants, as volunteers, would actively attempt to learn from the training presented, the possibility of non-attention during training is not an unlikely possibility.

One final proposed explanation for the findings in this study is the possibility that participants answered survey questions in the manner they thought the researcher wanted the questions answered. While the researcher believes this to be an unlikely scenario, as he had never met most of the participants prior to the study, it is still possible that some participants wanted to “help out” and answer the questions to sway the study in the manner they believed the researcher expected. It is equally possible the participants anticipated more required training in the future if the study showed the training to be effective, thus “sabotaging” the results.

Of the above-mentioned suggestions for the results being not statistically significant, the researcher believes the most likely answer is that, within the parameters of the study, in the manner it was conducted, there truly was no significant difference between the control and training groups in the final survey.

Limitations of the Study

Due to the study participants being from IGSA facilities in the Midwest region of the United States, specifically the Great Lakes area, generalizing from this study to other areas of the country, or to SPC or CDF facilities would not be advised. As there are over 100 IGSA facilities in the United States and there are potential regional differences in IGSA employees, the researcher would caution generalization to any IGSA in the country. Additionally, the participant IGSA facilities represent less than 2% of the total IGSA facilities in the United States. While results may be similar in other facilities, the researcher does not feel confident in making that national generalization.

As the participants self-selected at participating facilities, there was no way to control for confounding factors like previous training, prestudy bias, military service, or general background. The facility employees appeared, from casual observation, to be primarily White, and, in the training facility, all participants were male, despite there being female employees present in the facility. These factors certainly limit the generalizability of the findings.

Recommendations

The researcher has several recommendations for future research in this area, based upon the findings, as well as the procedures followed. With the exception of the freelance group that was interfered with by an outside source, i.e. - threatened if they continued to participate, despite the survey having nothing to do with the administration issuing the threat, response and follow-up response was 94%. Therefore, participant follow-up was a positive.

In the future, the researcher would assign participants a coded identity. Too many of the participants used a different coded identity in the initial survey and the final survey. Many of them were similar to the point that it was not difficult to match the surveys, but a method of ensuring matches must be utilized, whether it is assigning identities or requiring a unique log-in.

A more diverse participant group would be advantageous. This would necessitate contact with more IGSA facilities around the country and likely a longer overall time frame to complete the study. Individual facility parameters would be consistent, but more facilities would require a longer period of time to adequately contact and follow up. The researcher believes more involvement by DHS and/or ICE would be advantageous in recruitment and participation, but only in a supportive role. DHS/ICE would have to be careful to not make participation appear to be required, merely sanctioned and supported.

Implications

Positive social change

As the intervention/training did not have a statistically significant effect on participants, it would appear that the likelihood of positive social change would be non-existent as well. The researcher, however, believes that, despite the statistical outcome, it is likely that some positive social change was, and will be, realized from this study.

The potential for positive social change still exists at all levels, from individual to societal. As envisioned in the planning stages of this study, the researcher is still of the opinion that diversity training can have a positive impact upon those completing said training. Just because this study found no statistically significant difference between the

control and training groups, doesn't mean there was no significant impact upon individuals in the study. All it takes is an individual to chose to make a difference or treat someone better.

If an individual chooses to change due to diversity training, it is more likely that individual will pass that change on to family, and possibly co-workers, as a matter of leading by example. A familial change will have an opportunity to ripple outward over generations. A change in a co-worker has the potential to ripple outward over organizational generations, being passed on to newer members of the organization in a shorter time frame than a familial connection.

Methodological

The researcher believes this study has implications for methodology modifications, if not generalized for all researchers, for this researcher. Much was learned about conducting a study by administering a survey in an online format. More strict guidelines must be set for participants and nothing must be left to the participants to decide for themselves, except their opinions on the survey questions. Participants must be provided either an individual password to enter the survey or an individual coded identity to enter, as was intended in the final response to the survey for this study.

Expansion of the time frame that each facility was provided to complete the study would be beneficial to ensure all facilities and participants fully understood the requirements. Despite assurances, the researcher is not convinced that participants genuinely understood the seriousness of the study and the necessity of adherence to timelines. Also, a more longitudinal study may provide deeper insight into the effect of

training in IGSA employees. Perhaps the same study, but, in addition to the 4-week time lapse, expand to include a 6-month resurvey.

Practice

Despite the findings of this study, the researcher believes quality training is always beneficial. Statistical significance and practical significance are two separate concerns. While a study may not find statistical significance as a group, the very real possibility exists that one or more participants found the training offered to be valuable to them personally, and their responses to that end were washed out by the responses of the group. Therefore, the researcher would still recommend diversity training in an attempt to increase cultural awareness, not only in IGSA facilities, but in the general population. Quality training, in the form of good information, is never a negative.

Conclusion

The purpose of this study was to determine if diversity training influenced the cultural awareness of staff in IGSA facilities in the Midwestern United States over a 30-day period. This was accomplished by administering a survey to a control group and a training group of staff from different IGSA facilities, then administering the same survey 30 days later. The training group received diversity training between the two surveys. Separate facilities were used to reduce the risk of the groups intermingling between surveys. The null hypothesis was there would be no statistical difference between the two groups. This null hypothesis proved to be upheld.

Despite the statistical findings of this study, the researcher believes there may be more to this study than the results reveal. While finding videos for the training, the

researcher viewed many diversity-related videos. Each video provided at least one thought-provoking scenario or piece of information that was either unknown to the researcher or had not been considered in that light. This leads the researcher to believe that others would experience similar revelations from the diversity videos presented for training. If this is the case, then it can be reasonably assumed that some of the participants did indeed learn something from the training as presented in this study. This learning, when internalized, will create change in the individual if utilized and practiced regularly. This change will be passed on to family, friends, and co-workers, when the change is genuinely applied to the individual.

In the course of completing this study, the researcher had the opportunity to meet with, consult with, and learn from numerous people from dozens of backgrounds and fields of study. One theme continually surfaced and resurfaced in different ways over these several years. Until one person put it into words, the researcher could not concentrate it into a simple thought. The words diversity and division have the same first few letters. Both words focus on differences. As humans, we seem to focus on differences among us, rather than the similarities. Similarities are far greater in number. Rather than divide, we must, as a species, unite!

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Appendix A: Survey

1. What is your gender?
 male female other prefer not to answer
2. What is your race?
 white black hispanic native American other prefer not to answer
3. What is your age?
 18-24 25-34 35-44 45-54 55-64 65-74 75 or older
4. How long have you been employed by your facility?
 1-5 years 6-10 years 11-15 years 16-20 years over 20 years
5. Your primary job at your facility can be best described as: _____.
 custody clerical supervisory other
6. Cultural diversity training would assist me at my job.
 strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree
7. I am familiar with the cultures represented at my facility.
 strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree
8. I am interested in learning more about other cultures.
 strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree
9. Cultural diversity training should be included in annual training.
 strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree
10. Understanding more about an inmate's/detainee's religion would make me feel more comfortable in interacting with him/her.
 strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree

11. More knowledge about an inmate's/detainee's country of origin would help me to communicate with him/her.

strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree

12. I have the knowledge necessary to be comfortable interacting with people from other cultures.

strongly agree somewhat agree neither agree or disagree somewhat disagree strongly disagree

13. Please enter your facility of employment.

(Control) County (Training) County Other/Freelance (Control)

14. Please enter a coded identity. Your coded identity should be a 3 letter, then 4 digit code that you can remember. This is used only to match your pre-test and post-test responses. Please enter your coded identity: