



PROCESS EVALUATION OF THE INDIANA PRISON WRITERS WORKSHOP

A report to the Indiana Prison Writers Workshop

JULY 2020



INDIANA UNIVERSITY
PUBLIC POLICY INSTITUTE
Center for Health and Justice Research

AUTHORS

Josslyn Kennedy, Research Assistant, Center for Health and Justice Research

Mary Hampo, Research Assistant, Center for Health and Justice Research

Staci Rising, Program Manager, Center for Health and Justice Research

Eric Grommon, Ph.D., Director, Center for Health and Justice Research

ACKNOWLEDGEMENTS

Community-engaged research is a collaborative endeavor. The authors wish to acknowledge the time and contributions of many individuals and agencies who were essential to this study.

Debra Des Vignes, Indiana Prison Writers Workshop

Andrew Lee, Indiana Prison Writers Workshop

Tiffany Leininger, Indiana Prison Writers Workshop

Kristina O'Connor, Indiana Prison Writers Workshop

Indiana Prison Writers Workshop participants

Correctional Industrial Facility staff and custody personnel

Pendleton Correctional Facility staff and custody personnel

Plainfield Correctional Facility staff and custody personnel

Putnamville Correctional Facility staff and custody personnel

Aaron Garner, Indiana Department of Correction

Sarah Schelle, Indiana Department of Correction

Megan Lalioff, Indiana Department of Correction

Richard Rosales, Indiana Department of Correction



INDIANA UNIVERSITY

PUBLIC POLICY INSTITUTE

Center for Health and Justice Research

101 W. Ohio Street, Suite 400

Indianapolis, IN 46204

policyinstitute.iu.edu

CONTENTS

1 EXECUTIVE SUMMARY

- 1 Key findings
- 3 Benefits of creative writing and/or arts-based programming

3 LITERATURE REVIEW ON CREATIVE WRITING & ARTS-BASED PROGRAMMING IN PRISON

- 4 In-prison creative writing program model characteristics
- 5 In-prison creative writing program models compared to IPWW

6 SURVEY TOOLS TO MEASURE EFFECTS OF PRISON WRITING PROGRAMS

- 6 Existing IPWW pre- and post-program surveys
- 7 Literature on existing surveys used on justice-involved populations
- 8 Revised IPWW pre- and post-program surveys

9 SITE VISITS TO IPWW WITHIN IDOC FACILITIES

10 INTERVIEWS WITH IPWW FACILITATORS

12 INTERVIEWS WITH IPWW PARTICIPANTS

15 IPWW PARTICIPANT DATA: WHO ENROLLS IN IPWW?

- 15 IDOC official records
- 18 IPWW pre-program survey data

24 IPWW PARTICIPANT DATA: WHAT ARE THE EFFECTS OF IPWW?

- 24 IPWW post-program survey data
- 26 Secondary analysis of IDOC official records

34 SUMMARY

- 34 Findings

36 RECOMMENDATIONS

37 LIMITATIONS

37 FUTURE RESEARCH

38 REFERENCES

39 APPENDICES

ADDITIONAL CONTENT

4	TABLE 1. In-prison writing programs reviewed
5	TABLE 2. In-prison writing program similarities and differences with IPWW 5
10	TABLE 3. Themes identified through interviews with IPWW instructors
13	TABLE 4. Themes identified from interviews with past IPWW participants
15	FIGURE 1. IPWW participant demographics (n=80)
17	TABLE 5. Conviction offense information (n=80)
18	TABLE 6. Participant classifications (n=80)
19	TABLE 7. Pre-program survey distributions (n=69)
20	TABLE 8. Pre-program survey distributions by prison (n=69)
21	TABLE 9. Pre-program survey anticipated program outcomes (n=61)
21	TABLE 10. Pre-program survey anticipated program outcomes by prison (n=61)
22	TABLE 11. Pre-program survey open-ended responses (n=35)
25	TABLE 12. Post-program survey distributions (n=15)
25	TABLE 13. Post-program survey distributions by facility (n=15)
25	TABLE 14. Post-program survey open-ended responses (n=9)
27	TABLE 15. IPWW participant case notes with feedback
29	TABLE 16. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=55)
31	TABLE 17. Addiction recovery service admission by select classifications (n=46)
31	TABLE 18. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=46)
33	TABLE 19. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=62)
39	TABLE A1. Minnesota Prison Writing Workshop
40	TABLE A2. Pen Project at New Mexico Correctional Department (Santa Fe, New Mexico), Arizona Department of Corrections (Florence, Arizona), and Arizona State University
41	TABLE A3. York Correctional Institute in Connecticut
42	TABLE A4. Prison Writes Initiative (PWI) Programming in the Mississippi Prison System
43	TABLE A5. InsideOut Writers in the Los Angeles County Juvenile Facilities
44	TABLE A6. Alabama Prison Arts + Education (APAEP) in the Alabama Prison System
45	TABLE A7. Actors' Gang Prison Project, Marin Shakespeare theater program, visual arts, poetry, and writing courses
46	TABLE A8. A community prison choir program in the Midwest
47	TABLE A9. Teaching cognitive skills to effective behavioral change through a writing program
49	TABLE A9. IPWW original logic model
50	TABLE A10. IPWW revised logic model

EXECUTIVE SUMMARY

In an era of decarceration in the United States,¹⁻³ strategies to rehabilitate individuals who will reenter society are paramount. One common approach to rehabilitation is providing educational programming for individuals who are still incarcerated—such as college courses, life skills training, and creative writing and other arts-based programs— in order to enhance their chances for a successful reentry.

One such in-prison educational program is the Indiana Prison Writers Workshop (IPWW). Created in 2017, IPWW is a 12-week creative writing workshop for individuals who are currently incarcerated. Participants in the class explore the craft of writing, including fiction and nonfiction, poetry, rhetoric, and play writing. Instructors teach 90-minute classes that are structured to provide educational material, writing prompts, and feedback on individual work in each session. In addition to improving participant writing skills, an important goal of IPWW is to enhance participants' communication skills so they are better prepared to reenter society.

Researchers from the Center for Health and Justice Research (CHJR) at the Indiana University Public Policy Institute (PPI) partnered with IPWW and the Indiana Department of Correction (IDOC) to conduct a process evaluation of IPWW's program. In addition to reviewing existing research on the characteristics and effects of other in-prison arts programs, CHJR worked with IPWW and IDOC to access, collect, and analyze data on participants and program delivery. This includes, but is not limited to, IPWW data on recruitment, attendance, program curriculum, fidelity of activities to program model, and participant pre- and post-program surveys, as well as IDOC data on participant demographics, program participation, and case notes.

With this data, the research team provides a foundational assessment of IPWW's program and its delivery. These insights will allow IPWW to strengthen program fidelity, elaborate on the existing logic model, incorporate new data collection tools, and explore future outcome evaluation structure and needs.

KEY FINDINGS

- Decades of research on in-prison creative writing and arts-based programs suggests that IPWW's model is similar to many other programs in terms of activities, facilitator characteristics, and participant experiences.
- In partnership with the IPWW founder, researchers developed new survey tools capable of tracking long-term outcomes deemed important by IPWW stakeholders, including participant healing, self-confidence, and well-being.
- Site visits to IPWW classes within IDOC facilities and interviews with IPWW instructors suggest that the program is being delivered with fidelity as documented by IPWW stakeholders.
- IPWW serves only males and has served at least 84 participants. The program served a larger proportion of Black or African American and Hispanic/Latinx men in relation to the racial and ethnic makeup of Indiana's prisons. The average participant is in his late 30s with a high school diploma or equivalency. He is serving an 11-year term of incarceration for a higher-level felony conviction for a crime against a person and is classified as a moderate to high security risk of future recidivism.
- Participants opt-in to IPWW for a variety of reasons. Participants agree that writing is important, allows communication that cannot be said in other ways, and brings joy. Participants seek an opportunity to write on their own in a structured setting, to gain knowledge on how to improve their writing, to revise their authored works, and obtain instructor feedback.
- Participants perceive that IPWW provides a break from daily routines, serves as an outlet for expression, and creates a sort of micro-family in which participants can share their work and show vulnerability. Participants interviewed agree that the workshop's content, structure, and delivery help to provide immediate or future benefits, including enhanced

communication and coping skills, awareness of personal actions, and improved sense of empathy. Participants also discussed job opportunities that emerged following IPWW programming, such as writing a book and speaking engagements.

- Secondary analysis of IDOC data suggests that certain positive outcomes can be associated with IPWW program participation, including enrollment in available addiction recovery services, steady in-prison or post-release employment, and continuing, or starting, other programming while incarcerated. IPWW participation is also associated with a reduction in conduct violations, as preliminary evidence suggests a 38 percent reduction in violations after participants were admitted to the program.
- Based on these findings, CHJR recommends:
 - Making a commitment to robust data collection
 - Conducting classes weekly with an emphasis on external publishing and guest lecturers, including writers, employers, and IDOC staff
 - Standardizing the program by creating a manual
- Future research on IPWW will need to incorporate suitable comparison groups of individuals, programs, or facilities to advance one or more outcome evaluations that monitor the various data collections used in this report as well as recidivism trends of released IPWW participants. A survey of recidivism outcomes and other performance measures for similar in-prison writing programs can inform the design of future outcome evaluations.

LITERATURE REVIEW ON CREATIVE WRITING & ARTS-BASED PROGRAMMING IN PRISON

Research has consistently demonstrated that traditional educational programs in correctional institutions provide positive outcomes for participants.⁴ According to the Survey of Inmates in State and Federal Prisons, as of 2004, about 27 percent of incarcerated individuals have participated in prison education programs.⁵ Participants who engage in education programs may find it easier to gain employment in desirable jobs or pursue additional higher education opportunities after release.⁴ According to Bozick and colleagues, the odds of obtaining employment are 12 percent higher for individuals receiving correctional education.⁵ Additionally, educational programs can help shore up deficiencies on resumes, which may improve the chances of passing basic screening barriers for job applications. By finding employment or other educational opportunities once released, participants are more likely to avoid new prison sentences.⁴ Research suggests that participants who engage in programming are 32 percent less likely to recidivate when compared to individuals who were eligible to participate in correctional education programs.⁵

Participants of education programs may also benefit from significant skill development, including cognitive and moral development, which allow participants to expand their sense of purpose and life goals.⁵ By providing individuals with opportunities to better understand themselves and the society around them, education programs have the potential to improve self-esteem and create a sense of accountability to one's community.⁶ Additionally, participants benefit from the social support offered within education programs because it allows them to connect with teachers in a "supportive, nurturing environment, which is paramount to effective inmate rehabilitation."⁵

While the amount of research about traditional educational programs in prisons is abundant, there are few studies about creative writing and/or arts-based educational programs. These types of programs are not evaluated at the same frequency as more traditional education programs. Theoretically, however, it is expected that creative writing and arts-based programs would benefit participants in a similar way through increased skill development, personal development, greater opportunity for education and employment after release, and reduced recidivism.

With this in mind, the research team conducted a comprehensive literature review to better understand what types and components of prison programming produced more positive outcomes for participants. In this section, we present the results of our search and correspondence with key stakeholders of creative writing or arts-based programming in other jurisdictions. First, we briefly summarize the results of evaluation studies. Then, we identify a set of common creative writing program characteristics. With this information, we offer an assessment of the overlaps and disconnects between programs in other jurisdictions and the IPWW (see Appendix A).

BENEFITS OF CREATIVE WRITING AND/OR ARTS-BASED PROGRAMMING

Both qualitative and quantitative methods were used to measure outcomes for these evaluated programs. Qualitative strategies tended to involve conducting individual interviews with program participants, using open-ended questionnaires, and distributing pre-post treatment surveys. Quantitative techniques relied on scales or indices on surveys, administrative records, counts of attendance, counts of published works, and quasi-experimental research designs using treatment and comparison groups to measure change (see Appendix B).

From the programs studied, a few themes emerge in terms of benefits for participants. These themes include changes in personal well-being, attitude, and physical symptoms, improvement in social networks, greater participation in other programs, and a reduction in both disciplinary reports (infractions) and recidivism rates. Sociability, joviality, emotional stability, and happiness measurements are the main components of personal well-being.⁷ Attitude measurements consist of participant perceptions of self-esteem (e.g., worthiness and competence) and self-confidence.^{8,9} Attitude also includes perceived changes to moods and personal control over emotions.⁸ Physical symptoms are measurements of physical sensations experienced, including insomnia, dizziness, and headaches.¹⁰ The programs studied generally reported these positive outcomes for program participants regardless of the arts education program structure or focus. However, the specific areas of change or improvement varied from program to program. For instance, the Community Prison Choir was more focused on changes in attitude, while the Alabama Prison Arts and Education program was focused on changes in behavior.^{9,10}

Overall, analysis of arts-based programs studied revealed varying levels of positive outcomes for participants.⁵ A few studies, however, indicated little or no measurable effects after exposure to programming. For instance, Cohen (2009) did not find a significant difference in overall well-being scores for those exposed to the arts program compared to those who did not participate.⁷ Brewster (2014) did not find changes on the attitudinal measure of personal growth for participants in programming compared to those who did not participate.⁸ Blinn (1995) could not attribute changes in social-perspective skills directly to the program studied.¹¹

Successful outcomes may be contingent upon the amount of time a participant remains in an arts program. In general, the longer a participant was engaged and active in an arts program, the greater the outcomes reported. Research also suggests that the complexity of the program can be detrimental to program success. For instance, the program “Writing for Our Lives” delivered a “THINK FIRST” method to demonstrate participants’ ability to think consequentially. This method proved too difficult for participants to consume.¹¹ As a result, this led to a deviation from the original program structure in order to reduce the number of activities per session and eliminate the short story discussion component of the program.

IN-PRISON CREATIVE WRITING PROGRAM MODEL CHARACTERISTICS

The research team reviewed six in-prison creative writing program models, listed below (Table 1; see also Appendix A). These programs were reviewed to identify consistent elements across models in terms of program eligibility, duration, instructors, activities, and completion rates.

TABLE 1. In-prison writing programs reviewed

WRITING PROGRAM	LOCATION
Minnesota Prison Writing Workshop	Minnesota
Prison Writing & Critical Practice Internship	New Mexico
Prison Arts Project	California
Prison Writes Initiative	Mississippi
InsideOUT Writers	California
Alabama Prison Arts + Education Project	Alabama

In terms of program eligibility, generally, no prior writing experience is necessary for these programs. However, most require a basic level of literacy to participate, as well as no violations or infractions within six months prior to enrollment in the program. Programs vary in length but are typically 10 to 15 weeks in duration. Most programs meet either once a week or every other week for about two to two-and-a-half hours per session. Several programs studied do not have a true completion time frame; participants can remain enrolled indefinitely or as long as they are incarcerated.

In terms of instructor characteristics, most programs choose instructors with professional writing and/or teaching experience. A few instructors had mixed backgrounds not necessarily in education—such as graphic design or drug and alcohol counseling. Typically, programs had one to two instructors present per class session, although some instructors also invite guests—such as professional authors—to present, teach, or engage with the class.

Class activities varied between programs, but generally classes are considered informal and have a casual environment. Programs incorporate a reading element, either assigned reading or sharing short essays or other literary works with the class, and a variety of in-class writing exercises. There is a strong emphasis on providing feedback. Instructors typically provide written and verbal feedback, while other class participants provide mostly verbal feedback. Participants are encouraged to use this feedback to revise their work and re-submit it for additional feedback. Classes emphasize the importance of providing supportive, constructive feedback that highlights achievement. Additionally, many classes publish participant works in internal publications and encourage participants to submit their work to writing contests or other external publishers.

In terms of completion rates, most programs do not track completion rates. This trend relates to the finding that most programs do not formally release a participant from the program. Additionally, only a few programs are able to keep data on the number of participants served or their recidivism rates after release from prison.

IN-PRISON CREATIVE WRITING PROGRAM MODELS COMPARED TO IPWW

In-prison creative writing program elements were reviewed to determine the extent of overlap between other program models and the IPWW program model (see Table 2). Generally, IPWW appears to be fairly consistent with other prison writing programs across the country, especially in terms of class activities and instructor characteristics. However, IPWW differs from other programs in a few ways, including target population being served and type of data collected on participants.

TABLE 2. In-prison writing program similarities and differences with IPWW

SIMILARITIES	DIFFERENCES
Participant eligibility	Target population (women, juveniles)
Class size and duration	Not all programs run by nonprofits
Instructor characteristics	Multiple instructors, both men and women
Guest writers invited to class	College credit offered for class
Reading and writing activities	Data collected on misconduct and recidivism
Emphasis on providing constructive feedback	
No official release date from program	

SURVEY TOOLS TO MEASURE EFFECTS OF PRISON WRITING PROGRAMS

One piece of a foundational assessment is to examine data collection procedures used to monitor program performance. In this section, we examine existing IPWW data collection methods and tools to explore whether the methods and tools capture outcomes anticipated by IPWW stakeholders. The ability to capture outcomes with valid tools is essential to any future evaluation of the IPWW program.

EXISTING IPWW PRE- AND POST-PROGRAM SURVEYS

Previously, IPWW administered two surveys to all participants in programming: a beginning of course evaluation and an end of course evaluation (see Appendix C). The pre-program survey is a 12-item tool administered during the first IPWW workshop. Ten of these items are presented as statements and use a seven-point Likert scale scoring of strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree. Each item also has space for an optional open response comment. One additional item focuses on anticipated outcomes of participating in the program. Participants select up to 10 predetermined objectives. The final item is reserved for open-ended commentary about participant objectives, needs, or concerns.

The post-program survey is a 10-item tool administered during the last IPWW workshop, utilizing the same seven-point Likert scale scoring. Each item also has space for an optional open response comment. Participants are also encouraged to provide open-ended comments about the overall experience.

In IPWW's logic model (see Appendix D), four anticipated outcomes are identified: therapeutic effects of writing, healing, self-confidence, and optimism. In order to measure these anticipated outcomes, they must first be defined, and appropriate survey items identified to measure them. To this end, researchers examined IPWW's pre- and post-program survey to identify items that might capture these anticipated outcomes as well as outcomes that may not be captured at all.

First, in terms of the therapeutic effects of writing, researchers identified several survey items that capture this anticipated outcome in individuals who participate in IPWW programming. These items included pre-program survey items from which participants could select: (1) I make discoveries about myself when I write, (2) I make discoveries about others when I write, (3) I am able to say things through creative writing that I can't say any other way, and (4) writing brings me joy. No items in the post-program survey were identified as measuring the therapeutic effects of writing.

Next, in terms of self-confidence, researchers identified one survey item that may capture this anticipated outcome. This item was included on the post-program survey and asked participants to respond to the following prompt: I am a better writer as a result of this class.

Finally, no items in either the pre- or post-program survey were identified as measuring healing or optimism.

Items in either survey that do not seem to capture any anticipated outcomes of IPWW programming fall into other general categories, however. For example, several survey items asked participants about their behaviors or desires when it comes to writing or reading. Other survey items ask participants practical questions about the workshops themselves. Although these items may provide helpful feedback for future IPWW workshops, they do not necessarily measure anticipated outcomes identified by IPWW stakeholders.

Overall, the pre- and post-program surveys are only able to capture information on a few of IPWW's anticipated outcomes. Further, these outcomes are captured during a pre-program survey or a post-program survey. They are not captured on both surveys. As such, the existing survey instruments will provide a partial understanding of IPWW's performance.

LITERATURE ON EXISTING SURVEYS USED ON JUSTICE-INVOLVED POPULATIONS

Decades of social science research has resulted in an abundance of existing scales and tools designed to measure outcomes in individuals after exposure to programming. Researchers examined the academic literature to identify existing scales that (1) measure the concepts and outcomes that IPWW stakeholders deem important and (2) have been used in studies on justice-involved populations. See Appendix F for the full scales and tools discussed in this section.

In order to revise the existing IPWW survey, researchers asked the IPWW founder to identify outcomes that were most important to measure in program participants. IPWW's founder identified healing, self-confidence, and well-being as most important to measure.

Healing

The concept of healing can have physical, mental, or even spiritual implications. Without one set definition of what healing means in the context of IPWW, researchers explored justice-based literature on the idea of becoming whole again, or "redeemed" from past behaviors. Several tools exist that are designed to measure an individual's belief that he or she has healed and is able to desist from a life of crime in the future. However, IPWW's founder chose the Belief in Redeemability Scale Version 2 (BiR-2). Developed in 2016, the BiR-2 is a 10-item tool used to assess an individual's belief in the ability for ex-offenders to be redeemed and leave crime behind. The tool utilizes five-point Likert scale scoring of strongly agree, agree, can't say, disagree, and strongly disagree. Three items are reverse coded, and all items are printed in random order for each individual.¹²

The BiR-2 has been utilized in studies of justice-involved individuals. In a 2017 study, researchers surveyed 179 probationers and parolees in Australia to examine the relationship between an individual's beliefs about ex-offender redeemability and the individual's future offending. The study found that beliefs about redemption were not statistically predictive of reoffending.¹³ This finding supported the developer's assertion of redemption being a distinct concept.

Self-Confidence

Generally, self-confidence can be defined as one's own belief in his or her qualities or abilities. Thus, very much related to self-confidence are the concepts of self-esteem and self-efficacy. Researchers identified several existing self-esteem and self-efficacy scales used in studies on justice-involved populations that may provide guidance for measuring self-confidence in IPWW participants. However, IPWW's founder specifically targeted self-efficacy as an important outcome to measure and selected the General Self-efficacy Scale (GSE).

Created in 1995, the GSE is a 10-item tool designed to measure broad self-efficacy, or an individual's belief in his or her ability to cope with and adapt to situations. The tool uses four-point Likert scale scoring of not at all true, hardly true, moderately true, and exactly true, with scores ranging from 10 to 40. Higher scores indicate higher self-efficacy.¹⁴

The GSE has been used in studies of justice-involved individuals. In a 2013 study, researchers sought to measure prisoner self-efficacy before and after participation in a so-called inside-out education program with traditional university students. Data suggested that incarcerated students' self-efficacy increased after participation in the program, while traditional students' self-efficacy remained unchanged.¹⁵

Well-being

In addition to healing and self-confidence, IPWW's founder suggested that well-being could be an important outcome to measure in program participants. However, unlike healing and self-confidence, well-being is somewhat more difficult to define. Studies on incarcerated individuals tended to define well-being as a positive mental state. To measure this state, IPWW's founder selected the Warwick Edinburgh Mental Well-being Scale (WEMWBS).

Developed in 2007, the WEMWBS is a 14-item tool developed to assess positive mental well-being, scored using a five-point Likert scale of none of the time, rarely, some of the time, often, and all of the time. Scores range from 14 to 70; all items are scored positively. Higher scores indicate higher states of mental well-being.¹⁶

The WEMWBS has been used in several studies on justice-involved populations. Among others, a 2016 study examined the psychological effects of theater participation on incarcerated individuals. Researchers administered pre- and post-surveys that utilized tools measuring hopelessness (Beck Hopelessness Scale) and mental well-being (WEMWBS). The findings suggested that individuals who participated in the theater program had statistically significant increases on optimism and well-being.¹⁸

REVISED IPWW PRE- AND POST-PROGRAM SURVEYS

Using the scales chosen by the IPWW founder, researchers built two new IPWW survey tools (see Appendix G) capable of measuring changes in program participants' perceptions or subjective states over time. These revisions better align the survey tool to capture outcomes articulated in IPWW's logic model (see Appendix E). Each survey is one page, front and back, and questions are divided by scale. On the pre-program survey, two open-ended questions were added at the request of IPWW in regards to participant goals for the class and additional comments. Additionally, to prevent participant recollection of previous answers, questions were reordered between pre- and post-program surveys, although items specific to each scale were kept together.

In summary, the revised IPWW pre- and post-program surveys aim to capture the concepts of healing, self-confidence, and well-being in program participants. When administered both before and after exposure to IPWW programming, these surveys have the ability to measure changes in participants over time, monitor IPWW performance, and inform decisions to modify participant recruitment and program delivery strategies.

SITE VISITS TO IPWW WITHIN IDOC FACILITIES

As part of this process evaluation, researchers conducted site visits to Putnamville Correctional Facility and Pendleton Correctional Facility to observe IPWW sessions. Researchers visited Putnamville on November 15, 2019, and Pendleton on February 4, 2020. Site visits included two researchers to facilitate independent consensus observations. The goal of these site visits was to examine how the workshop is administered compared to IPWW's description of class activities.

According to IPWW, a workshop generally begins with participants voluntarily sharing a previous assignment with the class. Participants are then given a 15-minute writing prompt that varies week to week. The group then voluntarily shares their writing. The workshop wraps up with the distribution of a literary piece which participants read and digest, and then receive a writing prompt as a homework assignment.

At the November site visit at Putnamville, 11 participants and two instructors were in class. Two IDOC employees also sat in on the session, without participating.

At this session, class began with homework assignments from the previous workshop being passed back out to the participants with feedback from the instructor. The facilitator then collected homework for the current week. Participants were then given a 10-minute writing prompt, after which two to three volunteers shared with the class. Verbal feedback was given by both the facilitator and the group. Next, the facilitator moved into stating the learning goals for the session which included various writing concepts (plot, summary, subtext, etc.). Another 10-minute prompt was then given, after which participants volunteered to share their work. A third prompt was given, and again participants volunteered to share. The group participated in an open discussion about their previous writing assignment, and then the facilitator passed out literature for the participants to take with them, read, and reflect on. Participants were assigned new homework and the session concluded.

At the February site visit at Pendleton, 11 participants and one facilitator were in class. No IDOC employees were present during this session.

At this session, class began with the facilitator providing verbal feedback about the previous week's writing assignment and stating the goals of that day's workshop (creative nonfiction, cover letter writing, etc.). The facilitator then used writing materials to teach participants about creative nonfiction (or imaginative writing), read out loud to emphasize particular concepts, and gave participants an optional writing prompt to complete for next week. Next, the facilitator gave the group a short five-minute prompt, after which participants were encouraged to voluntarily share with the class. Another, longer writing prompt was given, and then shared aloud by volunteers. Finally, the facilitator ended the session by giving participants another writing prompt as homework for the following session.

In summary, both site visits identified classroom activities that were consistent with IPWW's description and similar to other in-prison writing programs (see Appendix A). Differences between site visits were generally related to number of instructors/staff present and the demographic makeup of the class. At both locations, researchers noted the open nature of the class and participants' willingness to share their own work and provide feedback on others' work.

INTERVIEWS WITH IPWW FACILITATORS

To identify and explore essential program elements that shape IPWW program delivery and participant outcomes, researchers conducted semi-structured interviews with two IPWW instructors. Interviews took place in May 2020 via Zoom teleconferencing software, with each interview lasting about 30 minutes. IPWW instructors identified several key program elements (Table 3).

TABLE 3. Themes identified through interviews with IPWW instructors

PROGRAM ELEMENTS	THEMES
Overall program goals	<ul style="list-style-type: none"> • Improve technical writing skills • Expand exposure to various types of writing styles • Safely express thoughts and feelings • Rediscover existing talents
Program effects on participants	<ul style="list-style-type: none"> • Become more confident and vulnerable • Improvement in writing structure, grammar, and punctuation • Develop more empathy
Instructor recruitment/training	<ul style="list-style-type: none"> • Existing relationship with program founder • Interest in teaching (with no formal background) • Formal education in writing • Previous IDOC volunteer experience/prison connections
Participant recruitment	<ul style="list-style-type: none"> • Volunteer coordinator at facility is primary method of recruitment • Allowed into class based on discretion and individual judgment by volunteer coordinator • Eligibility based on past behavior and whether involved in other facility programming (such as substance use treatment) • Also based on participant showing interest in the program • Education level not considered • Self-selection once class is in session
Barriers to program delivery	<ul style="list-style-type: none"> • Getting participants to class on time • Staffing changes at facility • Not getting the word out about classes
Facilitators to program delivery	<ul style="list-style-type: none"> • Reliable volunteers • Adequate supplies • Solid curriculum • Commitment and support from prison staff

First, researchers asked instructors to describe the overall program goals for IPWW and anticipated effects on participants. Both instructors identified several goals, including improving technical writing skills and safe expression of thoughts and feelings. Instructors agreed that anticipated program effects on participants include improved writing skills, enhanced self-confidence and vulnerability, and improved empathy for others.

Researchers then asked instructors to describe the way in which they were recruited to facilitate the IPWW program, as well as their understanding of how participants are recruited. In terms of facilitator recruitment, both instructors interviewed stated

they had existing relationships or connections to the program founder. Both instructors had earned postsecondary credits or degrees (English and nursing) and expressed a strong interest in teaching. Both instructors also explained that they had previous IDOC volunteer experience or connections to the prison system through other relationships.

In terms of participant recruitment, both instructors stated that the volunteer coordinator at each facility was the primary recruiter for IPWW programs. According to IPWW instructors, this individual uses his or her own discretion to decide whether an individual qualifies to participate based on interest, past behavior, and involvement in other prison programming. For example, individuals in substance use treatment programming are not eligible for IPWW programming. With knowledge of the facility's culture, volunteer coordinators also consider safety and security risks when making eligibility determinations. Instructors state that education level is not considered when selecting participants, and participants can opt out of the program once admitted. Researchers asked instructors about existing barriers and facilitators to IPWW program delivery. Barriers are obstacles that stakeholders struggle with during either implementation or operation of the program. Facilitators are people, events, and/or infrastructure identified by stakeholders as being essential to the success or operations of the program.

Instructors described a few barriers to program delivery, most of which were related to the prison facility itself and therefore outside of their control. These types of barriers included getting participants to class on time and changes in staff at their respective facility. Another barrier identified was difficulty getting the word out about IPWW in order to recruit new participants. In terms of facilitators to program delivery, both instructors interviewed identified several common themes. Both stated that the program's success relies heavily on a solid curriculum—developed by the IPWW founder—and adequate supplies to deliver it. Both instructors also stressed the importance of recruiting reliable volunteers and garnering support and commitment from prison staff for the program.

In summary, IPWW instructors shared similar perspectives across the various program elements that shape program delivery and outcomes. These findings indicate that, either through training or consensus, instructors are on the same page in terms of program goals and effects, participant recruitment, and barriers and facilitators to program delivery.

INTERVIEWS WITH IPWW PARTICIPANTS

In order to explore perceptions and experiences of IPWW participants, CHJR researchers conducted interviews with individuals who attended the program in various facilities. Given IDOC visitor restrictions put in place during the COVID-19 pandemic, it was not possible to interview current IPWW participants who are still incarcerated. However, researchers were able to interview IPWW participants who have been released.

IPWW's founder provided researchers with the names and contact information of six IPWW participants who had been released and were willing to talk with researchers about their experiences in the program. Researchers attempted to contact all six participants via telephone at least two times over a four-week period in May and June 2020. Researchers were able to contact four of the six participants; however, only three participants completed interviews with researchers alone. The remaining three interviews were coordinated and completed with assistance from IPWW's founder.

All semi-structured interviews with IPWW participants were conducted over the phone, each lasting about 30 minutes, during which at least two researchers took notes. Afterward, three members of the research team systematically reviewed responses from all six interviews to identify common themes within and differences between participant experiences. Table 4 presents key themes identified by researchers from all six interviews with IPWW participants. However, thoughts or insights unique to individual IPWW participants are also integrated further into these results.

First, IPWW participants were asked how they heard about the program and why they enrolled. Generally, participants indicated that they had seen informational flyers about the program, which piqued their interest. Several also indicated that other incarcerated individuals, other program instructors, or case managers recommended the program to them. As to why participants decided to enroll, answers varied substantially. Several common answers included becoming a better writer, learning how to express oneself, and breaking up the routine of life in prison. Others indicated more practical reasons, such as learning how to write cover letters and resumes for employment after release.

Next, researchers asked participants about their goals for the class and whether or not they felt they met those goals. Generally, participants stated they had hoped to develop their writing and speaking skills, expand their general knowledge, or try something different. Some participants only expressed the goal of completing the class or indicated that they really had no expectations for themselves starting out. All participants who indicated they had a goal for the IPWW course stated that they met it.

Participants were then asked whether they have noticed any changes in how they process information since attending the class and what about the class caused those changes. Answers to this question varied considerably, although several participants indicated they experienced positive changes in their communication skills and empathy for others. Participants also stated they noticed changes in attention to detail, ability to cope, awareness of personal actions, and ability to form a post-release plan after prison. In terms of what caused these changes, participants indicated that instructor support and completing class assignments and tasks were responsible.

Next, researchers asked participants about whether they have noticed any changes in their behavior since attending the class and what about the class contributed to those changes. Participant answers varied, but more than one participant indicated that they wrote more since taking the class. Others indicated that they dealt with criticism and feedback in a more positive way and had an improved sense of empathy for others. For example, one participant stated that the class enabled him to communicate more effectively with correctional staff in prison. In terms of what caused these changes, participants believed completing class assignments and receiving constructive feedback from instructors were responsible.

TABLE 4. Themes identified from interviews with past IPWW participants

PROGRAM ELEMENTS	THEMES
How participants heard about IPWW	<ul style="list-style-type: none"> • Informational flyers • Word of mouth from other inmates or program instructors • Inmate communication system
Reasons for enrolling in IPWW	<ul style="list-style-type: none"> • Improve cover letter and general writing skills • Interest in becoming a writer and communicator • Learn how to express thoughts and feelings in a safe environment • Something to do to pass the time or break up routine
Goals for the class	<ul style="list-style-type: none"> • Develop writing and communication skills • Develop empathy • Expand general knowledge • Do something different • Complete the class
Changes in how participants process information after IPWW	<ul style="list-style-type: none"> • Developed communication and coping skills • Increased awareness of personal actions, empathy • Sees things from a new, different perspective • Pays closer attention to detail • Developed ability to form a plan for post-incarceration
Changes in participants' behavior after IPWW	<ul style="list-style-type: none"> • Improved problem-solving skills • Writing more frequently • Dealing with criticism and feedback in a more positive way • Improved sense of understanding, empathy • Developed more self-confidence, self-worth
Assignments or pieces participants felt especially proud of	<ul style="list-style-type: none"> • Pieces about memories and dealing with past trauma • Pieces about the prison experience • Pieces of poetry and rhyming
How participants see IPWW affecting their future	<ul style="list-style-type: none"> • Noticeable difference in communication and processing skills • New opportunities to speak and connect with many people • Developed empathy for people based on backgrounds and experiences • Ability to create a positive legacy
What participants liked most about IPWW	<ul style="list-style-type: none"> • Instructor was interesting and demonstrated vulnerability • Receiving feedback from instructors • Learning and listening to other people share their stories • Out of comfort zone, safe space to deal with issues • Brings sense of freedom to those who are not free
What participants liked least about IPWW	<ul style="list-style-type: none"> • The fact that the class took place in a prison setting • Too short in duration, not enough days a week • Issues within the facility that made attending difficult
Anything else participants wanted to share about IPWW	<ul style="list-style-type: none"> • Class was a luxury in a not luxurious setting • Classroom allowed new connections and bonds to form, created a "family" • Need to expand the program to reach more people, different populations (youth)

Participants were then asked to describe one assignment or piece from their time with IPWW of which they felt especially proud. Although each participant indicated a different individual piece, common themes about dealing with past trauma emerged. Topics included childhood memories, important life events, particular people, and prison experiences. In addition to these pieces, participants also mentioned being especially proud of poetry and rhyming pieces they had written in IPWW.

Next, researchers asked participants to describe how they see IPWW affecting their future. Responses varied across participants, but several indicated having new opportunities thanks to their participation in the program. Opportunities included writing a book in the future, speaking engagements, podcasts, and interviews about their experiences both in prison and in the IPWW program. One participant stated he sees IPWW affecting his future by allowing him to “create a positive legacy,” or leaving something positive behind through his writing.

Participants were also asked about whether, if given the opportunity, they would participate in another writing or education course in the future. All participants indicated that they would participate in future courses, given the opportunity. Several indicated that writing is therapeutic, and that learning is both important and enjoyable.

Next, researchers asked participants to think about their overall experience in IPWW and identify what they liked most about the program. Answers to this prompt varied considerably among participants, but more than one participant indicated that the instructors were interesting and demonstrated vulnerability during class, which made participants more comfortable sharing their own experiences. Other participants indicated that the sense of freedom the class gave, writing themselves to wherever they wanted to be despite the fact they were incarcerated, was their favorite aspect. Other things participants indicated as liking most about the program included receiving feedback from instructors, learning how to use writing as a powerful tool, getting out of their comfort zone, and interacting with other participants in the class.

Then, participants were asked to think about their overall experience in IPWW and identify what they liked least about the program. Generally, participants indicated that they had wished the class was longer or more intensive (e.g., once a day rather than once a week, or 12 weeks rather than six). Participants also indicated that certain facility practices made attending the class consistently somewhat difficult. One participant stated that the only thing he disliked about the program was that it “took place in a prison setting.” For example, delays in transferring participants between locations sometimes meant classes lasted less than the full 90 minutes.

Finally, researchers concluded the interviews by asking if there was anything else about IPWW the participant would like to share. Responses varied greatly, but several participants indicated that they felt the class brought together people from diverse backgrounds and created a sort of small family. Other participants stated that they felt IPWW should expand to reach more people and different populations who might benefit from the class, such as young people. Another participant simply indicated that the class was a “luxury in a not luxurious setting.”

In summary, IPWW participants had overwhelmingly positive perceptions of and experiences with the program. The majority of participants indicated that attending the class allowed them to improve their writing skills, expand their capacity for empathy and problem solving, and engage with other participants in an open and accepting environment. Participants wish to see IPWW stakeholders expand the program by offering more intensive classes and reaching out to other populations who could benefit from IPWW’s programming.

In an effort to help inform IPWW stakeholders about the population the program serves, researchers examined official IDOC official records of current and past IPWW participants, as well as survey data provided by IPWW from past participants. This data was analyzed to identify trends and insights about the types of participants who opt-in to IPWW programming and their experiences before the workshop.

IPWW PARTICIPANT DATA: WHO ENROLLS IN IPWW?

IDOC OFFICIAL RECORDS

Since the inception of the IPWW program in October 2017, 84 participants have enrolled. Eight of these participants (10 percent) participated in more than one IPWW program. Records for four participants (5 percent) could not be merged to official records due to data entry errors. The final sample for analysis consisted of 80 participants. More than a third of these participants (n=29, 36 percent) attended the IPWW at Plainfield Correctional Facility, followed by sessions at Putnamville Correctional Facility (n=22, 28 percent), Correctional Industrial Facility (n=20, 25 percent), and Pendleton Correctional Facility (n=9, 11 percent).

Demographics

Figure 1 describes the demographic background of IPWW participants. Overall, the average participant who enrolls in IPWW courses is 38 years old and possesses a high school diploma or has earned a high school equivalency degree. The program reached a wide age range of participants, from 20 years of age to 73 years. Slightly less than half of the participants were Black or African American. Approximately a quarter of the participants earned postsecondary educational credits or a degree. Few of the participants had less than a high school education.

Where available, IDOC prison population estimates are reported. These estimates were gathered from publicly available reports from July 2017 to January 2020 and transformed into a pooled average. IPWW participants were approximately the same age as the remainder of the IDOC population. A larger proportion of IPWW participants were Black or African American or Hispanic/Latino in relation to race distributions across IDOC prisons. A smaller proportion of white individuals participated in IPWW according to the proportion of white individuals managed by IDOC.

FIGURE 1. IPWW participant demographics (n=80)

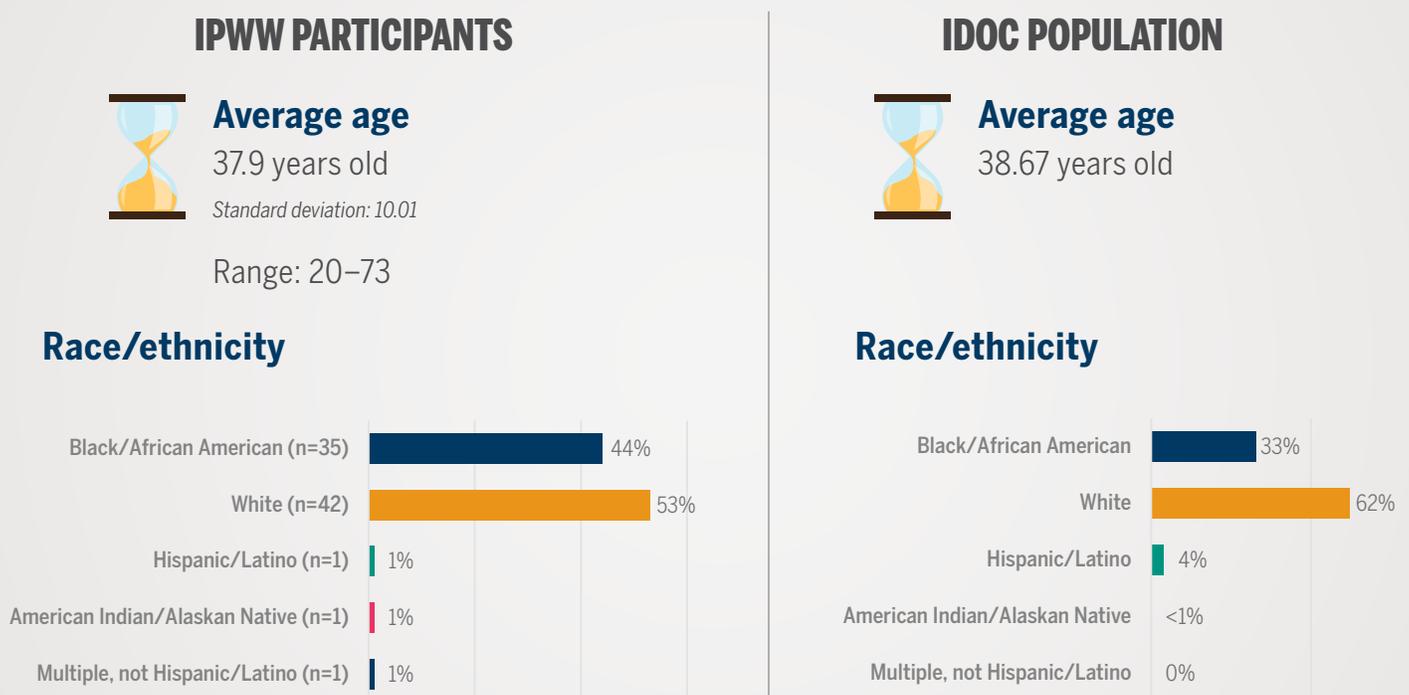
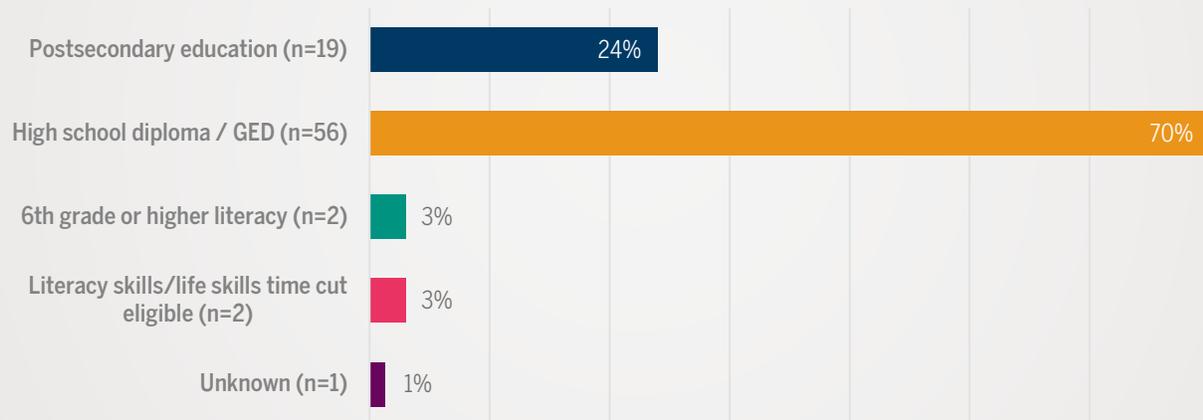


FIGURE 1. Continued

IPWW participant education classification level



Conviction offense

Table 5 describes the distribution of participants' conviction offenses. The average participant was convicted of a higher-level felony (i.e., FB, F3, and F4) for a crime against persons and is anticipated to serve at least an 11-year term of incarceration. Few of the participants were serving a sentence for a misdemeanor conviction. More than a quarter of participants were convicted of the highest-level felonies in the state of Indiana (26 percent, FA, F1, and F2). Slightly less than a quarter of the participants were incarcerated for lower level felonies (24 percent; FC, F5, FD, and F6).^A Ten percent of the participants received a sentencing enhancement for multiple convictions. The range of sentence lengths was broad, spanning a one- or two-year term to life imprisonment.

Among convictions for offenses against persons, the most common conviction was for a murder charge (n=13, 36 percent of persons offenses). More than a third of participants (36 percent) were convicted of property or controlled substances offenses. Burglary (n=10, 71 percent of property offenses) and dealing in cocaine or other narcotics (n=6, 43 percent of controlled substances offenses) were the most common conviction charges for these offense classifications.

Comparing IPWW participants to the remainder of the IDOC population, a larger proportion of IPWW participants were convicted of Felony B classifications and crimes against persons. The proportion of IPWW participants who received a habitual offender sentence enhancement was larger than the remainder of the prison population. A smaller proportion of IPWW participants were convicted of crimes involving controlled substances, given the baseline distribution of conviction offense types during the same time period.

^A House Enrolled Act 1006 (Public Law 168, July 2014) instituted several amendments to Indiana Criminal Code. Among other changes, Indiana's felony class system was expanded. Prior to the Act, Indiana classified felonies into five categories: Murder, Felony A (FA), Felony B (FB), Felony C (FC), and Felony D (FD). Following the Act, Indiana classifies felonies into seven categories: Murder, Felony 1 (F1), Felony 2 (F2), Felony 3 (F3), Felony 4 (F4), Felony 5 (F5), and Felony 6 (F6). In short, FAs became F1s or F2s and FBs translated to F3s and F4s with this legislation.

TABLE 5. Conviction offense information (n=80)

	n	PERCENT	IDOC POPULATION
Most serious offense			
Felony	74	93%	
Misdemeanor	6	7%	
Most serious felony offense class/level^A			
F1	0		2%
F2	5	7%	4%
FA	14	19%	17%
F3	7	8%	8%
F4	8	11%	10%
FB	23	31%	22%
F5	8	11%	17%
FC	2	3%	5%
F6	6	8%	5%
FD	1	1%	1%
Most serious offense type			
Persons	36	45%	30%
Property	14	18%	15%
Controlled substances	14	18%	24%
Motor vehicle-involved	4	5%	
Weapons	4	5%	4%
Public safety	1	1%	
Other	7	8%	10%
Habitual offender enhancement	8	10%	<1%
	MEAN	STANDARD DEVIATION	RANGE
Participant sentence length to earliest release date (years) ^B	10.69	7.59	1–53
Participant sentence to maximum sentence date (years) ^B	19.65	15.70	2–89

KEY: *A=Applicable to those with a felony as the most serious offense level (n=74).*

B=Estimates do not include participants who were sentenced to a life term of incarceration.

Security Classification

Table 6 presents recidivism risk and security classification information for participants. Among those assessed with the Indiana Risk Assessment System Prison Intake tool, most were classified as moderate or high risk of future recidivism. Most of the participants were classified to medium security. Next were classifications to minimum or low security. Few of the participants were classified to close or maximum custody. Eighteen percent of the participants were noted as being affiliated with a security threat group.

A larger portion of IPWW participants were classified to minimum/low or medium custody in relation to the remainder of the prison population. As a result, a smaller portion of IPWW participants were classified to maximum or close custody in comparison to the total population managed by IDOC.

TABLE 6. Participant classifications (n=80)

	n	PERCENT	IDOC POPULATION
Indiana Risk Assessment System-Prison Intake tool			
Very high	2	2%	
High	20	25%	
Moderate	24	30%	
Low	6	8%	
Unavailable	28	35%	
Custody classification level			
Maximum	4	5%	18%
Close	2	2%	17%
Medium	51	64%	51%
Minimum/low	23	29%	14%
Affiliation with security threat group	14	18%	

IPWW PRE-PROGRAM SURVEY DATA

Pre-program surveys were disseminated to participants during the first session of the workshop (see Appendix C). As mentioned earlier, surveys contained 12 items related to participants' perceptions of themselves as creative authors as well as the outcomes participants agreed the program can provide. Four items relate to the therapeutic effects of writing (I2, I3, I4, I5). One item emphasizes the role or importance of writing (I1). One item taps into the emotional benefits that reading (I8) provides. Two more items collect information on participants' frequency and desired structure of writing activities (I6, I7). One item captures the understanding of writing approaches through reading (I9). The final item concerns the willingness to share authored works (I10).

One additional item focuses on anticipated outcomes. Participants select up to 10 predetermined objectives the program can provide. Five of these objectives relate to learning new information (O9, O10) about authorship or improving current knowledge (O6, O7, O8) of writing. Two objectives involve the receipt of feedback on authored work (O3, O4). Two additional objectives relate to finding an outlet for expression (O2) and an opportunity to engage an audience (O5). The final objective is to gain a break from daily routines (O1). Participants were also encouraged to provide open-ended comments about other objectives, needs, or concerns.

Seventy-four participants completed a pre-program survey.^B This total represents 88 percent of all participants—74 out of 84 individuals. Most of the respondents enrolled in the program at Plainfield Correctional Facility (40 percent; 28 people). Next were respondents from Putnamville Correctional Facility (25 percent; 17 people), Pendleton Correctional Facility (19 percent; 13 people), and Correctional Industrial Facility (16 percent; 11 people).

Table 7 provides a summary of pre-program survey responses. Overall, participants acknowledged that writing and reading brings a variety of positive benefits. There were a wide variety of responses; each item elicited agreeable and disagreeable responses. Participants agreed that writing is important (I1), writing allows communication of thoughts that cannot be said in other ways (I4) and brings joy (I5). Participants agreed to making discoveries about themselves when writing (I2) and seeking

^B Five pre-program surveys were collected from a January 2018 IPWW program at Plainfield Correctional Facility. These surveys were not included in these analyses. The survey instrument administered in this program was different from the tool used across other programs and prisons.

opportunities to write on their own in a structured setting (17). Participants agreed to reading frequently for pleasure (18) and were agreeable to sharing their authored works with others (110).

TABLE 7. Pre-program survey distributions (n=69)

ITEM	MEAN	STANDARD DEVIATION	RANGE
Writing is important to me (11)	6.23	1.01	1-7
I make discoveries about myself when I write (12)*	6.09	1.16	1-7
I make discoveries about others when I write (13)*	5.36	1.42	1-7
I am able to say things through creative writing that I can't say any other way (14)*	6.13	1.34	3-7
Writing brings me joy (15)*	6.07	1.17	1-7
I engage in creative writing even when I don't feel inspired to write (16)	5.00	1.77	1-7
I would like to write on a more singular, structured basis (17)	6.02	1.17	1-7
I frequently read for pleasure (18)	5.97	1.51	1-7
I frequently read to understand how writers structure stories, essays, or poems (19)	4.98	1.75	1-7
I would like to share my writing with others (110)	5.67	1.80	1-7

KEY: 1=Strongly disagree, 7=Strongly agree

* = Items associated with therapeutic effect of writing

The remaining items solicited agreeable but more neutral positions. These items relate to making discoveries about others while writing (13), writing while lacking inspiration (16), and reading for the purpose to understand writing structure (19).

Given the combination of IPWW participants across prisons, researchers explored mean differences of survey responses by prison. Table 8 presents the results. There were few differences by prison across the 10 survey items. Participants generally held similar views on writing and reading. There are two exceptions to this pattern. First, Correctional Industrial Facility participants disagreed with the thought of engaging in creative writing when lacking inspiration (16). Participants at other prisons held more neutral or agreeable views. Second, participants from Correctional Industrial Facility did not hold as strong of views about reading for pleasure in relation to other participants.

TABLE 8. Pre-program survey distributions by prison (n=69)

ITEM	CIF (N=11)		PENDLETON (N=13)		PLAINFIELD (N=28)		PUTNAMVILLE (N=17)		Test
	M	SD	M	SD	M	SD	M	SD	
Writing is important to me (11)	6.18	0.94	6.15	1.13	6.25	1.33	6.29	0.67	NS
I make discoveries about myself when I write (12)*	5.82	0.93	6.31	0.73	5.86	1.49	6.47	0.7	NS
I make discoveries about others when I write (13)*	5.27	1.13	6	1.2	5.21	1.68	5.18	1.16	NS
I am able to say things through creative writing that I can't say any other way (14)*†	5.82	1.20	6.46	0.98	5.96	1.66	6.35	0.84	NS
Writing brings me joy (15)* †	5.7	1.01	6.54	0.91	5.96	1.41	6.12	0.84	NS
I engage in creative writing even when I don't feel inspired to write (16) †	3.1	1.54	5.1	1.47	5.48	1.78	5.29	1.38	S
I would like to write on a more singular, structured basis (17) †	6.09	1.19	6.2	0.41	6.11	1.38	5.71	1.03	NS
I frequently read for pleasure (18) †	4.91	2.02	5.8	0.79	6.5	1	5.88	1.83	S
I frequently read to understand how writers structure stories, essays, or poems (19) †	4.36	1.53	4.3	1.3	5.36	1.95	5.18	1.6	NS
I would like to share my writing with others (110) †	5.18	1.55	6.2	0.89	5.61	2.22	5.76	1.49	NS

KEY: 1=Strongly disagree, 7=Strongly agree
 CIF = Correctional Industrial Facility
 * = Items associated with therapeutic effect of writing
 † = Data missing for up to five respondents on this item

Table 9 reports the anticipated outcomes participants expected from the program in rank order. Sixty-one participants identified at least one anticipated outcome—that's 88 percent of pre-program survey respondents and 73 percent of all participants. Respondents selected an average of six outcomes (SD=2.48). The most prominent outcomes involved an improved understanding of how to write well, a break from routine, improved sense for how to revise writing, an outlet for expression, and instructor feedback on writing. Most of the participants also expected to learn ideas on how to start a piece of writing, improve understanding of writing genre and craft, and acquire ideas for managing writer's block. Slightly less than half of the participants expected peer feedback and the opportunity to gain an audience.

Anticipated outcomes were consistent across prisons (see Table 10). There was variation in the proportion of participants seeking improved understanding of writing genre and craft, and ideas on managing writer's block. Large proportions of participants from Pendleton Correctional Facility and Correctional Industrial Facility were seeking these outcomes. Fewer participants from Putnamville Correctional Facility anticipated these outcomes. Similarly, a large portion of Pendleton Correctional Facility participants expected peer feedback and a chance to gain an audience. This view was held by few participants at Plainfield Correctional Facility and Correctional Industrial Facility.

TABLE 9. Pre-program survey anticipated program outcomes (n=61)

	N	PERCENT
An improved understanding of how to write well (O7)	56	92%
A break from routine (O2)	51	84%
An improved sense of how to revise my writing (O8)	49	80%
An outlet for expression (O2)	47	77%
Instructor feedback on my writing (O3)	44	72%
Ideas for how to start a new piece of writing (O10)	41	67%
An improved understanding of my genre and craft (O6)	37	61%
Ideas for getting through writer's block (O9)	33	54%
Peer feedback on my writing (O4)	30	49%
A chance to get an audience for writing via publication or reading (O5)	25	41%

NOTE: Participants may select more than one outcome, thus items will not total to 100 percent.

TABLE 10. Pre-program survey anticipated program outcomes by prison (n=61)

ANTICIPATED OUTCOME	CIF (N=11)		PENDLETON (N=10)		PLAINFIELD (N=23)		PUTNAMVILLE (N=17)		Test
	N	%	N	%	N	%	N	%	
An improved understanding of how to write well (O7)	10	91%	9	90%	21	91%	16	94%	NS
A break from routine (O2)	10	91%	10	100%	20	87%	11	65%	NS
An improved sense of how to revise my writing (O8)	8	72%	8	80%	18	78%	15	88%	NS
An outlet for expression (O2)	10	91%	10	100%	14	61%	13	76%	NS
Instructor feedback on my writing (O3)	8	72%	8	80%	15	65%	13	76%	NS
Ideas for how to start a new piece of writing (O10)	7	64%	8	80%	17	74%	9	53%	NS
An improved understanding of my genre and craft (O6)	7	64%	9	90%	13	57%	8	47%	NS
Ideas for getting through writer's block (O9)	7	64%	6	60%	13	57%	7	41%	NS
Peer feedback on my writing (O4)	5	45%	7	70%	8	35%	10	59%	NS
A chance to get an audience for writing via publication or reading (O5)	2	18%	7	70%	9	39%	7	41%	NS

NOTE: Participants may select more than one outcome, thus items will not total to 100 percent.

More than half of the survey respondents (51 percent, n=35 of 69) offered open-ended comments. Table 11 lists the remarks. Participants expressed interests in authoring products, particularly published works. Other comments reflected interests in improving writing, reading, and public speaking skills. Participants also expected the program to be an outlet for expressing themselves and conveying emotions.

TABLE 11. Pre-program survey open-ended responses (n=35)

OTHER GOALS YOU HAVE FOR THE CLASS, ANY COMMENTS YOU WISH TO SHARE WITH YOUR INSTRUCTOR
Best way to get a novel published
Would like to write an autobiography
Would like to write a book and poem
Hopes to become a more polished writer
Hopes to improve essay writing and get instructions on how to write a book
Improve writing to publicate ideas and create writers club when released to help convicted felons in their transition
How does one get their work published
Wants to publish second part of novel and autobiography
Write like a journalist, know where to send work to get published
Writing an autobiography, know everything to do with writing
Understand grammar and punctuation. Improve reading
Learning more about writing
Elevate skills as a writer and become great
Hopes to put thoughts down cohesively
Wants to learn more
Wants to learn more and complete course
Wants to improve
Wants to get rid of fear of public speaking
Hopes to learn self-expression
Doesn't feel completely free to express themselves, being in prison
Not comfortable expressing writing
Help with writing, being more expressive, and combat depression
Help with self-expression in writing
Help with self-expression
Express themselves through writing and better word choice
Express themselves through writing
Enjoys writing
Get motivation back for writing
Writes for emotional reasons
Believes writing course will help all around
Looks forward to this class
Excited about participating in the course
Looks forward to this class
Mainly poetry
Scared of course

In summary, participants who opted in to IPWW deviated from the general population managed by IDOC in a few ways. A larger proportion of participants were Black, African American, Latinx, convicted of Felony B and crimes against person offenses, received a habitual offender sentence enhancement, and were classified to medium and minimum custody. Alternatively, a smaller proportion of participants were white, convicted of controlled substances offenses, and classified to maximum or close custody. These patterns are shaped, in part, by informal decisions made by volunteer coordinators to recruit participants at each facility and can be used to inform discussions of formal eligibility screening tools.

The average participant who opts in to IPWW holds writing in high regard and agrees writing can facilitate communication that cannot be stated. Participants are seeking an opportunity to write on their own in a structured setting, gain knowledge on how to write well and revise previously authored works, and receive instructor feedback. Participants also anticipate that the program will provide a break from daily routines and serve as an outlet for various forms of expression.

IPWW PARTICIPANT DATA: WHAT ARE THE EFFECTS OF IPWW?

To explore the effects of IPWW, researchers analyzed IPWW post-program survey data and requested a diverse sample of IDOC official records. Secondary analysis of these data sources generates information on participants' experiences after the workshop and help to identify areas where changes in attitudes, perceptions, or behaviors can be quantified. A mix of qualitative and quantitative metrics will be necessary to build out and complete outcome or impact evaluations.

IPWW POST-PROGRAM SURVEY DATA

Post-program surveys were distributed to participants near the end of a program term (see Appendix C). Surveys consisted of 10 items capturing participants' assessment of the program. One item was related to self-confidence (I10). Two items enabled participants to reflect on program workload (I2, I3) and usefulness or quality of feedback from the instructor (I4, I5). Three items captured information on participants' verbal communication (I7, I8, I9), which included participants' ability to receive feedback from others during workshops (I9). The remaining two items were related to global assessments of program outputs or outcomes (I1, I6). In addition to these items, participants were encouraged to provide open-ended comments about the program.

There were 15 participants who completed a post-program survey— 18 percent (15 of 84) of all participants and 19 percent (15 of 78) of the participants who completed a pre-program survey. Most of the respondents completed the program at Pendleton Correctional Facility (67 percent or 10 of the 15 participants). The remainder completed the program at Plainfield Correctional Facility (33 percent or five of 15 participants).

Table 12 presents an overview of the post-program survey responses. Overall, participants largely agreed that the program content, structure, and delivery help to provide immediate or future writing and communication benefits. There was little variation in responses across items. Further, none of the participants disagreed with any of the survey items. The highest scoring items related to the usefulness or quality of feedback from the instructor (I4, I5). Participants agreed that the program taught them to be a better writer (I1) and the setting enabled them to safely express themselves (I7). Participants expressed positive perceptions regarding the program providing tools to continue writing activities (I6). The remaining items were also viewed positively by participants, though there began to be more of a mixture of agreeable and neutral views being expressed.

Researchers explored whether there were mean differences between participants who completed the post-program survey by facility. Table 13 details the results. In general, participants offered similar perceptions of the program. The only exception to this trend relates to participant views on program workload. Pendleton Correctional Facility participants were more agreeable to the program workload demands in relation to participants from Plainfield Correctional Facility. Given the small sample size, this finding must be interpreted with caution as the differences may be shaped by extreme views of a few participants.

Nine of 15 respondents (60 percent) provided open-ended comments. Table 14 inventories the feedback. Responses expressed appreciation of the time and effort of the instructor and the course in general. Three of the participants referenced the duration of the program and desire to maintain or expand the timing of the sessions.

Although the post-program survey sample size was small, the initial trends suggest that participants valued instructor feedback. Participants also agreed that the program has provided training to become a better writer and hold agreeable views to being a better writer as a result of IPWW programming.

TABLE 12. Post-program survey distributions (n=15)

ITEM	MEAN	STANDARD DEVIATION	RANGE
This class has taught me to be a better writer (I1)	6.60	0.63	5-7
The workload for this class was about right (I2)	6.20	0.94	4-7
I regularly completed my assignments for this class (I3)	6.00	0.92	4-7
The feedback I received from my instructor in class was specific and helpful (I4)	6.87	0.35	6-7
The written feedback I received from my instructor was specific and helpful (I5)	6.67	0.49	6-7
I feel I have the tools I need to continue with my writing after this class (I6)	6.47	0.64	5-7
I felt safe expressing myself in this class (I7)	6.60	0.83	4-7
I was able to give specific feedback during workshops (I8)	6.07	1.00	4-7
I was able to receive feedback during workshops (I9)	6.40	0.83	4-7
I am a better writer as a result of this class (I10)*	6.40	0.83	5-7

KEY: 1=Strongly disagree, 7=Strongly agree
 * = Item related to self-confidence

TABLE 13. Post-program survey distributions by facility (n=15)

ITEM	PENDLETON (N=10)		PLAINFIELD (N=5)		Test
	M	SD	M	SD	
This class has taught me to be a better writer (I1)	6.7	0.48	6.4	0.89	NS
The workload for this class was about right (I2)	6.6	0.52	5.4	1.14	S
I regularly completed my assignments for this class (I3)	6.3	0.67	5.4	1.14	NS
The feedback I received from my instructor in class was specific and helpful (I4)	6.9	0.32	6.8	0.45	NS
The written feedback I received from my instructor was specific and helpful (I5)	6.7	0.48	6.6	0.55	NS
I feel I have the tools I need to continue with my writing after this class (I6)	6.5	0.53	6.4	0.89	NS
I felt safe expressing myself in this class (I7)	6.5	0.97	6.8	0.45	NS
I was able to give specific feedback during workshops (I8)	6	1.05	6.2	1.3	NS
I was able to receive feedback during workshops (I9)	6.3	0.95	6.6	0.55	NS
I am a better writer as a result of this class (I10)	6.4	0.84	6.4	0.89	NS

KEY: 1=Strongly disagree, 7=Strongly agree

TABLE 14. Post-program survey open-ended responses (n=9)

OTHER COMMENTS YOU WISH TO SHARE WITH YOUR INSTRUCTOR ABOUT THIS CLASS
Teacher was very open, honest, and upbeat
Appreciates time, effort, consistency, and energy from teacher
Thanks teacher for her time
Thanks teacher
Enjoyed the prompts, timed writings, and reading in class. Wished class was longer
Liked the class, was cool, wished it was longer
Appreciates everything we learned
Great class, very inspiring
Benefits from course every week

SECONDARY ANALYSIS OF IDOC OFFICIAL RECORDS

Researchers requested and received an assortment of official records on IPWW participants. This data was restructured and recoded to create collections that would allow for the observations of at least two time periods: one that occurs before participants began their IPWW session and a second that follows the start of an IPWW session. Comparisons across these two time periods will generate preliminary evidence on IPWW's ability to change participants' attitudes, perceptions, or behaviors. Record requests were informed by the research literature on creative writing programs as well as the anticipated outcomes of IPWW participation. In general, programs may improve rapport with institutional case managers, change attitudes or alter perceptions, reduce risk factors or strengthen protective factors, increase participation in available programming, and reduce conduct violations. The next sections provide an overview of record content, information on how the analyses were structured, and a summary of the overall results.

IDOC case note trends

Case notes detail information about and interactions with individuals incarcerated in IDOC facilities, including program participation, conduct issues, and face-to-face meetings. Generally, case notes are written by IDOC case managers, although some notes are written by program staff and clinicians. Parole agents also author case notes after an individual has been released.

In order to examine IPWW participant trends, researchers examined IDOC case notes for all participants from 16 weeks before through 16 weeks after participants started IPWW programming. This allowed researchers to observe differences in program participation, rapport with case managers, attitudes or perceptions, and conduct before and after participation in IPWW.

General characteristics

Case notes were provided on 83 IPWW participants, accounting for 99 percent of all participants. Altogether, these participants generated about 8,500 IDOC case notes spanning from October 2001 to May 2020. The vast majority of case notes on IPWW participants were written by IDOC case managers, although some were written by clinicians, administrators, and parole agents. The most common type of case note for IPWW participants was the 90-day face-to-face meeting, during which incarcerated individuals meet with their assigned case manager to discuss any issues and make referrals for programming.

Nineteen of 83 IPWW participants had at least one case note referring to IPWW or creative writing. All participant case notes that mentioned IPWW came from three particular IPWW sessions: Plainfield Correctional Facility October 2017–January 2019, Correctional Industrial Facility Spring 2019, and Putnamville Correctional Facility January 2019–February 2020. Case note details for the remaining 64 IPWW participants contained no direct or indirect reference to IPWW or creative writing.

Feedback about IPWW

Case notes that mentioned IPWW participation were divided into two categories for analysis: factual and feedback. About two-thirds (70 percent) of case notes mentioning IPWW were made to indicate that an individual had requested to enroll in, was currently enrolled in, or had completed IPWW programming. The last third (30 percent) of case notes mentioning IPWW were comprised of feedback about the class or writing in general (see Table 15). Some comments were generally positive, such as "He enjoys it" or "He seems to appreciate the opportunity." Other comments were glowing, such as, "He is really glad he did the creative writing, really loves writing: 'It sends me to my own little world, you know, gets me out of here to anywhere you can dream up, and I can dream up just about anything.'"

TABLE 15. IPWW participant case notes with feedback

CASE NOTES
Stated he has completed [redacted] he enjoys his creative writing class
States things are going really well; states is really glad he did the creative writing, really loves writing, “It sends me to my own little world, you know, gets me out of here to anywhere you can dream up, and I can dream up just about anything.”
Only 2 more months left at [redacted]; loves going to [redacted] on Wednesdays and creative writing on Sundays
Has been participating in IPWW, thoroughly enjoys it; however, removed from class due to [redacted]; unable to return to class for at least 90 days
Asks to remain active in the creative writing class; seems to have liked the first session
Has elected to participate in creative writing class again, participates well and seems to appreciate the opportunity
States is doing well; states he was a mentor in his program; states he loves his program and it was rough the first couple of weeks but is really learning a lot
States is doing good; currently in [redacted]; in a chipper mood and happy to talk; been keeping in contact with parents and working on his writing to pass his free time; no issues or concerns
No issues other than being in prison; working a [redacted] and likes it; keeps in contact with all his family by phone; asked what his goals are, states “to finish writing my book.” Offender asked for referral to [redacted]
Said his day was going ‘good’; we talked about his creative writing class and how he enjoys it, also [redacted] he is taking at the chapel; no other issues

Pre- and post-IPWW trends

IPWW participant case notes were coded in terms of trends seen before and after IPWW participation. Although a little less than half of participants (42 percent) had insufficient case notes to examine both pre- and post-IPWW trends, other participants’ notes detailed experiences with programming, employment, conduct, and parole both before and after IPWW participation.

Positive

- *Positive—positive trends*
 - The majority of IPWW participants’ (27 percent) case notes with sufficient pre- and post-IPWW data indicated positive experiences and outcomes both before and after IPWW participation. For example, individuals engaged in several types of programming before IPWW continued to be engaged in programming after IPWW. Other individuals maintained gainful employment both before and after IPWW or engaged in Recovery While Incarcerated (RWI) addiction recovery services both before and after IPWW.
- *Negative—positive trends*
 - The next most common type of IPWW participant (15 percent) were individuals whose experiences were overall negative before IPWW participation and positive after IPWW participation. For example, some individuals received conduct reports before IPWW participation and received no conduct reports after admission to IPWW. Other individuals reported having no visitors or family contact before and contact with their families after IPWW. Still others reported substance use and mental health issues before participation and engagement in RWI services after participation.
- *Positive—negative trends*
 - A less common type of IPWW participant (11 percent) were individuals with generally positive experiences before IPWW participation and negative experiences after IPWW participation. Examples include individuals who were engaged in programming while in prison but experienced parole violations after release, individuals with positive attitudes before participation and negative attitudes later in incarceration, and individuals engaged in RWI before participation but were discharged from RWI or regressed to past RWI phases for behavioral issues after participating in IPWW.

- *Negative—negative trends*
 - The least common type of IPWW participant (5 percent) was individuals with negative experiences and outcomes both before and after IPWW participation. Participants demonstrating negative-negative trends received conduct reports both before and after IPWW participation.

Case note summary

About 43 percent of IPWW participants with sufficient data before and after IPWW had positive experiences and outcomes after IPWW participation. Only about 15 percent had negative experiences and outcomes after participation. It is important to note, however, that there are many other factors to consider besides IPWW in terms of participant experiences and outcomes. This includes, but is not limited to, existing substance use and mental health issues, other prison programming, social support systems, and reentry difficulties.

IDOC risk assessment trends

Researchers reviewed IPWW participants' Indiana Risk Assessment System (IRAS) classifications. IRAS is a tool designed to gauge an individual's risk of recidivism. The tool captures information on several domains correlated with recidivism (e.g., educational and employment attainment, family and social support, and substance use). Participants are given a score for each domain that in turn produces a total risk score. Score thresholds create domain-specific and overall risk classifications: low, moderate, high, or very high.

IRAS assessments are given to participants periodically. As a result, each person may be administered multiple IRAS tools. The tools included in the dataset analyzed consisted of the Prison Intake Tool (IRAS-PIT), Community Supervision Tool (IRAS-CST), and the Supplemental Reentry Tool (IRAS-SRT). Per policy, the IRAS-PIT is completed within 30 days of an individual's prison intake (IDOC Policy and Administrative Procedure 01-07-101). Case management and referral decisions are informed, in part, by the IRAS-PIT classifications. IRAS-SRTs are completed two to six months prior to an individual's release from prison (IDOC Policy and Administrative Procedure 01-07-101). IRAS-SRTs may also be used in lieu of an IRAS-PIT. IRAS-CSTs are administered by community correctional agencies responsible for post-release supervision.

Researchers analyzed the outcomes of these tools to understand if IPWW programming alters participants' risk of recidivism. For those who completed IRAS assessments both pre and post IPWW programming, individual domain scores and overall risk scores were analyzed to understand if changes occurred. IRAS assessment tools were administered from 2011 through the data collection date in April 2020.

General characteristics

IRAS information was available for 47 participants—that's 56 percent of all participants. Sixteen of the participants attended IPWW sessions at Plainfield Correctional Facility and 15 were at Correctional Industrial Facility. Twelve participants were from Putnamville and four were from Pendleton Correctional Facilities. Most of the participants (83 percent) were administered at least one assessment prior to IPWW programming. Twenty-one participants—45 percent of the sample—were administered at least one assessment after IPWW programming. Thirteen participants—28 percent of sample—were administered IRAS assessments before and after participating in IPWW.

Prior to the start of IPWW programming, 10 percent (n=4) of the participants were classified as low risk. Twenty-eight percent (n=11) were classified as moderate risk, 49 percent (n=19) as high risk, and 13 percent (n=5) as very high risk. On average, participants were assessed 1,790 days after intake—this works out to approximately five years. This estimate is skewed. Nearly half (n=20; 43 percent) of the participants were admitted to prison prior to Indiana's adoption of the IRAS in participants' intake prior to IRAS becoming the official assessment tool in 2010. Fourteen participants (36 percent) were assessed within 30 days of intake.

Risk assessment summary

The analysis of risk assessment data further indicates that IPWW draws participants who are at risk of future recidivism. The subsample of participants who were assessed before and after engaging in IPWW is too small to draw any conclusions about changes in recidivism risk. As more time passes, more IRAS results will be available and will allow for a re-analysis of pre- and post-IPWW trends.

IDOC training and certification program participation trends

Researchers reviewed IDOC training and certification program data to identify patterns of program participation before and after IPWW participation. IDOC data provided information on program type (e.g., apprenticeship, cognitive, vocational, literacy, certification, high school equivalency), dates of participation, and program status (complete, drop, enrolled, waitlist). Additionally, IDOC data indicated the total number of days participants earned towards their projected release date from program participation.

To identify trends and patterns in program involvement for those who participated in IPWW, researchers compared the number of courses participants completed both pre- and post-IPWW, as well as programs completed during IPWW. Researchers also examined what types of programs IPWW participants most often participate in.

General characteristics

Training and certification program information was available for 55 participants—65 percent of total participants. Most of these participants were enrolled in IPWW at Putnamville Correctional Facility (35 percent) or Plainfield Correctional Facility (n=15; 27 percent), followed by Correctional Industrial Facility (n=13; 24 percent) and Pendleton Correctional Facility (n=7; 13 percent). In all, IPWW participants participated in 215 programs and accumulated 212 program credits. On average, IPWW participants were involved in about four programs (M=3.91; SD=2.09). Apprenticeship, vocational training, and cognitive programming were the most common services. The average completion rate was 50 percent (SD = 0.35).

Pre- and post-IPWW trends

To compare program participation over time, researchers examined pre-IPWW and post-IPWW time periods. Participants were admitted to three programs prior to enrolling in IPWW. Since enrolling in IPWW, 15 participants were enrolled in at least one program. These individuals were participating in one program.

Program counts were adjusted to account for the number of days participants were incarcerated prior to and following admission to IPWW. This adjustment enables a better comparison between participants who had the opportunity to participate in more or less programs given their length of stay. Table 16 highlights the results.

TABLE 16. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=55)

ITEM	PRE-IPWW PERIOD		POST-IPWW PERIOD		Test
	M	SD	M	SD	
This class has taught me to be a better writer (I1)	.23	0.48	.25	0.62	NS

* Conduct violation counts adjusted by length of time incarcerated in pre- and post-IPWW periods [M = (Count/(days between pre- or post-IPWW period anchor dates))*100]

Overall, there does not appear to be significant change in training and certification program participation before and after exposure to IPWW programming. Post-IPWW involvement in IDOC programming largely resembles participation trends before IPWW involvement.

Training and certification program participation summary

IPWW participation does not appear to be associated with an increase or a decrease in IDOC training and certification program participation. Analysis of this data comes with a few limitations. First, at the time of this report, many IPWW participants recently completed IPWW programming. It is possible that not enough time has passed between IPWW completion and enrollment in other IDOC programs. With more time away from IPWW completion, these preliminary results will change. Second, and relatedly, the COVID-19 pandemic has limited the number of programs available and the frequency with which they are delivered. These dynamics will also shape participation in IDOC programs. The number of programs participated in post-IPWW should be continuously reevaluated on an annual basis to gain a more complete understanding of program involvement after IPWW participation.

IDOC addiction recovery service participation trends

Researchers analyzed IDOC data on in-prison addiction recovery services for all IPWW participants. This data contains historical information on referrals to, participation in, and exit from available addiction recovery services. To explore addiction recovery service program participation before and after IPWW participation, researchers restructured or manually entered official records to pre-IPWW and post-IPWW periods. The pre-IPWW period represents the time range between participants' intake date and estimated start of their first IPWW session. The post-IPWW period ranges from participants' first IPWW session to the end of their incarceration term or the end of the data collection period, whichever comes first.

General characteristics

Of the 84 IPWW participants, 55 (65 percent) had at least one record. Of the 55 participants, 46 (84 percent of subsample; 55 percent of total sample) participated in at least one treatment service. The remaining nine subsample participants (16 percent of subsample; 11 percent of total sample) were referred to treatment services but were not admitted to programs. The remaining 29 IPWW participants (35 percent) did not have a record of being referred or admitted to addiction recovery services.

The analysis focuses on 46 IPWW participants who were admitted to treatment services at least once across their incarceration term. Most of these participants attended IPWW at Plainfield Correctional Facility (n=17; 37 percent), followed by Putnamville Correctional Facility (n=12; 26 percent), Correctional Industrial Facility (n=11; 24 percent), and Pendleton Correctional Facility (n=6; 13 percent).

Generally, IPWW participants were admitted to their first recovery service about 245 days—or eight months—after prison intake (median average; SD = 1313.31). The sample was admitted to four service phases since intake (M = 3.69; SD = 2.55). Participants averaged a 71 percent completion rate (SD = 0.30).

To provide some context on the type of recovery services IPWW participants were admitted to, researchers narrowed focus to three classifications: (1) therapeutic communities, (2) outpatient services (phase two, primary treatment), and (3) Recovery While Incarcerated relapse prevention services (phase five, maintenance/relapse prevention). These three provide insight on IPWW participant engagement with more intense treatment services. These classifications also account for the evolution of IDOC addiction recovery services over time. Services that do not fit within these categories are either less intense (i.e., educational or support group focused) or include participants that have yet to fulfill high-level recovery maintenance objectives.

Therapeutic communities are intensive treatment services, which are six to nine months in length and resemble residential treatment services. Outpatient services are available to individuals whose substance use disorders or needs do not lead to referrals to therapeutic communities or more intensive services. Individuals who reach phase two status have completed self-guided or educational substance abuse treatment services and are engaged in group and individual therapy. In 2017, IDOC reformed its addiction recovery services. Under the Recovery While Incarcerated model, individuals reside in a housing unit

dedicated to addiction recovery and participate in residential, intensive outpatient, outpatient, or relapse prevention services. Recovery progress is determined through six phases. Phase five signals significant progress in addressing personal needs, developing coping skills, and holding oneself accountable. To reach this level of attainment, individuals must complete four antecedent phases.

TABLE 17. Addiction recovery service admission by select classifications (n=46)

	N	PERCENT
Therapeutic community – only	16	35%
Outpatient (phase two) – only	12	26%
RWI relapse prevention (phase five)	4	9%
Therapeutic community and outpatient	2	4%
Therapeutic community and RWI relapse prevention	4	9%
All three modalities/progressions	1	2%
Other Addiction Recovery Services	7	15%

Table 17 highlights the distribution of addiction recovery services IPWW participants were admitted to across their incarceration term. Half of the participants (n=23; 50 percent) were admitted to a therapeutic community. A third participated in outpatient services (n=15; 33 percent). Twenty percent (n=9) reached Recovery While Incarcerated relapse prevention. In all, the majority of IPWW participants who were enrolled in addiction recovery services attended some of the most intensive services IDOC offers.

Pre- and post-IPWW trends

To examine changes in addiction recovery services after participation in IPWW, researchers examined three different outcomes. First, admissions to addiction recovery services was examined. Counts of admissions to services were adjusted to account for the number of days participants were incarcerated leading up to and following their IPWW session. Second, researchers tested completions of addiction recovery services. Completion counts were also adjusted to more appropriately compare IPWW participants who had more or less time to participate in addiction recovery services before and after their IPWW session. Third, researchers compared completion rates between the two time periods. Completion rate represents the portion of admissions that led to a successful service discharge or progression to a subsequent phase.

Table 18 summarizes the findings. Participants were more likely to gain admission to addiction recovery services prior to their IPWW session. A third of IPWW participants continued or started addiction recovery services after enrollment in IPWW.

TABLE 18. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=46)

ITEM	PRE-IPWW PERIOD		POST-IPWW PERIOD		Test
	%		%		
At least one admission	87%		33%		S
Service completion rate	66%		71%		NS
ITEM	M	SD	M	SD	Test
Service admissions*	0.16	0.32	0.36	0.72	NS
Service completions*	0.13	0.3	0.27	0.58	NS

* Admission and completion counts adjusted by length of time incarcerated in pre- and post-IPWW periods [M = (Count/(days between pre- or post-IPWW period anchor dates)*100]

Addiction recovery services summary

A majority of IPWW participants (55 percent) were admitted to at least one addiction recovery service across their incarceration term. Participants seeking services were referred and admitted to the most intensive services provided by IDOC prior to engaging in IPWW. There does not appear to be significant changes in admission to or completion of addiction recovery services after attending IPWW programming. The post-IPWW findings are driven, in part, by policy reforms, measurement changes, and a small number of participants (n=15) who were admitted to more services or progressed onward to more phases in a relatively short period of time.

Although there are noticeable increases in admissions, completions, and completion rates after participants began their IPWW session, differences between the two time periods are not statistically dependable. It is plausible that the increases observed in the post-IPWW period are due to chance or other unobserved factors that are not associated with IPWW. Further, the small sample size makes it difficult to detect marginal pre- and post-IPWW mean or proportional differences.

One of the explanations for larger adjusted counts in the post-IPWW period may be due to IDOC's 2017 transition to Recovery While Incarcerated addiction recovery services. In this model, participants progress through a series of up to six phases. Previously, progress was monitored by exit from a specific treatment modality (e.g., therapeutic community, phase one, phase two). As a result, the post-IPWW period provides participants with more opportunities to be admitted to and complete a wider range of phases than were available prior to 2017. Measurement changes are likely inflating the post-IPWW period estimates.

IDOC conduct violation trends

Researchers examined IDOC conduct violations on all IPWW participants to explore trends before, during, and after IPWW participation. The data used for this analysis identified total conduct violations by IPWW participant, classified by severity of violation (major, moderate, and minor) and the associated dates recorded at time of violation.

In order to examine IPWW participant conduct trends, researchers counted the total number of conduct violations before IPWW programming, the last conduct violation records that preceded IPWW programming, and the total number of conduct violations following IPWW program start dates. Based on this data, conduct rates were calculated for the entire participant population and by facility to understand changes before and after IPWW programming.

General characteristics

Most of the IPWW participants (N=62; 74 percent of total sample) had at least one conduct violation across their incarceration term. Of the 62 participants, 19 (31 percent) participated in IPWW programming at the Correctional Industrial Facility, six (10 percent) at the Plainfield Correctional Facility, 22 (35 percent) at the Plainfield Correctional Facility, and 15 (24 percent) at the Putnamville Correctional Facility.

IPWW participants averaged 13 conduct violations since prison admission. Most of the violations were for minor incidents (M = 7.35; SD = 7.62). Minor conduct violations tend to represent violations of facility rules, being in an unauthorized area, refusing an order or assignment, possession of unauthorized property, and other forms of disruptive behavior. Next were moderate-level conduct violations (M = 4.59; SD = 4.76) and major violations (M = 0.71; SD = 1.42). Moderate-level violations include possession of controlled substance or contraband, threatening communication or behavior, and disorderly conduct. Major conduct violations involve committing a new offense, battery against staff or other incarcerated persons, and possession of unauthorized substances and contraband. On average, IPWW participants received their first conduct violation 294 days after prison admission (median average; SD = 784.35).

Pre- and post-IPWW trends

To explore changes in conduct violations after participation in IPWW, conduct violation counts were adjusted to account for the number of days participants were incarcerated prior to and following admission to IPWW. This procedure creates a conduct violation rate and facilitates comparison between pre- and post-IPWW periods. Table 19 presents the results.

TABLE 19. Pre- and post-IPWW means, standard deviations, and paired T-test results (n=62)

ITEM	PRE-IPWW PERIOD		POST-IPWW PERIOD		Test
	M	SD	M	SD	
Conduct violations*	.49	0.79	.30	0.41	S

* Conduct violation counts adjusted by length of time incarcerated in pre- and post-IPWW periods [$M = (\text{Count}/(\text{days between pre- or post-IPWW period anchor dates})*100]$

IPWW participants experienced reductions in conduct violations after admission to IPWW. The adjusted mean differences translate to a 38 percent reduction in conduct violations. To check the sensitivity of these results, additional statistical tests were conducted to examine relationships between prisons where participants attended IPWW sessions and conduct violation rates. There were no statistically significant differences in conduct violation rates across facilities. Further, there were no differences in the unadjusted count of total, major, moderate, or minor violations between facilities. These supplemental findings help to rule out alternative explanations about the influence of prison settings on conduct violation rates.

Conduct violation summary

IPWW participation is associated with a reduction in conduct violations. Using a pre- and post-IPWW period design and a sample of IPWW participants with at least one conduct violation, the preliminary evidence suggests a 38 percent reduction in violations. This association does not appear to be influenced by which prison IPWW sessions were delivered.

When interpreting these results, it is important to keep in mind that participation in IPWW programming is one factor among other variables that may influence conduct violations and may not be solely responsible for observed decreases in rates. To increase confidence in the interpretation of cause and effect relationships, additional points of comparison are needed to understand conduct violation rates of individuals who were referred to IPWW but were unable to attend programming and the violation rates of each prison over the same period of time.

SUMMARY

In a time of decarceration and diversion, criminal justice stakeholders have advocated for creative writing and arts-based programs like IPWW as an avenue for rehabilitating individuals sentenced to prison. The purpose of this study was to examine IPWW operations and identify ways in which the program could be changed to enhance program delivery and data collection to measure participant outcomes. To accomplish this, we analyzed existing research on similar in-prison programs and integrated scales that have been used with other justice-involved populations to create new survey tools. We interviewed IPWW instructors in order to highlight the barriers they face in delivering IPWW programming and the facilitators they cited as critical to the program's continued operation and success. We also interviewed past IPWW participants to explore their experiences during and after the workshop. Finally, we analyzed IPWW and IDOC participant data to examine trends among IPWW participants.

FINDINGS

This study had several primary findings. First, decades' worth of research on in-prison creative writing and arts-based programs suggests that IPWW's program model is similar to other programs in terms of activities, facilitator characteristics, and participant experiences. Deviations between IPWW and other programs related to the target population being recruited for participation, the organization delivering programming, methods of instruction, college credit transfer, and data access or collection capabilities.

Second, existing IPWW surveys are not capturing all outcomes articulated in IPWW's logic model of program activities, outputs, and outcomes. The disconnect between survey and logic model measures will make it difficult to monitor future IPWW performance and institute changes to recruitment, curriculum, and instruction that are informed by data trends. Researchers worked with the program's founder to create new pre- and post-program survey tools to more closely align survey and logic model measures. These new tools integrate existing scales that have been validated for use with justice-involved populations to measure the outcomes of interest to IPWW stakeholders.

Third, site visits to IPWW classes within IDOC facilities and interviews with IPWW instructors provide evidence to suggest that the program is being delivered with fidelity as initially described by IPWW stakeholders. Site visit observations found program sessions to be administered in structurally similar ways. IPWW instructors were largely consistent with one another on their recruitment into the program, training or experience, and knowledge of IPWW program goals and effects. Instructors shared similar perceptions of barriers and facilitators to delivering the program and emphasized the importance of demonstrating vulnerability during class to create an inviting and open environment for participants.

Fourth, IPWW and IDOC data on participants allowed us to develop a general profile of individuals who opt-in to IPWW programming. The average participant is in his late 30s with a high school diploma or equivalency and is serving an 11-year term of incarceration for a higher-level felony conviction for a crime against persons. Half of IPWW participant sentences were for offenses against persons. Considering the total population managed by IDOC as a baseline for comparison, a larger proportion of IPWW participants were Black/African American or Latinx, and received a habitual offender sentence enhancement with their conviction offense. Individuals who enroll in IPWW programming were also classified as moderate to high risk for future recidivism.

Individuals are drawn to the program for a variety of reasons. The average participant agrees that writing is important, allows communication that cannot be said in other ways, and brings joy. Participants seek an opportunity to write on their own in a structured setting, gain knowledge on how to improve their writing, revise their work, develop writing and speaking skills, try something different, and obtain instructor feedback. IPWW is also perceived to provide a break from daily routines, serve as

an outlet for expression, and create a sort of micro family in which participants can share their work and show vulnerability. Survey trends also suggest that participants largely agree that the workshop's content, structure, and delivery help to provide immediate or future writing and communication benefits.

Fifth, semi-structured interviews with six former participants suggest that participants receive both short- and long-term benefits from IPWW, including enhanced communication and coping skills, awareness of personal actions, the ability to form a post-release plan for after prison, improved problem-solving skills, enhanced ability to deal with criticism and feedback constructively, and improved sense of empathy. Participants also expressed an increase in writing activities after taking the class, especially as an outlet to deal with past trauma. Additionally, participants mentioned job opportunities that emerged following IPWW programming, such as writing a book in the future, speaking engagements, podcasts, and interviews about their experiences with IPWW and prison, generally.

Sixth and finally, secondary analysis of IDOC data reinforces survey and interview findings and suggests that IPWW has potential to improve pre-release and post-release experiences for its participants. Taking into consideration the limitations of official records, there are a few promising outcomes. Case note data indicates that IPWW participants pursued available opportunities following IPWW participation, including enrollment in available addiction recovery services, steady employment before and after release, and continuing, or starting, other programming while incarcerated. This finding suggests that IPWW programming helps those already engaged in positive activities continue to build these experiences and concurrently attracts participants who may not be positively engaged in other programs. IPWW participation is also associated with a reduction in conduct violations, as preliminary evidence suggests a 38 percent reduction in violations after participants were admitted to the program. This finding suggests that IPWW may create direct benefits to prison operations by reducing the frequency of conduct violations among the program's participants. Future data collections involving IPWW participants and at least one comparison group of individuals who were unable to participate in the program will continue to build a more robust analysis to further explore IPWW outcomes, including recidivism for participants.

RECOMMENDATIONS

Based on these findings, researchers make several recommendations to enhance the delivery of the IPWW program. Implementing some or all of these recommendations has the potential to strengthen program fidelity, enhance participant outcomes, and prepare the program for future outcome evaluations.

First and foremost, researchers recommend that IPWW stakeholders commit to a robust data collection on the program and its participants. Data collection should include records on program start and end dates, participant demographics and participation, pre-program and post-program surveys, and participant outcomes (including recidivism). Given the difficult nature of tracking post-program outcomes like recidivism, IPWW could consider partnering with a university to enlist the help of undergraduate or graduate students through internships or applied research studies.

Second, researchers recommend IPWW take next steps to standardize IPWW program curriculum, eligibility criteria, and facilitator training. Currently, IPWW utilizes a general curriculum that also gives instructors flexibility to deliver personalized content. A structured curriculum document that states session objectives, exercises, and activities would enhance the fidelity of IPWW's program, and could also integrate space for instructor contributions. Additionally, IPWW stakeholders should work with volunteer coordinators at each facility to create a screening document or tool that articulates participant eligibility for the program, which should include qualifications that are important to both the facility and the program (e.g., security concerns, literacy). Moreover, IPWW stakeholders should consider the launch of periodic instructor training seminars to reinforce program goals, facilitate peer learning, and encourage the exchange of program materials or strategies to cultivate an open and supportive classroom environment. Taking these steps will help to manualize the program, which is consistent with well-established creative writing programs (see Minnesota's Prison Writing Workshop). Funding organizations also tend to favor manualized programs.

Finally, based on findings from the current study and other studies of similar programs, researchers suggest three changes to IPWW's program. The first recommendation is that IPWW stakeholders should consider conducting classes weekly rather than bi-weekly. We borrow a medical lens in with this recommendation. When looking at a program as a type of treatment given to participants with certain outcomes anticipated, a stronger dose or repeated exposure to the treatment holds potential to elicit more robust outcomes. Other similar in-prison programs reviewed also hold classes weekly. Researchers also recommend that instructors and IPWW stakeholders continue to allow participants to maintain enrollment status on a rolling basis, assuming no behavior changes that would disqualify participation. The more exposure a participant receives to this type of programming, the more likely they will experience greater benefits and positive outcomes. Next, researchers recommend that IPWW stakeholders consider putting more of an emphasis on helping participants publish their work in external outlets. Survey data indicates that many participants wanted more opportunities to share their work outside prison. Lastly, researchers suggest integrating more guest lecturers into IPWW's curriculum, such as professional writers, representatives from publication outlets, and even IDOC staff. Although correctional facility security measures may complicate this task, programs in other facilities have enhanced their curriculum by integrating guest speakers. Additionally, inviting IDOC staff to sit in on IPWW classes may strengthen partnerships and lead to a better understanding of the nature of IPWW's program and the impact it makes on participants. Further, building these relationships may alleviate a few of the current barriers to programming involving facilities, including adhering to class schedule start times and being able to market the workshop to potential participants in a streamlined manner across facilities to maximize enrollment.

LIMITATIONS

This study had a few important limitations, specifically related to the onset of the COVID-19 pandemic. This pandemic presented several barriers unanticipated by IPWW stakeholders and researchers. Specifically, the pandemic initiated strict social distancing measures which included a ban on all outside visitors entering IDOC facilities beginning around the second week of March 2020. This meant that, in addition to instructors no longer delivering programming in facilities, researchers could no longer enter facilities to conduct site visits or interviews. As a result, several planned activities for this study—including interviews with current IPWW participants and IDOC case managers—had to be modified or abandoned.

FUTURE RESEARCH

Looking forward, future research on IPWW should integrate more robust data collection to examine long-term outcomes for participants. In particular, assessing recidivism rates of IPWW participants who are released from prison will allow IPWW stakeholders to examine the program's impact on participants' lives, as well as public safety. In addition to focusing efforts on the systematic collection of data, future efforts will need to identify a suitable comparison group of individuals, programs, or facilities. This is traditionally the next step after the completion of a foundational assessment.

REFERENCES

1. Bureau of Justice Statistics. *Prisoners in 2017*. Bureau of Justice Statistics; 2019:1. Accessed September 24, 2019. https://www.bjs.gov/content/pub/pdf/p17_sum.pdf
2. Petersilia J, Cullen FT. Liberal but Not Stupid: Meeting the Promise of Downsizing Prisons. *SSRN Electronic Journal*. Published online 2014. doi:10.2139/ssrn.2458024
3. Pettus-Davis C, Epperson MW. *From Mass Incarceration to Smart Decarceration.*; 2015:19.
4. Pompoco A, Wooldredge J, Lugo M, Sullivan C, Latessa EJ. Reducing Inmate Misconduct and Prison Returns with Facility Education Programs. *Criminology & Public Policy*. 2017;16(2):515-547. doi:10.1111/1745-9133.12290
5. Bozick R, Steele J, Davis L, Turner S. Does providing inmates with education improve postrelease outcomes? A meta-analysis of correctional education programs in the United States. *Journal of Experimental Criminology; Dordrecht*. 2018;14(3):389-428. doi:http://dx.doi.org/10.1007/s11292-018-9334-6
6. Mastrorilli ME. With Pell Grants Rising: A Review of the Contemporary Empirical Literature on Prison Postsecondary Education. *Journal of Correctional Education*. 2016;67(2):44-60.
7. Cohen ML. Choral Singing and Prison Inmates: Influences of Performing in a Prison Choir. *Journal of Correctional Education*. 2009;60(1):52-65.
8. Brewster L. *California Prison Arts: A Quantitative Evaluation*. University of San Francisco; 2014.
9. Cohen ML. Harmony within the walls: Perceptions of worthiness and competence in a community prison choir. *International Journal of Music Education*. 2012;30(1):46-56. doi:10.1177/0255761411431394
10. Norwood AK, Burkhart BR, Stevens K, Cook PK. *Effectiveness of Creative Writing on Psychological Well Being in Prison*. Auburn University; 2009.
11. Blinn C. Teaching Cognitive Skills to Effect Behavioral Change Through a Writing Program. *Journal of Correctional Education*. 1995;46(4):146-154.
12. O'Sullivan K, Holderness D, Hong XY, Bright D, Kemp R. Public Attitudes in Australia to the Reintegration of ex-Offenders: Testing a Belief in Redeemability (BiR) scale. *Eur J Crim Policy Res*. 2016;23(3):409-424. doi:10.1007/s10610-016-9328-8
13. O'Sullivan K, Levin C, Bright D, Kemp R. The belief in redeemability – version 2 (BiR-2) scale and its relation to desistance. *Journal of Criminological Research, Policy and Practice*. 2017;3(4):300-312. doi:10.1108/JCRPP-06-2017-0018
14. Schwarzer R, Jerusalem M. Generalized Self-efficacy Scale. *Causal and Control Beliefs*. 1995;1(1):35-37.
15. Allred SL, Harrison LD, O'Connell DJ. Self-Efficacy: An Important Aspect of Prison-Based Learning. *The Prison Journal*. 2013;93(2):211-233. doi:10.1177/0032885512472964
16. Tennant R, Hiller L, Fishwick R, et al. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*. 2007;5(1):63. doi:10.1186/1477-7525-5-63
17. Mitra P, Agarwal S. Period of Imprisonment and Mental Well-being of Female Prisoners Inhabitant of Lucknow Jail, UP, India. *Research Journal of Family, Community and Consumer Sciences*. 2017;5(1):1-7.
18. Stephenson Z, Watson A. *Improving Wellbeing for Those Most at Risk of Self-Harm and Suicide in a Prison Setting*. University of Birmingham; 2016:20. https://www.artsincriminaljustice.org.uk/wp-content/uploads/2016/10/Geese-Theatre-presentation_Zoe-Stephenson.pdf

APPENDIX A

IN-PRISON CREATIVE WRITING PROGRAM MODELS

TABLE A1. Minnesota Prison Writing Workshop

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	<ul style="list-style-type: none"> • Unknown; no specific criteria listed • Writers range from beginners to experienced writers who are already publishing
Program duration	<ul style="list-style-type: none"> • 10 weeks with weekly two-hour meetings • Classes vary in length
Instructors	<p>Professional writers and teachers with extensive experience teaching creative writing in academic or community settings. For the mentorship program, mentors typically have advanced degrees in creative writing and/or a significant publication record.</p>
Type of programming	<ul style="list-style-type: none"> • Conducted in all adult state prisons across the state • Participants receive an introduction to creative writing through an exposure to all three primary genres: poetry, fiction, and creative nonfiction • Spend approximately three weeks on each genre <ul style="list-style-type: none"> • Poetry unit: study imagery and voice and experiment with both formal (rhyming, metrical) poetry and free verse • Fiction unit: focus on the short story and explore characterization, perspective, plot, and setting • Creative nonfiction unit: apply all skills to the form of the personal essay. Discuss writing that blends or transcends these three genres, such as prose poetry • Reading: Each week, students are assigned readings in the genre currently studying. Readings generally consist of two to five poems, one to two short stories, or one to two essays. • Write: Variety of in-class writing exercises and encouragement to share work with the class. • Out-of-class writing: weekly creative assignments to be turned in during the following class. Instructor reads and comments on work and returns to participants • Share: peer workshops, work read aloud and commented on by other members of the class. Workshops are opportunities to share and receive peer feedback • Bring in visiting writers • Self-publish an annual literary journal • Mail-based writing mentorships for inmate who have completed at least one course through MPWW • Pre- and post-evaluation surveys distributed to participants
Completion rate	Unknown

TABLE A2. Pen Project at New Mexico Correctional Department (Santa Fe, New Mexico), Arizona Department of Corrections (Florence, Arizona), and Arizona State University

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Most of the participants are drawn from maximum-security units, which are under lock-down 23 hours per day and have no access to regular education programming.
Program duration	One 15-week semester has six two-week critique cycles; an intensive five-week summer session has four one-week cycles
Instructors	Interns who are undergraduate students, typically English majors though open to all, enrolled in a level 400 English course through Arizona State University's English Department
Type of programming	<ul style="list-style-type: none"> • Employs an online course management platform where prison staff post scanned handwritten texts submitted by participants • Interns comment on these writings and post their comments on the course site • Prison staff download and print out intern comments for participants to read • Each intern handles two to three submissions per two-week cycle • An instructor reads and may amend intern responses before they get posted for NMCD staff to download and print out • Comments are positive and supportive, with suggestions toward improvement phrased with great care • A strong programmatic emphasis has been laid on responses that include questions about missing details, engagement with central points, and highlighting the achievements of a first draft • Participants monitor their own progress and reflections through weekly journaling and compile a final course portfolio, which is submitted to interns • For security reasons, identities of both inmates and interns remain anonymous
Completion rate	<ul style="list-style-type: none"> • Interns coached some 90 participants in writing during the program's first academic year (2011) • Unknown completion rate

TABLE A3. York Correctional Institute in Connecticut

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Eligible participants include any female who wants to write and who has been free of disciplinary tickets for six months prior to applying to the program. Age, length of sentence, and type of crime are not considered as inclusion or exclusion criteria. Eligible participants are required to write a short letter about why they want to participate in the group, but no one is eliminated on the basis of the letter. The letter allows staff to observe participants' motivation to participate in course.
Class size	Includes 12–16 people
Program duration	<ul style="list-style-type: none"> • Meet from 1:30 to 4 p.m. every other week • Number of meetings is not specific; participants can participate for as long as they want <ul style="list-style-type: none"> • Participants leave the group when they are released, when they have conflicts with other prison programs, when they are no longer interested, when they receive disciplinary tickets (this is a temporary suspension from the group), or when they violate confidentiality. • The highest dropout rate is for new participants who discover that they just aren't as interested in writing as they thought they were.
Instructors	Three former high school English teachers—one of whom, Wally Lamb, is also a professional writer—and one retired drug and alcohol counselor. Four instructors are designated per class, ensuring the class will happen, even if one instructor is unable attend that week.
Type of programming	<ul style="list-style-type: none"> • The class is informal and participants sit around a table. • Class often begins with a short reading from any source—a current editorial, a writer of interest, something from literary magazines, or something that an instructor has written. <ul style="list-style-type: none"> • Discuss the reading, but don't overanalyze • Instructors also mention books that they are currently reading and donate books to the prison library • Participants read what they have written and receive suggestions from the group members. <ul style="list-style-type: none"> • Always begin with the positive: "What is working in this piece?" or "What do you like about this piece." • The writer is required to be silent and take notes. • Group members say what might be confusing, what needs expanding upon, what could be deleted, rearranged, etc. • The group members must be sensitive and helpful, but honest regarding improving the piece. • When the piece has been discussed, it is the writer's turn to speak and interact with the group. • Sometimes suggestions are amended. • Finally, the writer is expected to revise and bring the piece back to a subsequent class.
Lessons learned	<ul style="list-style-type: none"> • There are problems starting on time because the women are not called from their housing until meeting time. • Some correction officers have been less than cooperative. • Participants do not always revise and bring the working piece back to a subsequent class. Some participants lose interest in the piece or simply opt out of the revision process to avoid pressures to complete revisions. • The best program is one in which the instructors are prepared to commit for a long time. Growth from confronting one's past via pen and paper takes time, and trust in the instructors takes time.

Other relevant information	Confidentiality is critical. Nothing that is shared with the group should be spoken of outside the group.
Completion rate	Does not exist, as the program is ongoing.
Outcomes	<ul style="list-style-type: none"> • Participants come to understand their pasts and what led them to their crimes. • Measure success by recidivism rates. • Three women returned in recent years. <ul style="list-style-type: none"> • None of the participants who recidivated were previously convicted of violent offenses. One of the returnees reoffended with a second crime involving money, and the other two relapsed with drugs.

TABLE A4. Prison Writes Initiative (PWI) Programming in the Mississippi Prison System

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Unknown
Program duration	Two years to earn an associate's degree, but it varies in length by participant.
Instructors	Partnership with Hinds Community College and its professors
Type of programming	<ul style="list-style-type: none"> • Provides secondary and postsecondary instruction to incarcerated students in multiple Mississippi prison facilities and provides instruction in creative writing and basic literacy skills for students in prison facilities throughout the state • Launched a pilot effort in spring 2019 to add college credit-bearing courses to its PWI program <ul style="list-style-type: none"> • The goal of this initiative was to expand the scale and refine the capabilities of its in-house educational programs for students incarcerated in the Mississippi prison system and deliver the necessary courses to lead to a 60-hour associate degree • PWI partnered with Hinds Community College to provide core curriculum courses for students incarcerated at the Central Mississippi Correctional Facility. Course offerings are currently English Composition I and English Composition II. Plans are underway for additional courses in history and literature.
Participant goals	The original goal of PWI was to provide instruction in writing, reading comprehension, and language to students imprisoned in the state correctional system, with the complementary objectives of (1) equipping returning residents for successful reentry into society, and (2) providing all participating students an opportunity to express themselves and tell their stories.
Completion rate	PWI has been in operation for five years. Eight women successfully completed an English Composition I course and were awarded credits by the community college.

TABLE A5. InsideOut Writers in the Los Angeles County Juvenile Facilities

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Youth in Los Angeles County juvenile halls
Program duration	One 90-minute creative writing class per a week for 42 weeks, along with an annual writer’s retreat.
Instructors	Includes 53 volunteer teachers, primarily professional writers and educators Currently, individuals interested in volunteering submit their resumes and their ideas for the positions they would like to fill.
Type of programming	<ul style="list-style-type: none"> • Classes consist of no more than 12 students and one to two teachers. • Students read their work, provide positive feedback and constructive feedback to fellow writers. • Classes are centered on structured opportunities to write based on intriguing lesson plans, active teacher-student engagement, and structured peer engagement and discussion • Annual Wrap-Up Writer’s Retreat <ul style="list-style-type: none"> • On-site annual retreat • A space for creative expression through performance of written pieces • There are multiple follow-up support programs for alumni. • Publication of a quarterly literature journal, INDEPTH, with writing and art from Insider Juvenile Halls and is currently developing to include interviews with alumni, news, and photography • The Alumni Program is comprised of six interconnected components: (1) holistic case management, (2) life-skills workshops, (3) writing circles, (4) community engagement, (5) cultural events, and (6) field trips. • The Alumni Program model incorporates healing informed creative writing with intensive case management.
Outcomes	Maintain a recidivism rate of less than 10 percent
Completion rate	Program began in 1996, but completion rates are unknown.

TABLE A6. Alabama Prison Arts + Education (APAEP) in the Alabama Prison System

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	APAEP is offered at one medium security facility (Draper Correctional Facility). APAEP has no educational prerequisite to take pre-college classes, and they are open to anyone with a desire to learn who has approval by the Alabama Department of Corrections to participate.
Program duration	Classes typically meet once a week for two-and-a-half hours during a 14-week period or longer. The participants behavioral records are monitored for three months after conclusion of the class.
Instructors	A&S Prison Teaching Fellow and Prison Arts Fellowships to MFA students in the creative writing program. Each semester, a different university instructor and students are chosen from Auburn University.
Type of programming	<ul style="list-style-type: none"> • Pre-college classes are based on introductory college-level courses and generally run for 14 weeks with 15–20 students per class. The courses are in a lecture/discussion format. • Credit program courses are offered to incarcerated students who have met the requirements of admission to Auburn University and the APAEP degree program. Students in this program take courses that are identical to those taught on the Auburn University campus and earn credit toward a Bachelor of Science degree.
Outcomes	<ul style="list-style-type: none"> • Participants experienced decreases in common physical symptoms and sensations after participating in the program (as measured by PILL, pre- and post-test surveys) • Decreased behavior infractions
Completion rate	Unknown

APPENDIX B

ARTS-BASED PROGRAMS WITH OUTCOME EVALUATIONS

TABLE A7. Actors’ Gang Prison Project, Marin Shakespeare theater program, visual arts, poetry, and writing courses

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Participation was voluntary. Eligible participants learned about the art courses from correctional staff, flyers, and other incarcerated individuals.
Program duration	Prison programs were either 12 weeks (in three unnamed northern California prisons) or eight weeks. Three southern California prisons had 12-week programs, including Marin Shakespeare San Quin Prison Program and The Actors’ Gang Theater Program.
Instructors	The courses were taught by 70 recognized artists who were experienced teachers. These teachers were on contract and worked in 17 prisons across California.
Type of programming	Participated in theater, visual arts, poetry, and writing courses offered in four California state prisons: the Actors’ Gang Prison Project at the California Rehabilitation Center (CRC), Norco; the Marin Shakespeare theater program at San Quentin State Prison; a visual arts class at the Correctional Training Facility (CTF), Soledad; a poetry class at San Quentin; and a writing course at the California State Prison (CSP), Sacramento.
Completion rate	Approximately 5 percent of the total participant population were unable to complete their program because of scheduling conflicts.
Positive Outcomes	<ul style="list-style-type: none"> • There was found to be a strong correlation between participants in arts programs and those who participated in educational and vocational programs. • Data indicated participants were more likely to feel they could do anything, when compared with those who did not participate in an arts program. This feeling of self-confidence grows as technical skills develop. • Previous research indicated, and this study supported, the positive development in motivation that is found in participants of art programs. Participants described the program as something that encouraged self-discipline, hard work, and attention to detail. • Previous studies have shown a correlation between arts participants and self-management and self-discipline. This study supported this and found participants in arts programs had statistically significant better time management. • Researchers in this study view self-reported disciplinary reports as an indicator of emotional control. Through this, they found greater emotional control in those who participated in arts programs in the past and those who didn’t. • There was found to be a correlation between length of time in the program and self-reported disciplinary reports. For example, 61 percent of those involved for five or more years reported fewer disciplinary reports, while only 13 percent of those who had participated less than a year reported fewer disciplinary reports. • This study discovered a decline in disciplinary reports and greater participation in other programs (academic and vocational).
Negative Outcomes	<ul style="list-style-type: none"> • Thirty-eight percent of those who were in Arts in Corrections for a year or less reported no change in their behavior. However, the longer participants were in the program, the more their behavior changed, and in a positive direction.

Brewster, L. (2014). *California Prison Arts: A Quantitative Evaluation*. Santa Cruz, CA: William James Association.

TABLE A8. A community prison choir program in the Midwest

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Unknown
Program duration	Twelve weeks, 90-minute practices on consecutive Tuesday nights
Instructors	The conductor, who held a Ph.D. in music education, had 15 years of experience in directing choirs, three years in assisting a prison choir, and six months in directing a prison choir.
Type of programming	<ul style="list-style-type: none"> • Held in a medium-security state prison in the Midwest. Included members of the community and prison inmates. • Practices began and concluded with two different acapella anchoring songs and included vocal warm-ups, pitch-matching activities, and rehearsal of choral arrangements accompanied by a volunteer pianist. • Interactions between the inside and outside singers occurred within the context of the rehearsal: informally for roughly 3–5 minutes before and after rehearsals, and a short time in between selections during practice. • The choir season concluded with two performances in the prison's gymnasium.
Completion rate	Unknown
Positive Outcomes	<ul style="list-style-type: none"> • Participants repeatedly mentioned that after participating in the choir, they perceived themselves as more confident. • Participants began to build their internal social networks with other incarcerated individuals who shared their interest in choral singing and they also found new friends among the volunteer singers. • The results from this study suggest that a formal program like a choir may provide opportunities for participants to meet others with similar interests who want to do something positive during their incarceration time. • Participants develop a sense of worthiness through their relationships with volunteers and a sense of social competence through their successful choral performances, thereby realizing the two components of Mruk's (2006) definition of self-esteem: worthiness and competence.

Cohen, M.L. (2012) *Harmony within the walls: Perceptions of worthiness and competence in a community prison choir. International Journal of Music Education, 30(1), 46-55.*

TABLE A9. Teaching cognitive skills to effective behavioral change through a writing program

PROGRAM COMPONENTS	DESCRIPTION
Program eligibility	Eligible participants include those who entered the Correctional Recovery Academy (CRA) program at Northeastern Correctional Center (minimum security).
Program duration	A weekly 90-minute class, meeting for eight weeks.
Instructors	Unknown
Type of programming	<p>This program uses a multi-faceted approach, the purpose being to shift participants self-identities from pro-criminal to prosocial, teach concrete problem solving and consequential thinking skills, enhancing offenders' social perspective.</p> <ol style="list-style-type: none"> 1. Participants keep journals in which they record one prosocial behavior every day. The journals are checked daily for completion by the instructors. The goal is to cultivate an image of themselves having prosocial behaviors. 2. A major weekly writing assignment focusing on their present situation and consideration of how they will continue to grow as prosocial individuals; they never write about their past to avoid blame or seeing themselves as the victims. The instructor gives positive written feedback on each weekly assignment and focuses on healthy life choice-statements and the purpose is to provide tangible positive reinforcement for prosocial statements. 3. Exercises adapted from the CHOICES curriculum were used to develop consequential thinking and problem solving. The THINK FIRST method was then added, which allows participants to work through hypothetical situations using the 10-step process. 4. Short stories were read between classes, giving a basis for discussions of point-of-view to increase awareness of social perspectives of others. 5. The final component is showcasing activities that are available in the community. Instructors bring in information about continued learning and free or low-cost community programs they could consider participating in. This is to make sure participants are aware of opportunities if they're interested. 6. There is no system in place to monitor participants after their release.
Completion rate	The program reports a 75 percent completion rate, with 54 of 72 participants completing the program
Reasons for removal	Three participants were removed due to being functionally illiterate in their first language. Nine participants unexpectedly left the program, four were pulled after two classes to participate in another program, one participant was suspended from the course after missing the third class (he returned and completed the class with the next group), one participant was released to the community after completing half of the Writing for Our Lives course, and one participant was excused for not being developmentally ready for the course.
Positive Outcomes	<ul style="list-style-type: none"> • Sense of self-efficacy as writers increased (in those it was already present to some degree) or developed their abilities. • The majority of participants (82 percent) noted that they would keep journaling to assist with their self-awareness. • When asked if participants gained anything from the course, only 5 percent had wholly negative responses. • The THINK FIRST method proved that most offenders had the ability to think consequentially.
Negative Outcomes	<ul style="list-style-type: none"> • The complex nature of the THINK FIRST method forced instructors to restructure programming to meet original goals/intent of the program. • Measuring the improvement of social perspective-taking skills could not be credited to the exercises in the program alone.

Blinn, C. (1995). *Teaching Cognitive Skills to Effect Behavioral Change Through a Writing Program*. 46(4), 146-154.

APPENDIX C

INDIANA PRISON WRITERS WORKSHOP ORIGINAL SURVEY TOOLS

A. IPWW Beginning-of-course evaluation (2019)

1. Writing is important to me.
2. I make discoveries about myself when I write.^a
3. I make discoveries about others when I write.^a
4. I am able to say things through creative writing that I can't say any other way.^a
5. Writing brings me joy.^a
6. I engage in creative writing even when I don't feel inspired to write.
7. I would like to write on a more regular, structured basis.
8. I frequently read for pleasure.
9. I frequently read to understand how writers structure their stories, essays, or poems.
10. I would like to share my writing with others.
11. What are you hoping to get out of taking this class? Check all that apply:
 - A break from routine.
 - An outlet for expression.
 - Instructor feedback on my writing.
 - Peer feedback on my writing.
 - A chance to get an audience for my writing via publication or reading.
 - An improved understanding of my genre and craft.
 - An improved understanding of how to write well.
 - An improved sense of how to revise my writing.
 - Ideas for getting through "writer's block."
 - Ideas for how to start a new piece of writing.

B. IPWW End-of-course evaluation (2019)

1. This class has taught me concrete ways to be a better writer.
2. The workload for this class was about right.
3. I regularly completed my assignments for this class.
4. The feedback I received from my instructor in class was specific and helpful.
5. The written feedback I received from my instructor was specific and helpful.
6. I feel I have the tools I need to continue with my writing after this class.
7. I felt safe expressing myself in this class.
8. I was able to give feedback during workshops.
9. I was able to receive feedback during workshops.
10. I am a better writer as a result of this class.^c

a Items measuring therapeutic effects of writing

b Items measuring healing (none)

c Items measuring self-confidence

d Items measuring optimism (none)

APPENDIX D

INDIANA PRISON WRITERS WORKSHOP ORIGINAL LOGIC MODEL

TABLE A9. IPWW original logic model

RESOURCES/ INPUTS	ACTIVITIES	OUTPUTS	INDICATORS	OUTCOMES (0–5 YEARS)	IMPACT (6+ YEARS)
Knowledge	Curriculum development	Workshops	Attendance	Participants report:	Writing becomes a consistent activity
Adult education	Relationship building	Written work	Number of pieces of work	Therapeutic effects of writing	Writing is a source of stability (emotional and/or economic)
Curriculum development	Travel	Exhibit materials	Number of workshops	Healing	Recidivism reduced among participants
Corrections	Class facilitation	Publications	Number of exhibits	Self-confidence grows	Time between arrests increases
	Evaluation		Exhibit attendance		
Materials	Collate work		Number of printed books	Evaluation shows:	
Paper	Design communications materials		Social media impressions	Optimism increases	
Books				Program delivered effectively	
Gasoline				Participants have fewer or no violations while incarcerated	
Pencils/pens					
People					
Advisory group					
Board of Directors				Evaluation questions	
Management				Can we increase family visits/ communication?	Can writing provide a distraction from illegal activities?
Volunteers				Can we connect to adult education options while incarcerated?	Does the level of benefit from the program depend on the age of the participant?
				Can we make people more curious?	Does the program assist inmates at all risk levels equally?
				Do outcomes vary by gender and/or age?	

APPENDIX E

INDIANA PRISON WRITERS WORKSHOP REVISED LOGIC MODEL

TABLE A10. IPWW revised logic model

RESOURCES/ INPUTS	ACTIVITIES	OUTPUTS	INDICATORS	OUTCOMES (0–5 YEARS)	IMPACT (6+ YEARS)
Knowledge	Curriculum development	Workshops	Attendance	Participants report:	Writing becomes a consistent activity
Adult education	Relationship building	Written work	Number of pieces of work	Healing	Writing is a source of stability (emotional and/or economic)
Curriculum development	Travel	Exhibit materials	Number of workshops	Well-being	Recidivism reduced among participants
Corrections	Class facilitation	Publications	Number of exhibits	Self-confidence	Time between arrests increases
	Evaluation		Exhibit attendance		
Materials	Collate work		Number of printed books	Evaluation shows:	
Paper	Design communications materials		Social media impressions	Program delivered effectively	
Books				Participants have fewer or no violations while incarcerated	
Gasoline					
Pencils/pens					
People					
Advisory group					
Board of Directors				Evaluation questions	
Management				Can we increase family visits/communication?	Can writing provide a distraction from illegal activities?
Volunteers				Can we connect to adult education options while incarcerated?	Does the level of benefit from the program depend on the age of the participant?
				Can we make people more curious?	Does the program assist inmates at all risk levels equally?
				Do outcomes vary by gender and/or age?	

APPENDIX F

SCALES TO MEASURE ANTICIPATED OUTCOMES IN JUSTICE-INVOLVED POPULATIONS

Belief in Redeemability Scale Version 2 (BiR-2) (2017)

1. Having committed a crime should be no obstacle to becoming a valued member of society again.
2. People who have committed crimes deserve the opportunity to regain the respect of the community.
3. People who commit a crime still deserve the opportunity to build the best life they can have.
4. In general, it's possible for people who commit crime to change and lead a law-abiding life.
5. It's possible for someone who commits crime to change dramatically for the better.
6. People who have committed crimes have as much control over their future as anyone else.
7. After committing a crime, changing your life is more about personal effort than luck.
8. It's not really worth spending time trying to rehabilitate offenders.*
9. Despite their best efforts, most people who commit crimes just can't manage to go back to living straight.*
10. Once a criminal, always a criminal.*

**reverse coded*

General Self-efficacy Scale (GSE) (1995)

1. I can always manage to solve difficult problems if I try hard enough.
2. If someone opposes me, I can find the means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my goals.
4. I am confident that I could deal efficiently with unexpected events.
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
6. I can solve most problems if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When I am confronted with a problem, I can usually find several solutions.
9. If I am in trouble, I can usually think of a solution.
10. I can usually handle whatever comes my way.

Warwick Edinburgh Mental Well-being Scale (WEMWBS) (2007)

1. I've been feeling optimistic about the future.
2. I've been feeling useful.
3. I've been feeling relaxed.
4. I've been feeling interested in other people.
5. I've had energy to spare.
6. I've been dealing with problems well.
7. I've been thinking clearly.
8. I've been feeling good about myself.
9. I've been feeling close to other people.
10. I've been feeling confident.
11. I've been able to make up my own mind about things.
12. I've been feeling loved.
13. I've been interested in new things.
14. I've been feeling cheerful.

APPENDIX G

REVISED INDIANA PRISON WRITERS WORKSHOP SURVEY TOOLS

Beginning-of-class survey

This survey is voluntary and anonymous. None of your responses will be linked to you and all results will be reported only as a group. Please take the time to answer all of the questions below honestly. Your responses are valuable and essential for improving the Indiana Prison Writers Workshop.

Please tick one box for each of the following statements:

	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
Writing is important to me.	<input type="checkbox"/>				
Writing brings me joy.	<input type="checkbox"/>				

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future.	<input type="checkbox"/>				
I've been feeling useful.	<input type="checkbox"/>				
I've been feeling relaxed.	<input type="checkbox"/>				
I've been dealing with problems well.	<input type="checkbox"/>				
I've been thinking clearly.	<input type="checkbox"/>				
I've been feeling close to other people.	<input type="checkbox"/>				
I've been able to make up my own mind about things.	<input type="checkbox"/>				

Indicate for each statement below how true it is for you.

	Not at all true	Hardly true	Moderately true	Exactly true
I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can always manage to solve difficulty problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am in trouble, I can usually think of a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are 10 statements about how people change their lives and stay away from crime. Please read each statement and decide how true it is in your life. Then mark how strongly you agree or disagree with each statement.

	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
Having committed a crime should be no obstacle to becoming a valued member of society again.	<input type="checkbox"/>				
People who have committed crimes deserve the opportunity to regain the respect of the community.	<input type="checkbox"/>				
People who commit a crime still deserve the opportunity to build the best life they can have.	<input type="checkbox"/>				
In general, it's possible for people who commit crime to change and lead a law-abiding life.	<input type="checkbox"/>				
It's possible for someone who commits crime to change dramatically for the better.	<input type="checkbox"/>				
People who have committed crimes have as much control over their future as anyone else.	<input type="checkbox"/>				
After committing a crime, changing your life is more about personal effort than luck.	<input type="checkbox"/>				
It's not really worth spending time trying to rehabilitate offenders.	<input type="checkbox"/>				
Despite their best efforts, most people who commit crimes just can't manage to go back to living straight.	<input type="checkbox"/>				
Once a criminal, always a criminal.	<input type="checkbox"/>				

What are you hoping to get out of taking this class?

Please use the space below to write about any other goals you have for the class, any concerns, and any other comments you wish to share with your instructor.

This is the end of the survey. Thank you for your responses!

End-of-class survey

This survey is voluntary and anonymous. None of your responses will be linked to you and all results will be reported only as a group. Please take the time to answer all of the questions below honestly. Your responses are valuable and essential for improving the Indiana Prison Writers Workshop.

Here are 10 statements about how people change their lives and stay away from crime. Please read each statement and decide how true it is in your life. Then mark how strongly you agree or disagree with each statement.

	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
It's possible for someone who commits crime to change dramatically for the better.	<input type="checkbox"/>				
People who have committed crimes deserve the opportunity to regain the respect of the community.	<input type="checkbox"/>				
Once a criminal, always a criminal.	<input type="checkbox"/>				
Despite their best efforts, most people who commit crimes just can't manage to go back to living straight.	<input type="checkbox"/>				
Having committed a crime should be no obstacle to becoming a valued member of society again.	<input type="checkbox"/>				
People who have committed crimes have as much control over their future as anyone else.	<input type="checkbox"/>				
After committing a crime, changing your life is more about personal effort than luck.	<input type="checkbox"/>				
It's not really worth spending time trying to rehabilitate offenders.	<input type="checkbox"/>				
In general, it's possible for people who commit crime to change and lead a law-abiding life.	<input type="checkbox"/>				
People who commit a crime still deserve the opportunity to build the best life they can have.	<input type="checkbox"/>				

Please tick one box for each of the following statements:

	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
Writing is important to me.	<input type="checkbox"/>				
Writing brings me joy.	<input type="checkbox"/>				

Indicate for each statement below how true it is for you.

	Not at all true	Hardly true	Moderately true	Exactly true
If I am in trouble, I can usually think of a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can always manage to solve difficulty problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
I've been dealing with problems well.	<input type="checkbox"/>				
I've been feeling useful.	<input type="checkbox"/>				
I've been feeling relaxed.	<input type="checkbox"/>				
I've been feeling optimistic about the future.	<input type="checkbox"/>				
I've been thinking clearly.	<input type="checkbox"/>				
I've been able to make up my own mind about things.	<input type="checkbox"/>				
I've been feeling close to other people.	<input type="checkbox"/>				

This is the end of the survey. Thank you for your responses!



INDIANA UNIVERSITY
PUBLIC POLICY INSTITUTE
Center for Health and Justice Research

The Center for Health and Justice Research (CHJR) works with public safety agencies, social service organizations, and residents to conduct impartial applied research on public and justice system policy choices. CHJR is housed within the IU Public Policy Institute (PPI), a multidisciplinary institute within the Paul H. O'Neill School of Public and Environmental Affairs. PPI also supports the Center for Research on Inclusion & Social Policy (CRISP), the Manufacturing Policy Initiative (MPI), and the Indiana Advisory Commission on Intergovernmental Relations (IACIR).



INDIANA UNIVERSITY
PUBLIC POLICY INSTITUTE