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An Exploration of Juvenile Recidivism Through the
Propensity for Learned Entrepreneurship

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An Exploration of Juvenile Recidivism Through the
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ABSTRACT

An Exploration of Juvenile Recidivism Through the Propensity for Learned Entrepreneurship

by Demetria Hill

The purpose of the study was to explore entrepreneurial training as a rehabilitation option to reduce recidivism for juvenile offenders. The problem is that juvenile offenders return to incarceration at alarming rates. The United States record of rehabilitating juvenile offenders has been challenging since its inception of Juvenile Court in 1899. In 2019, the number of youth recidivating nationally was 55% while in California the recidivism rate for youth was 74.2%. The methodology of the study was a Delphi panel of 14 subject matter experts who had an average of 25 years of experience working with juvenile offenders in California. The study examined the thoughts and professional experiences of the subject matter experts, also known as panelists. Four questions were posed to the panelists over three Delphi “rounds” regarding the concept of entrepreneurial training as a rehabilitation option for juvenile offenders. A major finding was that the panelists did not agree on the California’s definition of recidivism. Other significant findings concluded that the panelists agreed on the following: (a) curriculum topics for entrepreneurial training, (b) potential obstacles a young person may face while engaged in entrepreneurship training, and (c) the benefits of entrepreneurial training for the offender and community. The researcher concluded that (a) further research should include an actual study of an entrepreneurial program for juvenile offenders to measure outcomes of rehabilitation, recidivism, and benefits to the offender and community and (b) new untested concepts such as entrepreneurial training should be tried to find unconventional ways to help young people become successful after incarceration.

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I want to thank God Almighty for allowing me to persevere through this awesome educational journey and opportunity to contribute to the world in a small but meaningful way. I want to thank my professors and educators at California Baptist University who pushed me to the limit, showed me the way, and made me a better student and scholar.

I would like to dedicate this doctorate to the ultimate educator who changed my life, Dr. Juanita Browne, an unsung hero. Dr. Browne had four doctorates, was a mother of eight, and was a civil rights activist who marched with Dr. Martin Luther King. Dr. Browne was arrested nine times and stabbed in her neck by police for teaching people how to vote, as she hid them in trucks full of hay taking them to the voting polls. As an educator, she took me under her wing at age 17, during my first year in community college, and she taught me about Jesus and how to be a scholar (2 Tim. 2:15). She encouraged me to pursue higher education no matter the cost, emotionally or financially. As a first-generation college student, her mentorship and pure love showed me the way. I dedicate this doctorate to her; may she rest in peace.

I would like to thank my parents who always pushed me to seek higher education and showed me unconditional love. I would like to thank my sister Jade and her husband Mike for always being there for me. I would like to thank my four children—Damontae, Demeiko, Dazure, and Aria—for allowing me to pursue my dreams, and I want you each to know the sacrifices I made to pursue higher education. I chose this path of education and strived for 15 years (inconsecutively), while working full time and raising you to get to this point, for each of you. I wanted to show you that you can accomplish anything you set your mind to, no matter what! No one, no entity can stand in the way of

your dreams if you stay determined, stay focused, and stay humble (Jeremiah 29:11). I love each of you with all my heart. Keep God first in all that you do, and everything else shall be added unto you.

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CHAPTER I: INTRODUCTION

The purpose of this study was to explore entrepreneurial training as a recidivism reduction option for juvenile offenders. This study was developed from the consideration and perspective of the social service and government practitioners, otherwise known in this study as panelists, who are responsible for the rehabilitation of juveniles after incarceration. Juvenile entrepreneurialism from the perspective of social service and government providers is important to the public administration discipline because it has not been adequately explored from this unique viewpoint of utilizing subject matter experts. This study relates to the public administration discipline based on the legal and justice systems and uses the expertise of the public relations grounded theory of John Rawls's principle, "justice as fairness."

This study reviewed the reentry and rehabilitation of juvenile offenders throughout the United States, specifically analyzing the state of California while also reviewing juvenile justice data at the national, state, and local levels. Further analysis of juvenile recidivism in America reveals that the U.S. government's record of rehabilitating juvenile offenders after incarceration has been challenging since its inception of juvenile court in 1899 (Juvenile Law Center, 2019). The recidivism rates of juvenile offenders are astounding in California. Nearly three out of four juveniles return to custody within 1 year after initial incarceration while almost half of them commit new crimes within 1 year and are rearrested (Interagency Working Group on Youth Programs [IWGYP], n.d.-a).

Education and employment are typical outcomes for measuring juvenile recidivism reduction, as required by the U.S. Department of Labor and U.S. Department

of Justice, Office of Juvenile Justice and Delinquency Prevention, which funds juvenile delinquency and employment programs throughout the nation. Entrepreneurialism is not typically an outcome that is considered or measured for success by federal funders. This study intended to explore whether entrepreneurialism should be a potential option to curtail juvenile recidivism and did explore the thoughts and beliefs of the social service and government providers who are responsible to provide reentry and rehabilitation of juvenile offenders.

Qualifications of the Researcher

At the time of this study, the researcher was a long-term advocate to the government and social services system with more than 25 years of service to the government and social services systems throughout California and Nevada. The researcher had 15 years of formal education and 5 years of experience consulting with various government entities regarding issues that plague communities regarding homelessness, housing, criminal rehabilitation, and public safety. Respondents in this study knew the researcher was a well-educated and experienced colleague who could be trusted to preserve participant anonymity and encourage candor (see Appendix A for more information regarding the researcher).

Background of the Problem

Juveniles struggle to rehabilitate after incarceration in the United States; recidivism nationally is 55% for youth (Development Services Group, Inc., 2017). This study pertains to the discipline of public administration, as the justice system is one of the largest governmental systems in the United States. The problem of juvenile recidivism is compelling because it creates significant challenges within the justice system. Youth

who do not rehabilitate after incarceration return to custody committing new crimes at a 55% rate nationally. Across studies with a 12-month follow-up period, the average rate of rearrest for a delinquent or criminal offense was 55%, the average reconviction or readjudication rate was 33%, and the average reincarceration or reconfinement rate was 24% (Roesch et al., 2009). According to Laone (2012),

Because of the unusual high rate of juvenile offenders committing crimes after their release from incarceration for their first offense, controversies surrounding the effectiveness of current rehabilitation programs are prevalent. The rate of recidivism implies that the current corrective programs for juvenile offenders are not effective in rehabilitating their behaviors. (p. 2298)

According to The U.S. Department of Labor, youth can be disconnected from school and employment opportunities, which can lead to youth not obtaining self-sufficiency and economic sustainability. According to IWGYP (n.d.-b),

Disconnected youth are often defined as young people ages 14-24 who are homeless, in foster care, involved in the justice system, or are neither employed nor enrolled in an educational institution. Across the U.S., there are approximately 6.7 million youth that exhibit one or more of the above risk factors and touch multiple systems. (para. 1)

The U.S. Department of Labor reports that youth often struggle to find employment (IWGYP, n.d.-b). This research studied the beliefs and professional expertise of adult professional practitioners in the criminal justice rehabilitation sector to examine whether entrepreneurial training should be considered as an option to be a tool for the successful reentry of juvenile offenders.

Purpose of the Study

The purpose of the study was to explore the beliefs and professional expertise of criminal justice practitioners to determine whether they believe that entrepreneurial training should be an option for youth who struggle to reintegrate after incarceration. Studying the concept of entrepreneurialism training for justice-involved youth could potentially fill a missing gap in the literature because it has not been studied from the perspective of practitioners who are ultimately professionally responsible for the rehabilitation of juvenile offenders. The study explored whether entrepreneurship training could be a potentially viable option for youth who do not reintegrate well into mainstream society after incarceration through traditional education and employment opportunities.

The population of study participants was professional practitioners who were responsible to help juveniles reintegrate after incarceration and to hear from their perspective and/or beliefs regarding the concept of juvenile entrepreneurialism. A convenience sample and random convenience sample included 11 government and/or social service providers, most in high-ranking positions with more than 15 years of experience in criminal justice reentry and/or professional experience serving underserved youth, particularly those with juvenile delinquency and incarceration histories. This study analyzed the attitudes, beliefs, and professional experiences of adult professional practitioners in the criminal justice rehabilitation sector to examine whether entrepreneurship training should be considered a viable option as a tool for the successful reentry of juvenile offenders.

Typically, education, training, and employment are considered successful outcomes for juvenile delinquency, as determined by federal funding (De Nike et al., 2019; Spievack & Sick, 2019). Education obtainment is considered whether a youth goes to a 4-year institution or other vocational training and/or short-term educational training. Employment outcomes are measured by the federal government and include a youth obtaining life skills, obtaining employment preparedness training, obtaining a job, obtaining an increase in wages, and retaining a job. The goal of this study was to explore the beliefs and thoughts of practitioners to determine whether they believe that young people who have experienced delinquent behavior resulting in incarceration would benefit from entrepreneurial training (as explained later in this study) to aid in their successful rehabilitation and reentry to the community postincarceration upon release.

The specific aim of the study examines beliefs and attitudes regarding the potential option of entrepreneurialism training for juvenile youthful offenders to assist them in successful rehabilitation and reentry back into the community after incarceration. Programs funded by the federal government for many youth-related initiatives (De Nike et al., 2019; Spievack & Sick, 2019) require that organizations achieve successful outcomes, such as employment and education. This study assisted in determining whether entrepreneurial training for juvenile offenders could be a useful tool to help rehabilitation practitioners curtail recidivism for youthful offenders.

Research Questions

1. Here is the generally accepted definition of the criminal justice term “recidivism” within the state of California: “An arrest resulting in a charge within three years of an individual’s release from incarceration or placement on supervision for a previous

criminal conviction” (California Department of Justice, n.d., “Primary Definition,” para. 1). Do you think the term is adequate or inadequate? Do you agree with it or do you have another meaning(s) supported by your experience?

2. What would be the ideal components of “entrepreneurial training” for recently released juvenile offenders? Describe the ideal curriculum.
3. What do you think the obstacles might be for juvenile offenders to master entrepreneurial training? Include government bureaucracy obstacles, learner disabilities, socioeconomic and/or financial constraints.
4. As you now understand “entrepreneurial training” for juvenile offenders, please provide as much detail as you can from your valuable professional experience on how entrepreneurial training could potentially benefit juvenile offenders and/or the community?

Significance of the Problem

The recidivism rates of a youth reoffending and committing further criminal activities is 55% nationally (Development Services Group, Inc., 2017). Although the larger scope of the problem may indeed be international, this study focused on youth in the United States, with a closer look at the problem of youth recidivism within the state of California, while adding specific data points regarding the justice system in California. Juvenile justice rehabilitation is a problem because the national recidivism rates for youth returning to custody after release are extremely high nationally. According to Laone (2012),

Across studies with a 12-month follow-up period, the average rate of rearrests for a delinquent or criminal offense was 55 percent, the average reconviction or

readjudication rate was 33 percent, and the average reincarceration or reconfinement rate was 24 percent. (p. 2298)

Why do so many youth struggle to rehabilitate after incarceration? According to the data, the longer youth are disconnected from communities, the more challenges they may face for successful reentry (De Nike et al., 2019). In California, the problem of juvenile recidivism is significantly higher than nationally. According to the Center on Juvenile and Criminal Justice, in California alone,

In early 2017, DJJ (Division of Juvenile Justice) released a report showing 74.2 percent of youth were re-arrested, 53.8 percent were reconvicted of new offenses, and 37.3 percent had returned to state custody within three years of release from DJJ. (Washburn, 2017, para. 5)

According to the data, almost three out of four youth are returned to custody while more than half commit new crimes. The impact of youth not rehabilitating is that public safety is threatened, more crime is perpetuated, and communities are less safe.

One of the major problems of juvenile recidivism is the lack of rehabilitation opportunities for youth leaving the criminal justice system. In the early work of Dave McClelland (1961) regarding youth and entrepreneurialism and then Leroy Gould (1969) on the concept of juvenile entrepreneurs, a young person's *motivation and aspiration* were studied and included as indicators for potential young entrepreneurs as business owners. Entrepreneurship has not been studied vastly:

As noted by Damon and Lerner, the scientific study of youth entrepreneurship remains in its infancy; no truly developmental studies of youth entrepreneurship exist to date. In fact, studies that examine youth entrepreneurship are so rare that

most reviews of the entrepreneurship literature do not even mention the topic.
(Geldhof et al., 2013, p. 432)

The specific problem to be addressed is exposing the potential option of entrepreneurial training for youth who might struggle to find employment due to a criminal record or adjudication (also known as *finding*). “Disconnected youth,” as coined by the federal government, is described as

young people ages 14–24 who are homeless, in foster care, involved in the justice system, or are neither employed nor enrolled in an educational institution. Across the U.S., there are approximately 6.7 million youth that exhibit one or more of the above risk factors and touch multiple systems. (IWGY, n.d.-b, para. 1)

Disconnected youth can lack viable opportunities for success and can often vacillate between governmental systems while trying to obtain economic self-sufficiency.

Juvenile justice rehabilitation is a problem because the national recidivism rates for youth returning to custody after release are extremely high. According to Laone (2012),

Across studies with a 12-month follow-up period, the average rate of rearrests for a delinquent or criminal offense was 55 percent, the average reconviction or readjudication rate was 33 percent, and the average reincarceration or reconfinement rate was 24 percent. (p. 2298)

Part of the problem could be the lack of unique, untraditional rehabilitation or training opportunities for youth. Youth who have no criminal record often struggle to find a job because of no prior work experience and minimal education, such as the lack of a high school diploma. Combine the lack of education, lack of work experience, and add a

criminal record and a youth might not be able to find a job or obtain economic self-sufficiency.

There is a lot of data on juvenile crime, and some scholars argue that the data do not show all facets of juvenile justice recidivism because there is no national streamlined way to collect the recidivism data for youth. Scholars have noted that different methodologies are used to collect data, and although data collection has improved significantly over the years while investigating the problem of juvenile recidivism, data collection is still a challenge nationally. According to Brame et al. (2004),

Because different methods for studying criminal behavior all suffer from important limitations, it is useful to apply different methodologies to the same population whenever possible. In this analysis, we examine the relationships between self-report and official record-based measures of offending activity using populations of adolescent serious offenders. (p. 256)

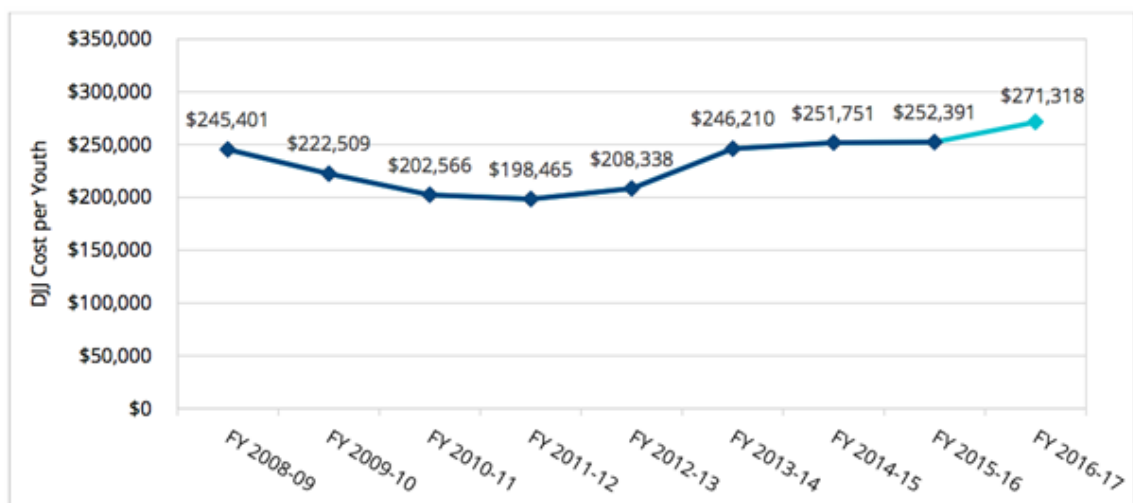
The magnitude of the problem of juvenile justice recidivism affects everyone from the juveniles themselves to the social service and government practitioners responsible for helping them to rehabilitate during and after incarceration, and it affects the general public. Recidivism can affect everyone and is a strain on the court and justice systems, prison systems, and labor and education systems. Taxpayers' dollars are used to house individuals who are incarcerated, and according to the Center on Juvenile and Criminal Justice, "California's state-run juvenile justice system, DJJ, has long faced criticism for its prison-like conditions and dismal outcomes for youth as they return to their communities—at a cost of approximately \$315,000 per youth" (Menart, 2019, para. 1).

The National Center for Education Statistics reported that the average cost for tuition to attend a 4-year university in America is \$39,529 a year. Simple math confirms that eight young people could go to college annually for almost the same cost of incarcerating one young person annually (see Figure 1).

Figure 1

DJJ Cost per Youth

DJJ cost per youth, actual (FY 2008-09—FY 2015-16), and expected (FY 2016-17)



Note. From “California’s Division of Juvenile Justice (DJJ) Reports High Recidivism Despite Surging Costs,” by M. Washburn, 2017 (<http://www.cjcj.org/news/11350>).

Some scholars argue that youth may struggle to learn entrepreneurialism because youth in the justice system can struggle with educational achievement, including low academic achievement, low bonding to school, and inadequate social environments. According to The Development Services Group, Inc. (2019),

Those youth who do achieve higher education levels of education while in the juvenile justice system are more likely to experience positive outcomes in the community once released (Blomberg et al., 2011; Cavendish, 2014). . . . While some researchers have found that involvement in the juvenile justice system can

also serve as a risk factor resulting in poor educational outcomes (Aizer and Doyle, 2015; Hirschfield, 2009; Kirk and Sampson, 2013; Widdowson, Siennick, and Hay, 2016), others have posited that the causal relationship is not clear.

(paras. 2 and 5)

California Governor Newsome proposed moving the remaining youth in the DJJ to the Health and Human Services Agency:

In the proposed budget for fiscal year 2019-20, Gov. Gavin Newsom asks state lawmakers to move DJJ from under the umbrella of the California Department of Corrections, to the Health and Human Services Agency. Newsom's proposed change recognizes DJJ's failure to effectively support youth and provides an opportunity for California to fundamentally change its juvenile justice system, bringing an end to the troubled DJJ facilities. (Menart, 2019, para. 2)

Disconnected youth can often struggle to find a job because of no prior work experience and no high school education, according to the U.S. Department of Labor studies on disconnected youth and Voices of Youth Count survey, Chapin Hall, University of Chicago. One of the major challenges is simply identifying what recidivism means so that probation departments have a baseline of understanding of the term rather than creating their own term of what it means to their individual agency. The State of California Department of Justice (n.d.) website states, "In November 2014, Attorney General Kamala D. Harris proposed a comprehensive statewide definition of recidivism to assist statewide and local criminal justice leaders in determining the efficacy of their criminal justice policies and to enhance public safety" (para. 1). The definition of the criminal justice term recidivism within the state of California is "an

arrest resulting in a charge within three years of an individual's release from incarceration or placement on supervision for a previous criminal conviction" (State of California Department of Justice, n.d., para. 2).

Scholars continue to argue regarding the definition of entrepreneurship. Early studies in the 1980s regarding entrepreneurship determined that defining an operational definition of entrepreneurship is complicated. In 2014, Sharma stated that

research in entrepreneurship does not enjoy the luxury of a well-established paradigm and a well-accepted definition as on this date. First problem a researcher encounters in entrepreneurship research is regarding adopting an operational definition. Different studies have used various definitions postulated by different theories and scholars. A study by Gartner (1988) lists thirty-two definitions. Another study conducted survey of literature and identified twelve basic functions of entrepreneurs. (p. 207)

In addition, the operational definition of juvenile delinquency has had similar challenges with its definition because of the concept being so multidimensional, including aspects of social behavior, law, and public administration. Throughout American history, scholars have argued that the definition of juvenile delinquency is undergirded by social behaviors and the law; however,

a recent review of the literature confirms that social scientists still do not agree on a definition of "juvenile delinquency." Many writers have noted the difficulty of the task (e.g., Kessler, 1966; Tappan, 1949), while others (e.g., Halleck, 1972) have commented on the impossibility of ever deriving a comprehensive or logical definition of delinquency. (Olczak et al., 1983, p. 1007)

In August of 2017, according to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), it was cited that national recidivism rates for juveniles do not exist, but state studies have shown that rearrest rates for youth within 1 year of release from an institution average 55 percent, while reincarceration and reconfinement rates during the same timeframe average 24 percent (Snyder & Sickmund, 2006). These statistics underscore the need to reduce reoffending by providing systematic services to address reentry issues and facilitate a juvenile's reintegration back into society. (Development Services Group, Inc., 2017, para. 2).

California's definition of recidivism as shown in Figure 2 gives a depiction of juvenile justice within California for a 3-year outcome (Fiscal Year 2012–2013) of arrests, convictions, and returns to custody.

The problem of rehabilitation for youth who have committed crimes remains a serious challenge for state and local governments in California. Interestingly, an unchallenged youth who has no criminal record can often struggle to find a job because of no prior work experience and minimal education, such as the lack of a high school diploma. Combine the lack of education, lack of work experience, and add a criminal record and a juvenile offender might not be able to find a job or obtain economic self-sufficiency. According to Laone (2012),

Because of the unusual high rate of juvenile offenders committing crimes after their release from incarceration for their first offense, controversies surrounding the effectiveness of current rehabilitation programs are prevalent. The rate of

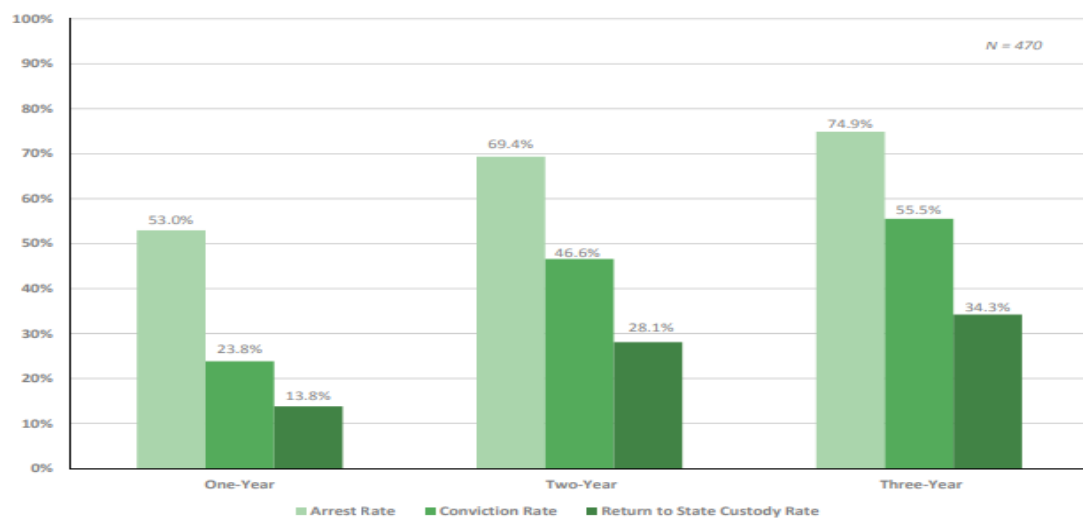
recidivism implies that the current corrective programs for juvenile offenders are not effective in rehabilitating their behaviors. (p. 2298)

Figure 2

2017 State of California, Division of Juvenile Justice Recidivism Report

4.1 Arrest, Conviction, and Return to State Custody Rates

Figure 3. Arrest, Conviction, and Return to State Custody Rates for Youth Released from the Division of Juvenile Justice in Fiscal Year 2012-13



Note. Figure 2 shows 3-year outcomes for the 470 youth released from DJJ during FY 2012-13. After 3 years of follow-up, 74.9% of the release cohort were arrested (352 youth), 55.5% were convicted (261 youth), and 34.3% or 161 youth were returned to state custody (DJJ or DAI). As shown in Figure 2, many youth were arrested, convicted, or returned to state custody within the first year of their release. From *California's Division of Juvenile Justice (DJJ) Reports High Recidivism Despite Surging Costs*, by M. Washburn, M., April 18, 2017, p. 1, Center on Juvenile and Criminal Justice (<http://www.cjcj.org/news/11350>).

The U.S. Department of Labor defines one of the major problems of juvenile recidivism is the lack of rehabilitation opportunities for youth leaving the criminal justice system. Disconnected youth as coined by the federal government is described as young people ages 14–24 who are homeless, in foster care, involved in the justice system, or are neither employed nor enrolled in an educational institution. Across

the U.S., there are approximately 6.7 million youth that exhibit one or more of the above risk factors and touch multiple systems. (IWGY, n.d.-b, para. 1)

Youth can lack viable opportunities for reentry and rehabilitation.

The U.S. Department of Labor and the U.S. Department of Justice, OJJDP provide national funding to governmental jurisdictions and nonprofit agencies across the nation by way of national grant competitions. The deliverables and outcomes on those grant opportunities consistently include employment and education as outcome indicators of a youth obtaining, or not obtaining, success and thereby decreasing recidivism.

Entrepreneurialism is a newer concept, and the U.S. Department of Labor (DOL, 2019) has recently encouraged entrepreneurialism opportunities as an outcome; however, DOL funding is not attached to specific ongoing entrepreneurial training for juvenile offenders.

It is important to address juvenile delinquency, crime and recidivism, and options for successful outcomes for youth to ensure public safety and to reduce and prevent crime. In addition, addressing juvenile recidivism may also speak to the fact that some youth who do not rehabilitate can end up in adult prison systems. The impact of not addressing juvenile reincarceration rates also creates a strain on the justice systems, including the court system, prison systems, parole systems, and probation systems. The longer the government and general public taxpayers wait to address the problem of juvenile justice recidivism, the longer crime is being committed in communities and within the justice systems; a prime example is San Diego, California. A grand jury report in San Diego recently found that in 2017 alone, there were more than 100 violent incidents a year within one juvenile detention facility in East Mesa, located in Otay Mesa, an area deep south of San Diego (San Diego County, 2018).

In California, the Juvenile Justice Division of the California Youth Authority was so strained at rehabilitating youth, a detailed report from the Little Hoover Commission was created. According to The Little Hoover Commission (2008), “The Little Hoover Commission is a bipartisan and independent state agency charged with recommending ways to increase the efficiency and effectiveness of state programs. The Commission’s recommendations are sent to the governor and the Legislature” (p. 2). By 2011, almost all California state institutions that housed youth were forced to close down. The Little Hoover Commission, in a 2008 press release, called on the state to shut down DJJ operations and

Eliminate state juvenile justice operations by 2011. The Governor’s Office of Juvenile Justice should be responsible for guiding, facilitating, and overseeing the development of new regional rehabilitative facilities or the conversion of existing state juvenile facilities into regional rehabilitative facilities for high-risk, high-need offenders to be leased to and run by the counties. (p. 2)

This landmark decision removed the custody of the majority of youth from the responsibility of the state into the custody of the individual counties throughout the state. As of 2020, the state only operates four juvenile detention “camp” facilities and one “medical” facility within California for youth that house only some of the most serious youth offenders with extremely high needs and/or serious mental health issues.

Employment outcomes are difficult for a youth without a high school diploma and/or ancillary vocational education. In San Diego, California, one of the largest counties in California per capita, a federal plan was approved by the U.S. Department of

Housing and Urban Development, The Coordinated Community Plan (CCP) to End Youth Homelessness in San Diego. The CCP identified that

justice-involved youth make up more than half of our youth and young adults experiencing homelessness—54% have been in jail, prison, or juvenile hall. . . . More than 1 in 5 (approximately 72,000) young adults ages 18–24 are living at or below the federal poverty level. 1 in every 10 of San Diego’s youth ages 16 to 24 were disconnected from work or school in 2017. The percentage of disconnected youth is even higher among youth of color, parenting young mothers, and youth who have not graduated from high school. (San Diego County [CCP] Coordinated Community Plan to End Youth Homelessness 2019-2024, 2019, p. 23)

Youth who are unable to secure a livable wage after incarceration also increase their chances of becoming homeless:

We know that homelessness contributes to the risk for incarceration, and incarceration contributes to higher risks of homelessness. In addition, those experiencing homelessness are found to be arrested more often, incarcerated longer, and re-arrested at higher rates than people with stable housing [Metraux, Catarina, & Cho, 2007]. Upon release, many individuals struggle with basic life necessities, facing barriers to obtaining housing, income, and employment due to their criminal background. Such barriers can prolong the cycle of homelessness, arrest and incarceration. (San Diego County CCP, 2019, pp. 59-60)

Cross-systems youth can be defined as youth who cross multiple government systems such as workforce–employment, child welfare, homeless systems, education, and justice systems. Youth who are disconnected from education and employment

opportunities can often fail to find economic self-sufficiency. Traditional programs designed to provide education and employment opportunities can be challenging for youth who have specialized needs after incarceration. Other types of nontraditional entrepreneurial-type training are not offered as learning or educational options that the federal government typically funds. Although the literature has shown that criminal behavior can begin at young ages, “Studies of criminal activity by age consistently find that rates of offending begin to rise in preadolescence or early adolescence, reach peak in late adolescence, and fall through young adulthood (National Research Council and Institute of Medicine, 2001, pp. 67-68).

The scope of the problem of juvenile recidivism is multifaceted. New untested innovative approaches may need to be considered to attempt to create positive outcomes for successful rehabilitation of juvenile offenders while serious interventions may be needed at an earlier age to prevent and curtail youthful offender recidivism.

Definitions of Terms

Adjudication. Adjudication is a formal court order on a disputed legal matter; for juveniles it is a court “disposition” of a “delinquent act” rather than a criminal conviction.

Arrest. Arrest is taking a person into legal custody by authority.

Business owner. A business owner is a person who owns a business and has the legal authority of the business or is the legal proprietor of a business.

Confinement. Confinement is imprisonment, in custody, or detained.

Conviction. A conviction is a formal criminal offense founded by a jury and/or judge.

Crime. A crime is breaking the law, an illegal activity.

Delinquency. Delinquency is a minor crime, especially committed by young people in wrongdoing, breaking the law, misbehaving, lawlessness, and misconduct.

Entrepreneur. An entrepreneur is a person who has the perceived opportunity to own his or her own business or who owns his or her own business.

Entrepreneurialism. Entrepreneurialism is development of a business or businesses.

Entrepreneurship training. “Entrepreneurship training is a structured training program that aims to equip participants with the necessary skill set and mindset for identifying and launching new business ventures” (Ho et al., 2018, para. 5).

Felony. A felony is a serious crime usually resulting in a year or more of incarceration in prison.

Finding. For this study, *finding* is also known as *adjudication*.

Judge. A judge presides over court cases.

Juvenile. A juvenile is a youthful person who has not reached his or her 25th birthday.

Juvenile delinquent. A juvenile delinquent is a youthful person who has not reached his or her 25th birthday and has spent time in a juvenile or an adult correctional facility, or other justice-related institution, and will reenter society after incarceration with the need for criminal rehabilitation.

Juvenile entrepreneur. A juvenile entrepreneur is a youthful person under age 25 who has reentered society after incarceration and who has the desire or perceived opportunity to own or owns his or her own business.

Juvenile entrepreneur training. Juvenile entrepreneur training is a business development or business incubator training designed specifically for youth who have exhibited delinquent behavior or who are currently or formerly incarcerated.

Juvenile justice. Juvenile justice is a government division that serves youth who have been convicted of a crime or have a lawful finding or adjudication.

Juvenile justice practitioner. A juvenile justice practitioner is a person who works professionally with juvenile offenders.

Misdemeanor. A misdemeanor is a less serious crime, usually resulting in an incarceration period of less than 1 year.

Parole. Parole is the release of an offender from incarceration or detention, subject to a period of good behavior under the supervision of a state parole department.

Probation. Probation is the release of an offender from incarceration or detention, subject to a period of good behavior under the supervision of a county or federal probation department.

Program. A program is the action of teaching a person or a group a specific skill and can be used synonymous with “training.”

Readjudication. Readjudication is returning to court on a formal court matter after a previous court appearance.

Rearrest. Rearrest is a secondary arrest.

Recidivism. Recidivism is returning to incarceration after a previous incarceration. In California recidivism is defined as 3-year outcomes arrest, conviction, and return to state custody.

Reconviction. Reconviction is committing another criminal offense within a specific follow-up period.

Reentry. Reentry is the access or process of reentering society after incarceration.

Rehabilitation. Rehabilitation is the act or actions of restoring an individual to a healthy life and/or to become a law-abiding citizen after incarceration.

State of California Department of Corrections and Rehabilitation. The California Department of Corrections and Rehabilitation is the agency of the government of California responsible for the operation of the California state prison and parole systems.

State of California Division of Juvenile Justice (DJJ). The DJJ provides education and treatment to California's youthful offenders up to the age of 25 who have the most serious criminal backgrounds and most intense treatment needs.

Social service practitioner. A social service practitioner is a person who works within a social service agency, the government, or a nonprofit organization whose primary goal and responsibility is to provide community-based services to individuals and families.

Status offense. A status offense is a delinquent act performed by a minor under age 18.

The County of San Diego Probation Department. The County of San Diego Probation Department is a law enforcement agency that enforces community safety and offers rehabilitation to adult and juvenile offenders placed in probation by the courts.

Training. Training is the action of teaching a person or a group a specific skill and can be used synonymous with "program."

Transitional age youth (TAY). A TAY is a young person who is age 18–24 years.

U.S. Department of Education. The U.S. Department of Education is a federal agency that fosters educational excellence and ensures equal access to educational opportunity for all.

U.S. Department of Health and Human Services Agency. The U.S. Department of Health and Human Services is a federal agency that protects the health of all Americans and provides essential human services.

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP). OJJDP is a federal branch of the U.S. government, which is considered a chief law enforcement agency that specializes in justice prevention, intervention, and delinquency.

U.S. Department of Labor. The U.S. Department of Labor is a branch of the U.S. federal government that is responsible for measuring and tracking employment and employment outcomes in the United States.

Youth. A youth is a young person up to age 24, also known as a Transitional Age Youth (TAY) defined by the federal government as a youth or a young person up to age 24 but not yet age 25.

Youth.gov. This website was created by the Interagency Working Group on Youth Programs (IWGYP), which is composed of representatives from 21 federal agencies that support programs and services focusing on youth. The IWGYP promotes the goal of positive, healthy outcomes for youth.

Organization of the Study

Chapter I introduced the study by providing a historical background on juvenile delinquency, recidivism, and justice rehabilitation in America, and more specifically California. This chapter also introduced the concept of juvenile entrepreneurialism by reviewing relevant studies that have taken place over the last 50 years, including both studies completed in the United States as well as a longitudinal study completed internationally.

Chapter II hones in on the significance of the problem of juvenile recidivism and delinquency and how the problem continues to be of growing concern in America, and more specifically in California. Although juvenile entrepreneurialism can be considered a niche subject, past studies, data, and perspectives of justice and entrepreneurialism contribute to the discipline of public administration by tying into the grounded and esteemed work of theorist John Rawls's (2008) principle of justice as fairness. Chapter II focuses on the review of past literature, grounded theory, and previous studies in the concept of juvenile justice and entrepreneurialism combined as well as separated as individual disciplines. The focus is not only to bring a historical perspective on the subject but also to compare and contrast the newer concepts to strengthen the literature and to reduce bias.

Chapter III focuses on the documentation of juvenile entrepreneurship while also focusing on the research methodology, research design, population sample, and instrument (Delphi panel). Data collection and data analysis will also be addressed in Chapter III.

Chapter IV comprises the findings from the data gathered by the 14 panelists who participated in providing answers to several questions regarding entrepreneurship training for juvenile offenders. The data collected were answers regarding recidivism, obstacles that juveniles may face, types of curriculum for entrepreneurship training, and benefits to the offender and the community.

Chapter V concludes the study and compares and contrasts the answers that the panelists provided on the subject of juvenile offenders while also discussing limitations and delimitations. In addition, this last chapter provides information regarding further studies that should be completed on the concept of entrepreneurship training for juvenile offenders.

CHAPTER II: LITERATURE REVIEW

Chapter II introduces theorist John Rawls's (2008) principle of justice as fairness as grounded theory to the discipline of public administration, as the justice system is a complex cornerstone of public administration. Grounded theory of Leroy Gould (1969) on juvenile entrepreneurs is the cornerstone of the work on the concept of juvenile entrepreneurs with later studies from teams of scientists, including study lead Obschonka (2013) who completed a 37-year longitudinal study that further built upon the initial theories regarding juveniles as entrepreneurs. In addition, the concepts, history, and topics of juvenile justice, recidivism, rehabilitation, and juvenile entrepreneurialism are explored from a historical literature perspective, which includes statistics, data, and narrative from the U.S. government.

Grounded Theory: Public Administration–John Rawls's "Justice as Fairness"

The field of justice belongs to the public administration discipline, and as long as there is crime, there will always need to be laws in place to guide and protect citizens. The system-level bureaucracies of government have made it difficult for the reentry and rehabilitation processes of criminal justice to be successful, specifically for juvenile offenders attempting to reenter society after incarceration.

Rawls and his theoretical framework regarding a liberal society and the legal systems and what he considered to be fair, including who should get what in society, is the basis of his theory. Rawls stated "that there are enough resources for it to be possible for everyone's basic needs to be met" (Wenar, 2017, "4.1 The Basic Structure of Society," para. 3). Rawls believed that people, no matter their circumstances or where

they came from, should have the same ability to become successful and achieve economic sustainability to provide for themselves and/or their families:

Justice as fairness aims to describe a just arrangement of the major political and social institutions of a liberal society: the political constitution, the legal system, the economy, the family, and so on. Rawls calls the arrangement of these institutions a society's *basic structure*. The basic structure is the location of justice because these institutions distribute the main benefits and burdens of social life: who will receive social recognition, who will have which basic rights, who will have opportunities to get what kind of work, what the distribution of income and wealth will be, and so on. (Wenar, 2017, "4.1 The Basic Structure of Society," para. 1)

Rawls's principles, specifically the second principle, justifies this:

Second Principle: Social and economic inequalities are to satisfy two conditions:

- a. They are to be attached to offices and positions open to all under conditions of *fair equality of opportunity*.
- b. They are to be to the greatest benefit of the least-advantaged members of society (the *difference principle*). (Wenar, 2017, "4.3 The Two Principles of Justice as Fairness," para. 1)

Rawls's (2008) second principle of justice has two parts. The first part, fair equality of opportunity, requires that citizens with the same talents and willingness to use them have the same educational and economic opportunities regardless of whether they were born rich or poor. Rawls stated, "In all parts of society there are to be roughly the

same prospects of culture and achievement for those similarly motivated and endowed” (Wenar, 2017, “4.3 The Two Principles of Justice as Fairness,” para. 6).

The chosen juvenile entrepreneurship theory will support filling the gap in the literature through research by helping bridge the niche subject of juvenile entrepreneurs. It will allow a unique perspective from the thoughts and beliefs of social service and government juvenile justice practitioners who are considered subject matter experts in the field of juvenile justice. Rawls’s stated the following regarding the difference principle:

The difference principle thus expresses a positive ideal, an ideal of deep social unity. In a society that satisfies the difference principle, citizens know that their economy works to everyone’s benefit, and that those who were lucky enough to be born with greater natural potential are not getting richer at the expense of those who were less fortunate. One might contrast Rawls’s positive ideal to Nozick’s ideal of libertarian freedom, or to ideas about economic justice that are dominant within contemporary society. “In justice as fairness,” Rawls says, “men agree to share one another’s fate.” (Wenar, 2017, “4.3 The Two Principles of Justice as Fairness,” para. 12)

Rawls concept of “deep social unity” envisions that people in society care about societal issues, particularly those that affect everyone, and therefore people should work together for the benefit of the good of everyone (Wenar, 2017, “4.3 The Two Principles of Justice as Fairness,” para. 12).

Rawls’s theory of justice includes “*primary goods* from the conception of the citizen as free and equal, reasonable and rational” (Wenar, 2017, “4.4 The Conception of Citizens,” para. 5).

Primary goods are [noted as follows]:

- The basic rights and liberties;
- Freedom of movement, and free choice among a wide range of occupations;
- The powers of offices and positions of responsibility;
- Income and wealth;
- The social bases of self-respect: the recognition by social institutions that gives citizens a sense of self-worth and the confidence to carry out their plans.

(Wenar, 2017, “4.4 The Conception of Citizens,” para. 5)

Rawls believed that these primary goods were in the best interest of society when people believe in a standard or moral responsibility for their community and others and can potentially uplift a society as a whole through fairness. According to Wenar (2017)),

The *original position* aims to move from these abstract conceptions to determinate principles of social justice. It does so by translating the question: “What are fair terms of social cooperation for free and equal citizens?” into the question “What terms of cooperation would free and equal citizens agree to under fair conditions?” (“4.6 The Original Position,” para. 1)

While Rawls noted that this position of justice as fairness may be considered abstract, he also addressed “justice on specific issues” (Wenar, 2017, “4.6 The Original Position,” para. 2). Wenar (2017) stated, “This thought experiment is better than trying to get all real citizens actually to assemble in person to try to agree to principles of justice for their society” (“4.6 The Original Position,” para. 3). Bringing to the forefront the concept of juvenile entrepreneurialism and the study of the concept from the perspective of the justice and nonprofit providers, the study participants provided insight on the

abstract idea to determine whether entrepreneurial training could be an option for Rawls's respective community or for individuals within a community—a simile to the concept of justice as fairness. The grounded theory of Rawls states,

The original position is a fair situation in which each citizen is represented as only a free and equal citizen: each representative wants only what free and equal citizens want, and each tries to agree to principles for the basic structure while situated fairly with respect to the other representatives. The design of the original position thus models the ideas of freedom, equality and fairness. (Wenar, 2017, “4.6 The Original Position,” para. 4)

Arguably, some people may believe that those involved in the justice system are not free and equal citizens unless they have paid their debt to society. Interestingly though, even when ex-offenders have paid their debt to society after incarceration, there are still long-standing consequences and challenges for individuals with criminal convictions, particularly with attempting to become successful after incarceration. There are restrictions regarding where an individual can gain work with a criminal record (Solomon, 2012), restrictions with financial aid for attending college or a university (California Secretary of State, n.d.), and restrictions with attempting to gain public housing and/or public welfare benefits (Mauer & McCalmont, 2013). In addition, those with criminal histories can also have voting restrictions (American Civil Liberties Union, n.d.), which lead to the inability to have their vote counted in major political decisions. Collectively and independently these restrictions can lead to a lack of rehabilitative opportunities of “equality of opportunity” (Wenar, 2017, “4.9 Institutions: The Four-Stage Sequence”).

It is well documented that former prisoners suffer from many “civil disabilities” such as statutory restrictions placed on public and private employment, voting, eligibility for public assistance and public housing, financial aid to attend college, firearm ownership, criminal registration, and the like (e.g., Legal Action Center, 2004; Mauer and Chesney-Lind, 2002; Travis 2002). Travis (2002) refer to these restrictions as “invisible punishments.” Moreover, there is increasing acknowledgment that not only being labeled “ex-con” but also the perception that one is stigmatized by society may make prisoner reintegration difficult. (LeBel, 2012, p. 89)

In John Rawls’s second principle, it is noted that there needs to be “equality of opportunity” and “They are to be to the greatest benefit of the least-advantaged members of society” (the *difference principle*; Wenar, 2017, “4.3 The Two Principles of Justice as Fairness,” para. 1b). The data and history of crime and criminality and punishment in the United States proves that there is a lack of equality of opportunity for ex-offenders to reintegrate after incarceration. This proof is in the laws that were developed specifically for ex-offenders as well as show in the data as disparities for the youth who cross multiple governmental systems while attempting to become economically self-sufficient, as founded by Voices of Youth Count (n.d.), Interagency Working Group on Youth Programs (IWGYP, n.d.), and the U.S. Department of Labor studies on disconnected youth (Development Services Group, Inc., 2019).

Rawls’s grounded theory supports the key concepts of juvenile entrepreneurialism through the framework of justice as fairness, the difference principle, and primary goods. The combined schema of Rawls’s work supports the idea of justice for everyone, an

equal economic playing field for individuals no matter the circumstances they came from, and that people should have exposure to vast opportunities that lead to wealth and income. In addition, Rawls concludes that members of society (stakeholders) should work together to help decide how fairness will be distributed within society—“Men agree to share one another’s fate” (Wenar, 2017, “4.3 The Two Principles of Justice as Fairness,” para. 12)—among those who are fortunate as well as those who are less fortunate.

The concept of entrepreneurship delves into the theories and Rawls’s concepts of primary goods. Interesting segues in the literature include the

freedom of movement, and free choice among a wide range of occupations; . . . income and wealth; and the social bases of self-respect: the recognition by social institutions that gives citizens a sense of self-worth and the confidence to carry out their plans. (Wenar, 2017, “4.4 The Conception of Citizens,” para. 6)

This study aims to dissect the thoughts of government or social services providers’ perspectives regarding juvenile entrepreneurial training options as an avenue for economic self-sufficiency for a population that may struggle to reintegrate after incarceration.

The chosen juvenile entrepreneurial theory will support filling a gap in the literature through research by helping bridge the niche subject of juvenile entrepreneurs. It will allow a unique perspective to determine whether entrepreneurial training for juvenile offenders should be explored from the thoughts and beliefs of social service and government juvenile justice practitioners who are considered subject matter experts in the field of juvenile justice and are responsible for the rehabilitation and reentry of juvenile

offenders. These concepts have not been explored as the unique trifecta of juveniles, entrepreneurship, and stakeholders' perspectives.

Juvenile Recidivism

The numbers of juveniles recidivating in America is extremely high, and rehabilitation is a problem because the national recidivism rates for youth returning to custody after release are extremely high nationally. According to Laone (2012)

Across studies with a 12-month follow-up period, the average rate of rearrests for a delinquent or criminal offense was 55 percent, the average reconviction or readjudication rate was 33 percent, and the average reincarceration or reconfinement rate was 24 percent. (p. 2298)

In California, the problem of juvenile recidivism is even worse than national rates. According to the Center on Juvenile and Criminal Justice, in California alone,

In early 2017, DJJ (Division of Juvenile Justice) released a report showing 74.2 percent of youth were re-arrested, 53.8 percent were reconvicted of new offenses, and 37.3 percent had returned to state custody within three years of release from DJJ. (Washburn, 2017, para. 5)

According to the data, almost three out of four youth are returned to custody while more than half commit new crimes.

The impact of the youth not rehabilitating is that public safety is threatened, more crime is perpetuated, and communities are less safe. According to Laone (2012),

Because of the unusual high rate of juvenile offenders committing crimes after their release from incarceration for their first offense, controversies surrounding the effectiveness of current rehabilitation programs are prevalent. The rate of

recidivism implies that the current corrective programs for juvenile offenders are not effective in rehabilitating their behaviors. (p. 2298)

The lack of successful rehabilitation of juvenile offenders indicates that the justice system is struggling in its attempts to rehabilitate young people, and more focus and attention on the problem and potential solutions to the problem need further study.

Interestingly, some scholars argue that the data on juvenile crime do not show all facets of juvenile justice recidivism because there is no national streamlined way to collect the recidivism data for youth. Scholars have noted that different methodologies are used to collect data, and although data collection has improved significantly over the years while investigating the problem of juvenile recidivism, data collection is still a challenge nationally. According to Brame et al. (2004),

Because different methods for studying criminal behavior all suffer from important limitations, it is useful to apply different methodologies to the same population whenever possible. In this analysis, we examine the relationships between self-report and official record-based measures of offending activity using populations of adolescent serious offenders. (p. 256)

Juvenile Rehabilitation

One of the major problems of juvenile recidivism is the lack of rehabilitation opportunities for youth leaving the criminal justice system. Youth who are disconnected might struggle to find employment due to a criminal record, adjudication, or finding. Disconnected youth, as coined by the federal government, are described as follows:

Disconnected youth are often defined as young people ages 14-24 who are homeless, in foster care, involved in the justice system, or are neither employed

nor enrolled in an educational institution. Across the U. S., there are approximately 6.7 million youth that exhibit one or more of the above risk factors and touch multiple systems. (IWGY, n.d.-b, para. 1)

According to a Voices of Youth Count (n.d.) survey, these youth lack viable opportunities for success and can often vacillate between governmental systems while trying to obtain economic self-sufficiency. This renowned national study delves into the challenges of youth homelessness and includes justice involvement as a major contender. The juvenile justice system is lacking in untraditional rehabilitation or training opportunities for youth. The Department of Labor reports that youth who have no criminal record can often struggle to find a job because of no prior work experience and minimal education, such as the lack of a high school diploma (Solomon, 2012). The lack of education, lack of work experience, and add a criminal record, and this can often create a perfect storm of unsuccessful outcomes for youth. A youth's chances of finding a job, or obtaining economic self-sufficiency after incarceration, especially a job with thriving and livable wages, becomes extremely difficult.

The magnitude of the problem of juvenile justice recidivism affects everyone from the juveniles themselves, to the social service and government practitioners responsible for helping them to rehabilitate during and after incarceration, and the general public. Recidivism affects everyone and is a strain on the court and justice systems, prison systems, and labor and education systems. When people fail to rehabilitate after incarceration, the governmental institutions must do their job of serving the individuals within those systems, whether incarcerated and/or postrelease while in the community.

From a historical perspective, in California the Department of Juvenile Justice, a division of the California Youth Authority, was so strained in rehabilitating youth that after a detailed report from the Little Hoover Commission, it was forced to close down. According to The Little Hoover Commission (2008), “The Little Hoover Commission is a bipartisan and independent state agency charged with recommending ways to increase the efficiency and effectiveness of state programs. The Commission’s recommendations are sent to the governor and the Legislature” (p. 2). By 2011, almost all California state institutions that housed youth were forced to close down. In a 2008 report the Little Hoover Commission called on the state to shut down DJJ operations and

Eliminate state juvenile justice operations by 2011. The Governor’s Office of Juvenile Justice should be responsible for guiding, facilitating and overseeing the development of new regional rehabilitative facilities or the conversion of existing state juvenile facilities into regional rehabilitative facilities for high-risk, high-need offenders to be leased to and run by the counties. (p. 2)

The landmark decision by the Little Hoover Commission removed the custody of the majority of youth from the responsibility of the state into the custody of the individual counties throughout the state. Currently, the state only operates four juvenile detention *camp* facilities and one *medical* facility within California for youth that house only some of the most serious youth offenders with extremely high needs and/or serious mental health issues. The youth who are residing in these systems still face multiple challenges. A grand jury report in San Diego, California, recently found that in 2017 alone, there were more than 100 violent incidents a year within one juvenile detention facility in East Mesa, located in Otay Mesa, an area deep south of San Diego (San Diego County, 2018).

Taxpayers' dollars are used to house individuals who are incarcerated. According to the Center on Juvenile and Criminal Justice regarding the State of California DJJ, "California's state-run juvenile justice system, DJJ, has long faced criticism for its prison-like conditions and dismal outcomes for youth as they return to their communities—at a cost of approximately \$315,000 per youth" (Menart, 2019, para. 1). Youth sent to the State of California DJJ are typically sentenced to more than 1 year into the custody of the state for more serious or violent crimes. If a youth is sentenced to 3 years, it costs the taxpayers nearly \$1,000,000 to house, to attempt to educate, and to provide youth with rehabilitative-type services, including mental health treatment.

The National Center for Education Statistics reports that the average tuition cost to attend a 4-year university in America is \$39,529 a year. Simple math confirms that eight young people could go to college annually for almost the same cost of incarcerating one young person annually. California Governor Newsome proposed moving the remaining youth in the DJJ to the Health and Human Services Agency:

In the proposed budget for fiscal year 2019-20, Gov. Gavin Newsom asks state lawmakers to move DJJ from under the umbrella of the California Department of Corrections, to the Health and Human Services Agency. Newsom's proposed change recognizes DJJ's failure to effectively support youth and provides an opportunity for California to fundamentally change its juvenile justice system, bringing an end to the troubled DJJ facilities. (Menart, 2019, para. 2)

Juveniles with a criminal record struggle with employment outcomes. Employment outcomes are difficult for a youth without a high school diploma and/or ancillary vocational education, which make it difficult to afford housing.

Youth who are unable to secure a livable wage after incarceration also increase their chances of becoming homeless:

We know that homelessness contributes to the risk for incarceration, and incarceration contributes to higher risks of homelessness. In addition, those experiencing homelessness are found to be arrested more often, incarcerated longer, and re-arrested at higher rates than people with stable housing [Metraux, Catarina, & Cho, 2007]. Upon release, many individuals struggle with basic life necessities, facing barriers to obtaining housing, income, and employment due to their criminal background. Such barriers can prolong the cycle of homelessness, arrest and incarceration. (San Diego County CCP, 2019, pp. 59-60)

Cross-systems youth can be defined as youth who cross multiple government systems such as workforce-employment, child welfare, homeless systems, education, and justice systems. Youth who are disconnected from education and employment opportunities can often fail to find economic self-sufficiency and/or livable wages, which help them to secure stable housing. These youth can often use multiple government systems at once to attempt to obtain some sort of stability, including emergency homeless housing systems, child welfare, and even the justice systems (Voices of Youth Count, n.d.).

Juvenile Entrepreneurialism

Youth entrepreneurialism has not been studied vastly:

As noted by Damon and Lerner, the scientific study of youth entrepreneurship remains in its infancy; no truly developmental studies of youth entrepreneurship exist to date. In fact, studies that examine youth entrepreneurship are so rare that

most reviews of the entrepreneurship literature do not even mention the topic.
(Geldhof et al., 2013, p. 432)

Just as rare as the topic of youth entrepreneurship is the study of juvenile entrepreneurship, which is also in its infancy, although the subject has its humble beginnings in 1969 when Leroy Gould pushed the boundaries of the concept to begin researching juvenile delinquents and their motivation factors toward entrepreneurialism. Gould continued his studies on motivation and achievement in 1986.

The history of juvenile entrepreneurs began with Gould (1969). Gould's historical account to develop the concept of juvenile entrepreneurs included the following:

1948 Robert K. Merton, "The Self-fulfilling Prophecy," *Antioch Review*, VIII (Summer, 1948), 193–210; 1961- Statistical Analysis of cross-sectional data (Gould); 1962- Delinquency and Community Opportunity Structure (Seattle: unpublished M.A. thesis, University of Washington, 1962), Delbert Elliott, "Delinquency and Perceived Opportunity," *Sociological Inquiry*, XXXII (Spring, 1962), 216–26; 1964- Non-experimental Research at Chapel Hill at the University of North Carolina. (pp. 710–719)

Gould's (1969) study of juvenile entrepreneurs cited David McClelland (1961) whose works noted that achievement motivation was developed in the early years of a young person's life:

Achievement motivation may be defined as the drive to compete against a standard of motivation towards entrepreneurialism. "Those with high achievement motivation are more likely to be inquisitive and aggressive, they are

more likely to be successful in their work, and they are likely to choose entrepreneurial occupations.” (p. 716)

McClelland’s further research in 1961 on the topic of entrepreneurialism, young men, and need to achieve concluded that “need achievement is a fairly stable personality characteristic which, given certain characteristics of the social system, predisposes young men to enter entrepreneurial occupations or to function in traditional occupations in entrepreneurial ways” (p. 392).

Subsequently, Gould (1969) created the study on juvenile entrepreneurs where he examined achievement motivation and social class. Gould studied 217 boys in two high schools in Seattle, Washington, 119 with court records, and paid them each \$1 to complete questionnaires/surveys. Gould found a link between juvenile delinquency and social motivation toward entrepreneurialism. He stated, “Those with high achievement motivation are more likely to be inquisitive and aggressive, they are more likely to be successful in their work, and they are likely to choose entrepreneurial occupations” (Gould, 1969, p. 716).

Gould’s (1969) study of juvenile entrepreneurs analyzed two concepts of social class and achievement motivation. He stated that “social class has long played an important role in delinquency theory, while achievement motivation is new” (Gould, 1969, p. 712). Gould found that perceived aspirations of young people considered juvenile delinquents were linked to motivation and social class. Gould inferred from his study of juvenile entrepreneurs that “some qualities that have been associated with high achievement motivation, in particular aggressiveness and independence, could very easily be defined as recalcitrance” (p. 718) or otherwise resisting authority or control.

Newer studies that continued in the concept of juvenile entrepreneurs expanded the field of juvenile entrepreneurialism. In 2009, researchers Zhen Zhang and Richard Arvey found that delinquent behaviors during adolescence were related to future business ownership. Using longitudinal data from 165 businessmen who were either managers or entrepreneurs, Zhang and Arvey found that participants who reported being involved in delinquent activities in high school (defined as “modest rule-breaking” activities such as expulsion and property damage) were more likely to become entrepreneurs. Later published work by Obschonka et al. (2013), recognizing that some of these studies were international, further certified the grounded framework on the niche subject of juvenile entrepreneurs. Olubadewo (2018) stated,

In 2013, a group of Swiss researchers led by Martin Obschonka replicated the Zhang & Arvey study and extended the research to address several limitations in the original study, including the lack of women participants. Obschonka and his colleagues analyzed longitudinal data from roughly 1,000 men and women.

Moreover, for men the relationship between moderately delinquent adolescent behavior and later entrepreneurship was stronger than for any other factors—including intelligence, creativity, adult criminal behavior and antisocial attitudes.

(para. 5)

Juvenile entrepreneurialism has been studied from the perspective of the juveniles themselves (Gould, 1969) and from the perspective of business owners who were former juvenile delinquents (Obschonka et al., 2013). These historical studies have determined that juveniles who were delinquent have some of the same corresponding behaviors as entrepreneurs (Gould, 1969; Obschonka et al., 2013).

Two most definitive studies have laid the framework for the topic of juvenile entrepreneurs: “Juvenile Entrepreneurs” (Gould, 1969) and “Rule-Breaking, Crime, and Entrepreneurship: A Replication and Extension Study With 37-Year Longitudinal Data” (Obschonka et al., 2013). Both groups of researchers made a nexus between the success of juveniles who were once delinquents, and then became entrepreneurs, and studied the types of behaviors and success as entrepreneurs. Gould (1969) discovered that the behaviors of entrepreneurs and those of juvenile delinquents had some characteristics in common, such as not wanting to follow the status quo and risk taking, while focusing on motivation and social achievement.

During the studies of juvenile entrepreneurialism over a 37-year period, Obschonka et al. (2013) “found a link between entrepreneurship status of male adults and their recalled early antisocial rule-breaking behavior in adolescence” (p. 386). The team of research scientists discovered the relevance of entrepreneurial tendencies in males who were delinquents as youth (Obschonka et al., 2013). Obschonka et al. were able to further substantiate that the behaviors of entrepreneurs were similar to those of juvenile delinquents, such as antisocialism and not following the status quo.

Other scholarly studies throughout the 1980s regarding entrepreneurship alone determined that developing an operational definition of entrepreneurship is complicated. In 2014 Sharma stated that

research in entrepreneurship does not enjoy the luxury of a well-established paradigm and a well-accepted definition as on this date. First problem a researcher encounters in entrepreneurship research is regarding adopting an operational definition. Different studies have used various definitions postulated

by different theories and scholars. A study by Gartner (1988) lists thirty-two definitions. Another study conducted a survey of literature and identified twelve basic functions of entrepreneurs. (p. 207)

The operational definition of juvenile delinquency has had similar challenges with defining it because of the concept being so multidimensional, including aspects of social behavior, law, and public administration. Throughout American history scholars have argued that the definition of juvenile delinquency is undergirded by social behaviors and the law; however,

a recent review of the literature confirms that social scientists still do not agree on a definition of “juvenile delinquency.” Many writers have noted the difficulty of the task (e.g. Kessler, 1966; Tappan, 1949), while others (e.g., Halleck, 1972) have commented on the impossibility of ever deriving a comprehensive or logical definition of delinquency. (Olczak et al., 1983, pp. 1007–1012)

It was not the researcher’s intent to develop the operational definitions of juvenile delinquency and entrepreneurialism separately, whereas many scholars may find the preceding definitions to be challenging and complicated. For this study, the researcher’s intent was to build on the scholarly work of Gould (1969) and McClelland (1961) in their respective studies regarding achievement, motivation, entrepreneurship, and juvenile delinquency.

The Propensity for Learned Entrepreneurship Through Training

The propensity for learned entrepreneurship can be established by McClelland’s (1961) research regarding motivation, achievement, and entrepreneurial occupations. Propensity is defined as “an inclination or natural tendency to behave in a particular way”

(Dictionary.com, n.d.). If a person has a desire to learn and is motivated to attempt to achieve learning, the propensity for him or her to learn a skill such as entrepreneurship could be considered associative. McClelland (1961) stated, “High achievement might be regarded as a sign that there are more men in key positions in the society behaving in all the ways that define successful behavior” (p. 239).

Researchers have suggested that “early-life experiences may serve as predictors of entrepreneurship ventures” (Kemp, 2016, p. 5). Entrepreneurialism training may be an avenue to be considered for young entrepreneurs to learn about business ownership.

Kemp (2016) stated,

The current literature identifies who becomes an entrepreneur (Schoon & Duckworth, 2012). However, the data lack sufficient evidence regarding the process a person goes through when deciding to become an entrepreneur.

Additional research is needed to identify which personality types make better entrepreneurs (Schmitt-Rodermund, 2004), why male entrepreneurs are considered more successful than female entrepreneurs (Schoon & Duckworth, 2012), and the types of education and training needed to sustain successful businesses. (p. 5)

Although current literature agrees that entrepreneurial training could be the catapult to individuals becoming their own business owners, some scholars argue that youth should be learning about the concept of entrepreneurialism at a very early age, even exposing them to self-employment opportunities and occupations even as early as 10 years old (Kemp, 2016). Kemp (2016) also noted that

by examining socioeconomic background, parent role models, academic ability, self-concepts and entrepreneurial intention, Schoon and Duckworth (2012) found as early as age 16, pathways to entrepreneurship exist, specifically for adolescents with high extroversion social skills and identified intention of becoming an entrepreneur. (p. 31)

Achievement motivation as McClelland (1961) described can determine one's propensity for learned entrepreneurship through training. Kemp (2016) stated, "Pollack, Burnette, and Hoyt (2012) demonstrated that entrepreneurial ability can overcome obstacles to success and increase self-efficacy when the entrepreneur utilizes the proper mindset about their entrepreneurial skills" (p. 37). A recent study by Kemp titled *The Process of Becoming an Entrepreneur: A Grounded Theory Study*, described the process of motivation and learning about entrepreneurialism clearly:

Emerging theories identified in this study suggest individuals who experience examples of entrepreneurship at a young age are impressed upon to become an entrepreneur later in life and they bring with them personality characteristics that persevere and motivate other entrepreneurs around them. (p. 117)

Olugbola, in a 2017 empirical paper titled "Exploring Entrepreneurial Readiness of Youth and Startup Success Components: Entrepreneurship Training as a Moderator," denoted a definition for entrepreneurship training:

Entrepreneurial readiness can be defined as the "confluence of a set of personal traits that differentiates individuals with readiness for entrepreneurship as especially competent to observe and analyze their environment in such a way that they channel their high creative and productive potentials, so they may deploy

their capability to dare and need for self-achievement.” This definition pointed out that entrepreneurial readiness of youth depends on ability to explore various environmental opportunities, utilize its capability (entrepreneurial ability) based on the available resources, and the need for self-achievement (motivation). (p. 1)

Some scholars believe that entrepreneurial training can contribute to learned entrepreneurship by including writing a business plan; determining a legal business structure; and learning about sales, marketing, and finances while also having a business mentor, which can all contribute to entrepreneurial training and the propensity for learned entrepreneurship. Olugbola (2017) stated,

The (entrepreneurial) training is an avenue to foster human capacity building which is a key element of sustainable development. On the other hand, [it] revealed that education and entrepreneurship training are very essential in developing young individuals’ entrepreneurial competencies and during career phases—i.e., intending to start a business, starting a business, and running a business. (“Entrepreneurship Training,” para. 2)

The propensity for learned entrepreneurship through training provides an opportunity for young, motivated individuals to learn about self-occupations and business ownership that can potentially lead to their own economic self-sufficiency. Olugbola (2017) stated, “Entrepreneurship training has been used as one of the driving forces to improve entrepreneurial capabilities (Zahra, 2011). Training is a kind of orientation enhancement on knowledge, attitude and skills” (pp. 155–171).

Although many scholars argue that the overall operational definition of entrepreneurialism is challenging due to the concept being so multidimensional, many

scholars also agree that achievement and motivation are needed for an individual to tap into the propensity of learned entrepreneurialism through training, particularly for young individuals (Kemp, 2016). Scholars seem to agree that entrepreneurial training, albeit difficult to define as well, can be useful and beneficial to prospective entrepreneurs.

Definitions for the Purposes of the Study

An exploration of juvenile recidivism through the propensity for learned entrepreneurship follows:

Juvenile. A juvenile is a youthful person who has not reached his or her 25th birthday, has spent time in a juvenile or adult correctional facility or other justice-related institution, and will reenter society after incarceration with the need for criminal rehabilitation.

Entrepreneur. An entrepreneur is a person who has the perceived opportunity to own his or her own business or who owns his or her own business.

Entrepreneur training. “Entrepreneurship training is a “structured training program that aims to equip participants with the necessary skill set and mindset for identifying and launching new business ventures” (Ho et al., 2018, p. 2).

Business owner. A business owner is a person who owns a business and has the legal authority of the business or is the legal proprietor of a business.

Operational Definition of Juvenile Entrepreneur:

Juvenile entrepreneur: A juvenile entrepreneur is a youthful person under age 25 who has reentered society after incarceration and who has the perceived opportunity to own or owns his or her own business.

Conclusions

While previous scientists laid the foundation for studying juvenile entrepreneurs, juvenile entrepreneurialism has not been studied from the perspective of the government and social service providers whose duty it is to help juveniles to rehabilitate after incarceration. This study filled a missing gap in the data and literature in regard to juvenile entrepreneurs. This study built upon past studies of juvenile entrepreneurs and determined whether practitioners in the field of juvenile justice reentry believe that entrepreneurship training opportunities should be an option for the successful reintegration of juvenile offenders. This study identified individuals who have worked in the youth criminal rehabilitation sector, providing expertise on juvenile delinquency and helping to determine whether youth have a propensity to become successful through different or nontraditional means, such as entrepreneurial training.

Interestingly, the current methods of rehabilitating juvenile offenders are not working based on the overwhelming data and statistics regarding the recidivism of youth and youth committing more and new crimes. New, untested opportunities to help youth rehabilitate should be explored to build on the discipline of public administration. The concept of juvenile entrepreneurialism has a stake in the discipline of public administration, but the concept must be explored further.

CHAPTER III: RESEARCH METHODS

This study investigated the concepts of juvenile entrepreneurialism from the perspective of juvenile justice practitioners who are responsible for the rehabilitation of offenders. This study builds on the previous research of the concept of juvenile entrepreneurs. The operational definition of juvenile entrepreneurs is explained further in the problem statement and literature review. The concept of juvenile entrepreneurs had significant historical findings in the link(s) between the behaviors of juvenile delinquents and entrepreneurialism (Gould, 1969; Obschonka et al., 2013; Zhang & Arvey, 2009). Obschonka et al. (2013) completed a 37-year longitudinal study on juvenile entrepreneurs (1976–2013).

The study, as a phenomenological exploratory study, sought to reveal the thoughts and beliefs of government and social service practitioners who had individual subject matter expertise in the reentry and rehabilitation of juvenile offenders. Creswell (2014) noted that research that is qualitative in nature is used “as an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 3).

A qualitative exploratory study helps to explain the beliefs of justice practitioners, in relationship to their professional expertise, and the professional world around them regarding juvenile delinquency and the deeper concept of the criminal rehabilitation of juvenile offenders. The goal of the study was to investigate juvenile rehabilitation options through qualitative research, which assisted in explaining the perspectives of justice practitioners. While the concept of juvenile entrepreneurialism has been studied in the past from the perspective of juvenile offenders (Gould, 1969) and business owners

who were formerly juvenile offenders (Obschonka et al., 2013), it has not been studied from the perspective of the social service providers and/or public service officers who are responsible to help young people to reintegrate into society after incarceration.

Research Questions

1. Here is the generally accepted definition of the criminal justice term “recidivism” within the state of California: “An arrest resulting in a charge within three years of an individual’s release from incarceration or placement on supervision for a previous criminal conviction” (California Department of Justice, n.d., “Primary Definition,” para. 1). Do you think the term is adequate or inadequate? Do you agree with it or do you have another meaning(s) supported by your experience?
2. What would be the ideal components of “entrepreneur training” for recently released juvenile offenders? Describe the ideal curriculum.
3. What do you think the obstacles might be for juvenile offenders to master entrepreneurial training? Include government bureaucracy obstacles, learner disabilities, socio-economic and/or financial constraints.
4. As you now understand “entrepreneurial training” for juvenile offenders, please provide as much detail as you can from your valuable professional experience on how entrepreneurial training could potentially benefit juvenile offenders and/or the community?

Research Design

This study is a basic research design, a qualitative, phenomenological, exploratory study of juvenile entrepreneurialism from the perspective of juvenile justice practitioners. The goal of the research is to determine what practitioners define as recidivism, to

determine whether the concept of entrepreneurial training could affect juvenile recidivism, and to expand the founded base of knowledge on the concept of juvenile entrepreneurs. The study used a Delphi panel survey method to survey participants regarding the concept of juvenile entrepreneurialism. There is limited research in the concept of juvenile entrepreneurialism to date, and as such, this is an exploratory, qualitative study to research the phenomenon of juvenile entrepreneurs. The main objective of the study was to provide in-depth analysis of the professional perspectives of juvenile justice practitioners who are responsible for assisting juvenile offenders with reintegration into society after incarceration.

Other modes of data collection were considered; however, a Delphi panel was ultimately chosen to collect the richness and specificity of experience from the subject matter experts on the concept of training for juvenile offenders. The researcher believed that the subject matter experts' opinions in a Delphi panel format would be much more revealing and would help to establish validity on the concept of juvenile entrepreneurship, which has not been vastly studied. Open-ended questions were asked to ensure that the thoughts and beliefs of practitioners were recorded to reflect empirically proven, common opinions.

A phenomenological, exploratory approach was used to gain a deeper understanding of juvenile entrepreneurialism while considering limited rehabilitation options for juvenile offenders within California. According to Van Manen (2016),

Lived experience is the starting point and end point of phenomenological research. The aim of phenomenology is to transform lived experience into a textual expression of its essence-in such a way that the effect of the text is at once

a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (p. 36)

Furthermore, according to Groenewald (2004), “A researcher’s epistemology according to Holloway (1997), Mason (1996), and Creswell (1994) is literally her theory of knowledge, which serves to decide how the social phenomena will be studied” (p. 45).

Population and Sample

Hycner (1985) stated, “The phenomenon dictates the method (not vice-versa) including even the type of participants” (p. 156). The researcher specifically chose purposive sampling, with emphasis on expert sampling as the best method for the study, to exclusively include individuals with subject matter expertise in the area of juvenile justice. Welman and Kruger (1999) noted that nonprobability sampling is the most important purposive sampling. The size of the sample population and selection of participants was based on the research concept and the researcher’s own professional expertise (Babbie, 1995; Schwandt, 1997), seeking individuals with expert knowledge who “have had experiences relating to the phenomenon to be researched” (Kruger, 1988, p. 150).

The researcher chose to study 11 panelists with similar professional characteristics. According to Groenewald (2004), “Boyd (2001) regards two to ten participants or research subjects as sufficient to reach saturation” (p. 46). Keeping the cohort small may provide further validity to the study while also offering space where people’s thoughts and beliefs can be shared without overshadowing or overbearing each other, especially when group dynamics may be challenging with larger groups (S. Jella,

personal communication, January 4, 2019). In addition, as stated by Becker (2003), “When the groups are working in a virtual environment, with a large majority of the work done in an online mode, the challenges are even greater” (p. 1). To reduce the challenges of larger groups, one group of 11 participants appeared to be more logistically manageable.

Regarding the sample size in using a Delphi panel,

There is no agreement on the panel size for Delphi studies, nor recommendation or unequivocal definition of “small” or “large” samples. There is a lack of agreement around the expert sample size and no criteria against which a sample size choice could be judged. Studies have been conducted with virtually any panel size. (Akins et al., 2005, “Background,” para. 3)

In addition, regarding the size of Delphi panels,

Many published Delphi studies use panels consisting of 10 to 100 or more panelists, as demonstrated by the following examples. A panel of 10 experts evaluated stage-tailored health promoting interventions, and 13 experts were utilized in studying a variety of skills in young children. Two expert panels, consisting of 18 regional and 52 national experts, respectively. (Akins et al., 2005, para. 3)

The participants of the study were limited to social services and juvenile justice practitioners who had subject matter expertise in juvenile justice and had experience with disconnected, disenfranchised, justice-involved youth. There was a mixed balance of participants, otherwise known as panelists, from various government and nonprofit agencies. The groups were balanced to have the right consistent mixture of job-related

backgrounds of law enforcement, such as probation, parole, and public service, with others from nonprofit organizations to ensure there were perspectives from both law enforcement and nonprofit experts. Other than job-related background descriptions of the participants, the group members operated consecutively and synchronously. The participants' participation was designed for the effectiveness and logistical purposes of data collection. The questions asked to each panelist were the same.

Each panelist met the following criteria for this study:

- The participant worked in California.
- The participant had a minimum of 15 years or more of professional experience working within the government or nonprofit agency.
- The participant had professional experience working with juvenile delinquency.
- The participant understood the dynamic challenges of juvenile reentry and rehabilitation after incarceration.

The participants each had a minimum of 15 years of experience in the areas of juvenile justice rehabilitation and the reentry of offenders, with several reporting more than 20 years of experience respectively: 15–20 years ($n = 5$), 20–25 years ($n = 2$), 25+ years ($n = 4$). The participants were knowledgeable regarding the challenges of youth rehabilitation after incarceration.

From the researcher's professional experiences, they felt that 15 years was enough time to reach a professional saturation of knowledge on the topic of juvenile justice as a demarcation point. Scholars argue that selection of the size or sample population of using a Delphi panel is up to the researcher:

In general, the confusion around the Delphi sample arises from the fact that there are no standards established in any methodologically acceptable way. The current literature presents only empirical choices on Delphi expert sample sizes made by individual researchers, such as convenience, purposive or criterion sampling.

(Akins et al., 2005, “Background,” para. 4)

The researcher chose 15 years of professional experience for stakeholders based on their own personal, professional experience level of more than 15 years in the field of juvenile justice:

Inclusion of a clear decision trait that explains the appropriateness of the method selected to address a problem, choice of expert panel, data collection procedures, identification of justifiable consensus levels and means of dissemination and implementation are features that determine the credibility of the method.

(Thangaratinam & Redman, 2005, p. 122)

The expert panel included two retired chief probation officers; a retired chief parole officer; a current warden of a juvenile detention facility; public service workers, including one director of a city gang commission; one manager of a reentry division; a reentry board chair; and other high-ranking officials from probation and parole. In addition, the panel included individuals working in nonprofits who have worked with youth on average 20 years in the rehabilitation and reentry after incarceration. Four of the panelists were educators, including three college professors and one high school principal who also served on the Department of Education state board (these four panelists did not include professors from California Baptist University).

By researching criminal justice practitioners who provide services to the youth upon reentry back into the community after incarceration, this study gained crucial information about the perspectives of practitioners regarding the topic of juvenile entrepreneurialism that they may or may not have explored. The questions asked were exploratory and did not implicate any specific youth or reentry practitioner in the process. This research provided a deeper look into the challenges of the juvenile justice system by engaging reentry providers, also known as juvenile justice providers or practitioners.

The study surveyed 11 experts in the field of juvenile justice and did not specifically implicate any juvenile offenders or their past behaviors. The participants included some high-ranking government officials, supervisors, or subject matter experts who had a breadth of knowledge in the area of criminal justice reentry and expertise in working with youth. The individual government or nonprofit agencies were not mentioned; however, limited characteristics about the agencies were shared, such as type of organization, whether nonprofit or government entity, and nondescript location of organization, such as Northern or Southern California.

The study did not implicate any specific staffs from a specific agency; however, their professional characteristics were shared, such as the amount of time they had spent serving in the area of reentry of offenders. The stakeholders' level of professional experience was needed to provide their expert thoughts regarding the juvenile reentry. These individuals have worked within the juvenile justice system, and many are public service officials tasked with the safety and security of the community as well as the successful rehabilitation of offenders. The research subjects were all governmental and social service professionals, so there was limited risk associated with conducting this type

of study because it did not study the youth themselves or their criminal behaviors. The panelists had a professional, high-level view of the rehabilitation strategies that have worked, or not worked, in the past and could potentially attest to various potential opportunities that individuals reentering into society may need but did not have.

The procedures were fair, and the individual research participants did not have a challenge with inclusion unless they believed that individuals returning to the community after incarceration cannot be rehabilitated. If a panelist believed that a young person reentering society after incarceration cannot rehabilitate, the panelist was excluded and deemed not a good subject for the study due to bias. Otherwise, the benefit of a study of this kind outweighed the risks and had a limited burden on the individuals participating because the purpose of completing the study outweighs the risks associated in scientific research (Leedy & Ormrod, 2010).

To begin the process of identifying potential participants, the researcher completed internet searches to locate probation and parole departments and nonprofit organizations serving in juvenile justice in California and then made initial inquiries via email, telephone, and social media (LinkedIn). The researcher contacted individuals considered as gatekeepers of information, “someone with the formal or informal authority to control access to a site” (Neuman, 2000, p. 352), to locate potential panelists. The researcher inquired about accessing individual subject matter experts in the areas of juvenile justice to locate individuals with the most relevant professional experience in the rehabilitation and reentry of juvenile offenders. Participants were identified from their respective field of expertise and selected based on their knowledge and experience, which qualified them for the study (Russo, 2018).

Selection of Participants

Once the researcher obtained all contact information for a cohort of individuals as potential participants, the researcher used snowball sampling to identify more potential participants: “Hidden populations are defined as subsets of a larger population that are hard to target with traditional (e.g., random) sampling methods” (Griffith et al., 2016, “Abstract”). Snowballing was designed to allow a researcher to access new potential participants by tapping into the human capital that the originally selected participants may already know: “It involves having a few originally contacted participants (seeds) initiate a sequence of potential participants, with linkages among a chain of potential participants based on a prevailing SN (Snow Balling)” (Griffith et al., 2016, p. 714). The researcher sought individual contacting and snowballing of approximately 20 potential panelists throughout California who were able to identify a minimum of 10 individuals who were able to participate in the study.

The process of final selection of participants after snowballing began with an initial email sent to each individual asking whether he or she would agree to be a panelist in the study and to provide feedback on the rehabilitation options for juvenile offenders. All participants were working professionals with email being the primary method of written communication. Participants who were interested in participating in the study were notified that their participation was voluntary and uncompensated. When the participants decided they were interested in proceeding with the study, a second email correspondence provided detailed information regarding the study. Participants were asked to complete a 10-question prescreening survey. The survey was designed to ensure that participants read the study overview and comprehended the study process and signed

consent forms indicating that they were eligible candidates to move forward in participating in the study.

Procedures for Qualifying a Participant

Once an eligible participant became a panelist, the individual was contacted personally via email, which was designed to confirm that the participant understood the commitment of the study, consent, and confidentiality. Individuals confirmed that they understood the study process using a Delphi panel method electronically via survey. The participants were notified that confidential information was omitted, such as name, gender, race, ethnicity, work location, or specific division. Participants were asked whether they had the necessary computer access to complete the electronic survey. Individual questions were answered in the consent form to confirm understanding of the process, and clarifying information was available to be provided to participants as needed. Participants provided their direct informed consent to participate in the study. All ethical considerations were addressed to minimize any risk of harm, embarrassment, or breach of privacy regarding the participants (Leedy & Ormrod, 2010).

Instrumentation

The instrument and procedure for the study of juvenile entrepreneurialism was a Delphi panel, which is designed to ask specific questions to the stakeholders in an online, shared document format. According to Linstone and Turoff (1975), “The Delphi research method was chosen for its investigative approach, which structures a group communication process so that a target group of experts can provide input and suggestions to deal with a complex phenomenon” (p. 15). According to Ugboajah (2007), “The Delphi approach differs from traditional opinion surveys in several ways,

but most notably, Gibson and Miller (1990, p. 35) described it as being unlike most surveys because it is an ‘informed survey of experts’” (p. 33). Researchers argue that

the Delphi method is particularly useful in areas of limited research, since survey instruments and ideas are generated from a knowledgeable participant pool (Hasson et al., 2000), and it is suited to explore areas where controversy, debate, or a lack of clarity exist. (Iqbal & Pison-Young, 2009, para. 8)

Using a Delphi panel compliments the study of juvenile entrepreneurialism because it is written narrative in the form of opinions, ideas, responses, and thoughts of several individuals to help them reach consensus as profound in a Delphi panel. In addition, it is difficult to research an area where there is not a tremendous amount of existing research, such as a population as niche as juvenile entrepreneurs. The goal of the study was to add to the existing research another layer for the next researcher to build upon. Using experts in this field brought rich context to the study because they helped to determine whether entrepreneurialism training should be potentially used as an avenue for successful rehabilitation, in the same way education and employment is often used by practitioners as a selected strategy to meet conditions of probation or parole and as a social services output.

A qualifying Delphi pilot test was completed and is discussed more in detail in the introduction of the study in Chapter IV. For the final Delphi panel process, initial questions were asked, and all participants responded though a “round” of answers. In this specific instance, a second round of a Delphi panel was not needed or necessary considering the participants thoughtfully answered each question and gained consensus

on the first round. In addition, the pilot study of two rounds yielded remarkably similar results on the concept of juvenile entrepreneurship as did the final Delphi panel.

The Delphi panel was used to survey panelists to obtain information on a particular subject. The panel consisted of 11 panelists as participants. This number of panelists was chosen to reflect a substantial number of individuals with a high level of subject matter expertise in the area of juvenile justice, reentry, and rehabilitation of juvenile offenders within California. Helmer-Hirschberg (1967) stated,

Among the new methods mentioned that are under development is one that has become known as the Delphi Technique, which attempts to make use of informed intuitive judgement. It derives its importance from the realization that projections into the future, on which public policy decisions must rely, are largely based on the personal expectations of individuals rather than on predictions derived from well established theory. (p. 4)

The participants' answers helped to determine whether entrepreneurialism should be considered as an option for rehabilitation, similar to education and employment, and as a typical option for criminal rehabilitation.

This method and procedure lends to the validity of the study because it is an avenue needed to give fair and consistent narrative responses to the challenges that lie within the criminal justice system to rehabilitate individuals with criminal records who are often limited in employability opportunities because of their criminal conviction (IWGYP, n.d.-b; De Nike et al., 2019). Helmer-Hirschberg (1967) stated,

Delphi Technique which attempts to make effective use of informed intuitive judgment in long-range forecasting. The Delphi method in its simplest form

solicits the opinions of experts through a series of carefully designed questionnaires interspersed with information and opinion feedback. A convergence of opinion has been observed in the majority of cases where the Delphi approach has been used. (para. 1).

A Delphi panel was the best choice when reviewing other types of procedures or instruments because of its unique features, which is used in areas of limited research (Hasson et al., 2000).

Data Collection

The study used two Delphi panel processes: a qualifying Delphi panel (three rounds—prescreening and two rounds of questions) and a final Delphi panel (two rounds—prescreening and one round of questions). The Delphi method provided via survey was given to the group of subject matter experts in juvenile justice to reach consensus on the topic of juvenile entrepreneurship. In all, 16 individuals participated in the Delphi process. Key themes and emerging ideas were collected from the participants. The data collection was a qualitative method to ensure that the researcher captured the narratives on the thoughts, beliefs, and professional experiences of juvenile justice practitioners regarding the concept of juvenile entrepreneurialism. The questions were open ended, and the panelists had ample room and time to thoughtfully write out answers, and many wrote exceptionally long paragraphs explaining their thoughts, position, and expertise on each answer.

In summary, out of 33 total questions from the qualifying Delphi pilot and final Delphi panel, all 33 questions were answered by all panelists (prescreening and panel questions). The data collected were analyzed and determined that consensus was met,

and then were compared and contrasted regarding the answers that the panelists provided as a whole. Data were organized from key themes and emerging topics.

Data Analysis

Utilizing the Delphi panel and asking specific questions developed by the researcher to participants, the participants provided expert responses based on their beliefs and thoughts:

The content analyses procedure included the following steps in data analysis to show the ethical rigor in the connection between the research question, questions asked of the participant, coding, categorization, analysis of the conversation, and subsequent understanding. Further verification of the content analysis and meaning attained will come from any feedback the participant may have upon reading the content analysis. (S. Jella, personal communication, January 4, 2019)

Qualitative content analysis needs to pursue a research objective that can be answered from the content of communications.

The purest form of a Delphi panel consists of several rounds of opinions to achieve consensus. On the other hand, the common expertise as demonstrated in the subject matter experts' professional experience and education turned a heterogeneous group into a homogenous group, whereas the experts had similar common opinions in the final Delphi panel. Consensus was met in the qualifying Delphi pilot rounds, and the final Delphi panel concluded with one round of common opinions by panelists. The researcher was concerned with participation fatigue of the stakeholders, including a threat to validity and reliability, which could cause attrition and create redundancy. The researcher found that the panelists' answers were similar in nature and coincided with the

consensus met during the qualifying Delphi pilot and chose to close the final Delphi panel after reviewing coinciding common opinions.

The panel was determined to be sufficient based on the answers to the questions posed in each round. The process used a deductive approach, and the process for proposed analysis included the following:

1. Transcription of the data
2. Organization of the data
3. Conclusion of the data analysis

CHAPTER IV: DATA ANALYSIS

The purpose of the study was to analyze four main questions regarding juvenile recidivism within the state of California and the concept of entrepreneurialism training as a rehabilitation option. Identifying bona fide subject matter experts in the area of juvenile delinquency throughout the state of California was crucial to assist in determining whether juvenile entrepreneurialism is a valid concept. The professional knowledge and experiences of the panelists (interchangeably called subject matter experts or participants) were key to identifying concepts of what would make a successful entrepreneurialism-type reentry program for adjudicated youth.

Two processes were developed to ensure consistency and quality of the study. The first process included a beta test of a Delphi panel qualifying pilot round, which was developed with California Baptist University professors on the dissertation committee to ensure tested and meritorious academic rigor. The purpose of the pilot was to ensure that the mock questions and definitions aligned with the potential research on recidivism and the concept of juvenile entrepreneurs. Once the Delphi panel qualifying pilot was completed, the actual Delphi panel proceeded as the second and final process.

A Delphi panel was selected as the method of instrumentation to build upon the historical work in the areas of juvenile entrepreneurialism that was begun in the 1960s by Leroy Gould. This modern-day study was developed to analyze and record the thoughts and expertise of today's subject matter experts in the field of juvenile delinquency and to find out whether there is built consensus on the subject of juvenile entrepreneurialism.

Qualifying Delphi Pilot Round Process

The qualifying Delphi pilot round included three subject matter experts from individual communities in the United States (Florida, Nevada, and California) and included two doctoral professors and dissertation committee members from California Baptist University. All three subject matter experts worked in their professional careers throughout California. The three subject matter experts were diverse in race and gender (please contact the researcher if you want to know more about the diversity of the panelists). One of the subject matter experts was a retired government employee from a department of corrections, and one subject matter expert has a doctorate and is an associate executive director from a nonprofit organization operating on behalf of the government. The third subject matter expert has a doctorate and is a principal investigator of her own firm and has contracted with the government for more than 40 years. The subject matter experts were prescreened and qualified on the Delphi pilot round for a total of five panelists on the pilot round (inclusive of two professors from California Baptist University). In total, four doctoral-level individuals participated in the pilot study, with the fifth panelist working for over 30 years within corrections and correctional programs with his highest level of education being a bachelor's degree in criminal justice. The three external subject matter experts each had more than 25 years' experience in government and social services (respectively, 25, 30, and over 45 years) and worked directly with juvenile offenders in their professional careers. The qualifying Delphi pilot round had one prescreening round and two Delphi rounds.

Qualifying Delphi Pilot Rounds

Prescreening determined the subject matter expert's qualifications. In Round 1, one question was asked regarding the state's definition of recidivism and two questions were asked regarding the concept of juvenile entrepreneurialism. In Round 2, the confirmation of consensus by the subject matter experts was made on the agreed-upon topics.

Results of the Qualifying Delphi Pilot

All five panelists answered all the questions in Round 1 and Round 2.

Question 1

Do you agree or disagree with the following emerging themes on "recidivism" to include rearrest, reincarceration, new charge, new crime, or a new conviction.

1. "Yes": Three panelists ($n = 3$; 60%) agreed with the emerging theme of recidivism with an answer of "yes."
2. "No": One panelist ($n = 1$; 20%) did not agree with the emerging theme of recidivism and answered "no" with the following comment in the "Other" section: "Recidivism should be based on a new conviction subsequently causing a new incarceration."
3. "Other": One panelist ($n = 1$; 20%) wrote that they "did not understand the question" (see Figure 3).

Question 2

Do you agree or disagree with the components or curriculum for "entrepreneur training" for recently released juvenile offenders to include an assessment; role-models/mentoring; and basic concepts, such as finance, budgeting, marketing, communications, and career/workforce development.

1. "yes": All five panelists (100%) agreed with Question 2 (see Figure 4).

Question 3

Do you agree or disagree with the following obstacles juvenile offenders might face to mastering entrepreneurial training to include lack of finances; socioeconomic status; disability; racial-class barriers; lack of education and/or literacy; incarceration record; engaging and keeping successful role models/mentors; need of support from nonprofit, government, workforce, and/or business community; and lack of long-term commitments.

1. “Yes”: Four panelists (80%) agreed with Question 3.
2. “No”: There were zero “no” responses.
3. “Other”: One panelist (20%) wrote,

I agree but this causes me to believe some of these issues (engaging/keeping role models/mentors and lack of long-term commitments) may also stem from poor or non-existent relationships in the past as well as adults who may have violated their trust. Might support the need for therapeutic support to help them improve in these areas to support long term success. (see Figure 5)

Development of Panel of Experts for Final Delphi Panel

Twenty subject matter experts throughout California were contacted to be prescreened to participate in the study after individual contacting and snowballing participants via telephone, social media, and calling. Five participants never responded to various contacts, and four participants declined to participate because of COVID and their lack of availability because of being essential workers. Eleven subject matter experts were ultimately prescreened and selected as final panelists in the study, and all 11 panelists completed the Delphi panel of questions.

Figure 3

Results of the Qualifying Delphi Pilot Question 1

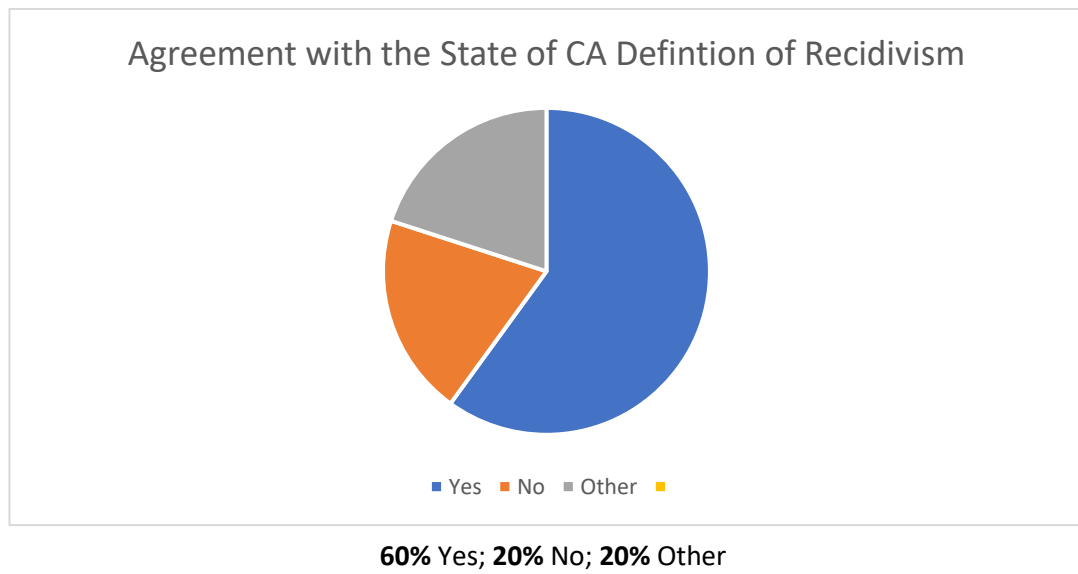


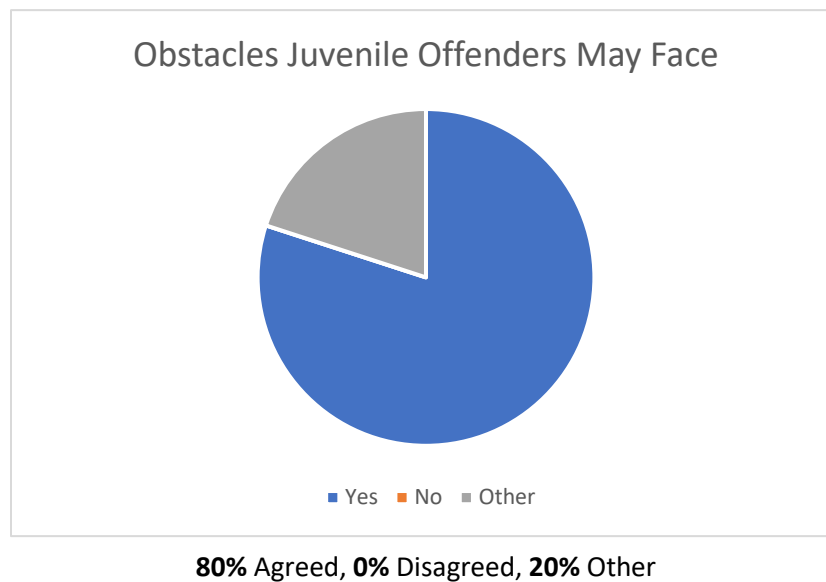
Figure 4

Results of the Qualifying Delphi Pilot Question 2



Figure 5

Results of the Qualifying Delphi Pilot Question 3



Panelist Qualifications

Professional Experience

The panelists were diverse in race, ethnicity, and gender (please contact researcher for more information regarding diversity) and had several years of professional experience, education, and expertise (see Table 1 for panelist professional experience). Panelists reported varying levels of professional experience from some professional experience, expert level of professional experience—people known throughout their community regarding education and/or professional expertise—up to subject matter experts (see Appendix B for more information regarding panelists' professional experience). Panelists also reported their level of formal education, including associate's, bachelor's, and master's degrees as well as a variety of professional certifications and licenses.

Table 1*Job Titles of the Panelists*

Panelist	Professional title	Agency type	Government type	Employment & experience
1	Chief Probation Officer, Chief Parole Officer (for two counties), Community College Professor–Criminal Justice, Behavioral Health Board Member	Government	State, county	Law enforcement, Higher education, Board member
2	Director of Workforce, Youth Programs	Nonprofit	Federal	Government contractor
3	Executive Director of Commission on Gang Prevention, College Professor–Criminal Justice, Commissioner–Juvenile Justice	Government	City, county	Public service, Higher education, Board member
4	Chief Probation Officer (two counties), Consultant to Federal Government	Government	County, federal	Law enforcement, Government consultant, Government contractor
5	Juvenile Detention Counselor, Board Member–Mental Health	Government	County	Public service, Board member
6	Supervising Probation Officer, Board Member (Youth Board and Domestic Violence Board)	Government	County, federal	Law enforcement, Board member
7	Mayors Officer on Reentry Manager	Government	City	Public service
8	Superintendent, Warden, Division of Juvenile Justice	Government	State	Law enforcement
9	Chief Executive Officer, Reentry Chair, Prop 47 Board Member	Nonprofit	Federal, county	Government contractor, Board member
10	Principal, Education Board Member	Nonprofit	Federal, state	Government contractor, Education, Board member
11	Chief Operating Officer	Nonprofit	County	Government contractor

The panelists represented 11 California counties as shown in Figure 6, although one panelist reported having professional experience working in 54 California counties.

Figure 6

California Counties Represented by Panelists

California Counties:

1. El Dorado
2. Imperial
3. Los Angeles
4. Orange
5. Placer
6. Riverside
7. Sacramento
8. San Diego
9. San Joaquin
10. Yolo
11. Ventura



Years of Experience

Five panelists had 15–20 years of experience. Two panelists had 20–25 years of experience. Four panelists had more than 25 years of experience, including one panelist reporting 38 years of experience (Figure 7). Figure 8 depicts panelists' agency type.

Figure 7

Years of Professional Experience of Panelists

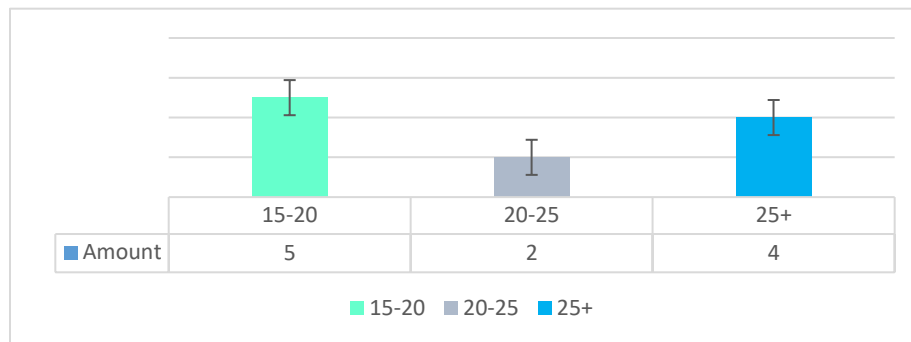
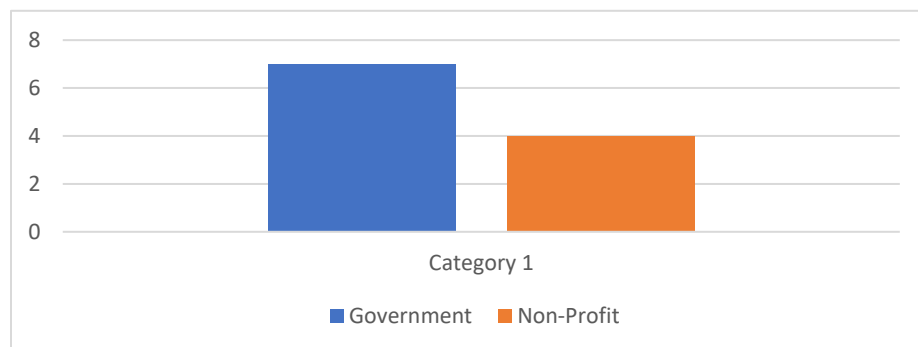


Figure 8

Panelist Agency Type—Government Versus Nongovernment

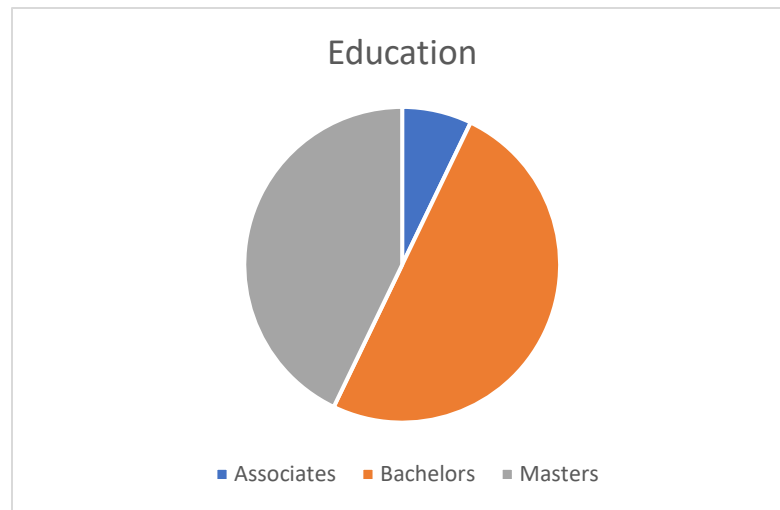


Education

The panelists reported expert levels of education including associate's, bachelor's, and master's degrees (Figure 9).

Figure 9

Education of the Panelists



Associate ($n = 1$), Bachelor ($n = 7$), Master ($n = 6$), Doctorate (n/a)

Delphi Panel Process

Prescreening was completed to determine the subject matter expert's qualifications. Eleven individuals were prescreened and selected as participants. In Round 1, one question was asked regarding the state definition of recidivism and three questions were asked regarding specific concept of juvenile entrepreneurialism (see Appendix C for more information regarding the panelists' answers).

Final Delphi Panel

The first question in the Delphi panel was regarding the definition of recidivism within California. This question was posed to determine what the panelists' thoughts were regarding the definition of recidivism in California and to determine whether there was a consensus.

Question 1

Here is the generally accepted definition of the criminal justice term “recidivism” within the state of California: “An arrest resulting in a charge within three years of an individual’s release from incarceration or placement on supervision for a previous criminal conviction” (California Department of Justice, n.d., “Primary Definition,” para.

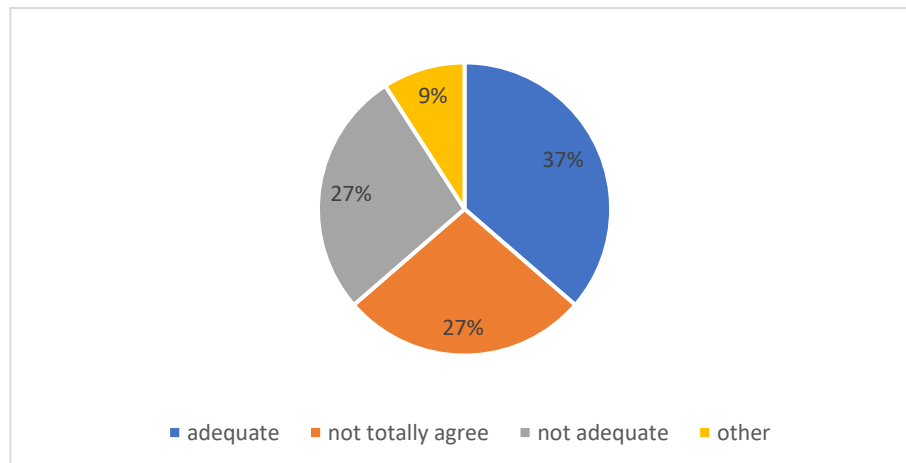
1). Do you think the term is adequate or inadequate? Do you agree with it or do you have another meaning(s) supported by your experience?

Question 1 panelists’ responses are as follows (see also Figure 10):

1. Adequate (4, 37%)
2. Not totally agree (3, 27%)
3. Inadequate (3, 27%)
4. Other: Adequate but not totally agree (1, 9%)

Figure 10

Panelists’ Responses to Definition of Recidivism in the State of California



Note. n = 11.

While several panelists agreed that the state's definition was adequate (Panelists 3, 5, 7, and 8), other panelists did not agree that the state's definition was adequate (Panelists 9, 10, and 11). In addition, three panelists wrote that they did "not totally agree" with the state's definition (Panelists 1, 2, and 6), while one panelist wrote that the state's definition was adequate but that panelist (4) did not totally agree with the definition (neutral). Following are the panelists' comments related to Question 1:

For technical violations, Panelist 1 felt that technical violations should be included. Panelist 5 felt technical violations should not be included (story regarding roommate violation). Panelist 6 felt that technical violations could result in a "double count" if the offender recidivated at another time.

For time frames, Panelist 1 believed 2 years was sufficient. Panelist 2 thought 3 years was sufficient. Panelist 6 did not think that the time frame was defined, citing that the time frame could be while on supervision or postrelease, thereby creating two different "time tracks."

For does not address criminal behaviors, Panelist 7 felt that recidivism should be related to the same or original offense, citing that crimes have "different underlying causes, degrees, and causal relations," including minor crimes, such as citations or rearrests with no charges. Panelist 6 felt that recidivism should not track arrests with no charges, stating, "Not all arrests lead to charges."

For stigma associated with the word recidivism, Panelist 5 denoted the state definition as adequate but noted that stigma is associated with the word recidivism. Panelist 11 felt that the state's definition was inadequate but noted that stigma is associated with the word recidivism.

Question 2

What would be the ideal components of “entrepreneur training” for recently released juvenile offenders? Describe the ideal curriculum.

In total there were 44 comments made by panelists regarding ideal components for entrepreneurship training (some comments were duplicates). Comments were organized into the following categories (see Table 2 and Figure 11):

1. *Business management* ($n = 8$; 73%): marketing, market analysis, employment/job searching, networking, sales, business start-up, entrepreneurialism, history of business, goal setting, basic computer skills
2. *Financial literacy* ($n = 7$; 64%): math and writing, loans, budgeting (profit/loss), accounting, importance of credit, investing, bank collaboration
3. *Collaboration* ($n = 7$; 64%): mentoring by business owners (including those with lived experience), community collaboration, tours of businesses, exposure to opportunities, sponsorship, small businesses (including woman and minority owned)
4. *Communications* ($n = 5$; 45%): public relations, customer service, human relations, management training, public speaking/presentations, innovative and creative thinking
5. *Social/emotional literacy* ($n = 5$; 45%): interest assessment, life skills, balancing family–life, self-esteem, motivation, coping mechanisms, dealing with failure

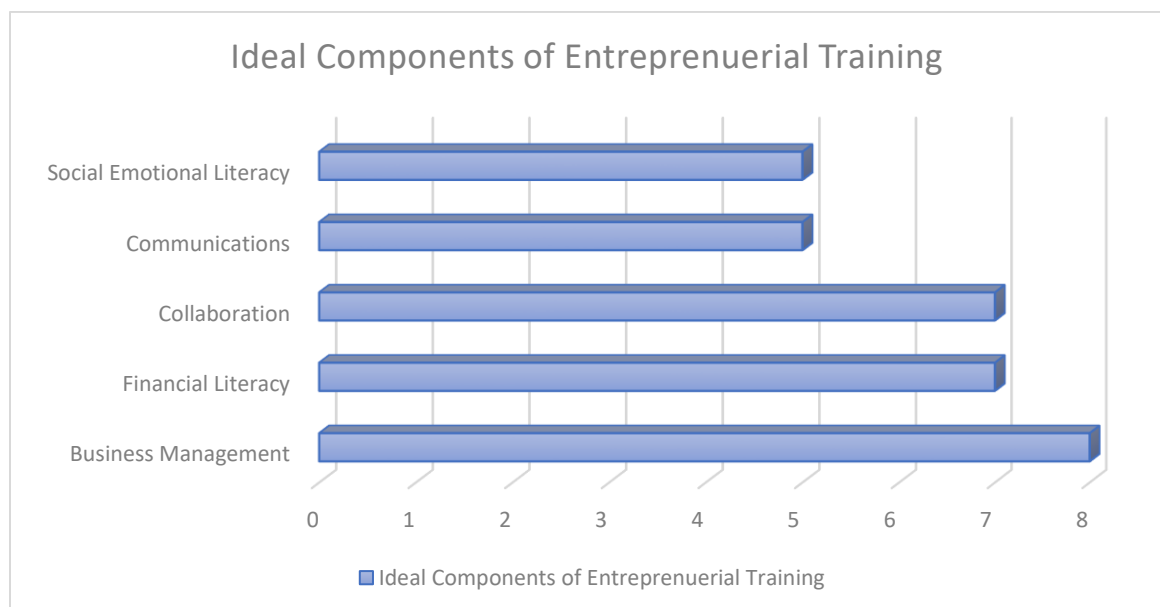
Table 2

Panelists Comments to the Ideal Curriculum of Entrepreneur Training for Recently Released Juvenile Offenders

Financial literacy (n = 7)	Business management (n = 8)	Collaboration (n = 7)	Communications (n = 5)	Social/emotional literacy (n = 5)
Math writing	Marketing, Market analysis, Employment/job searching	Mentoring by business owners	Public relations, Role in society	Interest assessment
Loans	Networking	Lived experience	Customer service	Life skills
Budgeting profit/loss	Sales	Community collaboration	Human relations	Balancing family- life
Accounting	Business start-up, Entrepreneurialism, History of business	Tours of businesses	Management training	Self-esteem
Importance of credit	Time management	Exposure to opportunities	Teamwork	Motivation
Investing	Goal setting	Sponsorship	Public speaking, Presentations	Coping mechanisms
Bank collaboration	Basic computer skills	Small businesses (*minority and woman owned)	Innovative and creative thinking	Dealing with failure

Figure 11

Panelist Comments on Ideal Components of Entrepreneurial Training



Question 3

What do you think the obstacles might be for juvenile offenders to master entrepreneurial training? Include government bureaucracy obstacles, learner disabilities, and socioeconomic and/or financial constraints.

Panelists wrote that juvenile offender obstacles included the following:

1. *Basic needs* ($n = 6$; 55%): lack of stable housing, need for basic income, lack of transportation, socioeconomic, need for solid foundation
2. *Financial constraints* ($n = 7$; 64%): no credit, hard to obtain loans, no basic income, financial challenges, no financial support
3. *Social-emotional* ($n = 6$; 55%): lack of maturity, self-doubt, self-perception, aptitude, availability, motivation, environment, neighborhood, peer influences, family, no family support, coping skills, resilience
4. *Personal* ($n = 5$; 45%): learner disabilities, behavioral health needs
5. *Bureaucratic* ($n = 8$; 73%): having a criminal record, stigma, biases, government bureaucratic obstacles, supervision restrictions, parole or probation

Question 4

As you now understand “entrepreneurial training” for juvenile offenders, please provide as much detail as you can from your valuable professional experience on how entrepreneurial training could potentially benefit juvenile offenders and/or the community?

Benefits to the Offender

1. Ownership and pride, no limits or boundaries, work ethic and dedication, cross-curricular academic skills, creates career path

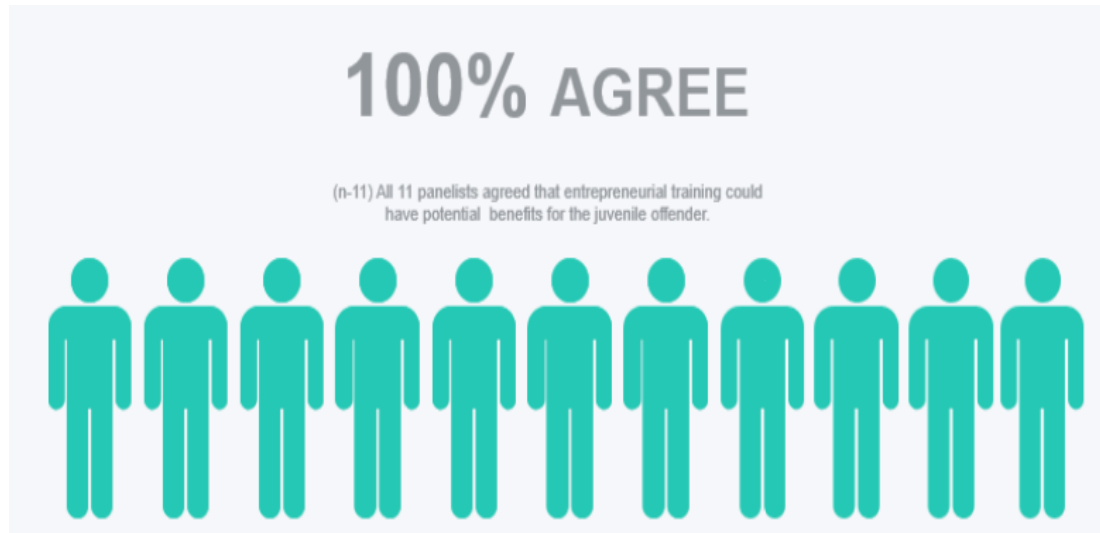
2. Fresh look at the world and fantastic ideas, goal achievement
3. Invaluable experience from business mentors, exposure, and hands on experience
4. Productiveness, learning, and accomplishments, build self esteem
5. Rising from failure and prospering
6. Goals and objectives, reduce destructive thoughts feelings and behaviors, discover positive practices and alternatives, alternative ways of thinking and behaving
7. Sharing of dreams, ideas, and plans, encouraging, and celebrating milestones, constructive feedback, learning, educational opportunities
8. Hope and encouragement, opportunity for success, builds character and a sense of belonging in the community
9. May be a perfect match for some youth, motivation, goals, strengths, benefits, self-sufficiency, make a life for themselves, pro-social values, learning new skills
10. Growth, pride, maturity, positivity, accomplishments, pro-social perspective to life, tests their abilities, entrepreneurial training provides tools of survival and a pro-social method to becoming productive members of society
11. Enriches a person's life emotionally and monetarily, great service to the community and reputation wise

Benefit for the Offender

All 11 panelists agrees that entrepreneurship training has potential benefit to the juvenile offenders (see Figure 12).

Figure 12

Benefit of Entrepreneurship Training for the Juvenile Offender



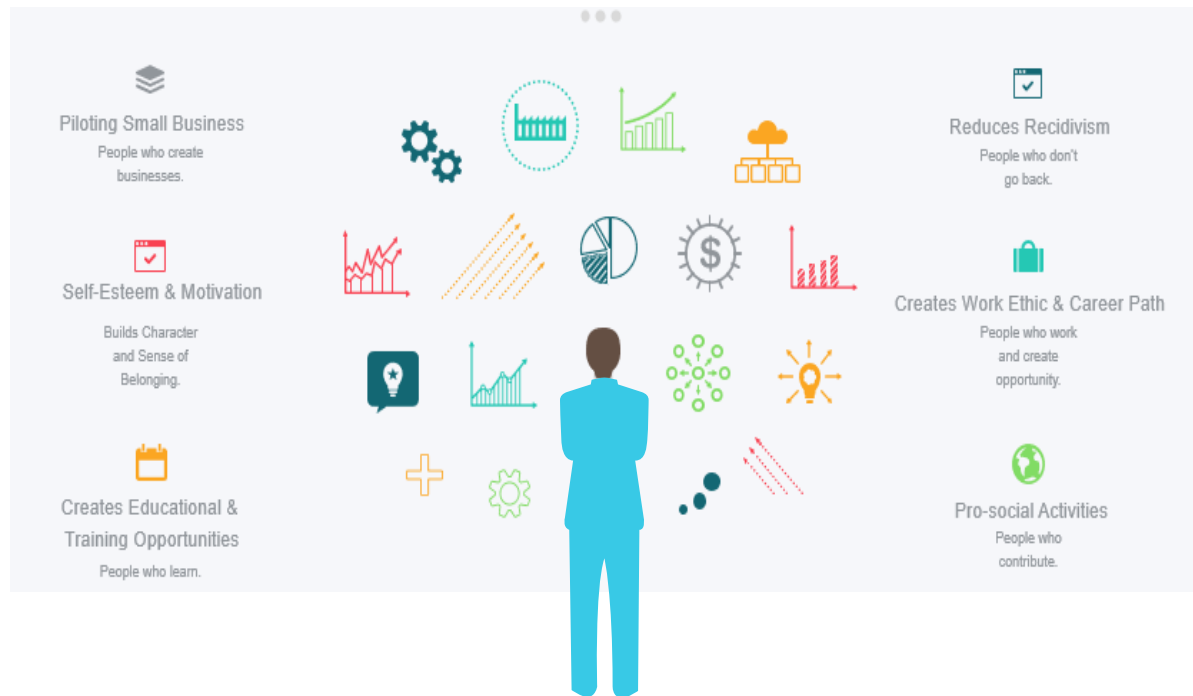
11/11 Panelist Agreed (100%) that entrepreneurship training has potential benefit to the offender.

Benefit to the Community

All 11 panelists commented on how entrepreneurship training for juvenile offenders may benefit the community (see Figure 13).

Figure 13

Benefit of Entrepreneurship Training for the Juvenile Offender to the Community



Panelists Comments

1. Create and develop and pilot small businesses
2. Realistic business ideas and concepts that will assist them in staying on the right path to become productive members of the community, goals, rehabilitation, and engagement, reduce recidivism, and benefit the economy
3. Invaluable experience from business mentors
4. Benefit to the community, be a provider instead of a destroyer that benefits the community
5. Properly functioning in society
6. Positive lifestyles, reduce recidivism, strengthen families, and protect communities
7. Incorporates business owners

8. Care for their own community
9. Restorative justice, repairing and building up community, contributing constructively to their community
10. Investment into community, restore their status in society in communities, becoming productive members of society
11. Great service to the community

Panelists' comments were divided into the following two categories to group panelists' individual and collective responses: prorehabilitation activities and recidivism reduction (Table 3).

Table 3

Panelists' Responses to Pro-rehabilitation and Recidivism

Panelist	Pro-rehabilitation (<i>n</i> = 11, 100%)	Reduce recidivism (<i>n</i> = 9, 82%)
1	Business development	Becoming productive members of society
2	Service to the community	Restoring their status in communities
3	Invaluable experience from business mentors	Contributing constructively to their community
4	Restorative justice	Staying on the right path
5	Repairing and building up community	Properly functioning in society
6	Great service to community	Being a provider instead of a destroyer
7	Incorporating business owners	Reduces recidivism
8	Investment into the community	Rehabilitation and engagement
9	Care for their own community	Productive members of the community
10	Strengthens families	
11	Protects communities	

CHAPTER V: CONCLUSION

Summary by Research Question and Key Findings

Each of the panelists who participated on both the Delphi panel qualifying pilot and the final Delphi panel were selected based on their expertise in criminal justice and working with juvenile offenders. In addition, their views were collected autonomously and without undue influence from each other or others outside of the panel. The panelists had to commit to completing the study without compensation and using their own free time to complete the study. Each panelist who was selected had more than 15 years of experience in the field of working with juvenile offenders and worked either for a nonprofit organization or the government. In addition to working for nonprofit organizations and the government, some were government contractors, consultants, and many belonged to various boards or commissions. The panelists were a diverse group of individuals who provided a good balance of subject matter expertise from law enforcement, public service, and nonprofit organizations.

Prior to execution of the final Delphi panel, a qualifying Delphi pilot was completed to ensure academic rigor and to test the concept of training for juvenile entrepreneurs' validity. In total 14 external subject matter experts participated, and two doctoral professors from California Baptist University participated, for a total of 16 panelists for both panels (qualifying pilot and final Delphi panel). The panelists, in total, answered 234 questions that were provided over the course of the two Delphi panel processes (pilot and actual). Twenty questions answered by panelists were prescreening questions (10 per panelist, a total of 160 questions answered). Ten questions were actual questions regarding the concept of juvenile entrepreneurs (six questions pilot, four

questions actual panel = 30 and 44 questions respectively). A total of 234 questions were answered by all panelists (see Table 4).

Table 4

Panelists Participation

Phase in project	Panelist	Questions answered
Contacted for Delphi beta test	5	n/a
Screened out/nonresponsive	0	n/a
Declined to participate	0	n/a
Delphi beta test prescreening	5	10
Delphi beta test Round 1	5	3
Delphi beta test Round 2	5	3
Total	5	16 each (80)
Contacted for Delphi panel	20	n/a
Screened out/nonresponsive	5	n/a
Declined to participate	4	n/a
Delphi panel prescreening	11	10
Delphi panel Round 1	11	4
Total	11	14 each (154)
Grand total	16	234

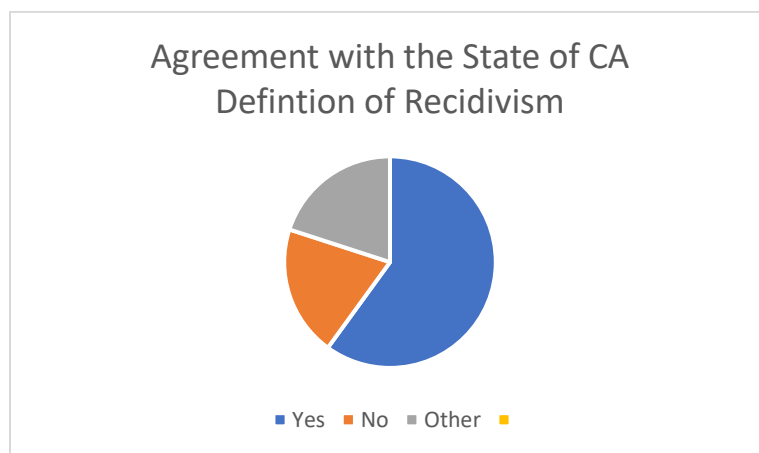
Evaluation of Pilot Project

The preparation of the pilot test was academically challenging and rigorous. Determining the best questions to ask, how to ask them, and proceeding through difficult and often controversial questions was necessary to obtain the subject matter experts' unbiased view on the concept of entrepreneurial training for juvenile offenders. The subject matter experts' professional experience and knowledge was key to determine whether independently and/or collectively they felt that the concept of potential training for juvenile entrepreneurs was indeed a valid concept.

The first question probed the panelists' understanding of the definition of recidivism in California so that they could comment on the following questions regarding the challenges that juvenile offenders may face while attempting to rehabilitate after incarceration. Consensus was not fully met on the definition of recidivism in the pilot round. In the pilot round, three out of five panelists agreed with California's definition of recidivism, while one did not agree, and the other did not understand the question (see Figure 14).

Figure 14

Panelists' Responses to the Understanding of the Definition of Recidivism



The second question asked the panelists what they thought the ideal components of entrepreneurial training could be. All five panelists (100%) agreed with Question 2, and consensus was met.

The panelists reported the following topics for an entrepreneurial training: (a) an assessment, (b) role models/mentoring, (c) finance, (d) budgeting, (e) marketing, (f) communications, and (g) career/workforce development.

Question 3 was posed to determine obstacles that juveniles might face while attempting to complete entrepreneurial training. The majority agreed on the obstacles juveniles may face (80%). Although no one disagreed (0%), one panelist agreed in part (20%) but cited in addition that “lack of trust or violated trust” in the past with mentors or role models may also be a challenge.

The panelists developed the following obstacles that juveniles might face: (a) lack of finances; (b) socioeconomic status; (c) disability; (d) racial-class barriers; (e) lack of education and/or literacy; (f) incarceration record; (g) engaging and keeping successful role models/mentors; (h) need of support from nonprofit, government, workforce, and/or business community; and lack of long-term commitments.

Conclusion of Qualifying Delphi Pilot

Question 1

Three of the five panelists agreed on California’s definition of recidivism while one panelist did not agree, citing, “Recidivism should be based on a new conviction subsequently causing a new incarceration.” Lastly, one panelist wrote “other”; he did not understand the question.

Question 2

All five panelists agreed that components or curriculum for entrepreneurial training for recently released juvenile offenders should include an assessment; role-models/mentoring; and basic concepts such as finance, budgeting, marketing, communications, and career/workforce development.

Question 3

Four of five panelists agreed with the following obstacles juvenile offenders might face in mastering entrepreneurial training: lack of finances; socioeconomic status; disability; racial-class barriers; lack of education and/or literacy; incarceration record; engaging and keeping successful role models/mentors; need of support from nonprofit, government, workforce, and/or business community; and lack of long-term commitments.

One panelist wrote other:

I agree but this causes me to believe some of these issues (engaging/keeping role models/mentors and lack of long-term commitments) may also stem from poor or nonexistent relationships in the past as well as adults who may have violated their trust. Might support the need for therapeutic support to help them improve in these areas to support long-term success.

In summary, the researcher believed consensus was met by the majority of the panelists on all three questions related to the concept of juvenile entrepreneurialism; however, for Question 1 regarding the definition of recidivism within the state of California, some may have considered the definition to be somewhat controversial. From this qualitative pilot study, the researcher was able to glean extremely important information into the validity and credibility of the concept of juvenile entrepreneurs, which led the researcher to begin the actual Delphi panel of 11 subject matter experts throughout California. The researcher decided to pose an additional question for the forthcoming Delphi panel to include potential benefits of entrepreneurial training to the juvenile and/or community because this question was not posed previously.

The qualifying Delphi pilot provided clarity and conciseness concerning the subject of entrepreneurial training for juvenile entrepreneurs. The need to validate and push boundaries regarding the topic of juvenile entrepreneurialism was met during the qualifying pilot rounds. In addition to providing in-depth feedback on the concept, the panelists also agreed on the challenges juvenile offenders may have and the types of curriculum that would be needed to make a successful entrepreneurial training program. Although the panelists did not fully come to consensus regarding the state's definition of recidivism, some panelists provided some valuable feedback regarding why they did not agree.

In closing, the qualifying Delphi pilot was a success and helped develop the framework on the concept of training for juvenile offenders. In addition, the pilot allowed the researcher to test boundaries and concepts that were not as widely known about in the discipline of juvenile reentry while also yielding an additional question for the actual Delphi study regarding the potential benefits of entrepreneurial training for juvenile offenders, including benefits to the community.

Summary of Delphi Panel

Question 1

The first question asked to the panelists was, "Here is the generally accepted definition of the criminal justice term "recidivism" within the state of California: 'An arrest resulting in a charge within three years of an individual's release from incarceration or placement on supervision for a previous criminal conviction.' (California Department of Justice, n.d., "Primary Definition," para. 1). Do you think the term is

adequate or inadequate? Do you agree with it or do you have another meaning(s) supported by your experience” (Table 5)?

Table 5

Agreeing/Disagreeing With the State of California’s Definition of Recidivism

Recidivism	Agreed	Inadequate	Not fully agree	Other
Pilot				
Panelist	3	1		1
Percentage	60%	20%		20%
Actual				
Panelist	4	3	3	1
Percentage	37%	27%	27%	9%
Total	7	4	3	2
100%	44%	25%	19%	12%

Discussion/Findings

Interestingly, many of the panelists agreed with the state’s definition of recidivism while others vehemently disagreed. Some others agreed in part, and one comment was considered neutral (agreed, but not fully).

Although several panelists agreed that the state’s definition was adequate (Panelists 3, 5, 7, and 8), other panelists did not agree that the state’s definition was adequate (Panelists 9, 10, and 11). In addition, three panelists wrote that they did not “totally” agree with the state’s definition (Panelist 1, 2, and 6), while one panelist (Panelist 4) wrote that the state’s definition was adequate but that the panelist did not totally agree with the definition (neutral).

California’s definition of recidivism has only been enacted for 6 years in government as of 2020: “In November 2014, Attorney General Kamala D. Harris

proposed a comprehensive statewide definition of recidivism to assist statewide and local criminal justice leaders in determining the efficacy of their criminal justice policies and to enhance public safety” (California Department of Justice, n.d., para. 1).

Although it is admirable of the state to develop a definition of recidivism to attempt to align policy regarding what “counts” as recidivism, the definition could also be considered a very controversial subject. All panelists answered the question regarding recidivism as subject matter experts who work in law enforcement and public service with offenders. Some reported that their understanding of the state’s definition can be considered flawed. More than one panelist stated that the definition has a lot of caveats that may not be accounted for, such as types of crime people are “arrested for” (infractions vs. misdemeanors), the use of “technical violations” possibly being duplicated if the same offender “violates” probation or parole more than once as well as counting an offender again if they subsequently get a new charge. One panelist felt that all technical violations “should” be counted, while another panelist stated they “should not” be counted.

Panelists expressed that defining recidivism can become difficult to quantify and gave myriad reasons why the definition may be flawed. Some found the definition satisfactory, while others did not agree, some agreed in part, and one agreed but then did not totally agree with the definition (neutral).

The quality of candor and reasoning behind each panelist’s decision to agree or disagree was not only controversial but also revered due to the panelist’s passion behind the subject and even more so in their expression to openly discuss their professional experience and work.

Question 2

Question 2 asked, “What would be the ideal components of “entrepreneur training” for recently released juvenile offenders? Describe the ideal curriculum.”

In total there were 44 comments made by panelists regarding ideal components for entrepreneurship training (some comments were duplicates). Comments were organized into the following categories:

1. Business management ($n = 8$; 73%)
2. Financial literacy ($n = 7$; 64%)
3. Collaboration ($n = 7$; 64%)
4. Communications ($n = 5$; 45%)
5. Social/emotional literacy ($n = 5$; 45%)

Discussion/Findings

Seventy-three percent of panelists agreed that business management was reported as the most necessary for curriculum, which included business courses such as marketing, market analysis, employment/job searching, networking, sales, business start-up, entrepreneurialism, history of business, goal setting, and basic computer skills.

Sixty-four percent of panelists agreed that curriculum regarding financial literacy and collaboration were important, citing collaboration as mentoring by business owners, including those with lived experience, community collaboration, tours of businesses, exposure to opportunities; sponsorship, and small businesses (including woman and minority owned). Financial literacy included math and writing, loans, budgeting (profit/loss), accounting, importance of credit, investing, and bank collaboration.

Forty-five percent of panelists respectively felt that social-emotional literacy and communication both were required to be included as curriculum, with communications including public relations, customer service, human relations, management training, public speaking/presentations, and innovative and creative thinking. Social-emotional literacy included interest assessment, life skills, balancing family life, self-esteem, motivation, coping mechanisms, and dealing with failure.

All potential curriculum topics the panelist recorded varied from hard skills such as mathematics and writing to financial literacy and loans, while others thought that softer skills such as coping mechanisms and life skills were equally important. The panelists provided a total of 44 ideas for potential curriculum for juvenile offenders, all could be considered as positive and could potentially have a profound impact for a reentrant's success.

Question 3

Question 3 was developed to help determine what types of challenges exist that may keep a young person reentering from being successful (see Table 6). The question posed, "What do you think the obstacles might be for juvenile offenders to master entrepreneurial training? Include government bureaucracy obstacles, learner disabilities, socioeconomic and/or financial constraints."

Table 6

Obstacles for Entrepreneurial Training of Juvenile Offenders

Bureaucratic	Financial constraints	Social-emotional	Basic needs	Personal
73%	64%	55%	55%	45%

Panelists concurred that juvenile offenders' obstacles included the following:

1. *Bureaucratic* ($n = 8$): Having a criminal record, stigma, biases, government bureaucratic obstacles, supervision restrictions, parole or probation
2. *Financial constraints* ($n = 7$): No credit, hard to obtain loans, no basic income, financial challenges, no financial support
3. *Basic needs* ($n = 6$): Lack of stable housing, need for basic income, lack of transportation, socioeconomic, need for solid foundation
4. *Social-emotional* ($n = 6$): Lack of maturity, self-doubt, self-perception, aptitude, availability, motivation, environment, neighborhood, peer influences, family, no family support, coping skills, resilience
5. *Personal* ($n = 5$): Learner disabilities, behavioral health needs

Discussion/Findings

Seventh-three percent of panelists felt that bureaucracies created the most obstacles for young people returning home from incarceration. Comments that panelists made regarding bureaucracies included having overzealous supervision by parole and probation officers, having a stigma of being an ex-offender, having a criminal record, and having parole or probation supervision restrictions.

Sixty-four percent of the panelists felt that financial challenges would be an obstacle for offenders, citing that having no financial support and not being able to obtain loans would make it difficult to reenter after incarceration. In addition, having no credit was mentioned. In response to Question 3, Panelist 2 stated,

The first things I think of are financial constraints and maturity. Youth exiting detention/incarceration are not likely to have a lot of money to start a business, so

they need to be prepared and taught how to find/convince investors. They likely don't have a significant or substantial credit history to assist in obtaining loans, nor do they have the job history to show they are reliable. These are factors that typically come with age.

One panelist (6) stated that youth “need to have direct and available resources,” which segues nicely into the topic of offenders having a need for basic needs. The panelist felt that an additional obstacle was that offenders required basic needs such as housing and transportation (55%). Panelists 1, 5, 7, and 8 commented that socioeconomic challenges, such as having no basic income and the neighborhood or environment the youth lived in could also prevent juvenile offenders from becoming successful in an entrepreneurial training program.

Question 4

Question 4 was created in the final Delphi panel to get panelists thinking about what types of benefits entrepreneurialism training may include for the offender and community. Although the question was asked as a singular question, panelists had ideas for both offenders and their community, and all 11 panelists answered the final question: “As you now understand ‘entrepreneurial training’ for juvenile offenders, please provide as much detail as you can from your valuable professional experience on how entrepreneurial training could potentially benefit juvenile offenders and/or the community?”

The comments from the panelists were placed into two categories: pro-rehabilitation ($n = 11$, 100%) and recidivism reduction ($n = 9$, 82%). The purpose of

placing them into categories was to define what the panelists were thinking with expressing their professional expertise.

Comments From the Panelists

Benefits to the Offender

1. Ownership and pride, no limits or boundaries, work ethic and dedication, cross-curricular academic skills, creates career path
2. Fresh look at the world and fantastic ideas, goal achievement
3. Invaluable experience from business mentors, exposure, and hands on experience
4. Productiveness, learning, and accomplishments, build self-esteem
5. Rising from failure and prospering
6. Goals and objectives; reduce destructive thoughts, feelings, and behaviors; discover positive practices and alternatives; alternative ways of thinking and behaving
7. Sharing of dreams, ideas, and plans; encouraging and celebrating milestones; constructive feedback, learning, educational opportunities
8. Hope and encouragement, opportunity for success, builds character and a sense of belonging in the community
9. May be a perfect match for some youth, motivation, goals, strengths, benefits, self-sufficiency, make a life for themselves, pro-social values, learning new skills
10. Growth, pride, maturity, positivity, accomplishments, pro-social perspective to life, tests their abilities, entrepreneurial training provides tools of survival and a pro-social method to becoming productive members of society
11. Enriches a person's life emotionally and monetarily, great service to the community and reputation wise

Benefits to the Community

1. Create and develop and pilot small businesses
2. Realistic business ideas and concepts that will assist them in staying on the right path to become productive members of the community, goals, rehabilitation, and engagement, reduce recidivism, and benefit the economy
3. Invaluable experience from business mentors
4. Benefit to the community, be a provider instead of a destroyer that benefits the community
5. Properly functioning in society
6. Positive lifestyles, reduce recidivism, strengthen families, and protect communities
7. Incorporates business owners
8. Care for their own community
9. Restorative justice, repairing and building up community, contributing constructively to their community
10. Investment into community, restore their status in society in communities, becoming productive members of society
11. Great service to the community

Discussion/Findings

Comments made regarding the offender include prosocial and/or prerehabilitation activities such as achieving goals, being mentored by business owners, having a work ethic and dedication, learning, having dreams and creating milestones, being productive, and having accomplishments.

Comments made by panelists that were considered recidivism reduction activities included the specific comment that entrepreneurial training would reduce recidivism (Panelists 2 and 6). Other recidivism reduction answers included offenders becoming productive members of society and having a productive lifestyle (Panelists 2, 4, 5, 6, 8, 9, and 10). In response to Question 4, Panelist 10 stated,

As a correctional practitioner, administrator, and program manager in the field for over 38 years, it is my opinion that ET (entrepreneurial training) would be most beneficial to establishing a structure and program whereby youthful offenders are provided with the tools of survival and a pro-social method to become productive members of society.

Benefits to the community are also showcased by panelists by including comments that discussed a combination of a benefit to the offender and a benefit to the community, as Panelist 6 stated in response to Question 4,

A change or modification in thought, which leads to action, which leads to consequences of success (+) or failure (-), must be the foundation of juvenile offenders insight into alternative ways of thinking and behaving. This (entrepreneurial training) encourages and sustains positive lifestyles, reduce recidivism, strengthen families, and protect our communities.

Limitations and Delimitations

Limitations

Limitations of the study included researcher biases. The researcher had worked in the field of social services and government and had more than 20 years of experience working with vast populations of adult offenders, juvenile offenders, and young people

up to age 24. At the time of this study, the researcher was a state-appointed juvenile justice commissioner. The researcher had also served on a county reentry board for several years at different times in various capacities such as committee member, committee chair, undersecretary, vice chair, and chair. The researcher also worked professionally in government institutions that incarcerate young people as well as provide supervision for young people after incarceration.

Delimitations

The scope of the study is experiential research and was limited to specific subject matter experts with more than 15 years in the field of criminal justice and with knowledge and professional experience regarding juvenile offenders and the rehabilitation options juveniles have and do not have. The research was limited to California and individuals who have worked within California counties throughout their career.

Other delimitations included that the study was not nationwide and only included California. In addition, the panelists were from various counties and worked in various counties throughout California, but not all counties were represented; however, some of the large counties in California were represented, such as Los Angeles, Sacramento, and San Diego.

Another delimitation was the use of a Delphi panel. Delphi panels can be qualitative in design, and some researchers argue that for a study to be valid it must be quantitative:

One of the arguments against the Delphi technique is that these studies mostly overlook reliability measurements and scientific validation of the findings.

However, Delphi is of significant use in resolving situations where no definite evidence is available, by relying on the knowledge and experience of experts.

Therefore, it might not be appropriate to use the same validation criteria as for hard science. (Thangaratinam & Redman, 2005, pp. 120–125)

In addition, some scholars argue that the size of a Delphi panel should be larger, and this study being only 11 panelists some might argue was not enough to reach a saturation point. However, the researcher argued that saturation was met by the character, quality, candor, and expertise of the subject matter experts:

There is no agreement on the panel size for Delphi studies, nor recommendation or unequivocal definition of “small” or “large” samples. There is a lack of agreement around the expert sample size and no criteria against which a sample size choice could be judged. Studies have been conducted with virtually any panel size. (Akins et al., 2005, “Background,” para. 3)

Recommendations for Future Study

In closing, the concept of training for juvenile offenders is a valid concept that should be studied further. Scholarly practitioners should complete further studies including an actual study of an entrepreneurial program for juvenile offenders to measure outcomes of rehabilitation, recidivism, and benefits to the offender and the community. In particular, a researcher should analyze specific measurements of recidivism that need to be analyzed more definitively to ensure that the measurements and the data captured coherently define what recidivism is within California. In addition, the data and research components may be used to serve or study other populations that often cross multiple systems of care, such as youth in the juvenile justice system, child welfare system,

homeless system, and workforce and education systems. Albeit the study only considered young people up to age 24, a practitioner could use the model to investigate the concept of entrepreneurial training for adult offenders as well. This study contributes to the literature and discipline of public administration but also serves as a catalyst for the social services disciplines because the youth in the criminal justice system are also often served by various social services agencies.

In addition, it is clear that some youth may struggle with learner disabilities and educational obtainment while in the juvenile justice system, during incarceration, and while out on probation or parole supervision. The concept of entrepreneurial training for juvenile offenders is not for every offender as a blanket solution. First, it is the offenders choice to participate, and second, if there are learner disabilities those disabilities should be addressed to support the youth offender in the same way individual education plans are supported in the education system.

Scholarly practitioners may use data from this study to make decisions on the type of entrepreneurial training that should be provided for juvenile offenders, keeping in mind that programmatic supports must be in place to support the offender through the program such as basic income, housing, transportation, and educational supports. Learner disabilities and behavioral health must be supported for youth who may need this level of educational and mental health support. Life skills are of utmost importance as well, as many panelists identified that self-esteem, motivation, and dealing or coping with failure must be addressed because they are critical to a young juvenile entrepreneur's success.

Curriculum should include myriad classes or trainings, such as business history, entrepreneurialism, marketing, and marketing analysis. Other courses may include financial literacy, such as math and accounting, budgeting, investing, and the purpose of loans and credit. Mentoring by business owners is another critical key point and should also include people with lived experience that are now successful. The value of lived experience cannot be understated, as different panelists discussed the need for a young person to have trust. Trust may be built with an adult businessperson who has had similar challenges or experiences but rose to the occasion and was able to defeat and beat the odds of incarceration. Curriculum should also include communications, and the young person will need to know how to professionally communicate through public relations. Customer service, public speaking, and giving presentations were mentioned to undergird the need for a young person to be able to effectively communicate.

In addition, the researcher feels that the amount of money being spent on incarcerating juvenile offenders in the Division of Juvenile Justice is exorbitant at over a quarter million dollars annually spent for a youth in a detention facility (Washburn, 2017). A portion of those funds could be spent on prerehabilitation activities, such as employment, education, and entrepreneurialism training (The 3E's; Regional Task Force on the Homeless, n.d.), to help the young person to successfully rehabilitate prior to and during reentry.

Because of the historical work of Leroy Gould in 1969 in his study “Juvenile Entrepreneurs” regarding the behaviors of young people who were incarcerated and the later work by Obschonka et al. (2013) regarding the concept of juvenile entrepreneurs by

studying business owners, the concept of juvenile entrepreneur was founded and established.

This study, which used a Delphi panel of subject matter experts, helped the concept to reinvigorate at a time in history where concepts need to be tested and tried to begin to create additional successful outcome indicators for juvenile offenders. For far too long the data regarding juvenile offenders in the United States, and within California, have been a challenge and must be addressed—if nothing is ventured then nothing is gained. New untested theories such as entrepreneurial training for juvenile offenders must be tried to find unconventional ways to help young people to become successful after incarceration and to change the current outcomes and status quo.

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APPENDICES

APPENDIX A

Researcher Experience

The researcher has worked in communities throughout California and Nevada for more than 20 years in the areas of housing, employment, and criminal justice, has helped many communities throughout California and Nevada to mitigate complex community challenges. The researcher specifically worked in the area of juvenile justice, corrections and delinquency prevention since 2001, including working within a California State Prison, within the California Youth Authority Parole, and within the State of California Division of Parole Operations.

The researcher is currently serving a 4-year term as a Juvenile Justice Commissioner in San Diego County, for a State of California Juvenile Justice Commission, a position she held 15 years ago as well. The researcher served as Chair, Vice Chair, Undersecretary, Legislative Committee Chair, Documentation Committee Chair, and current member of the San Diego Reentry Roundtable, a political advisory board founded by The San Diego District Attorney's Office, focused on the reentry and rehabilitation of criminal offenders. The researcher developed, implemented and executed a 1-year longitudinal study while working at State Parole under assignment by the Chief of Parole for San Diego and Imperial Counties, to study the rehabilitation and reentry options for state parolees, from the perspective of parolees and community service providers.

For 4 years (2010–2013), the researcher oversaw a federal grant funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and implemented the program for juvenile delinquency prevention within California and

Nevada including San Diego, Riverside, San Bernardino, Los Angeles, Sacramento, California; Reno and Las Vegas Nevada; including creating advisory boards in each city comprised of over 100 organizations from local governments and non-profits. This special grant funding was created by Michelle Obama as a White House initiative from 2010 to 2013. As a Project Consultant and Executive Director of Economic Development for the Council for Supplier Diversity, the researcher oversaw an entrepreneurial program for Upward Bound students, funded by the Department of Education through The University of San Diego, to teach students how to own a business and to take their business to market.

As the Continuum of Care Lead for The Regional Task Force on the Homeless, in 2018 the researcher won a national grant competition in the amount of \$7.94 million dollars of annual appropriation permanently, from The U.S. Department of Housing and Urban Development (HUD) which includes justice involved youth; and innovative entrepreneurialism programming. The researcher is the co-author and oversaw all aspects of the San Diego County Coordinated Community Plan to End Youth Homelessness which involves multiple layers of juvenile justice, cross systems work; approved and endorsed by The U.S. Department of Housing and Urban Development March 13, 2019 (www.rtfhsd.org/yhdp, 2019).

The researcher is the first in the country to ask HUD to waive federal regulations regarding Category 3 Homelessness, requesting to use federal funds to serve individuals homeless under the Public Health Services Act; which includes youth leaving correctional institutions. The researcher is duly known for her expertise in the areas of justice, housing, and employment and worked on many special projects over the span of

her career and spoke on many panels regarding issues that plague communities, including workforce, the reentry of offenders, and homelessness.

APPENDIX B

Panelists Education & Professional Experience

	Professional Title	License or Degrees	Years	Counties	State	Level of Expertise
1.	Chief Probation Officer, Chief Parole Officer for 2 counties, Community College Instructor for Criminal Justice	Bachelor CJ, Graduate work in study of Law	25 +	Riverside, Imperial, Los Angeles, San Diego	CA	<ul style="list-style-type: none"> • Some Education • Some professional experience • Expert level of professional experience • Subject matter expert • Known throughout your community regarding your education and/or professional expertise
2.	Director of Workforce, Youth Programs		15-20	Sacramento, El Dorado, Placer, Yolo	CA	<ul style="list-style-type: none"> • Some Education • Expert level of education (including professional certifications, licenses, degree, etc.) • Known throughout your community regarding your education and/or professional expertise
3.	Executive Director of Commission on Gang Prevention	MS in Business MA in Journalism	20-25	San Diego	CA	<ul style="list-style-type: none"> • Other: worked for the Mayor's office
4.	Chief Probation Officer, Consultant	BA in Criminal Justice MS In Criminal Justice	25+	Orange, San Diego	CA VA GA MN MO AR AZ TX	<ul style="list-style-type: none"> • Some Education • Some Professional Experience • Expert level of education (including professional certifications, licenses, degree, etc.) • Expert level of professional experience • Subject matter expert

					OR WA FL IL NV UT CO NJ IN TN MD	<ul style="list-style-type: none"> Known throughout your community regarding your education and/or professional expertise
5.	Juvenile Detention Counselor	Master in Public Health	15-20	Riverside	CA	<ul style="list-style-type: none"> Some professional experience
6.	Supervising Probation Officer		20-25	San Diego	CA	<ul style="list-style-type: none"> Expert level of education (including professional certifications, licenses, degree, etc.) Expert level of professional experience Subject matter expert
7.	Mayors Officer on Reentry Manager	Bachelor Business Management	15-20	Los Angeles	CA	<ul style="list-style-type: none"> Known throughout your community regarding your education and/or professional expertise
8.	Superintendent, Warden, Division of Juvenile Justice	Bachelor Psychology, School of Social Sciences & Interdisciplinary Studies	25+	Ventura, Los Angeles, San Joaquin, and worked in	CA	<ul style="list-style-type: none"> Expert level of professional experience Subject matter expert

				State/m 58 CA counties		
9.	Chief Executive Officer	Bachelor Criminal Justice	15-20	San Diego	CA	<ul style="list-style-type: none">• Expert level of education (including professional certifications, licenses, degree, etc.)• Expert level of professional experience• Known throughout your community regarding your education and/or professional expertise
10.	Principal, CA Department of Education Board Member	Master Degree in Teaching Master Degree in Leadership Bachelor Degree in Mathematics	15-20	San Diego, Sacramento	CA	<ul style="list-style-type: none">• Some professional experience
11.	Chief Operating Officer		25+	Los Angeles, San Diego	CA	<ul style="list-style-type: none">• Some Education• Expert level of professional experience• Known throughout your community regarding your education and/or professional expertise• Other (please specify or add more information regarding your professional expertise):• Personal experience

APPENDIX C

Panelists' Answers

	Here is the generally accepted definition of the criminal justice term "recidivism" within the State of California: "An arrest resulting in a charge within three years of an individual's release from incarceration or placement on supervision for a previous criminal conviction" (bscc.ca.gov). Do you think the term is adequate or inadequate? Do you agree with it or do you have another meaning(s) supported by your experience?	Emerging Themes
1.	<p>Recidivism should be measured on two levels based on if individuals receive services once released or not. Post-completion of programming, recidivism should be measured from new arrests, technical violations, and new convictions up to one year of from the individuals release date. For those that opt out of receiving services, they should be required to have recidivism measured from new arrests, technical violations, and new convictions up to two years.</p>	<p>New arrest, new conviction Time frame questionable Technical violations (not totally agree)</p>
2.	<p>I think "charge" and "time" are only part of the picture. Limiting the measure of recidivism to whether an individual was charged with a crime does not account for those individuals who were arrested for crimes but not charged for whatever reason, it doesn't account for all criminal behavior. When we consider changes to many laws and the decriminalization or reduction of serious crimes to misdemeanors, this too impacts what I believe to be the true picture of recidivism. Misdemeanors are more likely to be handled informally than felonies and infractions don't result in formal charges so when you're looking at, say, an individual with prior felony drug convictions who is now arrested for the same crime but this time as misdemeanor, which the DA may choose to reject or the police may even choose not to arrest, may not end up with formal charges and his/her criminal behavior cannot be accounted for or addressed. This is particularly applicable to the adult justice-involved population, I think. Also, three years may not be long enough, particularly in the adult population. With juveniles, it's a little different. There are studies that indicate many juvenile offenders simply "grow out of crime", that somewhere between the ages of 17 and 22, I believe, they reach a turning point at which they decide they're done committing crimes and ready to move on or they decide to continue to engage in criminal behavior. If these studies are correct, given their age, three years may be a fair timeframe in juvenile matters. Sticking just to crimes resulting in a charge though is still limiting and does not account for all criminal behavior.</p>	<p>Time frame questionable, doesn't account for all criminal behavior (not totally agree)</p>
3.	Adequate	Adequate

4.	The term is adequate; However, I do not agree totally with the definition of recidivism. Didn't know there was a 3-year timeline. And I was arrested while on parole because my roommate had drug paraphernalia and didn't own it so we both was violated. Did I reoffend or relapse No!!!!	Adequate, but not totally agree
5.	It correctly describes the situation, but I believe that it has such a negative connotation that it should be changed to entice offenders to not return and to remove the signa of this word.	Adequate (stigma is associated with the word recidivism)
6.	Recidivism under this definition does not describe a conviction. Rather, it describes a non-incarcerated period for the instant offense. Often, technical violations of the terms of parole or probation result in a return to custody, but this can be viewed as a double-count of an individual's arrest and conviction.	Technical violations (not totally agree)
7.	The term sufficiently describes recidivism	Adequate
8.	I would agree with this term. But I have also heard if the term repeat juvenile offenders. Most often any one with repeat offenses are considered repeat offenders	Adequate
9.	I think the definition has to be placed in a context. without proper context, the definition is inadequate. To begin, the definition is incomplete. A generic definition of recidivism is "a return to criminal (or delinquent) conduct". There can be different measures to evaluate or track recidivism. This description tracks "arrests". more specifically "arrests that result in a charge". Tracking arrests is an appropriate measure but a problem with this definition that not all arrests that lead to charges result in the juvenile being adjudicated delinquent. Thus, with this description, even youth who are "innocent" of the charges for which they were arrested who be considered recidivists or to have recidivated. Moreover, not all youth who entered the juvenile justice system, or who are charged are actually arrested. Many are merely "cited" into court. A citation is not an arrest, thus under this definition many youth who in fact who returned to or repeated delinquent conduct would be left out of any tracking. An additional problem with this description is time frame. By including both the time frame of three years after release from incarceration and three years from placement over supervision, the description in effect creates two different time periods to track recidivism. Any youth who is released from incarceration goings onto a period of supervision, that youth would then be tracked for the post incarceration period as well as the post-supervision period, while the youth who was not incarcerated will only be tracked for the three years post supervision. This definition term is in fact inadequate for those reasons. I would suggest the following recidivism description " a new sustained delinquency petition during any term of supervision and post-supervision period up until the age of majority." I would suggest	Inadequate Time frame Rearrests Doesn't address Criminal behaviors
10.	The term is inadequate, the offense to have recommitted should have been the same or related to the original offense. Crimes have different underlying causes, degrees and causal relations associated with social, economic predicaments. To strictly categorize any crime committed as being a qualifying for a return to criminality renders the term recidivism meaningless. Violent crime should be categorical with crimes against person, injuries, as do nonviolent crimes or crimes against property persons and victimless crimes, drunkenness, under influence of drugs, vice crimes.... I have seen offenders overcome challenges which forced them to crime but for a situational incident unrelated offence, find them self-arrested for an unrelated criminal matter often nonviolent and minor in degree.	Inadequate

11.	From my experience in local politics (Executive Director of the SD Gang Commission) recidivism is word that allows for discrimination of anyone who has been incarcerated multiple times (no matter the crime or circumstance).	Inadequate (inferred) (stigma is associated with the word recidivism)
What would be the ideal components of "entrepreneur training" for recently released juvenile offenders? Describe the ideal curriculum.		Emerging Themes
1.	The ideal components of entrepreneur training for recently released juvenile offenders are: • Exploring Entrepreneurship • Entrepreneur Role in Society • Prepare Entrepreneurship and Business • Types of Business and Ownership • Opportunity Recognition and Market Analysis • Business Plan Design • Marketing Plan and Sales • Analyzing and Generating Finances • Business Start-Up	Marketing, business management, business plan, finances
2.	Applying for loans and building a resume; Presentation of self, including how to dress, speak, etc. when applying for loans, selling product; Financial/Budget/Investing for establishing and maintaining the business; Confidence Building and Presentation Skills to assist in selling the product/business and to assist in coping with failures/setbacks that may occur; Human Relations/Customer Service skills for interacting with customers and employees; Business Skill and maybe even some level of management training as the entrepreneur will in all likelihood be "the boss" per se and must be able to view the whole picture and how decisions on one area can potentially impact many other areas, so knowledge of the ins and outs and ups and downs of managing a business and the interconnectedness; understanding al the costs associated with running a business and how to "shop" for the best deal for that individual or business/product; Coping skills; Soliciting help/guidance/mentorship from individuals with lived experience in both the justice system and business world could be invaluable as well.	Financial, loans, money, business management, training, customer service, communications, mentorship by business owners, lived experience, job searching Dealing with failure, coping skills
3.	Pairing them with actual members of the community who own their own businesses. If possible, a business owner who has experienced the same challenges during their youth. I believe in one on one training especially when you are talking about entrepreneurship.	Mentoring by business owners, community collaboration, lived experience, life skills
4.	Money management, the importance of credit, Time management, financial planning, communication and networking	Financial, money, communications
5.	I believe for this to work it needs to be an "immersion" type program. You need to control the environment for the youth to succeed. The curriculum should center around a "family" type structure.	Immersion program, Curriculum, family
6.	First, an offender should have completed high school education or vocational training certification. Joint Venture programs are good, but any program should be identified through a valid job market analysis of viable and gainful training and or employment opportunities. It may be necessary to change some sentencing guidelines to include incentives for offenders to program. Vocational truck driving is an example of an employment opportunity sought out by several companies and vendors.	Training
7.	Individual assessments of the offender's interests to determine the area of interest. These offenders have learned bad habits but from the bad habits they have developed certain skills, they've had to sharpen their skills to be competitive in the own environment. To assess the skills and their interest it will take an individual case by case curriculum. If	Tours of businesses, community collaboration, curriculum, assessment

	someone's interested in mechanical and another person is interested in for example horticulture I think for the interest of them being successful you would want to put them in different curriculums and areas of opportunity for exposure to something that would keep them motivated. A curriculum where they are going to be hands-on actually seeing the beginning of a process into the end of the process. Tours of people actually doing what they are interested in. These individuals are very sharp and need assistance directing their energy.	
8.	1. Goal setting Character and teamwork Unconscious Bias and sensitivity. 2. Job searching and discovery of interest 3. math and writing skill workshop Budgeting, profits/losses, percentages, business proposals, public speaking, basic math skills. 4. communication Working with others, email and phone communication 5. Presentations 6. History of business 7 computer skills Google suite Calendar, google meet, chat Service learning: going in communities to help mend and create bonds for future and continued business	Budgeting, communications, business management, communications, job searching, public relations, math skills, teamwork
9.	I would think an ideal curriculum for entrepreneur training would include: 1- Business administration 101 (fundamentals of business) 2- Finance 101 (fundamentals of finance) 3- Instruction on engaging with the public 4- Some instruction on marketing 5-Some instruction on innovation/creative thinking 6- Some instruction on Management	Marketing, management, finance, public relations, management
10.	reentry program providing all structure necessary to meet fundamental needs. A sponsor/ mentor to assist in fundamental and complex obstacles the offender will encounter. Basic educational criteria/ minimums and expressed drive to be successful and objective manifestations toward achieving.	Mentoring, coping, aptitude
11.	The curriculum would include the following: 1.Project AWARE circles, 2.Readings from Policy Walking, Peace in the Hood 3.Speakers like Chida Rebecca (Editor of Black), Armand King and Jay Bowser (Paving Great Futures) (research other young entrepreneurs who can be invited.) 3. A math section (I use that word on purpose-some may need special help in this area) to cover the nitty gritty accounting issues that they should be aware of and learn. 4. Collaborations - from collaborating with the bank, or staff/the community 5. Tours of minority-owned businesses/small businesses in the area (women owned) 6. Marketing - what it is; ways it's done; how it attracts \$ to the business	Math, tours of businesses, mentoring, community collaboration, marketing, accounting/finances
	What do you think the obstacles might be for juvenile offenders to master entrepreneurial training? Include government bureaucracy obstacles, learner disabilities, socio-economic and/or financial constraints.	Emerging Themes
1.	In order for juvenile offenders to thrive in entrepreneurial training courses, they must have a solid foundation. They need support with stable housing, behavioral health services, income/stipend for basic needs and transportation assistance. If these needs are not met, it will be difficult for juveniles for focus on any entrepreneurial courses.	Solid foundation needed, stable housing, behavioral health, income for basic needs and transportation
2.	The first things I think of are financial constraints and maturity. Youth exiting detention/incarceration are not likely to have a lot of money to start a business, so they need to be prepared and taught how to find/convince investors. They likely don't have a significant or substantial credit history to assist in obtaining loans, nor do they have the job history to show they are reliable. These are factors that come typically with age. If their criminal/delinquent record is limited to the juvenile justice system (meaning their crime was committed prior to age 18), they are not technically	Financial constraints and maturity, no credit, hard to obtain loans, having a criminal record, needing coping skills, resilience, coping

	convicted, so they may not necessarily have to share their record with potential investors or entities that would provide a loan. I mention maturity, not a disability, but a disadvantage. It is important for youth entrepreneurs to have positive coping skills and to be able to present themselves as responsible, level-headed, patient individuals. Not to say that youth in the justice system do not possess these skills because many do, it is just imperative that they be prepared to hear "no" and to not become angry or frustrated. For some, hearing "no" is nothing new but it may make some inclined to give up, and we don't want that. For others, hearing "no" may be totally new, and they might be reactive. This is why I mentioned training in confidence, presentation, and coping skills, so they don't react negatively when being told something they don't want to hear and that they have the confidence to keep moving forward and to try again. There may be government/bureaucratic obstacles in some cases, depending on what type of business an individual wants to start and whether there are licensing restrictions on what they can do due to their criminal record and/or registerable offenses as well. Sadly to say, there is an unfortunate stigma that particularly follows adults with adult records that is hard to escape if for no other reason than a gap in an individual's resume.	skills, govt. bureaucratic obstacles, stigma
3.	Financial, definitely	Financial
4.	Number one obstacle is self-doubt, lack of financial stability or startup capital	Financial, self-doubt
5.	All the above are constraints, but they all need to be address at the same time. Do not use a "one size fits all" approach. The environment needs to be nurturing and holistic.	government bureaucracy obstacles, learner disabilities, socio-economic and/or financial constraints
6.	Obstacles may include a lack of direct and available resources for the offender to master the entrepreneurial training. If there exists a stigma against the offender based upon their own self-perception and others' biases, the offender could view discharge and release as more obtainable a goal and therefore, all that matters at the time.	Stigma, biases, self-perception
7.	One obstacle might be lack of interest in becoming an entrepreneur. An assessment of each person participating in the program would be to identify key traits for success. Do they demonstrate confidence are they open minded self-starter are they competitive do they show determination do they have strong people skills are they disciplined do they have creativity and work ethic? Other obstacles they could prevent them from mastering the program would be transportation, lack of a dream, lack of imagination, financial incentives can stifle motivation and creativity, the feeling of entitlement, educationally deficient, others biases toward criminal history. Another possible obstacle would be the environment in which they come there needs to be a change in order for them to get their business started	Lack of interest, transportation, finances, educationally deficient, motivation, biases toward criminal hx (stigma), their environment
8.	Previous and unidentified learning disabilities. Scaffolding and providing time for theses learned and all learners. If there is cost participate will not be able to complete. Housing if the participants don't have stable housing or food and cause inconsistencies in learning and progress.	Learner disabilities, housing, food
9.	Obstacles justice involved youth might face in mastering entrepreneurial training could be both internal and external. Internal obstacles could include: 1- Motivation/interest. The youth should have some level of internal motivation to learn 2- Change mindset. The youth should be at least at the "contemplation stage" on the stages of change cycle. That means the youth has made a decision to reevaluate continued delinquent conduct. 3. Availability. The youth must be available to commit to and participate in the training. Obstacles could include family obligations (caring for younger siblings, older parents, etc.) External obstacles could include: 1- Supervision requirements that might	Motivation, availability, supervision restrictions, family

	interfere with the training (i.e. curfew, community service obligations, area restrictions, other supervision conditions, etc.)	
10.	peer influence, lack of confidence, lack of support network, overly aggressive parole/ probation supervision, neighborhood, family support or lack of, risk and needs factors or aptitude. Assessment vital to select candidates.	Peer influence, lack of confidence and support network, supervision, environment or neighborhood, no family support, aptitude, supervision (parole/probation) Government, learning disabilities, financial support
11.	Obstacles for former juvenile offenders: Not understanding government "speak"; having trouble grasping the nuances of business lingo; learning issues; and finally, not understanding that it's about developing a business that someone wants to financially support As you now understand "entrepreneurial training" for juvenile offenders, please provide as much detail as you can from your valuable professional experience on how entrepreneurial training could potentially benefit juvenile offenders and/or the community?	
1.	Entrepreneurial training provides juvenile offenders a sense of ownership and pride. They learn how to start-up and operate a business which can lead to a career path without limits or boundaries all based on their work ethic and dedication. They will learn cross-curricular academic skills, by integrating inquiry-based and business tools that will enable students to analyze, create, develop and pilot small businesses.	Ownership and pride, no limits or boundaries, work ethic and dedication, cross-curricular academic skills, create, develop and pilot small businesses
2.	I think youth offer a fresh look at the world and full of fantastic ideas. Academic and vocational trainings are not for everyone, and from the rehabilitative perspective, if we can assist youth who have realistic business ideas and concepts that will assist them in staying on the right path and becoming productive members of the community, we should encourage those positive thoughts/goals and assist them in achieving those goals, whether it is provided directly or via linkage to the appropriate providers. It can assist in the rehabilitative process by getting youth to engage more in their case plan if it includes entrepreneurial goals, may assist in reducing recidivism in the long run, and benefit the community if recidivism is reduced and also by contributing to the economy.	Productive members of the community, goals, rehabilitation and engagement, reduce recidivism, and benefit the economy. Fresh look at the world and fantastic ideas, goal achievement
3.	Working alongside with someone who has the experience as an entrepreneur is much more effective in teaching someone as opposed to the classroom. Actual hands on experience from the Business owner is much more effective in the long run for anyone who wants to own their own business. Being exposed to the day to day work and challenges is invaluable in teaching someone about Business ownership.	Hands on experience, effectiveness, invaluable teaching
4.	If a juvenile is being productive and is learning to be a provider instead of a destroyer that benefits the community. Also, the accomplishments the juvenile receives builds his self-esteem as well	Productiveness, learning, benefit to the community, and accomplishments, build self esteem

5.	It needs to be a community / family approach. Most of the juveniles lack interpersonal skills, anger management skills, and conflict resolution skills. They need to learn how to properly function in society before training and entrepreneurial skills can be taught and learned. Knowing how to properly deal with and rise from failure and defeat to prosper.	Properly functioning in society, rising from failure and prospering, a family approach
6.	I was involved in implementation of the Integrated Behavior Treatment Model (IBTM), which guided all male and female youthful offenders from arrival to Division of Juvenile Justice to community re-entry. This cognitive behavior model allowed for 100 percent concentration of effort and full evaluation of implementation and expected results through an interdisciplinary treatment team effort, where youth were advised of goals and objectives. In summary, IBTM provided individual and group counseling services where youth participated in a variety of cognitive behavioral intervention groups to allow them to identify destructive thoughts, feelings and behaviors, and discover and practice positive alternatives to be more successful in the future. A change or modification in thought, which leads to action, which leads to consequences of success (+) or failure (-), must be the foundation of juvenile offenders' insight into alternative ways of thinking and behaving. This encourages and sustains positive lifestyles, reduce recidivism, strengthen families and protect our communities	Goals and objectives, reduce destructive thoughts feelings and behaviors, discover positive practices and alternatives, alternative ways of thinking and behaving. Positive lifestyles, reduce recidivism, strengthen families and protect communities.
7.	Provide the youth offender an outlet for sharing his/her dream. Ask questions, providing access to those that have become entrepreneurial business leaders. Take tours of some of the startup businesses. Invite others to come and talk to them about their ideas have a workshop on types of key elements of becoming an entrepreneur. have participants draft out their ideas and plan. Encourage, celebrate each milestone Demonstrate interest Provide positive and constructive feedback Identify educational opportunities to learn best business practices Walk participants through school enrollment to learn how to create a business plan. How to do market research to determine if there is a market for their product or idea. Listen to participants idea	Sharing of dreams, business leaders, ideas, and plans, encouraging and celebrating milestones, constructive feedback, learning, educational opportunities.
8.	It could benefit the participants by providing them hope and encouragement that they still have an opportunity for success. It would benefit the community to not use the term juvenile offenders it might lead to discrimination. Renaming the term is key for a successful program. Participant or community do not benefit from the terms. However, one benefit maybe they return to their community to do good and care more about the community than they did before. Builds character and a sense of belonging for rtipcant and community	Hope and encouragement, opportunity for success. Care for their own community, builds character and a sense of belonging in the community.
9.	Engaging justice involved youth in entrepreneurial training should be completed through a case a planning process through an application of the RNR model where any referral to such a training is follows a thorough assessment of the youth background, strengths and needs. In other words, entrepreneurial training may not be a good match for every youth involved in the juvenile justice system, but instead made be a perfect match for some. The key is carefully evaluating the youth's background, motivation, goals, strengths and deficits to see how they will meld with the requirements, benefits and challenges of an entrepreneurial training program. Any supervision agency should be proactively engaged to support an entrepreneurial program that would serve justice involved youth. The potential benefits to the community are obvious. A well designed and effectively delivered entrepreneurial taring program can support an application of "Restorative Justice" where the youth are involved in building up if not repairing the community with their entrepreneurial efforts. Finally, it could set he youth on a path of self-sufficiency where they	May be a perfect match for some youth, motivation, goals, strengths, benefits, restorative justice, repairing and building up community, self-sufficiency, make a life for themselves, pro-social values, learning new skills and contributing constructively to their community

	not only make a life for themselves, but they are also rewarded for engaging in pro-social values, learning new skills, and contributing constructively to their communities	
10.	As a correctional practitioner , administrator, and program manager in the field for over 38 years, it is my opinion that ET would be most beneficial to establishing a structure and program whereby youthful offenders are provided with the tools of survival and a prosocial method to become productive members of society . Most of the existing programs within corrections do not follow up in structure outside the institution. Many correctional programs instill negative self-images and stigmas all of which are antisocial, and society reaffirms those images once in the community. Providing a youthful offender ET allows for growth, pride and investment into their own community. It allows the individual to reach maturity with positive accomplishments and sets a path of prosocial perspective to life. This approach is contrary to those that most offenders encounter as they attempt to adjust to their new environment as a youthful offender, ex con, felon.... ET will allow the youthful offender to test their abilities and place themselves on the same level playing field as non-offenders or restore their status in society or their communities.	Growth, pride, investment into community, maturity, positivity, accomplishments, prosocial perspective to life, restore their status in society in communities.
11.	Being an entrepreneur is a learned skill that enriches a person's life not just monetarily but emotionally - helping people is a great service to the community with rewards both monetarily and reputation-wise.	Enriches a person's life emotionally and Monetarily, great service to the community and reputation-wise.